THE EFFECT OF PREDICTING STRATEGY WITH WEBTOON ON STUDENTS' READING COMPREHENSION AT MTSS AWALIYAH TANJUNG TIGA IN ACADEMIC YEAR 2019/2020

Submitted to Faculty of Tarbiyah and Teaching Training UINSU Medan as a Partial Fulfilment of the Requirement for S-1 Program

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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MEDAN

2020

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

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

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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 saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh Univeritas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

HUSNA AMALIA FADILAH. 0304161021. THE EFFECT OF PREDICTING STRATEGY WITH WEBTOON ON STUDENTS' READING COMPREHENSION AT MTSS AWALIYAH TANJUNG TIGA IN ACADEMIC YEAR 2019/2020. THESIS. FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN.2020.

This study investigated the effect of applying Predicting Strategy with Webtoon on students' reading comprehension at MTSS Awaliyah Tanjung Tiga in academic year 2019/2020. Quantitative method with true experimental pretest-posttest control group design was used to conduct this study. The number of population was 60 students of eighth grade that divided into two classes. The samples were all the population that consisted of 30 students in experimental class (VIII-A) and 30 students in control class (VIII-B) by simple random sampling. The instrument of collecting data was pre-test and post-test in form of 20 questions of multiple choice test. The result of t-test with degree of freedom (df) was 58 and $\alpha = 0.05$ showed that t_o was 6.515 and t_{table} was 1.673. It means $t_o > t_{table}$ (6.515 > 1.673). The finding showed that Alternative hypothesis (H_a) has been accepted and Null hypothesis (H_o) has been rejected. It indicates that score between experimental and control class was different after applying treatment. In another words, Predicting strategy with Webtoon has significant effect on students' reading comprehension at MTSS Awaliyah Tanjung Tiga**.**

Keywords: Predicting Strategy with Webtoon, Students' Reading Comprehension, True Experimental Design

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Last words, the writer have realization that this paper has much shortcoming. However, the writer also feels appreciated to receive critics and suggestions in improving this paper to make it better in the future. This thesis hopefully will have advantages for people who read this.

Medan, Agustus 2020

Husna Amalia Fadilah

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CHAPTER I

INTRODUCTION

A. Background of the Study

Regarding as essential skills at any English level among four skills, reading is crucial aspect for English learner. In curriculum 2013, eighth grade students are expected to analyze structure, language features, and social function such as identify main idea, and supporting ideas, detail information as basic competences and indicators in criterion of minimum completeness (KKM). In order to achieve the aim, students are demanded to comprehend reading text.

In reading, comprehension can be challenging for many students. This case was also observed at eighth grade of MTSS Awaliyah Tanjung Tiga. It was reached by interview with English teacher when observing in MTSS Awaliyah Tanjung Tiga. It has been proved that students failed to gain the criterion of minimum completeness (KKM). It can be viewed from daily test and mid test from teacher that only 30% who passed the minimum score and 70% failed to pass the score minimum.

Based on teacher's interview and observation, many students encountered difficulties. Firstly, the students are not capable capturing the main information and general information such as main idea and supporting idea especially in longer text. As the reaction, most of students have lack ability to answer comprehension questions. In fact, they only read simply following word by word and spend time to focus to find meaning. They have lack predict the meaning of words. The difficulty to recognize many vocabularies only made them translating the meaning of each word without getting any comprehension of the text.

Secondly, the ability to draw specific information from the text is still low. They have difficulties in getting point, detail, conclusion and inference of the text. Students have disturbance to identify the information from the text explicitly or implicitly excluding fact which is not written and vocabulary in context. Thirdly, students have concern in understanding words and phrases especially in longer text. Many students just waste their time by focusing on the unfamiliar words and cannot continue to read along by the result of the coming confusing feeling. Spending much time on dictionary may distract their focus to understand the text.

Therefore, the problem can be raised due to some factors. The reality shows number of issues can appear from students and teachers. Firstly, the coming problem is raised by the activation of background knowledge and prior knowledge. As Koda cited in Gurses and Buovel reports that when readers combine their interpretation and information from the text to their prior knowledge, they become success in comprehending the text.[1]

Besides, students' motivation was still the problem since reading activity is boring activities for them. When teaching was conducted, they spent activities by talking with friends or distracting by another subject. The teaching strategy was restricted to the conventional teaching which focuses on teacher as major role to explain everything and students' role is bordered only listening to teachers. Teacher gave the material of the textbook by reading aloud, translated into *bahasa Indonesia* and answered the question in the book.

[1]Meral Özkan Gürses and Eric Bouvet, Investigating Reading Comprehension and Learning Styles in Relation to Reading Strategies In L2, *Reading in a Foreign Language*, Vol. 28 (1), (Turkey: 2016), p. 20.

This strategy is restricted only stand in the same strategy and monotone strategy that makes failure in class. In the last, the media and material is limited. The teachers only used one single book. The media is only used such as board markers and white board. There was no attractiveness media to stimulate students' interest in reading.

To overcome this problem, the major concentrates is how strategy and media can be applied at the right choice in class that encourages students' reading comprehension. Duffy explains that use prior knowledge based to make thoughtful process is called predicting.[2] Predicting strategy as one of teaching reading strategies can promote students to construct prior knowledge. It will stimulate their background experience and world knowledge in order to guess while their keep focusing on analyzing the clues in the text to see if their predictions are right or wrong.

Media in this modern era that can be used as powerful aids for students is visual learning by comic. Drolet in Harwaningsing, states that comics have strong benefit for students who have visual learning and ignite the curiosity.[3] Considering the development of technology, Webtoon as online comic becomes one of way to motivate students' interest. It is practically used by the user to open it in any time without bring too much printed books because it's easy to access and free. The strategy combines with using media digital comic.

---

[2]Gerald G. Duffy, (2009), *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, New York: The Guilford Press, p. 101.

[3]Drolet, C.A, (2010), *Using Comics in the Development of EFL Reading and Writing*, Sungkyul University, p.123-140.

It is predicting strategy by using digital comics, Webtoon, that possibly has high effect in treating students' reading comprehension. Stimulating students by guessing the ideas with digital comics can make background knowledge of readers active by using interesting media, so that students can achieve better results in learning.

Therefore, the writer interested to find the evidence to answer the formulation of the study if there is significant effect of applying Predicting strategy with Webtoon at MTSS Awaliyah Tanjung Tiga in academic year 2019/2020. Assumed from background, this paper aimed a research to prove that Predicting Strategy with Webtoon on students' reading comprehension can be applied at MTSS Awaliyah Tanjung Tiga in academic year 2019/2020.

B. Identification of the Problem

There are some points at issues that students have to overcome. It caused by:

1. The students

   The coming problem is raised by students' background knowledge and students' motivation since reading activity is boring activities for them.

2. Teaching Strategy

   Students' role is bordered as conventional teaching.

3. Media

   The media is only used such as board markers and white board. There was no attractiveness media to stimulate students' interests.

C. Formulation of the Problem

Drew on the background above, writer dropped the problem that came up with: "***Is there any significant effect of applying Predicting Strategy with Webtoon on students' reading comprehension at eighth grade of MTSS Awaliyah Tanjung Tiga in academic year 2019/2020?"***

D. Objective of the Study

In relation with the problem, the objective of study should state clearly. So the objective of the study is to investigate that Predicting Strategy with Webtoon has significant effect on students' reading comprehension at eighth grade of MTSS Awaliyah Tanjung Tiga in academic year 2019/2020.

E. Limitation of the Study

The writer limited the study on investigating the effect of Predicting Strategy on students' reading comprehension. The writer focused on eighth grade students of second semester at MTSS Awaliyah Tanjung Tiga in the academic year 2019/2020.

F. Significance of the Study

Totally, this study is relied upon to be advantageous for English teachers in order to choose the right strategy. Furthermore, theoretical and practical significances are offered in this study.

1. Theoretical

The findings of the research are proposed to enrich the theories and provide literature the alernative choice that ascribes how to heighten students' reading comprehension.

2. Practical

This study are expected hand over as feedback to the students, English teachers, and others researchers.

a. For English teachers, the study as information in their attempts to decide the effectiveness of alternative strategies that can be applied in helping the students to read comprehensively.
b. For students, it is expected to take benefit from being taught by Prediction strategy with Webtoon such as to overcome students' problem, and help them to get better result in comprehension.
c. For other writers who want to give a try to concern study about reading skills, this study is awaited as one of sources so they can conduct another research in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

Second chapter is carried out review of literature that is considered necessary at providing some description of the phases conducted in this study. It is including theoretical framework, related studies, and research hypothesis that are discussed and presented as the following.

A. Review of Literature

1. Reading Comprehension

Mentioning about reading, it refers to how written text is taken by someone who has the ability to comprehend or make meaning. Stone states reading include reader's ability to solve problem and decode unknown and unfamiliar words, phrases, and expression to comprehend the complexities of what is being read.[4]

Surah Al- Baqarah verse 121 has mentioned:

ٱلَّذِينَ ءَاتَيۡنَٰهُمُ ٱلۡكِتَٰبَ يَتۡلُونَهُۥ حَقَّ تِلَاوَتِهِۦٓ أُوْلَٰٓئِكَ يُؤۡمِنُونَ بِهِۦۗ وَمَن يَكۡفُرۡ بِهِۦ فَأُوْلَٰٓئِكَ هُمُ ٱلۡخَٰسِرُونَ

Meaning: "Those (who embraced Islam from Bani Israel) to whom We gave the Book [the Taurat (Torah)] [or those (Muhammad SAW companions) to

[4]R. Stone, (2009), *Best Practices for Teaching Reading*, USA: Library of Congress Cataloging-in-Publication Data, p. 39.

whom We have given the Book (the Qur'an)] recite it (i.e. obey its orders and follow its teachings) as it should be recited (i.e. followed), they are the ones who believe in it. And whose disbelieve in it (the Qur'an), those are they who are the losers" (Al-Baqarah [2]: 121).[8]

This verse is mentioning how reading is important in life. The meaning of the verse by demanding of knowing something, getting knowledge and information, we must do activity that called reading. It broadens our knowledge. By getting knowledge, it is very helpful for life especially Al-Qur'an is the best source of knowledge. By reading properly, it is one way to know what is right or wrong. So that, the reading gives everyone chance to find much information from various kinds of text not only in formal education but also every written text. Allah SWT also states in Surah al-Ankabut verse 45:

ٱتۡلُ مَآ أُوحِيَ إِلَيۡكَ مِنَ ٱلۡكِتَٰبِ وَأَقِمِ ٱلصَّلَوٰةَۖ إِنَّ ٱلصَّلَوٰةَ تَنۡهَىٰ عَنِ ٱلۡفَحۡشَآءِ وَٱلۡمُنكَرِۗ وَلَذِكۡرُ ٱللَّهِ أَكۡبَرُۗ وَٱللَّهُ يَعۡلَمُ مَا تَصۡنَعُونَ

Meaning: "Recite, [O Muhammad], what has been revealed to you of the Book and establish prayer. Indeed, prayer prohibits immorality and wrongdoing, and the remembrance of Allah is greater. And Allah knows that which you do." (al-Ankabut [29]: 45).[9]

[8]Muhammad Taqi-ud-din Al-Hilali and Muhammad Muhsin Khan, (2008), *Translation of The Meaning of The Noble Qur'an in The English Language*, Madinah, p. 23.

[9]*Ibid*., p.842.

The overall goal of reading activity is not only to recall the most details in the text. It is about how readers can make connection to background knowledge as Willam and Stoller propose the classification the reading purpose to seven parts: (1) reading to scan simple information; (2) reading to skim quickly; (3) reading to understand; (4) integrating information; (5) reading to write; (6) reading to critique text; (7) reading for comprehension.[10]

The end, the goal of this activity is to grab information from what we have read. Three sets of skills are required for proficient reading are decoding, fluency, and comprehension—the ability to derive meaning from text. [11]

Brassell and Rasinski bring up that reading comprehension is how someone demonstrates knowledge or understands taken material from the text and achieves something as knowledge.[12] Klinger explains that reading comprehension as interaction process of connected components such as background knowledge, strategy, readers, topic, and type of text. Reading comprehension that Ness has mentioned in his journal, it is one of process involving thinking, visualizing, and getting meaning to make it in proper way.[13]

By looking the previous explanation, the writer resolved that reading comprehension is how they operate prior knowledge to interact with various texts. With that, the process of comprehension involves many components which

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[10]Grabe William and Fredricka L Stoller, (2013), *Teaching and Researching Reading*, New York: Longman, p.6.

[11]Natalie Rathvon, (2008), *Effective School Interventions Evidence-Based Strategies for Improving Student Outcome*, *2nd edition*, New York: The Guildford Press, p. 211.

[12]Danny Brassell and Timothy Rasinski, (2008), *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension,* Huntington Beach: Shell Education, p.18.

[13]M. Ness, (2010), Explicit Reading Comprehension Instruction in ElementaryClass-rooms: Teacher of Use Reading Comprehension Strategies, *Journal of Research in Childhood Education*, Vol 25, p. 98-117.

interacting each other of the brain process. The comprehension process corresponds well with the actions required of a reader to respond and transform meaning of text including a deep mental process in order to recognize important information of the passage.

If they don't have it, they will face many difficulties in comprehending a text. Then, reading can be clearly noticed is a processed active that involving a system of recognizing, evaluating, and obtaining meaning a written message. Moreover, it is involving the elements such as reader and text to figure out intended message of a text.

2. Process of Reading Comprehension

Reading comprehension process includes a network between reader and text which is reader is the receiver and author is the transmitter. It is the process that is going to capture comprehend. To be clear that is a complex cognitive beyond just decoding symbol of word but more likely to enable to construct framework in which the information will be organized. Lems et.al states two categories of reading process.[14]

a. Bottom-up processing

In this way, a process of recognition that takes place in this part can include various kind of work. We have to notice that this activity is about understanding linguistic signals like letters, morphemes, syllables, words, phrases, grammatical cues, discourse is the first thing to do. Then, it will be processed to build what is called meaning of sentences and longer text.

[14]Kristin Lems et al, (2010), *Teaching Reading to English Language Learners*, USA: Guildford Press, p.33.

b. Top-down processing

It is a process where background knowledge and experiences are involved to understand a text. So, readers are trying to use their experience to develop what they have known before as their guide to make their own way to get easier during the process of reading.

3. Factors Influence Students' Reading Comprehension

A reader need to involve a combination of word recognition skill to prior knowledge upon the incoming information. Being able to use different level of comprehension is the characteristics that students have good comprehension. Good readers are active to use cognitive in what they reading whereas weak readers fail to display comprehension and cause the reading experience become bored and frustrating. The weaknesses in any these abilities cause student disconnect to interpret the text.

Westwood explains that various factors might be influenced the failure of success comprehension consisted from inside such as readers and outside such as the text. [15] There are eight most commonly remarked casual aspects of poor comprehension. They will be mentioned below one by one.[16]

a. Limited vocabulary knowledge

Hummel in Westood studies that spoken language competence and reading comprehension are correlated each other.[17] It means that reading comprehension related to the vocabulary. It affects to readers who have restricted vocabulary in

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[15]Peter Westwood, (2008), *What Teachers Need to Know about Reading and Writing Difficulties*, Victoria: ACCER Press, p.31.

[16]*Ibid, p.*34

[17]*Ibid, p.*36.

the process of understanding faster because they get difficulties for some reasons; they are not able to know many words in reading text unless the text is very basic. The readers may have ability to pronounce it correctly but not knowing meaning refers to bias of comprehension.

b. Lack of fluency

Comprehension is strongly correlated to oral reading fluency. If students who have the slow fluency or much too fast in reading, it often belongs to comprehend level. Slow readers usually taking more time. They tend restrain the capacity of cognitive to the process that is called low-level of letters and words rather than provide fully attention to be applied on higher-order ideas and concepts within the text. In contrast, faster readers may produce unreliable recognition such as word and details as being ignored.

c. Lack of familiarity

Usually, practicing medium to introduce initially new material or information to students by book is not the most effective method of deliberating in reading activity. Building firm background knowledge, it's better to use video, posters, mini-lecture, discussion, etc. This is effective way to make a start reading a printed test as students has been expected. This is notably relevant to weaker readers.

d. Difficulty level of the text (readability)

The primary point that readers can understand one text is difficulty level in a passage. Texts which more complicated and vaguer in terms of structures, contents, concepts, and sentence length are more challenge for readers.

e. Inadequate use of effective reading strategies

Strategies in reading are made to help readers get visualization, connections, reflection, inference, prediction, question and summarization. In reality, many teachers do not realize the importance of reading strategies because teachers do not want spend time to instruct students to do what have to do. As remember, reading as a thinking activity that need lot of efforts.

f. Week verbal apriority

This case is not verified by level of intelligence but how readers make connection between text and knowledge that they already stored.

g. Lacking with processing information

Maintaining the meaning of text, readers need to keep applicable between text and working memory to make associations between mind and information in the text. In some cases, restricted working memory is proposed as a main factor in helpless understanding the text. It diminishes stressed or anxious while reading.

h. Struggling in remembering information

Remembering sketches out how to link the received information within to the previous knowledge and experience until going through is the key points. They cannot pay attention in recalling what they have read about because they are not able to recognize the attention of detailing.

Thus it comes to end that students have many struggles to get to the main purpose of reading which is to comprehend the text. Every student may have his/her own problem. This problems need to relayed. From academic point of view, teachers who teach in the class have the responsibility to furnish the classroom and enlighten students appropriate reading strategies will help them.

4. Principle in Teaching Reading Comprehension

Harmer proposes some principles concerned on teaching of reading, they are:[18]

a. Reading is not a passive skill

The process of decoding words, understanding the meaning of words, and relating to the context are the reason why reading is an active activity. Besides, the students need to relate the context of passage with their background knowledge. If reading is only translating to their language without connecting to prior knowledge, students can't get anything.

b. Engaging with what they read

If they are engaged and interested in reading text, they will get benefit from reading. Therefore, teachers should consider the appropriate reading text based on their interest and proficiency level. Students of junior high school will be engaged if the topic of a text is different rather than higher or lower level.

c. Engaging to respond to the text

The point of this principle is teachers are giving a try to make readers active to involve in the reading activity in order to get information of the text itself. Students are supported by opportunities to respond what the text is talking about. Thus, they can express their feeling and thinking the information.

d. Predication is a crucial factor in reading

This fourth principle is contributing to the students' thinking. Prediction is important in reading text to get idea. Meaning of a word in a text can be different to the meaning in the dictionary because it depends on the context.

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[18]Jeremy Harmer, (2008), *How to Teach English*, England: Longman, p.101-102.

Students' expectation of reading are launching as an active process of thinking by looking at the previous sentences or referring to their basic knowledge about the content in order to predict what is going about in the next paragraph. The material is characterized by bringing hints that can support students to get prediction what they will learn and connect information. In class, teachers have to give this activity to highlight the way brain is triggered by hint and clue. With clues, the brain will automatically start predicting and connecting to what text is coming.

e. The tasks match to the topic

The last principle is how the good task determines for students since inappropriate and boring task won't be able to help to engage them. By choosing the suitable question supported to level and topic of the text, students will not feel the disconnection between what they have read and the task.

The five principles of teaching reading establish teacher how actually teachers do in class during reading activity. Teaching reading is expected to consider and manage effective language learning so that reading goal will be reached by building capacity of ability in comprehending the text for students. The high point is the principles in reading take that predicting is important since it is related to the students' active process of reading. If the teachers stick to the principle, it will be facilitate students to accomplish a good quality of reading activity such as good in comprehending the text and understanding the information.

5. Assessment of Reading Comprehension

In order to know how someone has good comprehension, it needs to be tested. With the assessment, the result will pose the students who need more attention and remediation to help them with appropriate strategy. Assessment is usually conducted because of some reasons. It places track of learning, gives diagnosis at any difficulties, verifies qualification for next step, judges, evaluates and reports what is found.[19] The assessment of reading is done to measure students' ability.

Brown writes that a person who comprehends English language in reading skill as reader has the following capabilities.[20]

a. Identify the purpose in reading the text.
b. Apply decoding.
c. Determine meaning by lexical analysis.
d. Guess covert meaning.
e. Skim to look for main ideas.
f. Scan to look for specific information.
g. Skip unnecessary information.
h. Process rapidly with silent reading.
i. Use outline for retaining information.
j. Knowing the differences between literal and implied meanings.
k. Capitalize on discourse markers to process relationships.

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[19]The International Reading Association, (2010), *Standards for the Assessment of Reading and Writing*, English: IRANCTE, p.15.

[20]H.D. Brown, (2010), *Language Assessment*: *Principles and Classroom Practices*, New York: Pearson Education, p.188-189.

Based on the characteristics above, the readers who have good qualification in comprehending have indicators such as:

1. Identifying the main idea and supporting details
2. Identifying specific information.
3. Identifying vocabulary context.
4. Identifying conclusion.
5. Identifying pronoun reference.
6. Identifying inference.

To consider an assessment, it has to be known that the assessment really measures the purpose of learning itself. There any many steps to conduct a test for students. One of them is multiple choice test. Multiple choice test is the most frequent to be conducted since this form test is able to show the students' level of comprehension objectively. Multiple choice tests as the reflection of students in answering the question that refers to the text. In addition, questions are able to test from literal, inferential, and critical so that it is easy to administer and score.[21]

6. Strategy of Teaching Reading Comprehension

In hadith, Rasulullah SAW mentioned that the importance of make happy and easy learning for students. According to the Hadith:

حَدَّثَنَا آدَمُ۞ حَدَّثَنَا شُعْبَةُ۞ عَنْ أَبِى التَّيَّاحِ۞ قَالَ سَمِعْتُ أَنَسَ بْنَ مَالِكٍ ـ رضى الله " عنه ـ قَالَ

النَّبِيُّ صلى الله عليه وسلم يَسِّرُوا وَلاَ تُعَسِّرُوا۞ وَسَكِّنُوا وَلاَ تُنَفِّرُوا ".

[21]H.D. Brown and Priyanvada Abeywickrama, (2010), *Language Assessment: Principle and Classroom Practices, Second Edition*, New York: Longman, p.295.

From Anas Bin Malik, the prophet Muhammad (peace and blessing of Allah by upon for him) said: Make things easy to people and do not make it hard for them good tidings and and do not make them run away. [22](Shahih al-Bukhari, Vol 1, Book 3, Number 69)

From the Hadith, we can get lesson as a teacher has to know how to make pleasure environment in teaching process. The difficulty should have to be erased in order to confess that students really enjoy the learning process. That's why make them to enjoy the process of learning. The easier, the happier they will feel. One of the ways to make students enjoy the class is by using the strategy.

Harris and Graham define teaching strategy as tools to help student accomplish task to higher standard with much more effort. [23] Brown stated that strategies can be mentioned as special methods to approach for achieving a particular purpose in learning.[24]

In other words, strategy can be used by to design lessons that stimulate students' curiosity, help them out to solve problems they encounter in learning and become good readers who have proficiency in comprehending teacher to reach goal in learning. That is why teaching strategy is the part of planning about what way can boost a successful teaching learning process. Effective reading strategies focus students' reading comprehension proficiency.

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[22]M.M. Khan, (2009), *English Translation of Summarized Shahih Al-Bukhar Hadithi*, Riyadh: Maktaba Dar-us-Saam Publisher and Distributor, p. 23.

[23]Harris and Graham, (2008), Improving the writing, knowledge, and motivation of struggling young researchers: effects of self- regulated strategy development with and without peer support, *American Educational Research Journal*, Vol 43(2), 295-340.

[24]H. D. Brown, (2008), *Teaching by Principles*, England Cliffs, New Jersey: Prentise, p.119.

As the consideration that it is important skills that have special focus on being received, there are many strategies for reading comprehension. Zimmen and Hutchins cited in Moreillon identify seven ways to clear up the struggles in comprehending the text:[25]

a. Activating background knowledge

It is such as "pattern" in mind. By building background knowledge, it can build students' demanding support in comprehension. This strategy included the literal and inferential level of comprehension.[26] This activity refers to the process of recalling what they know before going far reading fully. If students can relate to what information they already got, the background knowledge can be built. This strategy can be taught by making text-to-self, text-to-text, and text-to-world connections before, during, and after reading.[27]

b. Using sensory images

It is a part of the background knowledge aspects. Students who can cause associations between their tangible experiences and language will be able to utilize their faculties to grasp text. Welcoming understudies into tactile encounters prompted by proficiency commitment encourages them deepen their cognizance just as.[28]

c. Questioning

Questioning is an essential segment of reading comprehension. It helps students strengthen a critical thinking.

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[25]Judy Moreillon, (2008), *Collaborative Strategies for Teaching Reading Comprehension*, Chicago: American Libarary Association, p.11.

[26]Jady Crozier, (2012), *Level of Comprehension-Overview-Explain,* Elcamino College Compton Center: University of Montana, Helena College, p.56.

[27]Moreillon, *Ibid.*, p.36.

[28] *Ibid.*, p.41.

d. Making predictions and inferences

Predictions are educated guesses about hat will occur next upheld what is known from perusing the content from reading the text. It can include readers' background knowledge.[29] They do not only to understand the literal meaning, but beyond to use print and illustrations plus their prior knowledge and experience to interpret the text. Through this way, readers recognize to the hidden codes or clues, create predictions, and drop the conclusions.

Students who predict before, during, and after reading are actively engaged in the meaning-making process. The provided illustrator in order to determine what makes sense for readers. Next, the text assimilates reader's background knowledge.

e. Determining main ideas

It is obviously seen that reading comprehension happens when the reader obtains and constructs the main idea of information on the text. Main idea is quickest way to know what exactly in the text without reading whole text.

f. Using fix-up options

Fix up strategies has purpose to monitor their own understanding. Think aloud is the strategy that works behind this cognitive process.

g. Synthesizing

Synthesis requires longer-term and are in-depth learning. At the point when students are investigating educational plan based subjects or autonomous request themes, the instructor curator can offer mastery in showing data proficiency abilities and procedures.

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[29] *Ibid.,* p.76.

7. The Concept of Predicting Strategy with Webtoon

7.1 Predicting Strategy

a. Definition of Predicting Strategy

Predicting is main part of comprehension. By doing predicting, readers can estimate and imagine what will happen in the text and revise their predictions after they read. One of important aspects of teaching using predicting is the match between readers' logical prediction and authors' purposes as part of interaction with the text.

Moreillon reveals that this strategy is designed to keep students' reticular activating systems and affective filters primed to seek out the information that will confirm or refute their predictions so they are motivated to follow the story through personal engagement.[30] In line, Duffy states that as with all comprehension strategies, predicting is based on the thoughtful use of prior knowledge. It is appropriate in various genres of narrative text as well as in various forms of text.[31]

Readers start predictions with prior knowledge about the topic as the basis for making the prediction. Readers can predict the reading passage by looking the title, pictures, table, graphs or comic. By predicting strategy, students are more concerning to use their critical thinking and their own personal experiences to reveal what the text will be about. Thus, predicting provokes to active forceful their prior knowledge. This example focuses on using topic clues to make predictions. Students will practice until they get right guessing.

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[30] *Ibid.,* p.76.
[31]Gerald G. Duffy, *Ibid*, p. 101.

It builds confidence because once they predict correctly, it may encourage giving more and more until they have confidence to predict well. Even if their predications are wrong, the reader will be curious what the true answer is. When they have doubt to answer, they will discuss with other friends.

b. Strengths and weaknesses of using Predicting strategy

Harmer adds that the major factor of reading is using prediction. The prior knowledge, thinking level, knowledge base will be connected to reader if they use prediction to monitor comprehension. Predicting will help reader to reach the goal to improve comprehension in the form clues of pictures, key words, and title in reading text.[32] In his statement, Buehl stated prediction strategy has advantages to students.

1. Students' background knowledge will be active. They find clues before they start reading through pictures, titles, or another codes.
2. Motivating students to read because they will wait whether their prediction is confirmed or not.
3. The misconception of a topic slightly change and they learn to take a risk as they prediction will be confirmed or not.
4. Students receive valuable practice in citing text based evidence to support their interpretations of the statement in the guide.[33]

Advantages of using predicting will be obtained since this strategy has function to set up the process of thinking by using background knowledge to make logical predicting before and during reading. It engages students to figure

[32]McKown & Barnett, (2008), "*Improving Reading Comprehension Through Higher Order Thinking skills",* M.S thesis: Saint Xavier University, p.17.

[33]Dough Buehl, *Ibid,* p.63.

out even if they have difficulty in reading to find what ideas can come in the text. If the predicting goes wrong, they will not stop until they can find the true one. The motivation will emerge while they keep focus on analyzing clues in the text to see if their predictions are rightly correlation or wrong. On the other hand, the weakness of strategy is the students are not confident in predicting and need more time to use this strategy.

c. Step of Using Predicting Strategy

As Buehl states, there are some steps to apply this strategy. They are[34]:

1. Preparing good prediction. First, the consistency of available evidence. Second, it must be consistent with previous knowledge and experiences. The process of confirming and rejecting as part of active reading.
2. Select a text and show how various statement or hints in the text shape predictions.
3. Create the prediction guide such as features a series of statement that might be occur when students read the text.
4. Ask students to generate their own prediction from the reading passage by getting evidence from title, headings, pictures and others and the teacher tells the correct one, while students pronounce the title.

7.2 Webtoon

a. Definition of Webtoon

In the 21st century, the use of digital technology as teaching media is getting attention as a new trend in English classroom. Thus, they will fell easier to seek out the media provided on mobile application and web based on internet that

[34]Dough Buehl, (2014), *Classroom Strategies for Interactive Learning,* USA: International Reading Association, p.61.

gives different environment. As a result, teachers are encouraged to creatively give a suitable instructional tool in the classroom in order to guide students to achieve learning objectives.

Comic is one of media that can be used in teaching. It is digital comics which can be viewed by online or downloaded it by offline. The revolution of comics can be seen from the development of internet and electronic device. There is many applications that serves the effectively of reading experience through gadget. With portable gadget, many comic files and pages are often digitally shared and downloaded in websites with less price compared to printed comics.

Digital comic published as a unique way as medium to explore visual story.[35] Ward and Young also note readers are required to concentrate to understand the relationship between text and image, and infer unsaid meaning and messages also pictures in comics play roles as contextual supports to move across panels and pay attention to illustrations as well as text.[36] It is to enhance the viewer's interest and understanding. Johnson states, comics are enable to use visual by picture as well as word cues to read.[37]

In conclusion, the writer concluded that digital comic is multiple stories that can be viewed by online through website and application without any printed text to visualize the visual story. It deepens understanding by giving virtual literacy.

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[35]Farah Nadia Azman, S. B. Zaibon, & N. Shiratuddin, (2014), "Exploring Digital Comics as an Edutainment Tool: An Overview" paper presented in *Knowledge Management International Conference (KMICe)*, Malaysia, p. 590.

[36]B. A. Ward, & T.A. Young, (2011), "*Reading Graphically: Comics and Graphic Novels for Readers from Kindergarten through High School*", Reading Horizons, Vol 50, No 4, 283-296.

[37]Andrew Johnson, (2008), *Teaching Reading and Writing a Guidebook for Tutoring and Remediating Students*, United States of America: Rowman & Littlefield Education, p.33.

As Hadith below will show that how Rasulullah SAW taught by using picture as can be used to teach by using of media.[38]

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ۞ أَخْبَرَنَا يَحْيَى۞ عَنْ سُفْيَانَ۞ قَالَ حَدَّثَنِى أَبِى۞ عَنْ مُنْذِرٍ۞ عَنْ رَبِيعِ بْنِ خُثَيْمٍ۞ عَنْ عَبْدِ اللَّهِ ـ رضى الله عنه ـ قَالَ خَطَّ النَّبِىُّ صلى الله عليه وسلم خَطًّا مُرَبَّعًا۞ وَخَطَّ خَطًّا فِى الْوَسَطِ خَارِجًا مِنْهُ۞ وَخَطَّ خُطُطًا صِغَارًا إِلَى هَذَا الَّذِى فِى الْوَسَطِ۞ مِنْ جَانِبِهِ الَّذِى فِى الْوَسَطِ وَقَالَ " هَذَا الإِنْسَانُ۞ وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ ـ أَوْ قَدْ أَحَاطَ بِهِ ـ وَهَذَا الَّذِى هُوَ خَارِجٌ أَمَلُهُ۞ وَهَذِهِ الْخُطُطُ الصِّغَارُ الأَعْرَاضُ۞ فَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا۞ وَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا ".

Meaning: "The Prophet (SAW) drew a square and then drew a line in the middle of it and let it extend outside the square and then drew several small lines attached to that central line, and said, "This is the human being, and this, (the square) in his lease of life, encircles him from all sides (or has encircled him), and this (line), which is outside (the square), is his hope, and these small lines are the calamities and troubles (which may befall him), and if one misses him, another will snap (i.e. overtake) him, and if the other misses him, a third will snap (i.e. overtake) him." Shahih al-Bukhari, Vol 8, Book 76, Number 426)[39]

From the hadith above it is explained that Rasulullah SAW drew rectangles and made straight lines when he delivered his teachings to his companions. This means that the Prophet used these pictures are to illustrate parables and make it easier to convey the contents of the material being taught. The hadith is related to one component will be used is learning media.

[38]M. Ramli, (2015), Media Pembelajaran Dalam Prespektif Al-Qur'an dan Al-Hadits., *Ittihad Jurnal Kopertais Wilayah XI Kalimantan*, Vol 13 no.23, p. 140.

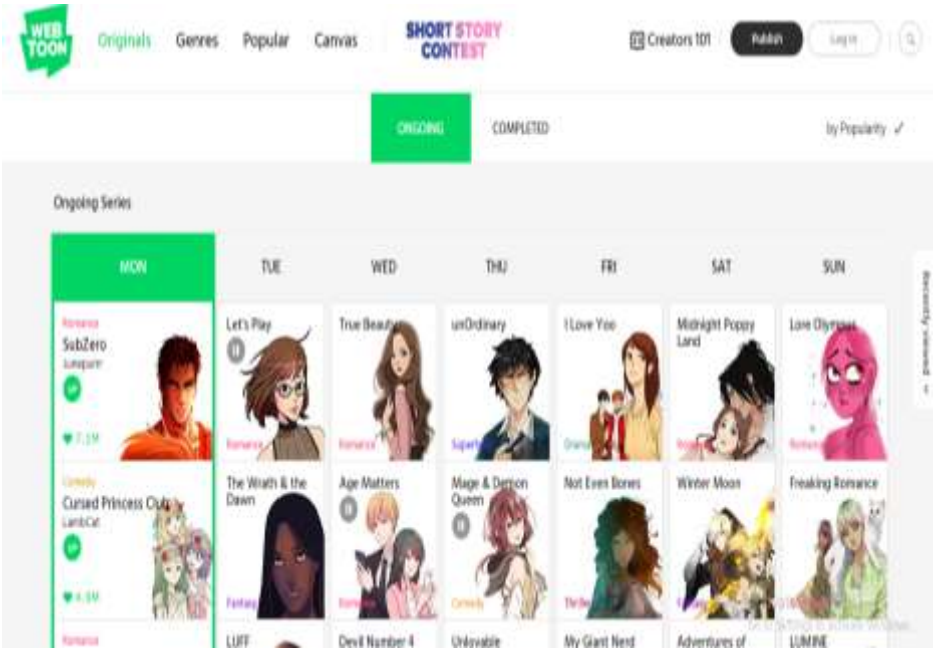
[39]M.M. Khan, *Ibid*, p.1426

One of learning media can be applied in the learning process is comic. One form a digital comic is Webtoon. According to official account of Webtoon, Webtoon is the digital comic platform for people to enjoy various comics for free on the web and mobile. Webtoon refers to web comics published for the first in South Korea in 2003. Webtoon can be accessed by users to get interesting comic stories, including Indonesia, English, Korean language and can be translated in many languages free. Webtoon continues to release new stories in different day.

As digital comics, Webtoon becomes popular media. Webtoons are especially optimized for mobile devices which mean that webtoonists create the pages vertically and have each panel in its own area. Many Webtoon have been translated into English Webtoon contains of various genre of comics. It may be about humor, romance, mystery, adventure, and so on.

Considering the development of technology, Webtoon as online comic becomes one way to motivate students' interest. Webtoon has special offers for millennial students during their learning who has spending hours to use mobile phone or gadget. With one click, readers are able to choose any various stories in different genre and scrolling the panel conversation easily. Webtoon is practically easier because readers don't have to bring every series of stories or printed comics. They just need to bring phone and access to internet. They can read anywhere without costing too much money since it's free. Besides the easiness, the comic is displayed in full of color unlike the other comic books who printed mostly in black and white.

b. Features of Webtoon



Picture 2.1 Features of Webtoon

There are some features of Webtoon, they are:

a) Originals : The stories are made by various authors

b) Genres : Comic based on genres, such as drama, fantasy, comedy, action, slice of live, romance, superhero, and others.

c) Popular : Popular stories which are viewed based on day.

c. Strengths and Weaknesses of Webtoon

Jylhä-Laide cited in Wilujeng & Lan states that the use of digital comic through ToonDoo for teaching English short story. It can allow teachers to facilitate students' imagination, make students learn easier, and provide permanence, promote creative skills and build up students to learn.[40]

[40]Wilujeng, & Lan, (2015), "Online comic in Mandarin Chinese's Vocabulary Learning: A case study of Budi Utama Multilingual School in Yogyakarta, Indonesia". *The IAFOR Journal of Education*, Vol 3 (II).

Moreover, readers need to predict and interact among clues and their background knowledge in order to construct/reconstruct meaning. By encountering the interest story by comic, the students will encounter the joy and interested in understanding the story. The paucity of words and sentence which are not difficult are ideally for elementary and middle school reader and appropriate students' level. Through Webtoon, it is expected that the process of teaching make students more enjoyable and interest. That's why Webtoon is useful and helpful to apply in teaching reading.

Besides the advantages, Webtoon has several disadvantages. First, the story based on genres need control to students because not all story appropriate at under 17 years old. The story may contain violence and inappropriate for students. So, to choose the story need to be observed more. Second, the words of Webtoon are sometimes hard to understand. They need to check dictionary and need time to read story. Finally, reading Webtoon needs gadget, the time of using gadget has to be in controlling. Too much time makes reader addicted to the gadget and will forget their priority to study.

7.3 Predicting Strategy with Webtoon

Webtoon as digital comics can increase the students' ability of reading comprehension. Much strength of comics in education is especially for reading comprehension. Predicting strategy with Webtoon allows the opportunity to make students feel free to express their ideas by guessing the story on the pictures. Students will be stimulated to guess the story and expressions. It is probably given by the characters in the story.

Comics are formed where images and words are received simultaneously and in series. Especially, where technology has been developing day by day, it needs an effective, innovative, and easiest media when teaching in classroom. It is not like comic strips which need to be printed, Webtoon as online comic can be accessed online via web or web online in computer or gadget. Webtoon is online comic that need internet to be read can be considered as new media in education in teaching reading,

It usually consists of pictures providing visual narrative with characterized with a relatively small number of words in sequential order. Balloons on comic are the essential or crucial feature containing speech, text, or a caption that presents the character's voice, giving the story or 'life' to the comic.[41] It is really allure as the students can use their imagery and inspiration to express their opinion about the story. Students do not only read the text but it provides visuals drawing and art with the words, dialogues, and story. Webtoon is a version of upgrading the new style of comic strips that is easier to get.

Using predicting strategy without inserting any words in the conversation make readers have to guess what expression suitable in the picture. By guessing the information, readers are not only just as receiver but also as active readers to free out their ideas out. In this situation, by not providing the words on the bubbles, the students are encouraged to give their arguments to guess the expressions and also the story on the media. Readers need to think and interact among clues and their background knowledge in order to construct meaning.

[41]Asri Siti Fatimah Santiana Yuyus Saputra, (2019), "Digital Comic: An Innovation of Using Toondoo as Media Technology For Teaching English Short Story", *Journal of English Education,* Volume 7, Issue 2, p.105.

Using Webtoon promote active reading in which readers can pay more attention to the reading, draw conclusions, make predictions, fill in the gaps, and imagine themselves as the character. Also, this reading process promotes active learning in which readers think, plan, monitor, infer, predict, question their comprehension, and revise their strategies. [42]

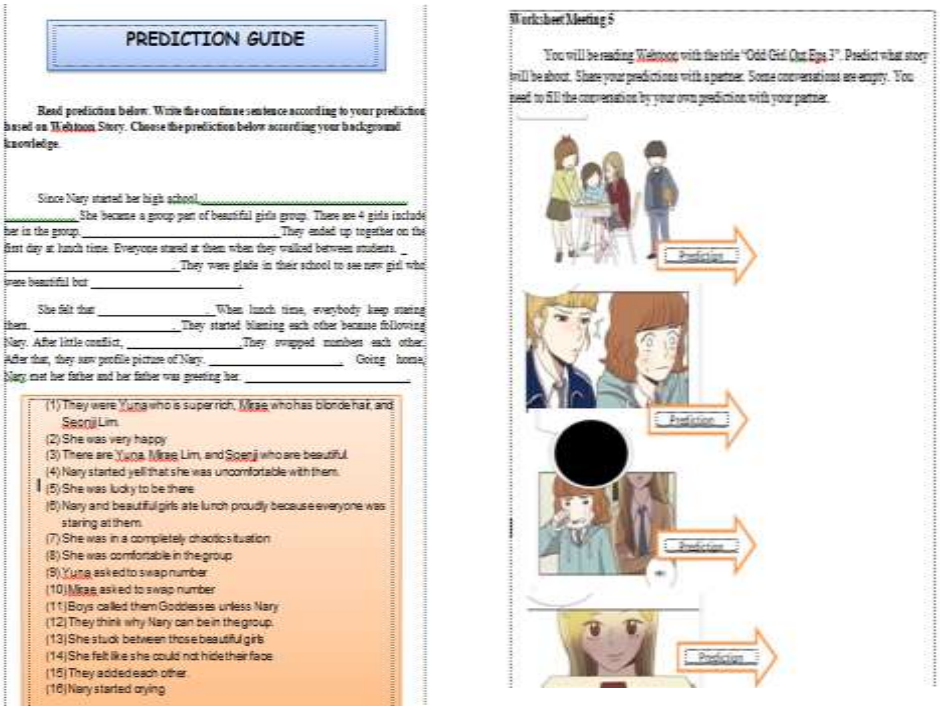
This strategy is promoting students to take part in the classroom. The students will not be teacher-centered learning but turn into student-centered learning. Stimulating students by guessing the ideas can make background knowledge of readers active so that students can achieve better results in learning. Students can indicate empty panel or balloon with creative feelings and actions. The curiosity will increase the readers to be creative and provide a chance to explore what they can predict the story. Furthermore, the students are asked to guess the story. They try to mention the guess by looking to the visual story. By using this activity, the students are encouraged to give their arguments about the expressions given by the characters on the comics.

The steps of teaching reading by applying prediction strategy with Webtoon can be presented as in the following:

1. In the initial activity the teacher divided the students into several groups
2. Showing the Webtoon story in front of class by using projector.
3. Predicting the balloon including the panel conversation. Some of balloons are closed so that students have to continue the prediction of what is related to the expression of the picture.

[42]Brian Patrick Burke, (2012),*"Using Comic Books and Graphic Novels to Improve and Facilitate Community College Students' Literacy Development*, Indiana, University of Pennsylvania: ProQuest LLC, p.206.

4. Asked them to discuss and guess the story on the comics orally and written on their book.
5. After that, giving students predicting guides as Buehl proposed.[43] There are two prediction guides. First, prediction guide asks students to tell how the story is going on. Second, the use of prediction guide to fill the gaps conversation in the story.



Picture 2.2 Prediction Guide with Webtoon

6. Reading with the full story of Webtoon to check if their prediction is right or wrong.
7. Ask students to retell the story including the main idea, specific information, and conclusion from the story in front of class
8. Evaluation

[43]Dough Buehl, *Ibid, p.*62.

B. Related Studies

In conducting this study, the writer is guided by some previous studies. Some studies that relevant to this research are explaining as follows:

1. A *skripsi* entitled "*The Use of Prediction Strategy to Improve Students' Reading Comprehension in English Descriptive Text at The Second Grade of SMP Negeri 18 Bandar Lampung*" by Desy Wulandari (2017)[44]

   The aim of this research was to see if students' reading comprehension increase or not. It was on the second grade students of SMP Negeri 18 Bandar Lampung. The sample of was class VIII-G which consisted of 35 students in academic year 2016–2017. It was proven by the increase of students' mean score from pretest (41.92) to posttest (78.78).

2. A journal entitled "*The Use of Predictions Strategy in Improving Students' Reading Comprehension* by Rusli Sumirat, Cecep Fahmi Rahmat Padilah, Acep Haryudin (2019)[45]

   The journal was aimed to improve students' reading comprehension at seventh grade of SMP Darussurur Cimahi by using prediction strategy. A quantitative research was used with the sample was 36 students in one class. The test was 10 multiple choice and 10 essays with analyzed by SPSS. The mean of pre-test was 52.36 and the mean score post-test was 76.42. The result of t-test signed that Null Hypothesis was rejected. It means prediction strategy has significant impact on students' reading comprehension.

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[44]Desy Wulandari, (2017), *The Use of Prediction Strategy to Improve Students' Reading Comprehension in English Descriptive Text at the Second Grade of SMP Negeri 18 Bandar Lampung*, Lampung: University of Lampung, p.i.

[45]

3. A journal "*Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students"* by Bagus Wahyu Juniarto and Drs. Fahri M.A (2019)"

This study describes the implementation of using Webtoon to teach reading narrative text towards reading comprehension, and how students' response at ninth grade of SMP N 1 Tulangan. The study used qualitative study with observation, student's assignment, and interview. The result showed the process of implementing Webtoon as media in teaching reading was successfully implemented because student became more interested, could comprehend the text easily, and student's response was good about this media.

4. A skripsi "*The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text*" by Nurul Anida (2019)[46]

This study has aimed to see the improvement of students' reading comprehension of narrative text through comic strips. The sample of study was 32. It was accomplished in two cycles. Based on the result, it could get conclusion that teaching reading narrative text by using comic strips could improve the students' achievement in comprehending the narrative text. It might be known that the higher score of writing test was 95.

5. A Journal *"Islamic Web Comics As Visual Aid In Teaching English For Islamic Secondary School Students*" by Anni Widayanti and Muntaha (2020)[47]

[46]Nurul Aida, (2019), *The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text (An Action Research at the Seventh Grade Students of MTSN 3 Medan in Academic Year 2019/20120),* Medan : UINSU, p.ii.

[47]Anni Widayanti and Muntaha, (2018), *Islamic Web Comics As Visual Aid In Teaching English For Islamic Secondary School Students*, Vol. 3(1), p.75-79

This research examined to see if utilizing Islamic Web Comics is successful in at English class especially reading comprehension at Islamic secondary school. The outcome demonstrated that the mean score of the post-test score of the experimental class was 70.88 and control class was 64.69. It has been approved that t-test result was 2.26 higher (2.26 >1.99). It implies Islamic Web Comics as visual guide was powerful in encouraging reading comprehension than animation.

C. Conceptual framework

By looking the previous explanation, the writer resolved that reading comprehension is how readers operate background knowledge to interact with various texts. With that, the process of comprehension involves many components which interacting each other of the brain process. There are some purposes why people read. For students, reading is important for the development their academic. Reading is not merely about decoding the words, but it goes beyond that. As the result, the problems arise when students try to comprehend the text.

Drawn a strategy relates to the coming problem is important. Strategy will be useful in order to set the goal of reading text. One of reading strategies have advantages to foster teaching reading in class is predication strategy. Advantages of using predicting will be obtained since this strategy has function to set up the process of thinking by using prior knowledge to make logical predicting before and during reading. It can increase the ability to comprehend the text inferentially and force students to pay attention on the text.

The strategy will be more enjoyable if the media is applied in the process. By guessing the information, readers are not only just as receiver but also they have chance to speak out their ideas out. This strategy is promoting students to take part in the classroom. Stimulating students by guessing the ideas can make background knowledge of readers active so that students can achieve better results in learning.

Considering the development of technology, Webtoon as online comic becomes one way to motivate students' interest. Webtoon has special offers for millennial students during their learning who has spending hours to use phone. With one click, readers are able to choose any various stories in different genre and scrolling the panel conversation easily.

Webtoon is online comics that can be accessed by everyone in their smartphone. It can be used as media in the classroom. It can support more the learning environment. Comics boost students' interest, motivate, and engage them in learning various aspects of reading process. Webtoon contains colorful pictures, a lot of stories, and digital media that can convey the messages more realistic through verbal expressions in the picture so the readers don't have to imagine the story. The writer believes that Webtoon as digital comics will bring amusement to readers so they can active to express emotions.

The using of Predicting Strategy with Webtoon could be an effective strategy in reading comprehension. It is designed to build prior knowledge so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills with interesting media like Webtoon. The writer believes that students reading comprehension will be affected.

D. Research Hypothesis

Regarding to the previous literature review, the hypotheses will be formulated as follows:

1. Alternative Hypothesis (H_a) : Prediction Strategy with Webtoon has significant effect on students' reading comprehension at MTSS Amaliyah Tanjung Tiga.
2. Null Hypothesis (H_0) : Prediction Strategy with Webtoon has no significant effect on students' reading comprehension at MTSS Amaliyah Tanjung Tiga.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides run down method and research design, place of research, population and sample, definition operational, instrument of research, technique of data collection and data analysis.

A. Method and Research Design

The study used quantitative research method. Quantitative study focused on study caused and effect between of two variables; independent and dependent. The research design was experimental research. Creswell gives statement that one of approaches in quantitative research is experimental design by examining how one variable affects another. It was to find out the significance effect between two variables by using statistical analysis. [90] There are two variables in this study; predicting strategy with Webtoon as the independent and students' reading comprehension as dependent variable.

In this research, the method used true experimental design with pretest-posttest control group design. There were two groups that selected randomly. The first group was experimental class and the second group was control class. Both of them were given treatment in different way. Pre-test was given to know the difference in the beginning. After that, post-test was given to both of classes. In experimental class, students were taught by applying Predicting Strategy with Webtoon on while in control class used teacher centered strategy.

[90]John W, Creswell, (2012), *Educational Research : Planning, Conduting and Evaluating Quantitative and Qualitative Research, 4 th ed,* Boston: Pearson Education, p.294.

The aim was to find out whether there are differences results by using treatment. The research design can be viewed in table.[91]

Table 3.1 Research Design

Group	Pre- test	Independent Variable (Treatment)	Post- test
Experimental Class	✓	By applying Predicting Strategy with Webtoon	✓
Control Class	✓	By applying Teacher Centered Strategy	✓

There are five steps were done in this study. It presented as follows:

1. Planning

a. Determining subject

This part is the part when writer chose which one can be experimental and control class by simple random sampling.

b. Preparing try out test

Before delivering pre and post-test , the tests are administered to get validity, reliability, level of difficulty, and distinguishing power. The try out was given to another school. The students have been given 40 multiple choice questions to 36 students. The questions were not valid and reliable were removed. The writer has consulted with advisor and English teacher.

2. Pre-test

The pretest was done before implementing treatment to measure students' comprehension initially so it held in the first meeting about 60 minutes. Pre-test is the representation of the students' reading comprehension at the initial

[91]Masganti Sitorus (2011), *Metode Penelitian Pendidikan Islam*, Medan: IAIN Press, p.117.

meeting. The pre-test was carried out before experimental class got treatment. It is important because the test determines each group relatively impartial in comprehension or not. It contained 20 multiple choice questions after getting validity and reliability test that distribute to the students.

3. Applying Treatment

In first meeting, both of class has been given a pre-test. After doing this step, the different treatment treated to experimental class and control class. The writer applied Predicting Strategy with Webtoon in experimental class and teaching centered strategy in control class. The activities will be discussed below.

Table 3.2 Step of Implementing Predicting Strategy with Webtoon for Experimental Group

Teacher's Activities	Students' Activities
1. Teacher greeted students 2. Teacher introduced Webtoon's story that easy to understand and appropriate to the level of junior high school. 3. Teacher showed the comic in front of the class using projector The comics were displayed until 2-3 episodes. 4. Teacher asked what they can predict from the story. Students have to predict from the title of episode comics, pictures, and any clues and guess what the story is going to be about in predicting guide. 5. Teacher gave predicting guide that need to be answered. 6. There were empty conversations in comic that students had to predict what's going on the story. 7. Teacher asked individuals or group to mention what they	1. Students responded to the greeting. 2. Students read the Webtoon together. 3. Students looked at the Webtoon story with the prediction guide 4. Students may not open the dictionary. 5. Students had to mention what they predict one by one. 6. Students wrote the clue in their predicting. 11. Students had to predict and give the reason why they think like their prediction. 12. Students wrote what they can guess in the conversation. 13. Students who predict in wrong had to try until at least one student can predict the true answer 14. Students had to connect to their background knowledge.

think about the story. 8. Then, teacher revealed the empty conversation and let students check it. 9. Teacher explained the kind of story 10. After that, teacher gave some questions according to story on Webtoon.	

4. Post-Test

The writer gave the post-test to both classes. Post-test was aimed to know whether the used of Predicting Strategy with Webtoon is effective students' reading comprehension. The post-test consisted of 20 multiple choices in 60 minutes. The post-test was distributed in experimental and control class.

5. Reporting

The test and treatment have been done. The last step that should be accomplished is reporting. There are as follows:

a. Analyzing data pre and post-test

b. Making a report and conclusion based on finding.

B. Place of Research

This study took place at MTSS Awaliyah Tanjung Tiga which is located at Jl. KH. Ahmad dahlan No.1 Tanjung Tiga Desa Karang Gading, Kec. Secanggang, Langkat. It was on April-June 2020. The reason why writer chose the place is due to the using of interactive media like Webtoon has never been implemented in this school. Moreover, there were some problems spotted in the school related to the teaching strategy and learning environment which cannot support students to become active in learning especially reading comprehension.

It came when the writer observed and interviewed with English teacher. Especially during pandemic, no school is allowed to be opened until the new academic year. This school has opened but only for 3 days; Thursday, Friday, and Saturday. So the meeting in school only did for 3 days and Whatsapp as media learning through online.

C. Population and Sample

1. Population

Population of this research was all students at eighth grade MTSS Awaliyah Tanjung Tiga in the academic year 2019/2020 which consists of 60 students were divided into two classes. The population of the students at the can be seen in the table.

Table 3.3 The Population of Eighth Grade of MTSS Awaliyah Tanjung Tiga in Academic Year 2019/2020

No	Class	Gender		Total
		Female	Male	
1.	VIII-A	11	19	30
2.	VIII-B	16	14	30
Total		**27**	**33**	**60**

2. Sample

In measuring the sample in this study, the writer used all population in this study. According to Sugiyono, it is because total population of this research was less than 100 students and all populations were sampled It is called *sampling jenuh* which all members used as sample in this study.[92]

[92]Sugiyono, (2013), *Metode Penelitian Pendidikan,* Bandung: Alfabetha, p.124.

The writer selected students from whole classes as sample in this study. Simple random sampling was used to take sample of this study. The writer wrote number 1 and 2 in the rolled paper then put in the box. The box was shaken and the rolled paper showed the number. Students took one by one. Students who got number one were grouped in experimental and students who got number two were grouped in control class. There were 11 female and 19 male students who were in experimental class and there were 14 female and 16 male students who were in control class.

Table 3.4 Sample

No	Class	Gender		Total
		Female	Male	
1.	VIII-A	12	18	30
2.	VIII-B	15	15	30
Total		**27**	**33**	**60**

D. Definition Operational

The writer took the title using one variable independent and one variable dependent. In this study the variables are distinguished into two kinds as follows:

a. Independent variable :Predicting Strategy with Webtoon (X)

b. Dependent variable : Student's reading comprehension (Y)

Then the operational definitions of variables in this study are:

a. One of teaching reading strategy is predicting Strategy with Webtoon. Students need to predict and interact among clues and their background knowledge in order to construct/reconstruct meaning.

b. In response to the reading skills as one of main skills should be mastered based on curriculum 2013. Students must comprehend those of reading text to get knowledge from their environment.

E. Instrument of the Research

Instrument is tool that can be used to collect data. It is important because it decides the result of the end in this study. The instruments of this research include interview and test that were employed in this research:

1. Interview

This technique was used to take data observation from school and English teacher. Data comes from school such as school's profile while data comes from English teacher such as interview and students'. Open interview was obtained to strengthen the data from English teacher who teaches eight grade students.

2. Test

Test is the way how individuals' ability can be scored in numerical number.[93] The test was pre-test and post-test for both experimental and control class. The format test was multiple choice which consisted four options: a, b, c, d. The item question was considered to the curriculum of eighth grade students, the reading text material based on English teacher's book as a reference, and internet source. The question consisted of 20 questions after doing validity and reliability. Indicators that has been set question into six indicators are: (See appendix)

1) Identifying main idea and supporting details.
2) Identifying information specifically
3) Identifying vocabulary
4) Identifying pronoun
5) Identifying conclusion
6) Identifying inference

[93]Donald Ary, (2010), *Introduction to Research in Education,Eighth Edition*, Canada: Nelson education p. 201.

a. Pre-test

Before the treatment applied, pre-test was administered. The writer distributed to the students which were in experimental and control class. This is used to administer investigation initial abilities between two groups. The instrument consisted of 20 multiple choices question. They had 60 minutes to complete the test. Their test was checked and input them in table score. The score of pre-test calculated with the formula:

$$\frac{The\ \ correct\ numbers}{Total\ numbes\ of\ items} \text{ x } 100\%$$

b. Post-test

After the teacher took a pre-test, the writer conducted treatment to the students in experimental class which being given Predicting Strategy with Webtoon while in control class using teaching centered strategy. Post-test is the test that conducts for knowing the difference between the experimental class which and control class. The allocation time was 60 minutes. The score of post-test calculated with the formula:

$$\frac{The\ \ correct\ numbers}{Total\ numbes\ of\ items} \text{ x } 100\%$$

F. Technique of Data Collection

The test instruments include the pre and post-test. Before doing pretest and post-test, the writer made try out test consists of 40 questions. It shared to 36 students. It was eighth grade students of MTs. Furthermore, before implementing pre-test and post-test, it needed to identify validity, reliability, level of difficulty, and distinguish power. It is used to reduce the errors of instrument. The question which didn't fulfill the criteria has been removed.

1. Validity

A good test that is considered valid is a measurement test what should be measured. It is used to assess how good a test to it purpose. A good test measures the aspect that should be measured. The writer used Pearson product moment. Pearson's formula can be checked out as follow:

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

Where: :

R_{xy} : Pearson Product Moment

$\sum x$ = total question item

$\sum y$ = total score

x: item which its validity is assessed

x^2 : square of X

y: item which its validity is assessed

y^2 : square of Y

N : the number of participants

The criteria of validity was calcuated by comparing r_{xy} to r table product moment by 5% or 0.05 degree of significance. If r_{xy} > r table , the item of question is valid.

2. Reliability

Bachman in Ridwan states that reliability is consistency of measures a cross different conditions in the measurement procedures.[94] To identify the test has reliability; it can be calculated with *Kuder Richardson* or K-R 20 as follows:[95]

[94]Ridwan (2010*), Dasar-dasar Statistika.* Bandung: Alfabeta, p.108.

[95]Suharsimi Arikunto, (2013), *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. Arsyad, Azhar, p.224.

$$r_{11} = (\frac{n}{n-1})\frac{S^2 - \sum pq}{S^2} \quad \text{dan} \quad S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

where :

r_{11} : reliability

s^2 : score variance

n : total question item

p : number of item is answered correctly

q : number of item is answered incorrectly

According to Arikunto, there is the reliability coefficient as follow:[96]

Table 3.5 Reliability

0.81-1.00	Very high reliable
0.61-0.80	High reliable
0.41- 0.60	Reliable
0.21-0.40	Minimal

3. Level of difficulty

It is done to examine difficulty level which include hard, medium, and easy. To calculate the level difficulty, the writer used the formula as follow:[97]

$$P = \frac{B}{JS}$$

Where:

P : level of difficulty

JS : The total of students

B : The number of students who answer correctly

The criteria of difficulty index of questions are as follows:[98]

[96]Suharsimi Arikunto, *Ibid*., p.75.
[97]Suharsimi Arikunto, *Ibid*., p.226.
[98]Suharsimi Arikunto, *Ibid*., p.225.

Table 3.6 Level of Difficulty

0.0-0.30	Hard
0.31-0.70	Medium
0.71-1.00	Easy

4. Distinguishing power

Distinguishing power shows the distinction students' level between high and low ability on the test. The formula as follow:

$$D = P_{\mathrm{A}} - P_{\mathrm{B}}$$

$$P_{\mathrm{A}} = \frac{B_{\mathrm{A}}}{J_{\mathrm{A}}} \quad \text{and } P_{\mathrm{B}} = \frac{B_{\mathrm{B}}}{J_{\mathrm{B}}}$$

Where:

D = Discrimination index

P_A = proportion of upper class who answer correctly

P_B = proportion of lower class who answer incorrectly

B_A = total of upper class who answer correctly

B_B = total of lower class who answer incorrectly

J_A = total of upper class

J_B = total of lower class

Classifications of distinguishing power are as follows:[99]

Table 3.7 Distinguishing Power

0.0-0.20	Poor
0.21-0.40	Enough
0.41-0.70	Good
0.71-1.00	Excellent

[99]*Ibid,* p.232.

G. Technique of Data Analysis

Data analysis needs to analysis parametric statistic. There were assumptions that must be filled. There were four steps which were calculated; normality, and homogeneity test and it continued with calculating hypothesis test, and effect size test.

1. Normality test

Normality test was tested to get data whether the distribution data in the experimental and control class are distributed normally. This research followed *Lilliefors* test formula on Microsoft Excel 2010. The steps are:

a. Calculating average

$$X = \frac{\sum x}{\sum n}$$

b. Finding the deviation standard

$$S = \frac{\sqrt{\sum(x-\bar{x})2}}{N}$$

c. Formatting from the smallest sample to the biggest sample (X_1 ,X_2, …) Score of X_1 is Z score. Finding Zi score

$$Zi = \frac{Xi-X}{S}$$

d. Finding S(Zi) with dividing to cumulative frequency and total sample.

e. Calculating (F(Zi)-S(Zi)). The highest score will be L_0 or L_{value}

f. Taking the biggest price will be L value. $L_0 < L_{table}$ from the critical value test, the *Lilliefors* with the real level = 0.05.

g. The criteria of normality test will be accepted if the Lilliefors value:

   a. Smaller or equal to the *Lilliefors* table ($L_{value} \leq L_{table}$), the data distribution is declared normally distributed.

b. Bigger than *Lilliefors* table ($L_{value} > L_{table}$), the data distribution is declared not normally distributed.

2. Homogeneity test

Homogeneity test was used to test whether the data from experimental and control classes are obtained homogeneous or not. In this study, the writer used Bartlett formula. To calculate whether variants of both homogenous samples, use this formula:

$$F = \frac{Biggest\ variance}{smallest\ variance}$$

The hypothesis homogeneity tests are formulated as bellow:

a. H_o : The variances of the data are homogeneous

b. H_a : The variances of the data are not homogenous

With criteria are:

a. If $F_{score} < F_{table}$ H_o is accepted and Ha is rejected.

b. If $F_{score} > F_{table}$ H_o is rejected and Ha is accepted. [100]

3. Hypothesis test

If normality tests and homogeneity test has been fulfilled, the writer analyzed t-test. The analyzing of the data used independent sample t-test. The T-test helps writer to figure out the difference between experimental class which was taught by Predicting Strategy with Webtoon and control class taught with teaching centered strategy. The result of students' test were compared to see there was difference of students' reading comprehension concerning to both of classes whether it has significant effect or not.

[100]Indra Jaya, (2010), *Statistik Penelitian untuk Pendidikan*, Bandung: Ciptapustaka Media, p. 186.

The data were analyzed by using independent sample t-test. The writer used the score of pre-test and post-test to compare two different groups; experimental and control class. The formula was stated as following:[59]

$$T - Test = \frac{(\bar{x}_1 - \bar{x}_2) \ - do}{\sqrt{\frac{{S_1}^2}{n_1} + \frac{{S_2}^2}{n_2}}}$$

Where:

T-test = The effect

$\bar{x}_1$ = Mean of Post-test – Pre-test in experimental group

$\bar{x}_2$ = Mean of Post-test – Pre-test in control group

${S_1}^2$ = Variant of Pre-test – Post-test in experimental group

${S_2}^2$= Variant of Pre-test – Post-test in control group

n_1 = Sample in experimental group

n_2= Sample in control group

T-test is used to know whether the null and alternative hypothesis is accepted or rejected. The criteria of acceptance or rejections of hypothesis with degree of freedom (df) = (n_1 + n_2 -2) α = 0.05 and are:

a. If $t_o > t_{table,}$ the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. In the conclusion, it has significant effect on students' reading comprehension between experimental class which was applied by Predicting Strategy with Webtoon and control class which was applied teaching centered strategy.

[59]Silitonga, P. M. (2014). *Statistik Teori dan Aplikasi dalam Penelitian.* FMIPA UNIMED. Medan, p.89.

b. If $t_0 < t_{table}$, the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted. In the conclusion, it has no significant effect on students' reading comprehension between experimental class which was applied by Predicting Strategy with Webtoon and control class which was applied by teaching centered strategy.

Following t-test, to calculate it has strong or weak effect, effect size is needed. In this study, the Cohen's effect size formula is adopted as follow:[60]

$$Pooled\ Std.\ Deviation = \frac{Std.Deviation\ 1 + Std.Deviation\ 2}{2}$$

$$d = \frac{M1 - M2}{Pooled\ Std.Deviation}$$

Where:

d : the significance effect of treatment

M_1 : The mean of gain score in experimental

M_2: The mean of gain score in control class

Table 3.8 Effect Size

Effect Size Range	Criteria
0.00 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

[60]Daniel Muijs, (2014), *Doing Quantitative Reseacrh in Education with SPSS*, London: Sage Publication Ltd, p. 139.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This part is destined to clarify research question. It explained the data description in statistical calculation, hypothesis test, the effect size, and the discussion of data.

A. Data Description

1. The Results of Pre and Post-test Experimental and Control Class

This study was conducted from April 30th- 5th June in MTSS Awaliyah Tanjung Tiga, Desa Secanggang, Kab. Karang Gading, Langkat. The writer was conducted for 3 meetings of learning in each class. It was lasted for 3-4 weeks. The first meeting and the last were taking test. Total meeting was 5 times. First, it was online meeting to give pre-test. It was conducted by online because of the pandemic. So, every student sent their worksheet to Whatsapp. It took 35 minutes.

The second, third, and fourth meetings were the treatment has been given to experimental class. Predicting Strategy with Webtoon was taught in experimental class. The students in control class were taught by using teaching centered strategy or using traditional teaching strategy. The treatment was spent time about 2x40 minutes in each meeting. But the meeting was held in 2 days cause of limitation time. The time in a day was only for 1 x 40 minutes, and it continued 1x40 minutes in the next day. The last meeting was conducting post-test. Post-test was directed to get score after conducting the treatment. It took 35 minutes to do post-test.

Furthermore, post-test has purpose to see the improvement and difference when applying Predicting Strategy with Webtoon in experimental class and teacher centered strategy in control class. Afterwards, the writer calculated the score and gave interpretation of the data. Finally, the conclusion based on finding research is drawn.

This is the table that shows the result of students' score as follow:

Table 4.1 The result of Pre and Post-test in Experimental Class

NO	NAME	EXPERIMENTAL		
		PRE-TEST	POST-TEST	N-GAIN
1	AR	60	90	30
2	A	45	75	30
3	AD	40	80	40
4	AN	55	85	30
5	AF	50	90	40
6	BA	65	90	25
7	DA	60	80	20
8	DS	55	85	30
9	FH	50	80	30
10	HA	45	75	30
11	HR	65	90	25
12	LL	60	75	20
13	LDS	55	80	25
14	MA	65	90	25
15	MT	35	80	40
16	MF	40	75	35
17	MR	30	75	45
18	NA	30	75	45

19	NK	60	90	30
20	NH	55	90	35
21	RP	35	90	55
22	RD	40	75	45
23	RI	40	85	45
24	RA	20	85	55
25	SDW	25	80	55
26	SP	40	85	45
27	TAH	25	70	45
28	TPD	45	85	40
29	UI	50	80	30
30	WAL	65	90	25
	$\sum \mathbf{X}$	1405	2475	1070
	$\bar{x}$	46.8333	82.5	35.6667
	Highest score	65	90	
	Lowest score	20	70	

The criterion of minimum completeness (KKM) is 75. Table 4.1 above showed data from experimental class both for pre and post-test. During pre-test, no one could pass the completeness. The results have representation that the score which have been achieved as the lowest score was 20 while the highest score was 65.

In the post-test, there were 4 students who could not pass the minimum completeness. The lowest score obtained was 70 and the highest was 90. One student could not pass the minimum score. The lowest gained score was 25 and the highest obtained score is 55. The mean of pre-test scores in experimental was 46.83 and the mean of post-test was 82.5.

Table 4.2 The result of pre-test and post-test in Control Class

NO	NAME	CONTROL		
		PRETEST	POSTTEST	N-GAIN
1	AR	45	70	25
2	AY	45	65	20
3	AN	30	80	50
4	BGD	30	70	40
5	BUD	55	70	15
6	DLR	50	80	30
7	DC	35	65	30
8	EM	35	55	20
9	IE	55	70	15
10	KIA	65	75	10
11	LR	45	75	30
12	MAS	65	75	10
13	MAD	60	80	20
14	MR	55	75	20
15	MRI	60	75	15
16	MHA	35	60	25
17	MA	60	80	20
18	MAR	50	75	25
19	MR	55	80	25
20	MAD	30	75	45
21	NE	55	70	15
22	RRZ	30	65	35
23	RA	40	70	30
24	RS	30	70	40
25	RIY	40	60	20

26	RA	65	80	15
27	SHP	35	60	25
28	SR	30	60	30
29	SAR	35	60	25
30	WA	65	80	15
	$\sum \mathbf{X}$	1385	2125	
	$\bar{x}$	46.17	70.83	
	Highest score	65	80	
	Lowest score	30	55	

Based on the data shown in Table 4.2 above, it was pre and post-test from control class. No one could pass the minimum score of completeness in pre-test . The lowest score of 30 was the minimum and 90 was the highest score that students got in control class. After that, the writer did post-test for after 3 meeting. It was aimed to know whether the treatment of Predicting strategy with Webtoon gives effect or not to students in experimental and in control class with teaching centered strategy. So, it can be a comparison.

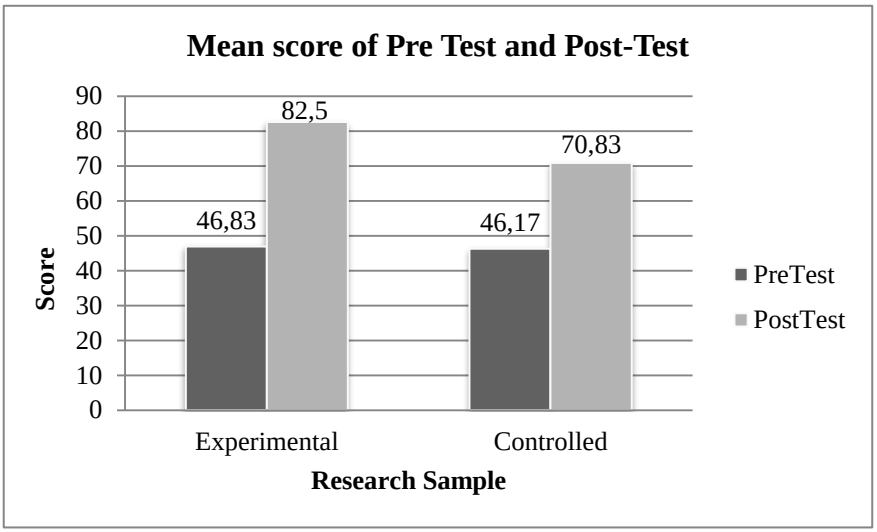
Post-test result in control class pointed out 55 as the lowest score and 80 was the highest score. Sixteen students could not pass the minimum completeness. The lowest gained score was 10 and the highest obtained score was 50. The mean of pre-test scores in control class was 46.17 and the mean of post-test was 70.83.

Based on students' score, the data showed the mean score of pre-test and post-test, lowest and highest score, standard deviation, and variance in both of classes; experimental and control class are summarized in descriptive statistic table below.

Tabel 4.3 Summary of Statistic Data from *Pre-test* and *Post-test* Experimental and Control Class

Data	Statistic	Class	
		Experimental	**Control**
Pre-test	Mean	48.47	46.67
	Standard deviation	13.23	12.71
	Variance	175	161.52
	Lowest Score	20	30
	Highest Score	65	65
Post-test	Mean	82.5	70.83
	Standard deviation	6.37	7.55
	Variance	39.22	57.04
	Lowest Score	75	55
	Highest Score	90	80

From the table 4.3 above, it can be drawn that score of students in experimental class was higher than students in control class. The differences between pre-test and post-test in both groups can be viewed in the chart as follows: (Appendix 12)



Picture 4.1 Students' *Pre-test* and *Post-test*

2. Testing of Instrument

a. Validity test

The validity is tested by *Pearson product moment*. If $r_{xy} > r_{table}$, the item of question is valid.

There were 23 test items which were valid and 17 were not valid: But number of 2, 9, and 21 will be removed because writer only needed 20 items. They have been removed because r_{value} has the lowest r_{value} among others. The result can be displayed in the table 4.4 below:

Table 4.4
Total Validity Items

Criteria	r_{table}	Total Questions	Total
Valid	0.329	1, 2, 6, 7, 9, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 35, and 39.	23
Invalid		3, 4, 5, 8, 10, 11, 12, 15, 16, 27, 32, 33, 34, 36, 37, 38, and 40	17

Table 4.5 showed each item from 40 multiple choices that have good or bad validity. Furthermore, it can be seen in Appendix 5.

Table 4.5
Validity Test

No Item	Validity		Criteria	No Item	Validity		Criteria
	r_{value}	r_{table}			r_{value}	r_{table}	
1.	0.348	0.329	Valid	21.	0.329	0.329	Valid
2.	0.338		Valid	22.	0.406		Valid
3.	0.223		Invalid	23.	0.353		Valid
4.	0.145		Invalid	24.	0.583		Valid
5.	-0.125		Invalid	25.	0.517		Valid
6.	0.455		Valid	26.	0.340		Valid
7.	0.475		Valid	27.	0.224		Invalid
8.	0.17		Invalid	28.	0.447		Valid
9.	0.330		Valid	29.	0.341		Valid
10.	0,006		Invalid	30.	0.497		Valid
11.	-0.031		Invalid	31.	0.456		Valid
12.	0.132		Invalid	32.	0.227		Invalid
13.	0.513		Valid	33.	0.322		Invalid
14.	0.374		Valid	34.	0.227		Invalid
15.	0.275		Invalid	35.	0.462		Valid
16.	0.273		Invalid	36.	-0.106		Invalid
17.	0.341		Valid	37.	-0.054		Invalid
18.	0.410		Valid	38.	0.133		Invalid
19.	0.639		Valid	39.	0.341		Valid
20.	0.486		Valid	40.	0.192		Invalid

b. Reliability Test

To indicate that test always gives the consistency result, reliability test must be employed. It can be calculated with *Kuder Richardson* or K-R 20 to know. It compares r_{value} is bigger than $r_{table,}$ so the test can be classified as reliable. Based on degree of significance 5%, it showed the result that r_{value} = 0.767 and r_{tabel} for N = 36-2 is 0.329. It can be concluded that the valid question items have reliability. The data can be shown in the table 4.6 below. The full version was in Appendix 6.

Table 4.6
Reliability Test

Variance Total (S2)	35.749228
r11	0.7677199
Criteria	High

c. The level of difficulty

Good test has questions that not too difficult and not too easy. Based on the analysis of 20 valid questions, it is found that as many as 3 questions were classified as easy, 27 questions were classified as medium, and 5 questions were classified as difficult. The data can be shown in the table 4.7 below. The rest of data from the calculation of the difficulty level of the questions were available in Appendix 7.

Table 4.7
The Level of Difficulty Test

Criteria	Item Number	Total
Easy	14, 35, 39	3
Medium	1, 6, 13, 17, 18, 22, 23, 26, 28, 29, 30, 31	12
Difficult	7, 19, 20, 24, 25	5

d. Distinguishing Power

Based on analysis from the 20 questions who has examined as valid, it can be concluded that 1 item was excellent, 3 items were poor, 5 items were enough, and 12 items are good. Data displayed in Appendix 8. The summarization of data is formed in table 4.8.

Table 4.8
Distinguishing Power Test

Criteria	Number of questions	Total
Poor	17, 39	2
Enough	6, 22, 26	3
Good	1, 7, 13, 14, 18, 19, 20, 23, 25, 28, 30, 31, 35	14
Excellent	24	1

B. The Requirements of Data Analysis

1. Normality Test

The purpose of normality test to see if sample come from the population distributed normally or not. The test used *Lilliefors* formula with a significance level of $\alpha = 5\%$ and total data (n) is 30. To get easier, the calculation used the *Microsoft Office Excel 2010* application program. The criteria of this test are:

a. If the *Lilliefors* value is smaller or equal to the *Lilliefors* table ($L_{value} \leq L_{table}$), the data distribution is declared normal.

b. If *Lilliefors* value is greater (>) than *Lilliefors* table ($L_{value} > L_{table}$), is declared that the data is not distributed normally.

The results of the normality in table 4.9 are below:

Table 4.9 Normality Test

Class	Data	L_{value}	L_{table}	Criteria
Experimental	Pre-test	0.097	0.161	Normal
	Post-test	0.135		Normal
Control	Pre-test	0.155		Normal
	Post-test	0.124		Normal

After calculation using the *Lilliefors* method, it was found the data distributions such as pre and post-test were declared normal in experimental class. The results of the normality data from pretest and post-test of L_{value} were 0.097 and 0.135. It means L_{value} was smaller than L_{table}.

In addition, the control class has same condition. It was found that the data of pre-test and post-test were proved to be normally distributed. The calculation brings the clarification that L_{value} was smaller than L_{table}. It has known that L_{value} of pre-test and post-test were 0.155 and 0.124.

2. Homogeneity Test

Homogeneity test was used to test whether the data from experimental and control classes are obtained homogeneous or not. Homogeneity test is needed to analyze the follow-up data, so that a t-test can be done on the research data. This test is done by comparing the largest variance data with the smallest variance. Homogeneous data can be said homogeneous if F_{value} with significance level (α) 0.05 was smaller than F_{table}. Homogeneity test calculation results of pretest and posttest data (Appendix 17) from two classes are classified in the following table 4.10.

Table 4.10 Homogeneity Test

Class	Data	F_{value}	F_{table}	Criteria
Experimental	Pretest	1.083	1.859	Homogeneous
	Posttest			Homogeneous
Control	Pretest	1.453		Homogeneous
	Posttest			Homogeneous

Based on table 4.10, the data of the pre-test and post-test from both of experimental and control class are homogeneous because F_{value} is smaller than F_{table}

($F_{value} < F_{table}$). This information means that the data can be used for the Hypothesis test.

C. Hypothesis Test

The criteria in accepting or rejecting hypothesis is If $t_{observed} > t_{table,}$ the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. If $t_{observed} > t_{table}$, the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted with degree of freedom (df) = $n_1 + n_2 - 2$ and $\alpha = 0.05$. The result of hypothesis test can be displayed below:

Table 4.11 Hypothesis Test

Variant Source	Class Data		t_o	t_{table}	Criteria
	Experimental	Control			
$\bar{X}$	82.5	70.83	6.515	1.673	H_0 was rejected, H_a was accepted
N	30	30			
S^2	39.22	57.04			

After counting the data, the writer discovered that t_o (6.515) was higher than t_{table} (1.673) with $\alpha = 0.05$ and degree of freedom (df) = $n_x + n_y - 2$ or 30 + 30 – 2 = 58. In line with the data, it means that that null hypothesis (H_o) was rejected, alternative hypothesis (H_a) was accepted, because $t_o > t_{table}$ (6.515 > 1.673). More data can be seen in Appendix 18.

With evidence above, it confirmed experimental class who got treatment with Predicting strategy with Webtoon is higher than control class with teaching centered strategy at eighth grade students of MTSS Awaliyah Tanjung Tiga. The difference score which was showed in comparing the experimental and control

class. Thus, predicting strategy with Webtoon has significant effect in building up students' reading comprehension.

Following t-test, to calculate it has strong or weak effect, effect size is calculated with Cohen's effect. (Appendix 19)

$$Pooled\ Std.\ Deviation = \frac{Std.Deviation\ 1 + Std.Deviation\ 2}{2}$$

$$d = \frac{M1 - M2}{Pooled\ Std.Deviation}$$

Table 4.12 Effect Size Test

Post-test	N	S	M
Experimental Class	30	6.26	35.67
Control Class		7.55	24.67

d : the significance effect of treatment

M_1: The mean of gain score of experimental class.

M_2: The mean of gain score of control class.

$$Pooled\ Std.\ Deviation = \frac{6.26 + 7.55}{2}$$

$$= 6.90$$

$$d = \frac{35.67 - 24.67}{6.90}$$

$$d = 1.594$$

The writer calculated by using Cohen's effect to know how large the effect of Predicting strategy with Webtoon on students' reading comprehension. The result showed the total was 1.594. It was on strong effect. So, Predicting strategy with Webtoon was on strong effect to be used as teaching strategy on students' reading comprehension.

D. Discussions

The first step was administered pre-test to the students. Then, the writer applied Predicting strategy with Webtoon in experimental class and teaching centered strategy in control class. Then, writer did treatment three times in three meetings. It was done through direct learning and online. Direct learning was held in 1 hour and also online learning through Whatsapp. During direct meeting, writer only had limited time in class because of the rules during Covid-19. Through Whatsapp, the writer gave the worksheet and students collected to whatsapp. It has limit time to collect it.

Pre and post-test s were carried out using test instruments to students. The instrument was multiple choices that have 20 questions. It had been validated by finding the calculation. This study involved two classes, which consisted of one experimental class taught by Predicting strategy with Webtoon and one control class taught with teaching centered strategy.

In experimental class, the mean of pre-test was 46.83. In control class, it was 46.16. It notified that the difference was about 0.67 points between both of classes. Both of class had same high score in pre-test which was 65. It indicates that both of classes have same level or ability because the mean score of pre-test did not show many differences.

After that, post-test was distributed to evaluate both groups. It showed that there was significant difference happened between experimental and control class. The experimental class, who applied Predicting strategy with Webtoon, was observed an increasing score. It showed an intriguing change in their score reading test. In experimental class, post-test mean score was 82.5. The highest

score after post-test in experimental class was 90. The gained score in post-test indicated that there was significant change was 35.67 points.

While in control class, students studied with teaching centered strategy. Mean score of post-test was 70.83. The highest score of post-test in control class was 80. It gained points from pre-test score was 24.67. It can be concluded that there is significant difference between experimental and control class.

Before finding t-test, it was needed to analysis normality, homogeneity tests and hypothesis test. After doing normality test, it were obtained by *Lilliefors* that both of classes are normally distributed. Appendix 13, 14, 15, 16 showed the normality test of the experimental and control classes obtained by $L_{value} < L_{table}$. So that it can be concluded that the pretest and posttest data in the experimental and control class are normally distributed.

Based on Appendix (17), homogeneity test of students' pre-test from experimental and control class can be concluded that F_{value} (1.083) was smaller than F_{table} (1.859), and then the sample of pre-test from both classes can be said from the same or homogeneous population. Based on appendix, homogeneity test with F_{value} (1.453) was smaller than F_{table} (1.859), and then the data of post-test from both classes can be said from the same or homogeneous population.

In Appendix 18, Hypothesis testing was calculated using the t test with the same number of samples (n1 = n2). From the previous calculation for the hypothesis test, it is known that t_o= 6.515, while the t_{table} at $\alpha = 0.05$ and degree of freedom (df) = 58 is 1.673. The calculation of t_o (6.515) is greater than t_{table} (1.673). In this case H_o is rejected and H_a is accepted. There is significant effect on students' reading comprehension between students in experimental class who

got treatment Predicting strategy with Webtoon and students in control class who got teacher centered strategy or did not get treatment.

Following t-test, to calculate it has strong or weak effect, effect size was calculated. The result showed the number of effect size was 1.594. It showed the number has strong effect. So, that there was significant effect on students' ability of reading comprehension between students who are taught by using Predicting strategy with Webtoon and students who are taught by teacher centered strategy. It has been proved that the strategy has strong effect to be used as teaching strategy on students' reading comprehension. There were several reasons of using Predicting strategy gives effect on students' reading comprehension.

The learning environment was not teacher-centered learning but turn into student-centered learning. Stimulating students by guessing the ideas can make background knowledge of readers active so that students can achieve better results in learning. Students can indicate empty panel of the conversation through the story with creative feelings and actions. The curiosity will increase the readers to be creative and provide a chance to explore what they can predict the story. By using this activity, the students are encouraged to give their arguments about the expressions given by the characters on the comics.

Furthermore, the students are asked to guess the story with Webtoon. It has attractive pictures and story line that make students more eager and interested in reading. It includes visual and picture to make them better in undertanding expression characters inside the comics. It also bring fun, create students' creativity. They were able to predict the vocabulary by seeing picutre and try to understand the meanings of words by images.

Furthermore, it was not only boring actvity because they enjoy the process of reading. They try to mention the guess by looking to the visual story.When they predict, it stirs their imagination and attention in learning activities. The use of image provide them more concrete information, and more memorable which stimulate students' thought. By using this activity, the students are encouraged to give their arguments about the expressions given by the characters on the comics. With guessing the information, readers are not only just as receiver but also as active readers to free out their ideas out. In this situation, by not providing the words on the bubbles, the students are encouraged to give their arguments to guess the expressions and also the story on the media.

When they predict, it improves students ability to recognize and memorize vocabulary of words. They don't have to open dictionary all the time because by predicting the picture. They will suggest the meaning based on their background knowledge to connect their previous experience to predict the picture through meaning. Predicting strategy with Webtoon activates their prior knowledge and help students to understand the story easily. The predicting strategy gets along with collored picture provides new approach that the enjoyable learning procees gave good motivation in reading class.

E. Limitation of Research

1. Facilitate in the school couldn't support enough such as the using of projector so I had to bring by my own.
2. During the pandemic of Covid-19, the writer has to wait until the school can open.

3. The limitation of time during the pandemic and the limitation of students who can study in the same class also make this study harder because writer has to do research one meeting in 2 days and the online meeting which was not supported enough. Some students was not interested learning by online.
4. It takes much more time because of insufficient class area to use groups so that a commotion arises between groups that are too close together.
5. The research is limited to eighth grade students. It has possibility that another finding can be gained at different level of students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is drawn conclusion for the study after doing whole steps to get data referring to the result of the study and give some suggestions.

A. Conclusion

Derived from the previous discussion, the hypothesis resulted from the calculation of t-test with significance level $\alpha = 0.05$ has discovered that t_o was 6.515 and t_{table} was 1.673. It represents t_o is higher than t_{table} (6.515 > 1.673) that can be said Null hypothesis (H_o) was rejected and Alternative hypothesis (H_a) was accepted. In addition, there was significant effect on students' reading comprehension between experimental class by Predicting Strategy with Webtoon and control class by teaching centered strategy at MTSS Awaliyah Tanjung Tiga in academic year 2019/2020.

B. Implication

The finding of research is obviously showing that teaching by applying strategy with Webtoon on student's reading comprehension of MTSS Awaliyah Tanjung Tiga can be applied in process of teaching because there is significant effect before and after giving treatment. It is the opposite if the teaching learning applied in conventional way or with only focus on teacher centered and without media. It means with strategy and media could be an effective way to make learning goals can be achieved. It supported how strategy and media can bring different environment when students were learning.

By guessing the information, students are not only just as receiver but also be an expresser to free their ideas out. This strategy is promoting students to take part in the classroom. Stimulating students by guessing the ideas can make background knowledge of readers active so that students can achieve better results in learning.

Considering the development of technology, Webtoon as online comic becomes one way to motivate students' interest. Webtoon has special offers in learning process because the development of technology supports us to use technology in education field. Webtoon is pretty simple and helpfulness to apply in teaching reading. It is the new innovation from the previous method that had to use a printed book. For millennial students, Webtoon serves big opportunity to practice more about reading in very situation.

C. Suggestion

After doing research, some suggestions are presented below:

1. English teachers: First, teachers should choose the right strategy to increase students' motivation and interest in teaching reading comprehension by using interested teaching learning process. Second, Predicting strategy with Webtoon has it made alternative on teaching reading especially to enhance students' reading comprehension because this strategy can allow teachers to facilitate their imagination by guessing the ideas to the story the students will encounter the joy interested and provide a chance to explore what they can predict the story.

2. School : School should facilitate teaching learning process especially for the time and media so that the learning process can be more effective when the strategy is implemented.
3. Future writers: This study is hoped to be helpful for those other writers and can be contributed to investigate and develop the strategy with different alternative especially on reading comprehension.

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LIST

OF

APPENDIXES

APPENDIX I

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Nama Sekolah : MTSS AMALIYAH TANJUNG TIGA
Kelas/Semester : VIII/II
Mata Pelajaran : Bahasa Inggris
Topic : Recount text
Alokasi waktu : 3 x 2 x 40 Menit

A. Kompetensi Inti :

KI I : Menghargai dan menghayatiajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
KI 3 : Memahami dan menerapkan pengetahuan (faktual,konseptualdan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah,menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Standar Kompetensi

Membaca

Memahami makna dalam essay pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

C. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2 Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran,	2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam

damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secaar efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	melaksanakan komunikasi fungsional. 2.2.2 Menunjukan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas.
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaanya.	3.11.1 Siswa mampu menerapkan struktur teksdan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau 3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau. 3.11.3 Siswa mampu membedakan teks recount dengan jenis teks lainnya
4.11 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa pengalaman pribadi di waktu lampau (*personal recount*)	4.11.1 Siswa mampu mengidentifikasi fungsi, struktur, dan unsur kebahasaan teks recount.
4.12 Menyusun teks *recount lisan* dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.11.2Membuat teks recount sederhana mengenai pengalaman akhir pekan yang mengesankan. pengalaman pribadi di waktu lampau (*personal recount*)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membaca nyaring teks recount sesuai pelafalan dan intonasi yang tepat.
2. Memahami isi teks recount
3. Mengetahui structure fungsional teks recount.
4. Mengidentifikasi language feature dalam recount teks

E. Materi Pembelajaran

Recount text entitled “Going Fishing for the first time” for the first meeting.
Recount text entitled “My personal Experience” for the second meetings.
Recount text entitled “” for the third meeting.

1. Fungsi Sosial

   Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, dan membanggakan

2. Struktur Teks

   Dapat mencakup:

   - Orientasi
   - Urutan kejadian/kegiatan
   - Orientasi ulang

3. Unsur Kebahasaan

   - Kalimat deklaratif dan interogatif dalam *simple past, past continuous, present perfect,* dan lainnya yang diperlukan
   - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu *past tense*
   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

F. Strategi pembelajaran

Predicting Strategy with Webtoon

G. Media, alat dan sumber belajar

Buku siswa dan guru *When Rings Bell, Scaffolding: English for Grade VIII, English in Focus for Grade VIII*

Bahan : Buku ajar, Webtoon,

Alat : projector

H. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi kegiatan	Media	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran dengan predicting strategy	Guru	5’
Kegiatan Inti	**Pre-Reading** ***a. Eksplorasi*** 5. Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan “*Do you have some experience?, everybody have different experience,right?, have u heard a recount text?,* etc	Guru dan Siswa	50’

	6. Siswa dibagikan Prediction Guide 7. Siswa memperhatikan cerita Webtoon 8. Siswa ditanya apa yang akan terjadi dalam cerita yang ada di Webtoon 9. Semua prediksi siswa akan dituliskan di papan tulis 10. Siswa diminta menyalin prediksi yang diaggap benar. **Whilst-Reading** **11. Elaborasi** 12. Secara bersama-sama siswa memahami kata-kata sulit 13. Dengan bimbingan guru, siswa menuliskan gagasan atau main idea pada cerita Webtoon. 14. Guru bertanya beberapa hal yang berkaitan dengan Webtoon. **Post-Reading** 15. Siswa diberi latihan vocabulary memasangkan kata sesuai dengan Webtoon yang dibaca 16. Siswa menuliskan kosa kata baru di Prediction Guide 17. Siswa menjawab pertanyaan sesuai yang ada di Webtoon **18. Konfirmasi** 19. Guru memberi feedback kepada siswa		
Kegiatan Akhir	20. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 21. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

Pertemuan 2

Kegiatan	**Deskripsi kegiatan**	**Media**	**Waktu**
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran	Guru	5'
Kegiatan Inti	**Pre-Reading** ***a. Eksplorasi*** 5. Siswa dibagi dalam kelompok yang	Guru dan Siswa	50'

	terdiri dari 5-6 orang. 6. Siswa diberi tampilan Webtoon yang ada di projector **Whilst-Reading** ***b. Elaborasi*** 7. Guru menampilkan Webtoon yang berisi percakapan rumpang. 8. Siswa dibagikan prediction Guide yang berisi ringkasan cerita Webtoon 9. Siswa diminta untuk mengisi prediksinya sesuai predicition guidee 10. Siswa mengartikan kata-kata sulit sesuai dengan berdasarkan konteks. **Post-Reading** 11. Siswa membandingkan jawaban yang dengan Webtoon setelah dibaca 12. Siswa menuliskan kosa kata baru di Prediction Guide 13. Siswa menyebutkan karakter, struktur teks, dan unsur kebahasan **c. Konfirmasi** 14. Guru memberi feedback kepada siswa		
Kegiatan Akhir	15. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 16. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

Pertemuan 3

Kegiatan	Deskripsi kegiatan	Media	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran	Guru	5'
Kegiatan Inti	**Pre-Reading** ***a. Eksplorasi*** 5. Siswa diberi tampilan Webtoon yang ada di projector 6. Guru membagikan potongan acak percakapan yang ada di Webtoon 7. Siswa mengamati Webtoon yang ada di	Guru	50'

	papan tulis 8. Siswa dibagikan Prediction Guide **Whilst-Reading** ***b. Elaborasi*** 9. Siswa menjawab True or False yang ada di Prediction Guide sebelum ditampilkan keseluruhan cerita. 10. Guru menampilkan Webtoon yang berisi percakapan rumpang. 11. Siswa diminta untuk mengisi prediksinya sesuai kertas diacak 12. Siswa secara berpasangan mengurutkan teks percakapan yang urut. **Post-Reading** 13. Siswa membandingkan jawaban prediction guide dengan Webtoon 14. Siswa menjawab pertanyaan berkaitan dengan cerita yang ada di Webton yang diberikan guru ***c. Konfirmasi*** 15. Guru memberi feedback kepada siswa		
Kegiatan Akhir	16. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 17. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

I. Penilaian

1. Penilaian Sikap

Nama Siswa :
NIS :
Kelas :

No	Aspek Penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerjasama					
4	Jujur					

Ket:
1= sangat kurang, 2=kurang, 3=cukup, 4=baik, 5=amat baik

2. Penilaian Pengetahuan

Indikator	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen**
Identifying the main idea, information, and meaning in the recount text	Tes Tertulis	Essay Question	Lembar prediction guide and Worksheet
Identifying specific information			
Identifying vocabulary context			
Identifying pronoun reference			
Identifying conclusion			

3. Pedoman Penilaian

Scoring : setiap soal benar/ setiap soal yang benar x 100
Total Nilai Akhir : 100

Mengetahui,

Medan, 7 Mei 2020

Guru Pamong **Mahasiswa**

Apriyani Sofiani, S.Pd

Husna Amalia Fadilah
0304161021

APPENDIX II

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Controlled Class

Nama Sekolah : MTSS AWALIYAH TANJUNG TIGA
Kelas/Semester : VIII/II
Mata Pelajaran : Bahasa Inggris
Topic : Recount text
Alokasi waktu : 3x 2 x 40 Menit

A. Kompetensi Inti :

KI I : Menghargai dan menghayatiajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
KI 3 : Memahami dan menerapkan pengetahuan (faktual,konseptualdan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah,menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Standar Kompetensi

Membaca

Memahami makna dalam essay pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

C. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2 Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran,	2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam

damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secaar efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	melaksanakan komunikasi fungsional. 2.2.2 Menunjukan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas.
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaanya.	3.11.1 Siswa mampu menerapkan struktur teksdan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau 3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau. 3.11.3 Siswa mampu membedakan teks recount dengan jenis teks lainnya
4.11 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa pengalaman pribadi di waktu lampau (*personal recount*)	4.11.1 Siswa mampu mengidentifikasi fungsi, struktur, dan unsur kebahasaan teks recount.
4.12 Menyusun teks *recount lisan* dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.11.2Membuat teks recount sederhana mengenai pengalaman akhir pekan yang mengesankan. pengalaman pribadi di waktu lampau (*personal recount*)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Membaca nyaring teks recount sesuai pelafalan dan intonasi yang tepat.
2. Memahami isi teks recount
3. Mengetahui structure fungsional teks recount.
4. Mengidentifikasi language feature dalam recount teks

E. Materi Pembelajaran

1. Recount text entitled “My Holiday” for the first meeting.
2. Recount text entitled “Going Fishing ” for the second meeting.
3. Recount text entitled “My personal Experience” for the third meetings.

1. Fungsi Sosial

   Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, dan membanggakan

2. Struktur Teks

   Dapat mencakup:

   - Orientasi
   - Urutan kejadian/kegiatan
   - Orientasi ulang

3. Unsur Kebahasaan

   - Kalimat deklaratif dan interogatif dalam *simple past, past continuous, present perfect,* dan lainnya yang diperlukan
   - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu *past tense*
   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

F. Strategi pembelajaran

5 M (Mengamati, menaya, mencoba, mengasosiasi, Mengkomunikasikan)

G. Media, alat dan sumber belajar

Buku siswa dan guru *When Rings Bell, Scaffolding: English for Grade VIII, English in Focus for Grade VIII*

Bahan : Buku ajar,

H. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi kegiatan	Media	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran	Guru	5’
Kegiatan Inti	**Pre-Reading** ***b. Eksplorasi*** 5. Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan “*Do you have some experience?, everybody have different experience,right?, have u heard a recount text?,* etc 6. Guru menjelaskan fungsi, struktur, dan unsur kebahasaan recount text	Guru dan Siswa	50’

	7. Guru meminta siswa membaca contoh reading aloud **Whilst-Reading** ***c. Elaborasi*** 8. Guru secara bersama-sama meminta siswa memahami kata-kata sulit 9. Dengan bimbingan guru, siswa menuliskan gagasan atau main idea pada cerita 10. Siswa dibimbing untuk diskusi bersama struktur teks yang diberikan **Post-Reading** 11. Siswa diminta mengerjakan pertanyaan pada teks 12. Siswa dibimbing untuk membahas jawaban **d. Konfirmasi** 13. Guru memberi feedback kepada siswa		
Kegiatan Akhir	14. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 15. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

Pertemuan 2

Kegiatan	Deskripsi kegiatan	Media	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran	Guru	5'
Kegiatan Inti	**Pre-Reading** ***a. Eksplorasi*** 5. Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 6. Guru menjelaskan fungsi, struktur, dan unsur kebahasaan recount text 7. Guru meminta siswa membaca contoh reading aloud	Guru dan Siswa	50'

	8. Siswa dimita dipersilahkan bertanya mengenai informasi yang belum dipahami **Whilst-Reading** ***a. Elaborasi*** 9. Guru secara bersama-sama meminta siswa memahami kata-kata sulit 10. Siswa diminta mengidentifikasi teks yang diberikan secara berpasangan. **Post-Reading** 11. Siswa mempersentasekan hasil diskusi **b. Konfirmasi** 12. Guru memberi feedback kepada siswa		
Kegiatan Akhir	13. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 14. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

Pertemuan 3

Kegiatan	Deskripsi kegiatan	Media	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam (greeting) 2. Guru memeriksa kehadiran siswa 3. Guru memberitahu materi pelajaran pertemuan hari itu 4. Guru menjelaskan tujuan pembelajaran	Guru	5'
Kegiatan Inti	**Pre-Reading** ***a. Eksplorasi*** 5. Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 6. Guru menjelaskan fungsi, struktur, dan unsur kebahasaan recount text 7. Guru meminta siswa membaca contoh reading aloud 8. Siswa dimita dipersilahkan bertanya mengenai informasi yang belum dipahami	Guru dan Siswa	50'

	Whilst-Reading ***b. Elaborasi*** 9. Guru secara bersama-sama meminta siswa memahami kata-kata sulit 10. Siswa diminta mengidentifikasi teks yang diberikan secara berpasangan. **Post-Reading** 11. Siswa mempersentasekan hasil diskusi **c. Konfirmasi** 12. Guru memberi feedback kepada siswa		
Kegiatan Akhir	13. Guru mengajak siswa merefleksikan pembelajaran pada pertemuan hari itu *"Can anyone help me to give a conclusion of the lesson?"* 14. Guru memberitahu kegiatan pertemuan selanjutnya dan mengucapkan salam		5'

I. Penilaian

1. Penilaian Sikap

Nama Siswa :
NIS :
Kelas :

No	Aspek Penilaian	Skor				
		1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerjasama					
4	Jujur					

Ket:
1= sangat kurang, 2=kurang, 3=cukup, 4=baik, 5=amat baik

2. Penilaian Pengetahuan

Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen
Identifying the main idea, information, and meaning in the recount text	Tes Tertulis	Essay Question dan Multiple Choice	Worksheet
Identifying specific information			
Identifying vocabulary context			

Identifying pronoun reference			
Identifying conclusion			

3. Pedoman Penilaian

Scoring : setiap soal benar/ setiap soal yang benar x 100

Total Nilai Akhir : 100

Mengetahui,

Medan, 7 Mei 2020

Guru Pamong **Mahasiswa**

Apriyani Sofiani, S.Pd Husna Amalia Fadilah

0304161021

APPENDIX III

WORKSHEET EXPERIMENTAL CLASS

Meeting 1

PREDICTION GUIDE

You will be reading Webtoon with the title “Odd Girl Out Eps 1”. Predict what story will be about. Share your predictions with a partner.

Prediction 1 : how many characters will be involved?

Predict :

Prediction 2 :what is the orientation of the story?

Predict :

Prediction 3 : what is the problem of the story

Predict :

Prediction 4 : what is the resolution of the story?

Predict :

Prediction 5 : Will the story have sad or happy story, give reason

Predict :

Prediction 6 : Give Summary

Predict :

Worksheet 1

PREDICTION GUIDE

Read prediction below. Write the continue sentence according to your prediction based on Webtoon Story. Choose the prediction below according your background knowledge.

Since Nary started her high school,_____ _____. She became a group part of beautiful girls group. There are 4 girls include her in the group._____. They ended up together on the first day at lunch time. Everyone stared at them when they walked between students. ____ _____. They were glade in their school to see new girl who were beautiful but _____.

She felt that _____. When lunch time, everybody keep staring them. _____. They started blaming each other because following Nary. After little conflict, _____.They swapped numbers each other. After that, they saw profile picture of Nary. _____. Going home, Nary met her father and her father was greeting her. _____.

(1) They were Yuna who is super rich, Mirae who has blonde hair, and Seonji Lim.
(2) She was very happy
(3) There are Yuna, Mirae Lim, and Soenji who are beautiful.
(4) Nary started yell that she was uncomfortable with them.
(5) She was lucky to be there
(6) Nary and beautiful girls ate lunch proudly because everyone was staring at them.
(7) She was in a completely chaotic situation
(8) She was comfortable in the group
(9) Yuna asked to swap number
(10) Mirae asked to swap number
(11) Boys called them Goddesses unless Nary
(12) They think why Nary can be in the group.
(13) She stuck between those beautiful girls
(14) She felt like she could not hide their face
(15) They added each other.
(16) Nary started crying

PREDICTION GUIDE

Meeting 2

Choose True or False based on your prediction eps "*Don't look at me with those sad eyes (1)*"

Prediction	True	False
1. Nary wanted to find new friends		
2. Nary looked for new friends in her class		
3. Nary approached the gorup of boys		
4. Nary brought homemade cookies for all of the students in the class		
5. Soenji came earlier to class than usual		
6. Four friends asked Nary to sit and join them		
7. Soenji did not want to greet Nary		
8. Nary did not ask Soenji to come with her		
9. Nary felt guilty because Soenji didnt talk to her		
10. A gorup ofthen asked Nary "Isn't hard being stuck between her beautifull friends?"		
11. Nary shocked to hear that		
12. Soenji wanted to ask lunch but another friends asked her too		
13. Nary felt that Soenji too pretty to hang out with her		
14. Soenji was staring at Nary the whole time		
15. Her friends asked Nary to accompany Seonji because Soenji didnt have friends.		
16. Her friends was talking nice about Soenji		
17. Soenji didnt have friends to go at sport lesson		
18. Seonji was happy Nary did not want to with her		
19. Seonji was with another friends to go together in sport time		

Write Your Prediction based on your own words

Worksheet Meeting 2

Answer the questions according to Webtoon's story

1. Why did not Nary want to make friend with Soenji?
2. What did Nary do getting closer to other friends?
3. Did Nary make friends to boys?
4. How did the way Nary make new friends ?
5. What do you think of Nary's new friends?
6. Mention the characteristics of the story you can find?
7. What is the summary of the story?
8. What is the main problem of the story?

Answer

PREDICTION GUIDE

Meeting 3

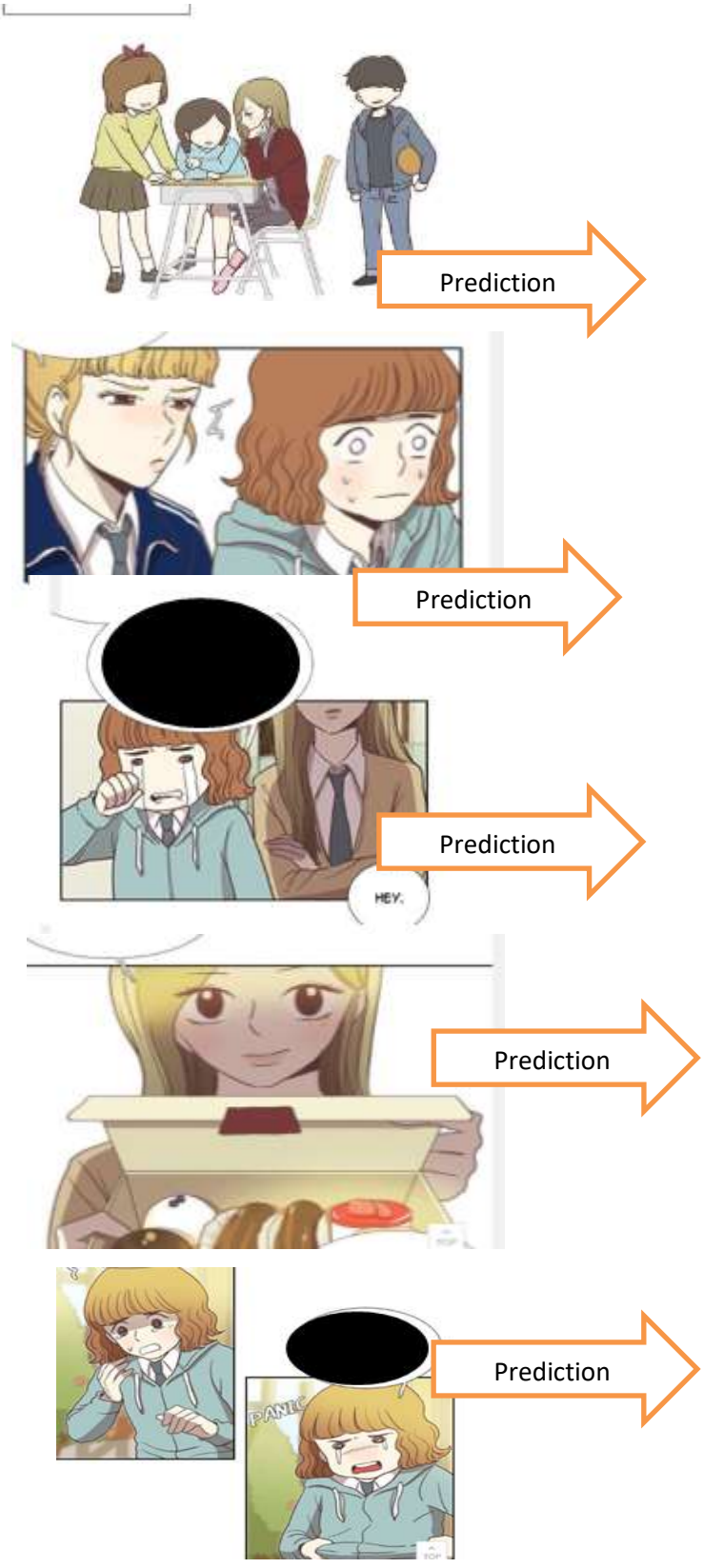
These sentences are scrambling. Group this sentence into orientation, problem and resolution.

1. Yuna bought a bunch of donut for Nary
2. Nary was afraid to talk to Yuna when she was child
3. Nary does not want to meet their friends
4. Yuna forgave Nary by asking Nary one thing.
5. Yuna asked Nary to stay at class if lunch time comes.
6. Nary felt sad when they were walking together
7. But she was happy that Yuna acknowledged her after that
8. Nary was hiding to avoid Yuna
9. Nary felt sorry
10. Nary was getting around them because she was so Indecisive
11. Nary, Yuna, Mirae, Sonji went to the cafeteria to lunch
12. Nary introduce her first meeting with Yuna when they were little
13. Nary did not want show herself in front of her friends
14. Nary meet her friends, Mirae at the ladder
15. She felt like the most pathetic creature on earth
16. Nary was avoiding her friends.
17. Nary felt ugly around her friends.
18. They stated eating together
19. Nary thought Yuna was trying to fatten her up
20. She spilled the milk that Yuna gave.

Generic Features	Your Prediction	Correction
Orientation		
Problem		
Resolution		

Worksheet Meeting 3

You will be reading Webtoon with the title “Odd Girl Out Eps 3”. Predict what story will be about. Share your predictions with a partner. Some conversations are empty. You need to fill the conversation by your own prediction with your partner.



APPENDIX IV

LAMPIRAN CONTROLLED CLASS

Worksheet Meeting 1

My Holiday

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car. After parking our car, we walked along the beach barefooted. We could fell the smoothness of the sand. The cold seawater touched our feet. Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe. After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells. I was so happy and really enjoyed that day.

Answer the following questions based on the text above!

1. Who went to the beach?
2. When did they go to there?
3. How did they go to the beach?
4. Why did they go to the beach?
5. What is the main idea of paragraph 3?
6. Some of them played with their balls. (Paragraph 3)
   What does the word them refer to?
7. How did the writer feel about that day?
8. What did they do after walking along the beach?
9. What things did the writer and family see while eating?
10. Who collected some seashells?

Worksheet Meeting 2

Going fishing for the first time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9a.m. when we got to the river, thee were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass as slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing.

Answer the following questions

1. When did the writer go fishing?

2. Where did they go fishing?

3. What does “he” refer to? (paragraph 1, line 2)

4. Then, we looked for a **convenient** place under a tree.
   The word “convenient” is closest meaning to ….

5. Who taught the writer to catch fish?

6. What does “I” refer to? (paragraph 3, line 1)

7. Why did the writer fall into the river?

8. Who helped the writer when he/she fell into the river?

9. How did the writer feel after he fell into the river?

10. What does the last paragraph tell about

Worksheet Meeting 3

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difÀ cult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it. I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the À rst antibiotic and penicillin. After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

Answer the following question

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?
5. Who were mentioned in the book? Who were they?
6. What happened to the writer after he read the book?

True or False

1. The writer was a lazy student when he was in junior high school.
2. The writer was grounded because he didn't do his Biology homework.
3. The writer was told to make a book review.
4. He looked for the books in a bookstore.
5. He found a book about medical health

APPENDIX V

VALIDITY TEST

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Jlh
1		0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	1	24
2		0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	31
3		0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	15
4		1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	28
5		0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	19
6		0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	14
7		1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	26
8		0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	29
9		1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	29
10		0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	25
11		1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	26
12		1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	37
13		0	1	0	1	0		0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	24
14		1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	33
15		1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	1	27
16		0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	33
17		1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	16
18		0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	23
19		1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	O	1	1	1	30
20		1	1	1	0	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	23
21		0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	26
22		1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	24
23		0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	23
24		1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1	27

25		**0**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**1**	**1**	**1**	**0**	**20**
26		**1**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**30**
27		**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**28**
28		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**0**	**1**	**20**
29		**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**29**
30		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**14**
31		**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**26**
32		**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**35**
33		**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**29**
34		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**14**
35		**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**26**
36		**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**35**
Vitas	**r table**	**0.33**	**0.3**	**0.3**	**0.3**	**0.3**	**0**	**0**	**0**	**0**	**0.329**	**0.329**	**0.329**	**0**	**0.3**	**0.33**	**0.3**	**0.33**	**0.33**	**0.33**	**0.3**	**0**	**0.3**	**0.3**	**0**	**0.3**	**0.3**	**0.3**	**0.3**	**0**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**814**
	r hitung	0.35	0.3	0.2	0.1	-0	0	0	0	0	0,006	-0,03	0.13204	1	0.4	0.27	0.3	0.34	0.41	0.64	0.5	0	0.4	0.4	1	0.5	0.3	0.2	0.4	0	0.5	0.5	0.2	0.32	0.2	0.5	-0.11	-0,05	0.13	0.34	0.193	
		V	V	No	No	No	V	V	No	V	No	No	No	V	V	No V	No V	V	V	V	V	V	V	V	V	V	V	No	V	V	V	V	V	No V	No V	No V	V	V	V	No V	V	No	

Validity Test of Items Question

To get Validity, researcher used formula of *product moment* :

$$r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$$

Where: :

r_{pbi} : point biserial correlation coefficient

M_p: the mean scores of subjects who correctly searched items correlation with the test.

M_t: the average score of the total score.

SD_t: standard deviation of the total score

p: the proportion of subjects who answered right against the grain of the item being tested for Validity item.

q: the proportion of subjects who answered wrong of the items of the item being tested for Validity item.

$$M_p = \frac{494}{18} = 27.44$$

$$M_t = \frac{919}{36} = 25.52$$

P= 18/36 =0.5

Q= 1- p = 0.5

$$SD_t = \sqrt{\frac{\sum X\,t^2}{N} - \left(\frac{\sum X\,t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{23522}{36} - \left(\frac{919}{36}\right)^2}$$

$$SD_t = \sqrt{653.38 - 651.46}$$

$=\sqrt{1.92}$

=1.38

r $r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{27.44 - 25.52}{1.38}\sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{1.91}{1.38}\sqrt{1}$$

r_{pbi} = 1.384x 1

r_{pbi} = 1.384

From the computation above, the result of computing Validity of the item number 1 is 4.512. Because the result of computation (rvalue) was higher than rtable, (1.384 > 0.329) the index of of Validity of the item number 1 was considered to be V. The list of Validity of each item could be seen in appendix. It is obtained that from 40 test items as instrument of try-out test: there were 20 test items which were V, and 20 test items which were inV. The list of Validity of each item could be seen in appendix with Microsoft Excel.

APPENDIX VI

RELIABILITY TEST

To know whether the test is reliable or not, it can be calculated with *Kuder Richardson* or K-R 20 as follows:

$$r_{11} = (\frac{n}{n-1})\frac{S^2 - \sum pq}{S^2} \quad \text{dan} \quad S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

where :

r_{11} : total students — p : proportion of the subject answering item correctly

s^2 : score variance — q : proportion of the subject answering the item incorrectly

n : total question item

$\sum X = 919$ $(\sum X)^2 = 175561$ N = 36

$\sum X^2 = 24747$ n = 40

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

$S^2 = \frac{24747 - \frac{815^2}{36}}{36}$

$S^2 = \frac{24747 - 2340{,}02}{36}$

$S^2 = 35{,}74$

$r_{11} = (\frac{n}{n-1})(\frac{S^2 - \sum pq}{S^2})$

$r_{11} = (\frac{40}{40-1})(\frac{35.74 - 8.98}{35{,}74})$

$r_{11} = (1.02)(0.74)$

$r_{11} = 0.767$

r_{11} is compared with degree of significance 5%, with $t_{table} = 0.329$. So r_{11}value > r_{11} table, it means that the question is reliable.

REALIBILTY TEST

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Jlh
1		0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	1	24
2		0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	31
3		0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	15
4		1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	28
5		0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	19
6		0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	14
7		1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	26
8		0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	29
9		1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	29
10		0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	25
11		1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	26
12		1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	37
13		0	1	0	1	0		0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	24
14		1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	33
15		1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	1	27
16		0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	33
17		1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	1	1	1	0	1	0	16
18		0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	23
19		1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	O	1	1	1	30
20		1	1	1	0	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	23
21		0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	26
22		1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	24
23		0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	0	23
24		1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1	27
25		0	0	1	1	1	1	0	1	0	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0	20
26		1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	30
27		1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0	28

28		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**0**	**1**	**20**
29		**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**29**
30		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**14**
31		**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**26**
32		**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**35**
33		**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**29**
34		**0**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**14**
35		**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**26**
36		**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**35**
Vitas	**r table**	**0.33**	**0.3**	**0.3**	**0.3**	**0.3**	**0**	**0**	**0**	**0**	**0.329**	**0.329**	**0.329**	**0**	**0.3**	**0.33**	**0.3**	**0.33**	**0.33**	**0.33**	**0.3**	**0**	**0.3**	**0.3**	**0**	**0.3**	**0.3**	**0.3**	**0.3**	**0**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**0.3**	**814**
	r hitung	0.35	0.3	0.2	0.1	-0	0	0	0	0	0,006	-0,03	0.13204	1	0.4	0.27	0.3	0.34	0.41	0.64	0.5	0	0.4	0.4	1	0.5	0.3	0.2	0.4	0	0.5	0.5	0.2	0.32	0.2	0.5	-0.11	-0,05	0.13	0.34	0.193	
		V	V	No	No	No	V	V	No	V	No	No	No	V	V	No V	No V	V	V	V	V	V	V	V	V	V	No	V	V	V	V	No V	No V	No V	V	V	V	No V	V	No	

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
np	18	26	21	26	21	24	24	20	24	20	27	28	24	26	25	19	19	24	21	23
p	0.5	0.72	0.58	0.72	0.58	0.67	0.67	0.56	0.67	0.56	0.75	0.778	0.67	0.72222	0.69	0.53	0.528	0.67	0.583	0.64
q	0.5	0.28	0.42	0.28	0.42	0.33	0.33	0.44	0.33	0.44	0.25	0.222	0.33	0.27778	0.31	0.47	0.472	0.33	0.417	0.36
p.q	0.25	0.2	0.24	0.2	0.24	0.22	0.22	0.25	0.22	0.25	0.188	0.173	0.22	0.20062	0.21	0.25	0.249	0.22	0.243	0.23

No	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
np	21	21	23	18	20	23	22	25	19	24	24	22	20	23	26	27	24	25	30	22
P	0.583	0.583	0.64	0.5	0.56	0.639	0.61	0.694	0.53	0.67	0.67	0.611	0.56	0.6389	0.722	0.75	0.667	0.6944	0.833	0.6111
Q	0.417	0.417	0.36	0.5	0.44	0.361	0.39	0.306	0.47	0.33	0.33	0.389	0.44	0.3611	0.278	0.25	0.333	0.3056	0.167	0.3889
p.q	0.243	0.243	0.23	0.25	0.25	0.231	0.24	0.212	0.25	0.22	0.22	0.238	0.25	0.2307	0.201	0.1875	0.222	0.2122	0.139	0.2377

∑p.q	8.989969136
∑x	919
∑x2	24747
(∑x)^2	844561
(∑x)^2/N	23460,02778
s2	1286.972222
	35.7492284
r11	0.767719902
Criteria	High

APPENDIX VII

LEVEL OF DIFFICULTY

The level of difficulty analysis of questions is done to examine difficulty level which include hard, medium, and easy. To see the level difficulty, the writer uses the formula as follow:

$$P = \frac{B}{JS}$$

No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Tkt Kesukaran	Jlh	18	26	21	26	20	24	9	20	24	20	27	28	24	26	25	19	19	24	11
	IK	0.5	0.7222	0.58333	0.72222	0.55556	0.66667	0.25	0.55556	0.66667	0.55556	0.75	0.77778	0.66667	0.72222	0.69444	0.52778	0.52778	0.66667	0.30556
	Kriteria	sedang	mudah	sedang	mudah	sedang	sedang	sulit	sedang	sedang	sedang	mudah	mudah	sedang	mudah	sedang	sedang	sedang	sedang	sulit

No	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	10	21	21	23	13	12	23	22	25	19	24	24	22	20	23	26	27	24	25	30	22
	0.27778	0.58333	0.58333	0.63889	0.36111	0.33333	0.63889	0.61111	0.69444	0.52778	0.66667	0.66667	0.61111	0.55556	0.63889	0.72222	0.75	0.66667	0.69444	0.83333	0.61111
	sulit	sedang	sedang	sedang	sulit	sulit	sedang	sedang	sedang	sedang	sedang	sedang	sedang	sedang	sedang	mudah	mudah	seddang	sedang	mudah	sedang

APPENDIX VIII

DISTINGUISHING POWER

Distinguishing power refers to the extent to which the item differentiates between high and low level students on the test. The formula as follow:

$$D = P_A - P_B$$

Where:

$$P_A = \frac{B_A}{J_A} \quad \text{and } P_B = \frac{B_B}{J_B}$$

Responden	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
12		1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
32		0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1
36		0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1
14		1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1
16		0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
2		0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1
19		1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1
26		1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1
8		0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
9		1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1
29		1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1
33		1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1
4		1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1

27		1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1
15		1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1
24		1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1
7		1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0
11		1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1
jlh jwbn bnr kl. Atas		13	14	13	15	10	14	15	12	14	10	13	15	15	16	14	12	10	16	15	16
21		0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	0
31		1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
35		1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
10		0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0
13		0	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1
1		0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1
22		1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0
18		0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0
20		1	1	1	0	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1
23		0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0
25		0	0	1	1	1	1	0	1	0	0	0	1	0	1	1	1	0	0	0	1
28		0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	1
5		0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0
17		1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0
3		0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0
6		0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0
30		0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0
34		0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0
Jlh jwbn bnr kl.bawah		5	12	8	11	11	10	9	8	10	10	14	13	9	10	11	7	9	8	6	7
Daya Beda		0.62	0.15	0.4	0.3	-0.1	0.31	0.46	0.3	0.30769	0	-0,08	0.15	0.46	0.46	0	0	0,08	0.6	0.692	0.692

Kriteria	Baik	buruk				cukup	baik		cukup				baik	baik			buruk	baik	baik	baik

Responden	Nama	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
12		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
32		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
36		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
14		0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
16		1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
2		1	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1
19		0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	O	1	1	1
26		0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1
8		1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1
9		1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1
29		1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	0
33		1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	0
4		1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
27		1	1	1	0	0	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0
15		1	0	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	1
24		1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1
7		0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1
11		1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1
jlh jwbn bnr kl. Atas		14	14	13	14	13	14	12	17	12	15	15	11	11	13	16	13	11	13	16	13
21		1	0	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1
31		0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	0

35		**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**
10		**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**0**
13		**1**	**0**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**0**
1		**1**	**1**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**1**	**1**
22		**0**	**1**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**
18		**1**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**1**
20		**0**	**1**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**0**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**
23		**1**	**1**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**1**	**0**
25		**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**1**	**1**	**1**	**0**
28		**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**0**	**1**
5		**0**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**0**	**1**	**0**	**1**	**0**	**1**	**1**	**0**	**1**	**1**
17		**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**1**	**0**
3		**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**	**1**	**1**	**0**	**0**	**1**
6		**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**0**
30		**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**
34		**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**1**	**1**
Jlh jwbn bnr kl.bawah		**7**	**7**	**10**	**4**	**7**	**9**	**10**	**8**	**7**	**9**	**9**	**11**	**9**	**10**	**10**	**14**	**13**	**12**	**14**	**9**
Daya Beda		0.538	0.538	0.231	0.77	0.462	0.385	0.15	0.69	0.38	0.46	0.462	0	0	0	0.46	-0.1	-0.15	0,077	0.15	0.308
		baik	baik	cukup	baik sekali	baik	cukup		baik	cukup	baik	baik				baik			buruk	buruk	

APPENDIX IX

KISI SOAL PRE TEST AND POST TEST

Basic Competence	Question Type	Indicator	Number Items Try-out Test	Total Questions
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	Multiple Choice	Identifying the main idea, information,	1, 6, 14, 16,	4
		Identifying specific information	2, 5, 7, 8, 10, 12, 17, 18, 19,	9
		Identifying vocabulary context	13	1
		Identifying pronoun reference	11	1
		Identifying conclusion	9, 15,	2
		Identifying inference	3, 4, 20	3
Jumlah Soal			20	

APPENDIX X

PRE AND POST TEST

Name :

Class :

Time : 35 minutes

Butir soal : 20 butir

SCORE

Direction:

a. Read this test carefully
b. Answer the following question by choosing A, B, C, or D!
c. This score doesn't change your mid-test, final test or daily score

---

This text is for question 1

It was my happy time. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote "Happy Birthday" on it. After that, we put some chocolate and candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft drink, and flower for grandpa. Then, we sat together in living room. Finally, grandpa blew the candle and cut the cake while we were singing a "Happy Birthday" song for him. After giving each us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

1. From the text, the trues statement is…
    a. The writer celebrated his birthday with grandfather
    b. His grandfather did not like the present.
    c. The birthday cake was small and beautiful
    d. The celebration of birthday to make grandfather was happy.

This text is for question 2-3

My holiday to Bali

I was in junior high school when I went to Bali Island for the first time. I went there with my teacher and my friends. It was our school study. My teacher, my classmates, and I were in the same bus. We left our school at 8 a.m.

The journey from Pati to Bali took one day. I was so exhausted because I had to visit along the journey. Actually, it was an enjoyable journey because I spent time with my friends. We did many things together, like playing games, laughing, and joking. I was tired

but I did not mind. All of my tiredness was gone when we arrived at the Samur Beach, where our hotel was located. It was still early morning, we saw a beautiful sunrise.

After watching the sunrise, we were driven to the hotel to take a rest and to have meals. After that, we went to the Nusa Dua Beach. There were so many activities to for there like parasailing, banana boat, and so on. But I choose to go to a little island which had a lot reptile. There were snakes, turtles, etc

After a very long journey, through the land and the sea, we finally got back to the hotel. Although we were tired, we were all happy. We could not wait to visit other beautiful places the following day.

2. What is the main idea of the second paragraph?
   a. The journey to Bali was tiring but enjoyable
   b. The writer did many things with his friends
   c. The tour group arrived in Bali at dawn
   d. The hotel was located at Sanur Beach

3. From text we know that…
   a. The writer experiences about going to Bali when he was senior high school
   b. The writer cannot wait to visit Bali again.
   c. The long and exhausting trip that makes the writer did not enjoy the trip
   d. The writer visited so many beautiful places and enjoyed many activities in Bali

This text is for question 4

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there. When we arrived, we saw many people who also joined the contest.

After we examined more carefully, we realized that all of the contestants wore red and white costumes. Then, we asked the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, a long blue gown, while my friend prepared a colorful gown. We were very desperate because we cannot join the audition. After that we went home sadly.

4. What can we imply from the first paragraph?
   a. There was an audition in their town.
   b. Calendar Girl Audition was already over
   c. They joined audition for the first time
   d. The audition was held by television

Look at the comic strips below to answer the question number 5

5. The below statements are true, except..
   a. She loved the Easter day because haunting egg and candy
   b. She loved dressing up and parties during Christmas
   c. Christmas is the best holiday when she got older
   d. For now, Halloween is her favorite holiday

The text is to answer question 6-9

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local sing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not any a word. That moment was just embarrassing

6. What is the text about?
   a. Hot day
   b. Watch a local sing contest
   c. Meeting a friend
   d. Embrassing day

7. Where did the writer go after he went home from school?
   a. The writer went to place under a big tree
   b. The writer watched a concert
   c. The writer came to town square
   d. The writer met his friend

8. What does the third paragraph tell about?
   a. The writer was suprised when he meet his friend
   b. The writer did not recognize his friend
   c. The writer pinched and called wrong guy
   d. The writer did not feel embarassing

9. What can you learn from the text?
   a. Be careful if you meet a stranger
   b. Be nice to everyone
   c. Don’t be afraid to call your friend
   d. Don’t be careless

This text is for question 10-15

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone.

The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

10. How many tours did the writer go?
    a. two tours
    b. four tours
    c. five tours
    d. six tours

11. "Then <u>they</u> returned very late in the evening to Kuta." (Line 8)
    What does the underlined word refer to?
    a. My friend and I
    b. My friends
    c. My friend and his group
    d. He and I

12. Which statement is FALSE according to the text?
    a. We can find mountains in Singaraja.
    b. Singaraja is a busy and quiet town.
    c. Singaraja has many Old Dutch houses.
    d. We can find silversmith and goldensmith in Singaraja.

13. He was quiet satisfied." (Line 16)
The word "satisfied" is closest meaning to ….

a. Happy
b. Disappointed
c. Angry
d. Sorry

14. The topic of paragraph three is about...

a. He spent his day on the beach
b. His second tou to Ubud to see the art and the craft of the island.
c. Helping friend in center for silversmiths and goldensmith.
d. Measuring the art and craft product in Ubud.

15. The text tells you about...

a. The writer's friend holiday in Bali.
b. Carving at big blocks of Bali's stone.
c. Inviting friends for holiday in Bali
d. Tourist resorts in Bali.

This text is for question 16-17

On Thursday 24 April, year eight students went to Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to a look around. First we went to the Orchid Farm and Mrs. Rita read us some information, then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. Next we took some pictures and then we went back to the education centre to have lunch. After that we went for a walk. A lady took us around and introduced herself. Then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated. On Friday morning, we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed. In the evening we left for Jakarta by Wisata bus.

16. The text above mainly discusses about...

a. The writer's first visit to Prambanan
b. The writer's trip to Yogyakarta
c. The writer's impression about the guide
d. The writer's experience at Yogyakarta Kraton

17. Which of the following statement is TRUE?
    a. The writer went to Borobudur first and then to Kraton.
    b. The writer and the students went to Yogyakarta for having research.
    c. The writer left for Jakarta on Friday
    d. The writer was very disappointed with the guide.

This text is for question 18-22

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

18. When did the clock stopped?
    a. At 5.12
    b. At 11.55
    c. At 12.00
    d. At 12.02

19. Why did the people gather under the Town Hall clock?
    a. To welcome the New Year
    b. To see the newly bought clock
    c. To strike the laughing people
    d. To stop people who shouted

20. Which of the following is not true according to the text?
    a. The writer was waiting to celebrate the New Year.
    b. The writer brought a watch.
    c. The writer was very happy.
    d. The writer celebrated the New Year with his family

APPENDIX XI

KEY ANSWER

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

APPENDIX XII

Students' Score

Experimental Class and Controlled Class

No	Nama Siswa	Experimental		No	Nama Siswa	Controlled	
		Pretest	Postest			Pretest	Postest
1	ADITIA R	60	90	1	ARAHMAN	45	60
2	ALFANDI	45	75	2	AHMAD YANI	45	65
3	ANGGITA DWI NOVA	40	80	3	AQILA NAZIRA	30	80
4	ANNISA	55	85	4	BAGAS DESTRIAN	30	70
5	ARI FAHRIAN	50	90	5	BUNGA ADELIA	55	60
6	BAYU	65	90	6	DELLA RAHMAYANI	50	80
7	DEVI AULIA	60	80	7	DIKI CANDRA	35	65
8	DIMAS SETIO	55	85	8	EKO MA'ARUF	35	55
9	FAUZIA HERAWATI	50	80	9	IRFAN EFENDI	55	70
10	HUSAINI ARIFANDI	45	75	10	KIKI ARDILA	65	75
11	HUSNI RAMADHAN	65	90	11	LELI RAMADHANI	45	75
12	LILIS LISMAWATI	60	75	12	M. ANDRE SUROSO	65	75
13	LIZA DEA SYAFITRI	55	80	13	M. ARYA DINATA	60	75
14	M. ADITIA	65	90	14	M. RIFANSYAH	55	75
15	M. ATUFIK AKBAR	35	80	15	M. RIFKI	60	80
16	M. FADLI	40	75	16	MAHMUD ALAMSYAH	35	70
17	M. RAFLY S	30	75	17	MIRNA AMALIA	60	70
18	NADIRA AGUSTIN	30	75	18	M. AJI RAMADHAN	50	75
19	NAZWA KHR	60	90	19	MUHAMMAD RIFANSYAH	55	80
20	NUR HASANAH	55	90	20	MUHAYA DAHLIA ANGGREINI	30	75
21	RIAN PRAYOGA	35	90	21	NOVITA ELIZA	55	60
22	RIDHO DARMAWAN	40	75	22	REFA RIZKIA ZAHRA	30	65
23	RISKA INDRIANI	40	85	23	RESA AULIA	40	60
24	RIZKI ANANDA	20	85	24	RIDWAN SYAHPUTRA	30	70
25	SADEWO	25	80	25	RIZKA INDRI YANI	40	70
26	SALSABILA PUTRI	40	85	26	RIZKI ANANDA	65	80
27	TAUFIQUL HAKIM	25	70	27	SITI HALIZAH PADILAH	35	70
28	TRI PUSPITA DEWI	45	85	28	SRI RAHAYU	30	80
29	ULFATUN ISNAINI	50	80	29	SYAHRIZA AUFA RIZKY	35	60
30	WIRDA AULIA	65	90	30	WIDIA ADSARI	65	80
	$\sum$ **X**	1405	2475		$\sum$ **X**	1385	2125
	$\bar{x}$	46.8333	82.5		$\bar{x}$	46.167	70.833
	Mod	40	90		Mod	30	80
	$\mathbf{S^2}$	174.971	39.22		$\mathbf{S^2}$	161,52	57.04
	s	13.2277	6.263		**s**	12.71	7.5525
	Maximum' score	65	90		Maximum's score	65	80
	Minimum’s score	20	75		Minimum’s score	30	55

APPENDIX XIII

Normality Test on Pre Test Experimental Class

Before doing normality test from pretest, we need some data:

Total of data = 30

Total score = 1405

Mean($\bar{x}$) = 48.83

S^2 = 174.97

a. Calculating average
b. Finding the deviation standard
c. Finding Zi score

$$Zi = \frac{Xi - X}{S}$$

d. Finding S(Zi) with dividing to cumulative frequency and total sample.
e. Calculating (F(Zi)-S(Zi)). Then |F(Zi)-S(Zi)|. The highest score will be L_0 or L_{value}.

Students' Score
Normality PreTest of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	20	-2.029	0.02	0.03	-0.01208	0.0121
2	25	-1.651	0.05	0.1	-0.05059	0.0506
3	25	-1.651	0.05	0.1	-0.05059	0.0506
4	30	-1.273	0.1	0.17	-0.06508	0.0651
5	30	-1.273	0.1	0.17	-0.06508	0.0651
6	35	-0.895	0.19	0.23	-0.04783	0.0478
7	35	-0.895	0.19	0.23	-0.04783	0.0478
8	40	-0.517	0.3	0.4	-0.09728	**0.0973**
9	40	-0.517	0.3	0.4	-0.09728	0.0973
10	40	-0.517	0.3	0.4	-0.09728	0.0973
11	40	-0.517	0.3	0.4	-0.09728	0.0973
12	40	-0.517	0.3	0.4	-0.09728	0.0973
13	45	-0.139	0.44	0.5	-0.05512	0.0551
14	45	-0.139	0.44	0.5	-0.05512	0.0551
15	45	-0.139	0.44	0.5	-0.05512	0.0551
16	50	0.2394	0.59	0.6	-0.0054	0.0054
17	50	0.2394	0.59	0.6	-0.0054	0.0054
18	50	0.2394	0.59	0.6	-0.0054	0.0054

19	55	0.6174	0.73	0.73	-0.00182	0.0018
20	55	0.6174	0.73	0.73	-0.00182	0.0018
21	55	0.6174	0.73	0.73	-0.00182	0.0018
22	55	0.6174	0.73	0.73	-0.00182	0.0018
23	60	0.9954	0.84	0.87	-0.02644	0.0264
24	60	0.9954	0.84	0.87	-0.02644	0.0264
25	60	0.9954	0.84	0.87	-0.02644	0.0264
26	60	0.9954	0.84	0.87	-0.02644	0.0264
27	65	1.3734	0.92	1	-0.08482	0.0848
28	65	1.3734	0.92	1	-0.08482	0.0848
29	65	1.3734	0.92	1	-0.08482	0.0848
30	65	1.3734	0.92	1	-0.08482	0.0848
$\bar{x}$	46.83					
S	13.23					
L-Tabel		0.161				
L-Value		0.0973				

After calculation using the Lilliefors method, it was found that the data of pretest(x) has proved to be normally distributed. The results of the normality test on pre-test (x) L_0 are 0.101. From the list of critical values of L table for the Lilliefors test with (n) = 30 and the real level $\alpha = 0.05$ is 0.161. It can be seen that the data of pre-test is normally distribution because $L_{value} < L_{table}$ (0.161 < 0.097). It means that the result of research is used for all of population. For more information, pay attention to the table below:

L_{hitung}	L_{table}	Criteria
0.097	0.161	**Normal**

APPENDIX XIV

Normality Test on Post-test Experimental Class

Before doing normality test from posttest, we need some data:

Total of data = 30

Total score = 2475

Mean($\bar{x}$) = 82.5

S^2 = 39.22

a. Calculating average
b. Finding the deviation standard
c. Finding Zi score

$$Zi = \frac{Xi - X}{S}$$

d. Finding S(Zi) with dividing to cumulative frequency and total sample.
e. Calculating (F(Zi)-S(Zi)). Then |F(Zi)-S(Zi)|. The highest score will be L_0 or L_{value}.

Students' Score
Normality PostTest of Experimental Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	70	-1.996	0.023	0.033	-0.01	0.0104
2	75	-1.198	0.116	0.267	-0.151	**0.1511**
3	75	-1.198	0.116	0.267	-0.151	0.1511
4	75	-1.198	0.116	0.267	-0.151	0.1511
5	75	-1.198	0.116	0.267	-0.151	0.1511
6	75	-1.198	0.116	0.267	-0.151	0.1511
7	75	-1.198	0.116	0.267	-0.151	0.1511
8	75	-1.198	0.116	0.267	-0.151	0.1511
9	80	-0.399	0.345	0.5	-0.155	0.1551
10	80	-0.399	0.345	0.5	-0.155	0.1551
11	80	-0.399	0.345	0.5	-0.155	0.1551
12	80	-0.399	0.345	0.5	-0.155	0.1551
13	80	-0.399	0.345	0.5	-0.155	0.1551
14	80	-0.399	0.345	0.5	-0.155	0.1551
15	80	-0.399	0.345	0.5	-0.155	0.1551
16	85	0.399	0.655	0.7	-0.045	0.0449
17	85	0.399	0.655	0.7	-0.045	0.0449

18	85	0.399	0.655	0.7	-0.045	0.0449
19	85	0.399	0.655	0.7	-0.045	0.0449
20	85	0.399	0.655	0.7	-0.045	0.0449
21	85	0.399	0.655	0.7	-0.045	0.0449
22	90	1.198	0.884	1	-0.116	0.1156
23	90	1.198	0.884	1	-0.116	0.1156
24	90	1.198	0.884	1	-0.116	0.1156
25	90	1.198	0.884	1	-0.116	0.1156
26	90	1.198	0.884	1	-0.116	0.1156
27	90	1.198	0.884	1	-0.116	0.1156
28	90	1.198	0.884	1	-0.116	0.1156
29	90	1.198	0.884	1	-0.116	0.1156
30	90	1.198	0.884	1	-0.116	0.1156
$\bar{x}$	82.5					
S	6.263					
L-Tabel		**0.161**				
L-Value		**0.155**				

After calculation using the Lilliefors method, it was found that the data of pretest(x) has proved to be normally distributed. The results of the normality test on pre -test (x) L_0 are 0.135. From the list of critical values of L table for the Lilliefors test with (n) = 30 and the real level $\alpha = 0.05$ is 0.161. It can be seen that the data of pre-test is normally distribution because $L_{value} < L_{table}$ (0.135< 0.161). It means that the result of research is used for all of population. For more information, pay attention to the table below:

L_{value}	L_{table}	Criteria
0.135	0.161	**Normal**

APPENDIX XV

Normality Test on Pre Test Controlled Class

Before doing normality test from pretest, we need some data:

Total of data = 30

Total score = 1385

Mean($\bar{x}$) = 46.17

S^2 = 161.5

a. Calculating average
b. Finding the deviation standard
c. Finding Zi score

$$Zi = \frac{Xi - X}{S}$$

d. Finding S(Zi) with dividing to cumulative frequency and total sample.
e. Calculating (F(Zi)-S(Zi)). Then |F(Zi)-S(Zi)|. The highest score will be L_0 or $L_{value.}$

Students' Score
Normality PreTest of Controlled Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	70	-1.996	0.02	0.03	-0.01036	0.0104
2	75	-1.198	0.12	0.27	-0.15112	0.1511
3	75	-1.198	0.12	0.27	-0.15112	0.1511
4	75	-1.198	0.12	0.27	-0.15112	0.1511
5	75	-1.198	0.12	0.27	-0.15112	0.1511
6	75	-1.198	0.12	0.27	-0.15112	0.1511
7	75	-1.198	0.12	0.27	-0.15112	0.1511
8	75	-1.198	0.12	0.27	-0.15112	0.1511
9	80	-0.399	0.34	0.5	-0.15512	0.1551
10	80	-0.399	0.34	0.5	-0.15512	0.1551
11	80	-0.399	0.34	0.5	-0.15512	0.1551
12	80	-0.399	0.34	0.5	-0.15512	**0.1551**
13	80	-0.399	0.34	0.5	-0.15512	0.1551
14	80	-0.399	0.34	0.5	-0.15512	0.1551
15	80	-0.399	0.34	0.5	-0.15512	0.1551
16	85	0.3992	0.66	0.7	-0.04488	0.0449
17	85	0.3992	0.66	0.7	-0.04488	0.0449
18	85	0.3992	0.66	0.7	-0.04488	0.0449

19	85	0.3992	0.66	0.7	-0.04488	0.0449
20	85	0.3992	0.66	0.7	-0.04488	0.0449
21	85	0.3992	0.66	0.7	-0.04488	0.0449
22	90	1.1975	0.88	1	-0.11555	0.1156
23	90	1.1975	0.88	1	-0.11555	0.1156
24	90	1.1975	0.88	1	-0.11555	0.1156
25	90	1.1975	0.88	1	-0.11555	0.1156
26	90	1.1975	0.88	1	-0.11555	0.1156
27	90	1.1975	0.88	1	-0.11555	0.1156
28	90	1.1975	0.88	1	-0.11555	0.1156
29	90	1.1975	0.88	1	-0.11555	0.1156
30	90	1.1975	0.88	1	-0.11555	0.1156
$\bar{x}$	82.5					
S	6.263					
L-Tabel		0.161				
L-Value		0.1551				

After calculation using the Lilliefors method, it was found that the data of pretest(x) has proved to be normally distributed. The results of the normality test on pre-test (x) L_0 are 0.155. From the list of critical values of L table for the Lilliefors test with (n) = 30 and the real level $\alpha = 0.05$ is 0.161. It can be seen that the data of pre-test is normally distribution because $L_{value} < L_{table}$ (0.155 < 0.161). It means that the result of research is used for all of population. For more information, pay attention to the table below:

L_{value}	L_{table}	Criteria
0.155	0.161	**Normal**

APPENDIX XVI

Normality Test on Posttest Control Class

Before doing normality test from posttest, we need some data:

Total of data = 30

Total score = 2125

Mean($\bar{x}$) = 70.83

S^2 = 57

a. Calculating average
b. Finding the deviation standard
c. Finding Zi score

$$Zi = \frac{Xi - X}{S}$$

d. Finding S(Zi) with dividing to cumulative frequency and total sample.
e. Calculating (F(Zi)-S(Zi)). Then |F(Zi)-S(Zi)|. The highest score will be L_0 or L_{value}.

Students' Score
Normality Post-Test of Controlled Class

No	X	Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)	|F(Zi)-S(Zi)|
1	55	-2.096	0.018	0.033	-0.015	0.0153
2	60	-1.434	0.076	0.2	-0.124	**0.1243**
3	60	-1.434	0.076	0.2	-0.124	0.1243
4	60	-1.434	0.076	0.2	-0.124	0.1243
5	60	-1.434	0.076	0.2	-0.124	0.1243
6	60	-1.434	0.076	0.2	-0.124	0.1243
7	65	-0.772	0.22	0.3	-0.08	0.0801
8	65	-0.772	0.22	0.3	-0.08	0.0801
9	65	-0.772	0.22	0.3	-0.08	0.0801
10	70	-0.11	0.456	0.533	-0.077	0.0773
11	70	-0.11	0.456	0.533	-0.077	0.0773
12	70	-0.11	0.456	0.533	-0.077	0.0773
13	70	-0.11	0.456	0.533	-0.077	0.0773
14	70	-0.11	0.456	0.533	-0.077	0.0773
15	70	-0.11	0.456	0.533	-0.077	0.0773
16	70	-0.11	0.456	0.533	-0.077	0.0773
17	75	0.5517	0.709	0.767	-0.057	0.0572
18	75	0.5517	0.709	0.767	-0.057	0.0572

19	75	0.5517	0.709	0.767	-0.057	0.0572
20	75	0.5517	0.709	0.767	-0.057	0.0572
21	75	0.5517	0.709	0.767	-0.057	0.0572
22	75	0.5517	0.709	0.767	-0.057	0.0572
23	75	0.5517	0.709	0.767	-0.057	0.0572
24	80	1.2137	0.888	1	-0.112	0.1124
25	80	1.2137	0.888	1	-0.112	0.1124
26	80	1.2137	0.888	1	-0.112	0.1124
27	80	1.2137	0.888	1	-0.112	0.1124
28	80	1.2137	0.888	1	-0.112	0.1124
29	80	1.2137	0.888	1	-0.112	0.1124
30	80	1.2137	0.888	1	-0.112	0.1124
$\bar{x}$	70.833					
S	7.5525					
L-Tabel		0.161				
L-Value		0.1243				

After calculation using the Lilliefors method, it was found that the data of pretest(x) has proved to be normally distributed. The results of the normality test on pre-test (x) L_0 are 0.124. From the list of critical values of L table for the Lilliefors test with (n) = 30 and the real level $\alpha = 0.05$ is 0.161. It can be seen that the data of pre-test is normally distribution because $L_{value} < L_{table}$ (0.124 < 0.161). It means that the result of research is used for all of population. For more information, pay attention to the table below:

L_{value}	L_{table}	Criteria
0.124	0.161	**Normal**

APPENDIX XVII

HOMOGENEITY TEST

A. Calculating F_{table}

F_{tabel} with degree of significance α = 0.05 is consulted to F table, for db numerator is 30-1=29 and denominator is 29. For $F_{(0.05)(29,29)}$ will be calculated cause there is not calculation in the F table distribution. It can be calculated by

Calculating F_{table} with v_1 and v_2 = 29

Interpolation I was gained:

$F_{(0,05)(24,29)} = 1.90$

Interpolation II was gained:

$F_{(0,05)(30,29)} = 1.85$

$F_{(0,05)(30,29)} = 1.85$

$F_{(0,05)(30,29)=} 1.90$

$F_{(0,05)(30,29)} = 1.90 + (\frac{24-29}{30-29})\ (1.85 - 1.90)$

$= 1.90 - 0.041$

$= 1.859$

Homogeneity test is used to check whether the pre-test and post-test score of experimental and control group have similar variance or not. The followings are steps of homogeneity test, there are:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

1. Homogeneity For Pre-test

From appendix of students' score (appendix), the data of both class are:

Experimental class =

$\bar{x} = 46.83$ N = 30 $S^2 = 175$

Controlled class =

$\bar{x}$ = 46.16 N = 30 S^2 = 161.52

So $F_{value} = \frac{175}{161.52}$ = 1.083 F_{table}= 1.859

From the calculation above, the data can be visualized $F_{value} < F_{table}$ that 1.083 < 1.859 thus, it can be concluded that the score of test both group is **Homogeneous variant.**

2. Homogeneity For Post-test

From appendix of students' score (appendix), the data of both class are:

Experimental class =

$\bar{x}$ = 82.5 N = 30 S^2 = 39.22

Controlled class =

$\bar{x}$ = 79,167 N = 30 S^2 = 57.04

So $F_{value} = \frac{57}{39.22}$ = 1.453 F_{table}= 1.859

From the calculation above, the data can be visualized $F_{score} < F_{table}$ that 1.453 < 1.859. Thus, it can be concluded that the score of test both group is **Homogeneous variant.**

APPENDIX XVIII

HYPOTHESIS TEST

It is used to examine average whether experimental group and control group have been decided having different average. The t-test formula that is used:

$$t_{value} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{(\frac{{S_1}^2}{n_1} + \frac{{S_2}^2}{n_2})}}$$

With criteria:

The criteria of acceptance or rejections of hypothesis are:

a. H_0 : It can be concluded that there is no significant effect on students' ability of reading comprehension between students who are taught by using Predicting strategy with Webtoon and students who are taught by teacher centered strategy

b. H_a : It can be concluded that there is no significant effect on students' ability of reading comprehension between students who are taught by using Predicting strategy with Webtoon and students who taught by teacher centered strategy.

Based on the calculation data from experimental and controlled class (Appendix), it showed that:

$\bar{X}_1$ = 82.5 ; n_1 = 30 ; ${S_1}^2$ = 39.22

$\bar{X}_2$ = 70.83 ; n_2 = 30 ; ${S_2}^2$ = 57.04

Hypothesis test can be calculated by:

$$t_{value} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{(\frac{{S_1}^2}{n_1} + \frac{{S_2}^2}{n_2})}}$$

$t_{value} = \frac{(82.5-70.83)}{\sqrt{(\frac{39.22}{30}+\frac{57.04}{30})}}$

$t_{value} = \frac{11.67}{\sqrt{1.307+1.901}}$

$t_{value} = \frac{11.67}{\sqrt{3.208}}$

$= \frac{11.67}{1.791}$

t_{value} = 6.515

t_{table} with α = 0.05 with db = $n_1 + n_2 - 2$ so db = 30 + 30 – 2 = 58

Because $t_{(0,05)}$ with db 58 is not located in the distribution table, so the researcher has to find t_{tabel} in the following way :

N	$t_{(0,05)}$
40	1.684
60	1.671

t_{table} = $1.684 + \frac{58-40}{60-40}(1.671 - 1.684)$

= 1.684 – 0.011

= 1.673

Since $t_{value} > t_{table}$ means that there was a significant difference between experimental and control class on the test the experimental is higher than the controlled class. From the computation above, by 5% alpha level of significance and dk = 30+30-2= 58. It was obtained t_{table} was 1.673 while t_{value} was 6.515.

It can be concluded that H_0 was rejected, H_a was accepted, because t_{value} was higher than t_{table} on the (6.515 >1.673). It can be concluded that there is significant effect on students' ability of reading comprehension between students who are taught by using Predicting strategy with Webtoon and students who are not taught by using Predicting strategy with Webtoon.

APPENDIX XIX

EFFECT SIZE T-TEST

Experimental			Control			
No	**Pre Test**	**Pre Test**	**N-gain**	**Pre Test**	**Post Test**	**N-gain**
1	60	90	30	45	70	25
2	45	75	30	45	65	20
3	40	80	40	30	80	50
4	55	85	30	30	70	40
5	50	90	40	55	70	15
6	65	90	25	50	80	30
7	60	80	20	35	65	30
8	55	85	30	35	55	20
9	50	80	30	55	70	15
10	45	75	30	65	75	10
11	65	90	25	45	75	30
12	60	80	20	65	75	10
13	55	80	25	60	80	20
14	65	90	25	55	75	20
15	35	75	40	60	75	15
16	40	75	35	35	60	25
17	30	75	45	60	80	20
18	30	75	45	50	75	25
19	60	90	30	55	80	25
20	55	90	35	30	75	45
21	35	90	55	55	70	15
22	40	85	45	30	65	35
23	40	85	45	40	70	30
24	20	75	55	30	70	40
25	25	80	55	40	60	20
26	40	85	45	65	80	15
27	25	70	45	35	60	25
28	45	85	40	30	60	30
29	50	80	30	35	60	25
30	65	90	25	65	80	15
jlh	**1405**	**2475**	**1070**	**1385**	**2125**	**740**
rata-rata	**46.83**	**82.5**	**35.6667**	**46.17**	**70.83**	**24.67**

Post-test	N	S	M
Experimental Class	30	6.26	35.67
Controlled Class		7.55	24.67

d : the significance effect of treatment

M_1: The mean of gain score of experimental class.

M_2: The mean of gain score of controlled class.

$$Pooled\ Std.\ Deviation = \frac{6.26 + 7.55}{2}$$

$$= 6.90$$

$$d = \frac{35.67 - 24.67}{6.90}$$

$$d = 1.594$$

APPENDIX XX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 66156836622925 Fax. 6615683

Nomor : B-7571/ITK/ITK.V.3/PP.00.9/06/2020 27 April 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala MTSS AMALIYAH TANJUNG TIGA

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	**: Husna Amalia Fadilah**
NIM	**: 0304161021**
Tempat/Tanggal Lahir	**: Binjai, 20 April 1999**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: VIII (Delapan)**
Alamat	**: JALAN DANAU BARATAN LK I Kelurahan SUMBER MULYOREJO Kecamatan BINJAI TIMUR**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTSS Amaliyah Tanjung Tiga Jl. KH. Ahmad dahlan No.1 Tanjung Tiga, Desa Karang Gading, Kec. Secanggang, Kab. Langkat guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Predicting Strategy with Webtoon on Reading Comprehension at Eighth Grade Students of MTSS Amaliyah Tanjung Tiga in Academic Year 2019/2020

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 27 April 2020
a.n. DEKAN
Wakil Dekan
Bidang Akademik
dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA

NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX XXI

YAYASAN PENDIDIKAN AMALIYAH HAJI MUHAMMAD MATIN

MADRASAH TSANAWIYAH SWASTA AMALIYAH

NSM : 121212050008 NPSN : 10260543

Alamat : Jl. K.H Ahmad Dahlan No. 01 Tanjung Tiga Desa Karang Gading
Kecamatan Secanggang Kabupaten Langkat Kode Pos : 20855
Cp : 0823 7996 0480 email : mtsamaliyahtanjungtiga@gmail.com

No : 153/MTs-A/TT/III/2020
Lamp : -
Hal : **Balasan Penelitian**

Kepada Yth
Ketua Prodi UINSU Medan
di
Tempat

Dengan hormat,

Yang bertanda tangan dibawah ini:

Nama : H.Syaheruddin,S.Ag, M.M

Jabatan : Kepala Sekolah

Menyetakan bahwa :

Nama : HUSNA AMALIA FADILAH

NIM : 0304161021

Jurusan : PBI

Mahasiswa : UINSU Medan

Telah kami setujui untuk melakukan penelitian di sekolah kami sebagai syarat penyusunan skripsi dengan judul :

"The Effect of Predicting Strategy with Webtoon on Reading Comprehension at Eighth Grade Students of MTSS Amaliyah in Academic Year 2019/2020"

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan trimakasih.

Tanjung Tiga, 10 Juni 2020
Ka.MTs Amaliyah Tanjung Tiga

H.SYAHERUDDIN,S.Ag,MM

APPENDIX XXII

INTERVIEW SHEET

Day/Date :Thursday, May, 30th 2020

Teachers' Name : Apriyani Sofia, S.Pd

Time/Place : MTSS Awaliyah Tanjung Tiga

1. What curriculum is used?
   We use k13
2. What strategies do you usually used?
   There are no specific strategies. I only use book without any additional media. In reading text, I read for them and then translate. I will ask them to do exercise and correct it together.
3. What is the most difficult for them to master it between for skills?
   Most of the student feel difficulty in reading skill and less understand to read he text especially long text. The students' interest in learning English is still low especially in reading. Furthermore, students assume that English is a difficult subject because of the different language and how to read it makes students difficulties. Besides that, the students have lack of vocabulary because most of students or even almost all of them have not received English subjects at Elementary level school. Although not all of the students have a low interest in learning about English
4. What action do you use if they don't understand the material?
   I will explain more and give some vocabularies to my students with the meaning directly without any media. I just write the word, then the students copy the vocabularies in their notebooks. After that, I give example of correct pronunciation, then the students imitate. So that students directly can use which vocabulary matches the sentence. Sometimes I ask them to find their own meaning in the dictionary but it takes a long time and is not effective.
5. What obstacles do you often face in teaching learning process?
   There are a lot of obstacles that I faced in teacheing here, such as the lack of the students vocabulary, the students difficulties in understanding new sentences and the grammar.
6. Do you have a specific strategy to build students' motivation to read?
   Not really, if they feel bored I ask them to make group and do discussion.
7. How's the result of reading comprehension?
   Based on daily test, it was only 9 or 10 students from each class who can pass the daily test because most of daily test are about reading comprehension.

APPENDIX XXIII

PROFIL MADRASAH

I. DATA IDENTITAS SEKOLAH

1. Identitas Madrasah

a.	Statistik Madrasah	: 12.12.12.05.0008
b.	NPSN	: 10264310
c.	Nama Madrasah	: MTs Amaliyah Tanjung Tiga
d.	Telepon / HP	: 0823 7996 0480
e.	Alamat Madrasah	: Jl. KH. Ahmad dahlan No.1 Tanjung Tiga
f.	Desa / Kelurahan	: Karang Gading
g.	Kecamatan	: Secanggang
h.	Kabupaten	: Langkat
i.	Provinsi	: Sumatera Utara
j.	Kode Pos	: 20855
k.	Tahun Berdiri	: 1978
l.	Status Madarasah	: Swasta
m.	Status Akreditas	: A

II. VISI, MISI DAN TUJUAN MTs AMALIYAH TANJUNG TIGA

VISI

Mewujudkan manusia yang beriman, berakhlakul karimah, cerdas dan terampil

MISI

1. Menanamkan kepada siswa nilai ke islaman sehinga siswa dapat mengamalkan dan menghayati islam secara nyata.
2. Menanamkan ,membiasakan para siswa untuk bertingkah laku terpuji sesuai alquran dan sunah
3. Menyelengarakan pembelajaran untuk menumbukan kemampuan berpikir aktif,kreatif dan inovatif dalam memecahkan masalah.
4. Melaksanakan pembangunan diri sehingga siswa dapat berkembang sesuai dengan bakat dan minat anak

TUJUAN

Terwujudnya Sumber Daya Manusia yang Beriman Islami, Berakhlakul Karimah, Cerdas dan Terampil sehingga mampu berkopetensi di era Globalisasi.

APPENDIX XXIV

DOCUMENTATION

Tampak Depan Sekolah MTSS Awaliyah

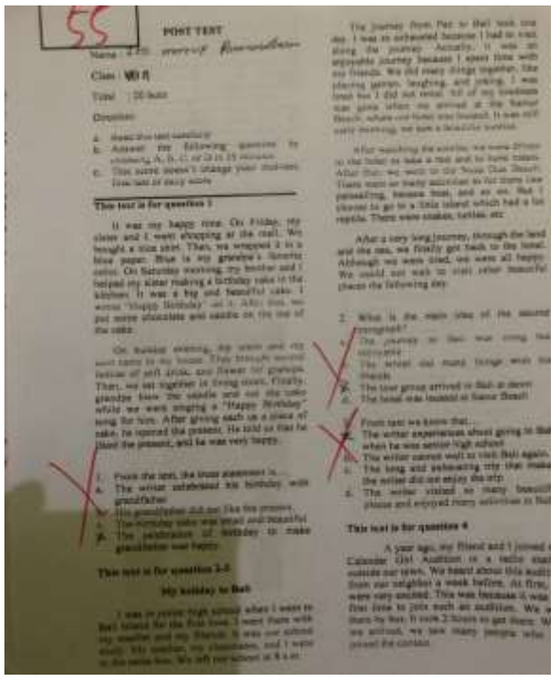
Controlled Class

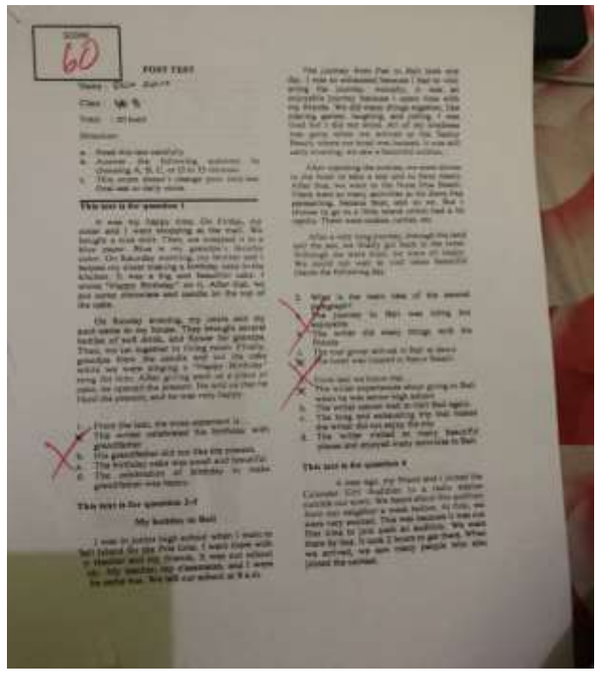
Teaching Using Predicting Strategy with Webtoon

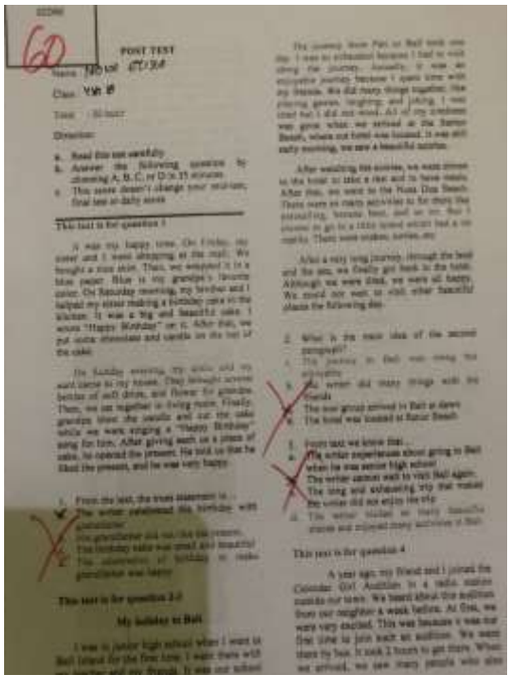
Siswa mengerjakan Post-test In Esperimental Class

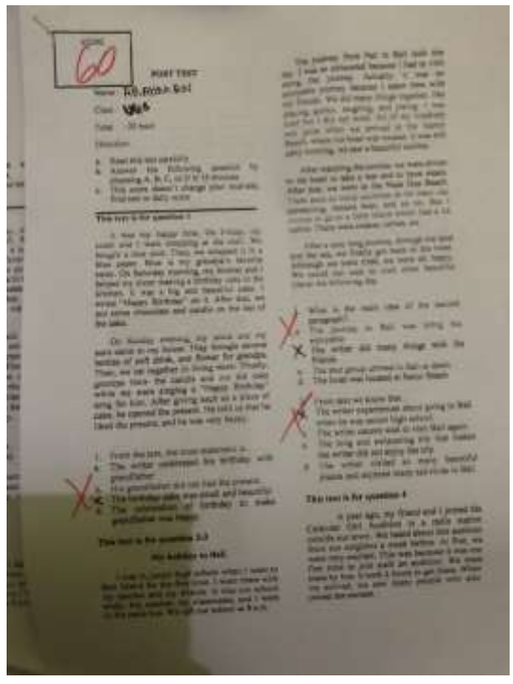
Post-Test in Controled Class

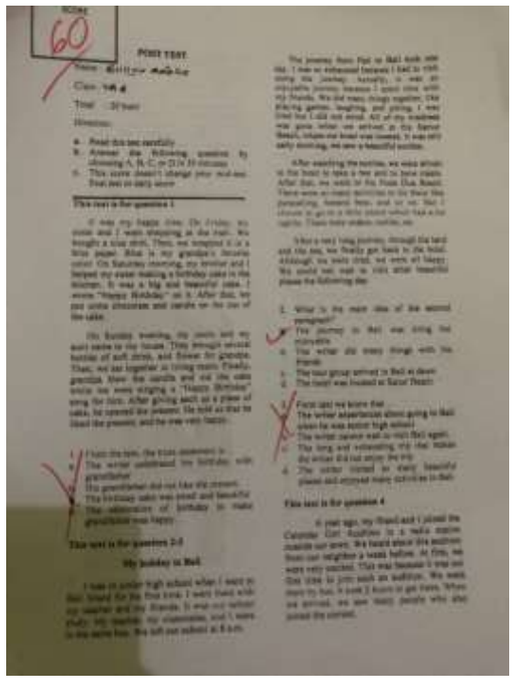
THE LOWEST SCORE OF POST-TEST IN CONTROLLED CLASS



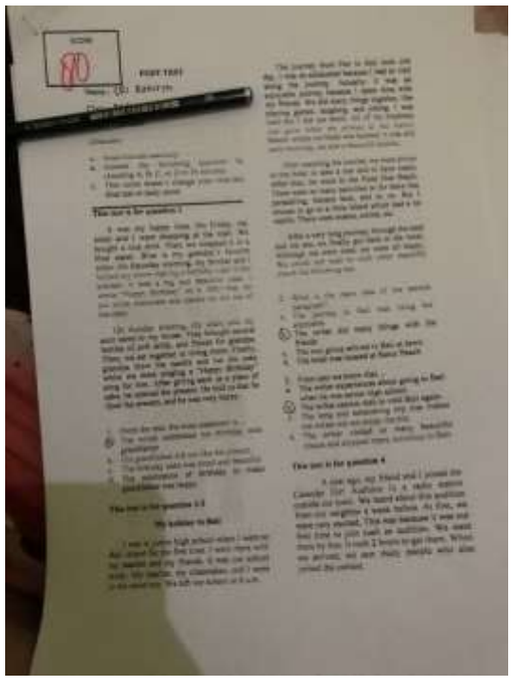


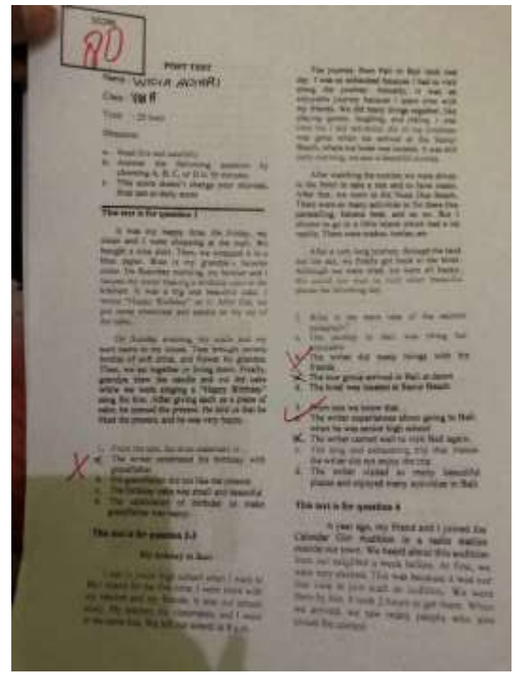


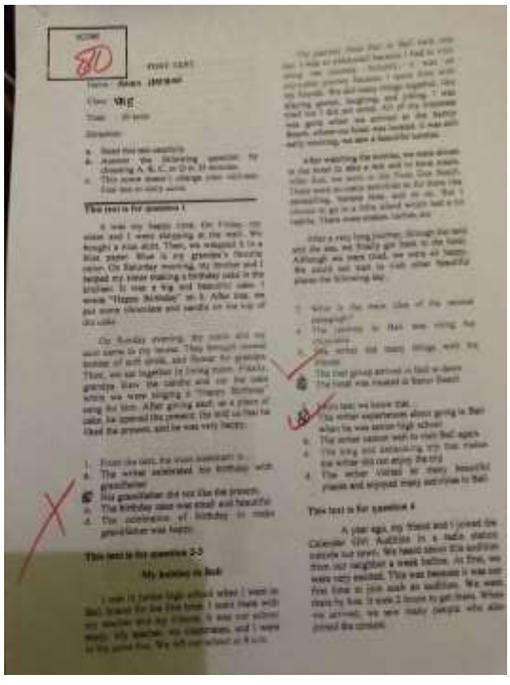


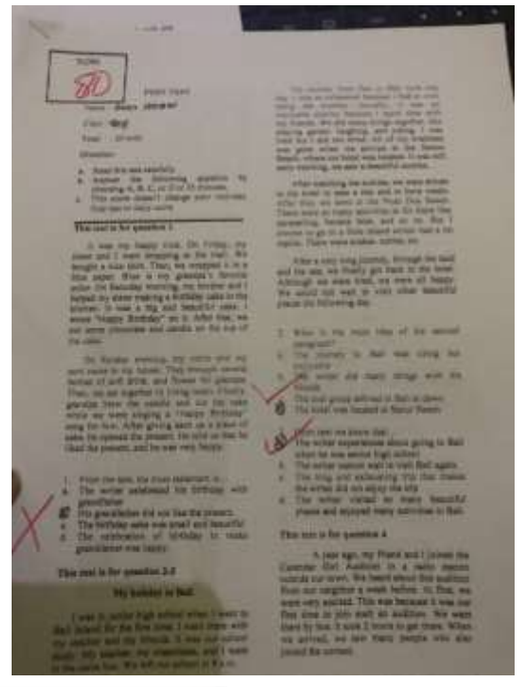


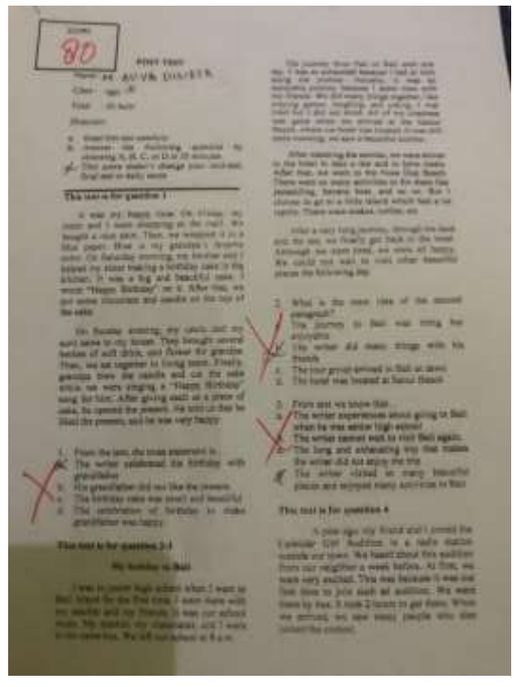
THE HIGHEST SCORE OF POST-TEST IN CONTROLLED CLASS



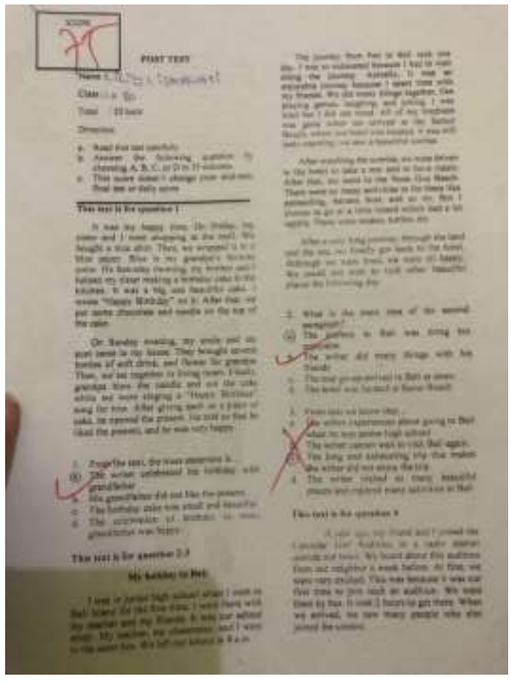


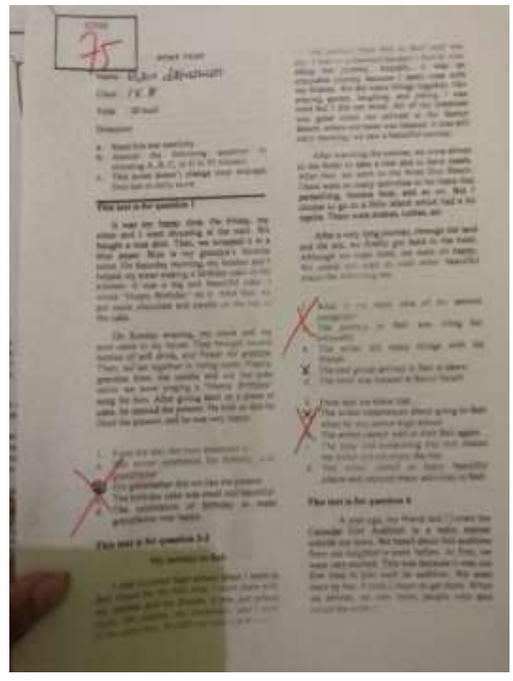


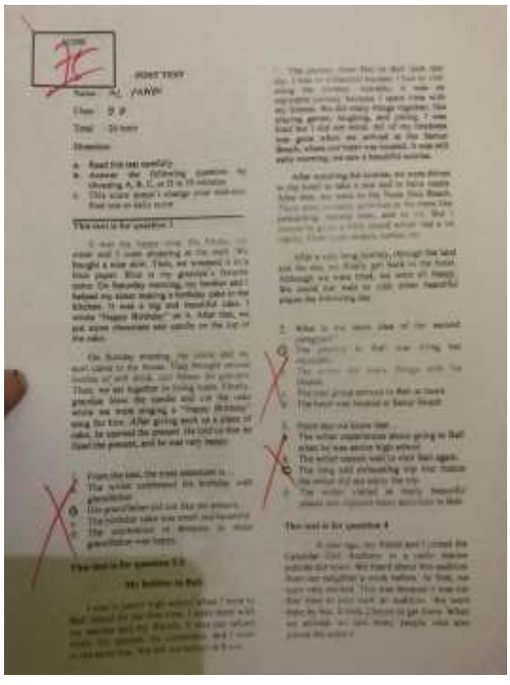


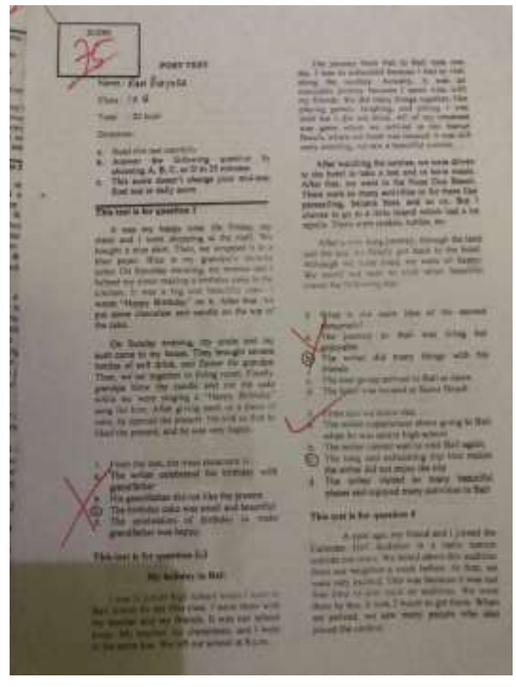


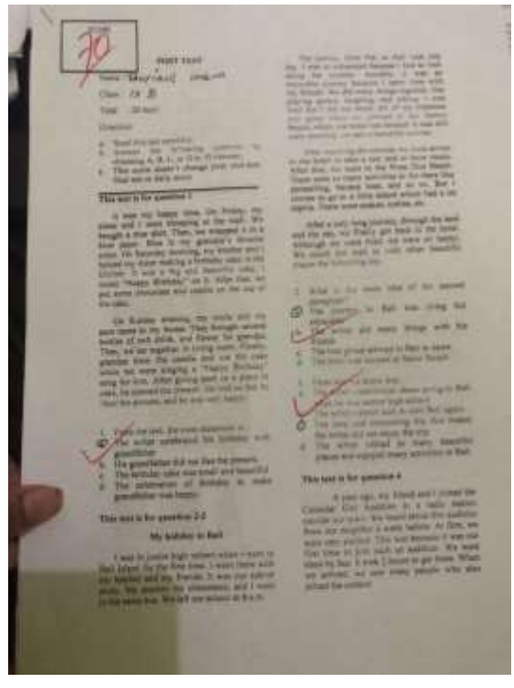
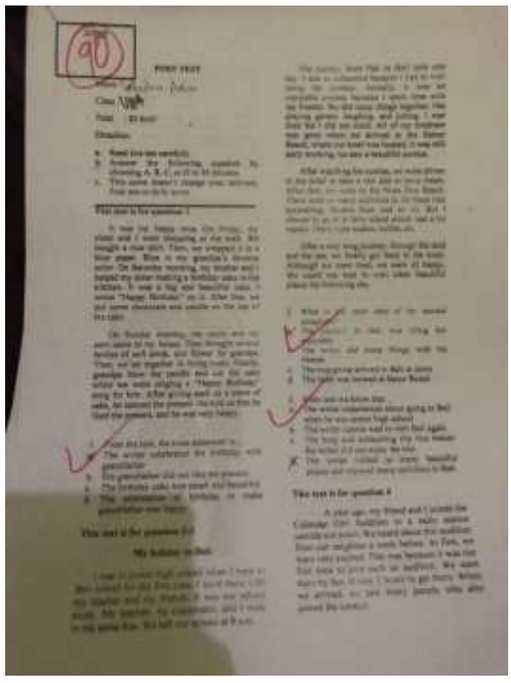
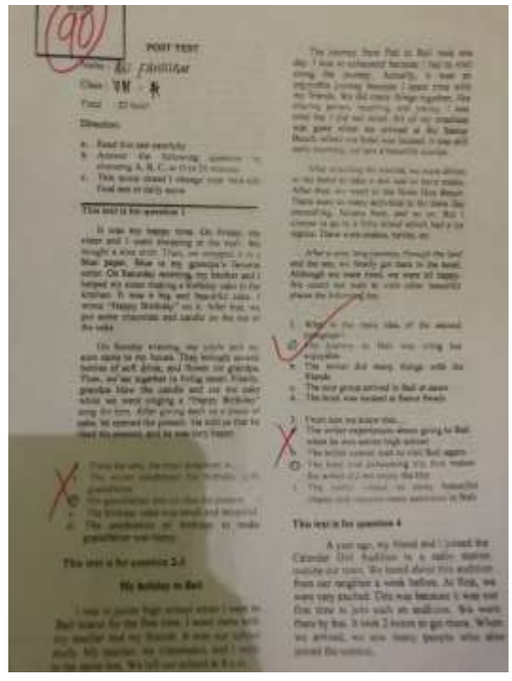
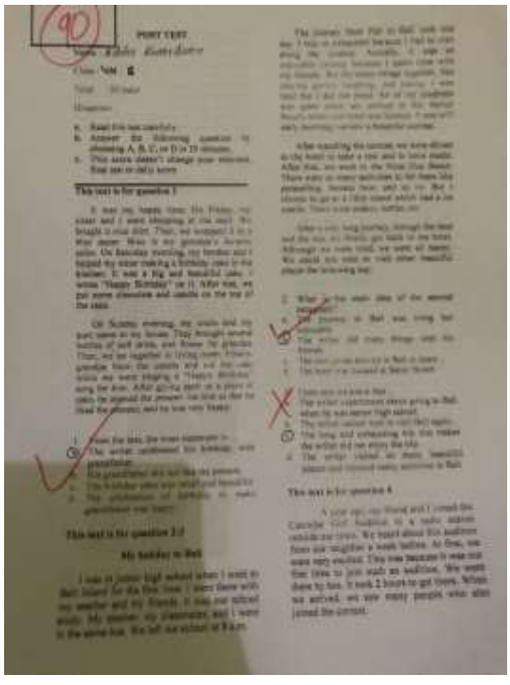
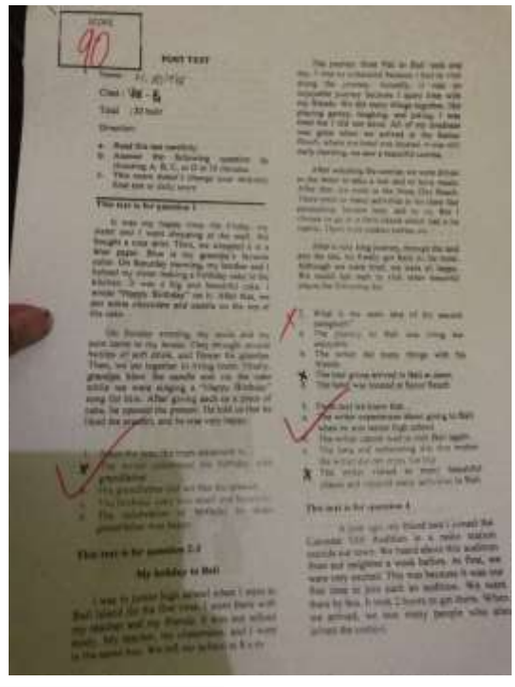
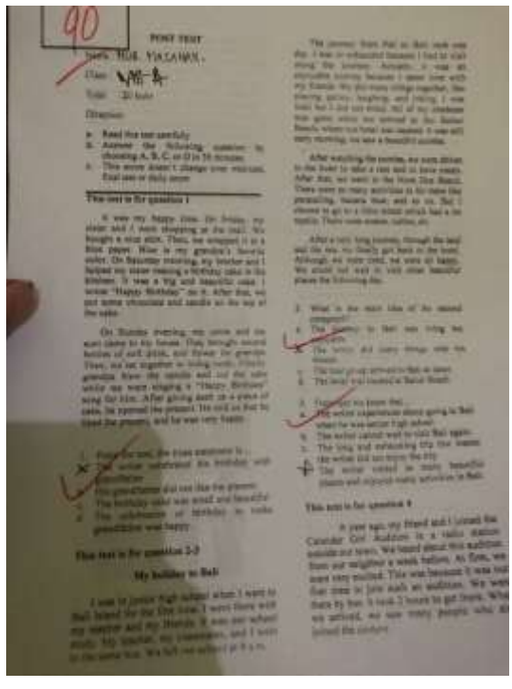
THE LOWEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS











THE HIGHEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS