THE EFFECT OF USING PORPE STRATEGY TOWARD STUDENTS' TEST RESULT IN READING NARRATIVE TEXT AT SECOND GRADE OF SMP N 6 PAYAKUMBUH

IN ACADEMIC YEARS 2016/2017

A THESIS

By :

FEBRIANA SILFIA
2312.033

Advisor I

HAYATI SYAFRI,S.S.,M.Pd
NIP: 197802152009012004

Advisor II

FEBRIA SRI ARTIKA, S.S, M.Pd
NIP: 198002012009122002

ENGLISH EDUCATION DEPARTMENT

IAIN BUKITTINGGI

2017

PERSETUJUAN PEMBIMBING

Skripsi atas nama **FEBRIANA SILFIA (2312.033),** dengan judul **"The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Toward Students' Test Result in Reading Narrative text at the Second Grade of SMPN 6 Payakumbuh in Academic Year 2016/2017**" telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan kesidang munaqasyah.

Bukittinggi, Agustus 2017

Advisor 1	**Advisor II**
Hayati Syafri., S.S.M.Pd	**FEBRIA SRI ARTIKA, S.S, M.Pd**
NIP.197802152009012004	**NIP: 198002012009122002**

PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **"The Effect of Using PORPE Strategy Toward Students' Test Result in Reading Narrative Text at The Second Grade of SMP N 6 Payakumbuh"**yang disusun oleh **FEBRIANA SILFIA NIM.2312.033** telah diuji dalam sidang Munaqasah Fakultas Tarbiyah IAIN Bukittinggi, hari……. Dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S-1) pada Fakultas Program Studi Pendidikan Bahasa Inggris.

Bukittinggi, September 2017

Tim Penguji

Ketua

Reflinda, S.S., M.Pd.
NIP.196907291999032002

Sekretaris

M. Isnando Tamrin
NIP.

Anggota

Reflinda, S.S., M.Pd.
NIP. 196907291999032002

Dr. Veni Roza, S.S., M.Pd.
NIP. 198401052009122003

Hayati Syafri, S.S,.M.Pd
NIP.197905052007101002

Febria Sri Artika, S.S,,M.Pd
NIP.198002012009122002

Mengetahui,

Dekan Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK)

Institut Agama Islam Negeri (IAIN) Bukittinggi

Dr. H. Nunu Burhanuddin, Lc., M.Ag.
NIP: 197305102000121002

Dedications



Alhamdulillahhirabbil'alamin

Puji syukur hamba panjatkan kehadiratMu Ya Allah....

Zat yang telah menciptakan kami dengan segala kelebihan dan kekurangan Kami tahu disetiap kelebihan dan kekurangan yang Engkau berikan ada sebuah kebahagian dibalik semua itu

Dan kebahagian itu tidak datang begitu saja tanpa ada usaha, sebab Engkau tidak akan mengubah nasib kaumMu sebelum kami sendiri yang mengubahnya

Dengan penuh cinta, kupersembahkan karya ini kepada:

First and foremost, thanks to Allah SWT for the endless love and all the things that had been gifted to me. Allah who lets me up grows up and guides me in every step I have.

Allah SWT yang Maha sempurna,,, yang telah menggariskan jalan hidup pada setiap makhluk-Nya.

Papa & mamaku tercinta, yang luapan kasih sayangnya bak mata air abadi. Terima kasih telah mengantarkan ananda sampai pada tahap pendidikan ini. Terima kasih atas Do'a, semangat, motivasi, kasih sayang yang tiada pernah putus

untuk kedua saudaraku kakak dan abang thanks atas motivasi, saran dan masukannya dalam mengerjakan tugas akhir ini, terima kasih banyak juga atas semua yang telah diberikan untuk membantuku dalam menyelesaikan skripsi ini

Hayati Syafri, S. S., M.Pd dan Febria Sri Artika, S. S., M.Pd yang telah membimbing ku sampai akhirnya aku bisa menyelesaikan karya kecil ini.

Tim penguji skripsi ini,Reflinda, S. S., M. Pd dan Dr. Veni Roza, S. S., M.Pd terima kasih atas kesempatan ujian dan *suggestions* nya untuk kesempurnaan skripsi ini

Special thanks to :

Someone special in my life, who always give me support and encouragement

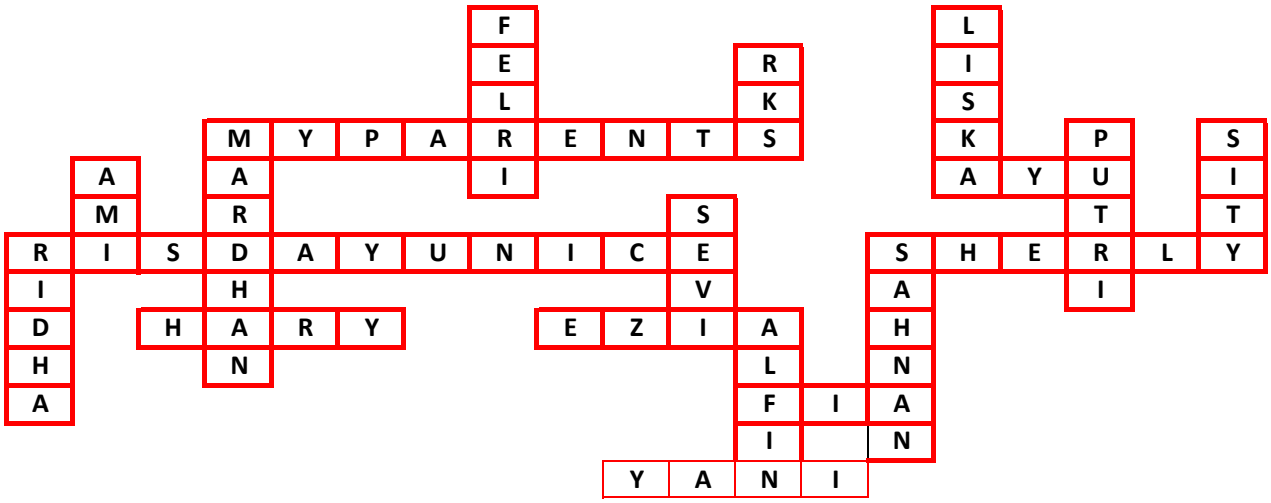
All of the love is Allah's.... "Lord, you will surely gather all the people for a day that will come in which there is no doubt"

Dan teman2 PBI 12' Generation and all PBI's brada and sista and Junio
..don't ever give up, guyzz.....
Where there is a will, there is a way ☺☺☺

special thanks juga buat yang udah baca skripsi ku ini. Skripsi tidak menakutkan, ini hanya 6 SKS dengan sejuta pengalaman ☺☺☺

Sincerely,

Vhy_10 ☺


F
E
L
R
K
M Y P A R E N T S
A
I
A
M
R
S
R I S D A Y U N I C E
I
H
V
D
H A R Y
E Z I A
H
N
L
F I A
I
N
Y A N I
L
I
S
K
P
S
A Y U
I
T
T
S H E R L Y
A
H
N
I

For My friends

1. Dua orang yang membantuku dalam membuat skripsi dan berperan sebagai pembimbing tiga dan juga yang selalu nyinyir ngasih motivasi " kapan mau wisuda?". Teman gila-gilaan bareng, hangout bareng. Meskipun kita sudah sibuk sendiri-sendiri. Kalian kerja di bidang masing-masing, tapi tetep mau bantuin aku. Thanks atas bantuannya selama ini teman, jasamu tak akan pernah kulupakan ☺
2. Orang yang berperan penting dalam hidupku, yang selalu kasih semangat dan doa penuh untukku, tanpa ada rasa pamrih. Ya beliaulah yang selalu mengerti aku, yang sudah mengeluarkan begitu banyak uang untuk anaknya agar bisa sampai ke titik ini, demi mencapai gelar S.Pd. dan akhirnya telah ku dapatkan. Alhamdulillah gelar itu sudah ku dapat. Thank you so much my superhero ku "mama dan papa" love you so much :* ☺
3. Teman seperjuangan dan teman sepermainan yang saling support dan masukan. Thanks atas semua yang telah dilakukan dan diberikan.
4. Teman seangkatan dan teman sepermainan yang sekarang udah kerja karena tamatnya duluan satu tahun dari aku ☺
5. Dan anak ko yang paling heboh kalo maleh ngarajoan skripsi, dan yang paling setia membantu mencari teori tentang skripsi meskipun dari kejauhan karena tuntutan pekerjaan. Thank you so much for your help mabro ☺
6. Kawan cerewet yang berkicau selalu kapan kita mau wisuda ???? dan selalu main bareng, makan bareng, bahkan lalok pun bareng demi skripsi terselesaikan☺
7. Ini ni temen yang satu yang sekarang bisa dikatakan udah ditahap kesuksesan tapi tetep tidak sombong dan mau bantuin temennya ☺ makasih banyak motivasinya Mr. Tourism SUMBAR ☺ ☺
8. Temen satu nama berbeda asal. Satu lokal satu permainan satu angkatan dan juga sekarang akan sama diwisudakan. Intinya kami kembar tapi beda lah ☺
9. Dan yang ini temen semua semuanya lah pokonya mo brantem habis tu temenan lagi, temen gue yang paling super duper keras kepala dan mungil. Kalo urusan duit mah ga itung-itungan. Kerjaan kita mah kalo udah bareng jajan terus, sok kaya mah kita, jajanan nya yang agak mahal dikit, ntar pas habis tu duit, udah diem aja d kos hahhaha, tapi seru sih 5 tahun bareng dia, kenal pas OPAK dan pernah beda kos juga, meskipun udah di akhir-akhir gue kos dia pindah ke kosan gue. Lan ga lucu, dia pindah guenya juga pindah .. hahahaha masa-masa indah lucu dan apalah apalah pokonya. Ga akan pernah gue lupa :* dan sekarang kita balakalan ngejalanin profesi masing-masing setelah wisuda, bakalan rindu elu nih ☺
10. Ini nih satu lagi yang ga akan gue lupa meskipun temenannya gak dari awal OPAK, tapi kami tetep temenan, solid lah. Yang satu parasaian seperjuangan, paibo ati,

dan lambiak kalo lagi makan. Hehehe tempat curhat gue, saling ngasih masukan dan saran. Dan sekarang lagi berjuang demi sebuah toga. Dan alhamdulillah kita wisuda ☺ ☺ habis t kita bakalan berpisah demi kehidupan selanjutnya, bakalan rindu nih sama kamu :*

11. Dan yang tidak lupa yang ikut berperan dalam skripsi aku dan yang ngasih semangat aku adek-adek junior angkatan 2013. Thank you so much atas bantuannya baik di waktu sidang maupun skripsi. Love you all
12. Dan untuk yang tersayang makasih udah kasih support dan tetep nyabarin aku dalam bertindak, dan udah ngasih saran juga. Dan yang setia nemenin photo copy ujan-ujanan, yang selalu mau nemenin kemana aja meskipun lelah habis kerja, dan yang ga pernah itung-itungan. Selalu ngasih semangat “kalo kamu yakin pasti kamu bisa” thanks mabelove. Semua yang terbaik telah kamu lakukan untukku “Love”

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Skripsi dengan judul "The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Toward Students' Test Result in Reading Narrative text at the Second Grade of SMPN 6 Payakumbuh in Academic Year 2016/2017" adalah murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan dari tim Pembimbing atau Penguji dan belum pernah diajukan untuk mendapatkan gelar akademik baik di IAIN Bukittinggi maupun di perguruan tinggi lainnya.
2. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah di tulis atau di publikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan di cantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan di cantumkan pada daftar kepustakaan.
3. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bukittinggi, Agustus 2017

Yang membuat pernyataan,



FEBRIANA SILFIA

NIM: 2312.033

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Skripsi dengan judul "The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Toward Students' Test Result in Reading Narrative text at the Second Grade of SMPN 6 Payakumbuh in Academic Year 2015/2016" adalah murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan dari tim Pembimbing atau Penguji dan belum pernah diajukan untuk mendapatkan gelar akademik baik di IAIN Bukittinggi maupun di perguruan tinggi lainnya.
2. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah di tulis atau di publikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan di cantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan di cantumkan pada daftar kepustakaan.
3. Pernyataan ini dibuat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bukittinggi, Agustus 2017
Yang membuat pernyataan,

FEBRIANA SILFIA
NIM: 2312.033

ABSTRACT

Febriana Silfia, 2312.033.The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy toward Students' test result in Reading Narrative Text at The Second Grade of SMPN6 Payakumbuh. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research is aimed at discovering the effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy toward students' test result in reading narrative text. It has been done at SMPN 6 Payakumbuh because most of the students of Junior High School still encounter problems in mastering English especialy in reading. Most of the students were passive in the classroom; it could be seen from their behavior in reading activity. They tend to be sleepy every time they read. As a result, only some of the students got involved in the classroom activity.

This research used experimental research.There researcher used a quasi-experimental design by using the pretest-posttest control group design.The population of this research was the second grade students at SMPN 6 Payakumbuh. The sample was VIII 5 was treated as experimental class and taught by using PORPE Strategy and VIII 6 was treated as control class and taught by using conventional method. To determine the sample, the researcher used total sampling technique. The data was got through pretest and posttest to experimental and control groups.To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the Hypothesis the researcher used t-test formula and consulted the result into t- table with level of significance $\alpha = 0,05$.

From the result and accounting the pre-test and post-test scores of the experiment class, it was found that the t-obtained (5.19) was higher than the t-table (1.960) with degree of freedom (df) = 53 and (α) = 0,05. So, the alternative hypothesis (Ha) was accepted which means that there was significant effect of PORPE Strategy toward the students test resultin reading narrative text. Then, the calculation of post-test both classes : was experimental class and control class, it was obtained that the t-o was (2.36) which was higher than the t-table (1.960). with degree of freedom 27 + 28 – 2 = 53 and (α)= 0,05 So, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using PORPE Strategy and Question and answer strategy. Then t-obtained both of classes is (2.36) which was higher than t-table (1.960) with (α)= 0,05. So, the alternative hypothesis (Ha) was accepted which means that PORPE strategy is better than conventional method in teaching reading narrative text. So, it can be concluded that the entire hypothesis is accepted. It is proved that using PORPE Strategy as a reading strategy can help the students in improving their reading narrative text.

Keywords: PORPE Strategy, Narrative Text.

ABSTRAK

Febriana Silfia, 2312.033. Pengaruh Penggunaan Strategy PORPE terhadap Kemampuan Membaca Teks Narrative pada Siswa Kelas VIII SMPN 6 Payakumbuh. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2017.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan Strategy PORPE terhadap pemahaman membaca siswa. Penelitian ini telah dilakukan di SMPN6 Payakumbuh karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Menengah Pertama (SMP) menghadapi masalah - masalah dalam menguasai pelajaran Bahasa Inggris, khususnya untuk pemahaman membaca dalam Bahasa Inggris. Kebanyakan siswa pasif di dalam kelas; dapat dilihat dari tingkah laku pada aktifitas membaca. Mereka cenderung mengantuk setiap kali belajar membaca. Sebagai hasilnya hanya beberapa siswa yang terlibat dalam aktifitas kelas.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian Quasi eksperimen dengan menggunakan model pretest-post test. Populasi dari penelitian ini adalah siswa kelas (VIII) di SMPN 6 Payakumbuh.Untuk kelas VIII 5 diperlakukan sebagai kelas eksperimen yang diajar dengan menggunakan strategy PORPE. Sedangkan kelas VIII 6 yang diperlakukan sebagai kelas kontrol dan mereka diajar dengan menggunakan strategy yang biasa digunakan oleh guru. Peneliti menggunakan total sampel untuk menentukan sampel penelitian ini.Untuk menganalisis data,peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperiment terdapat hasil uji t-hitung (5.19) lebih tinggi daripada t-table (1.960)dengan derajat kebebasan adalah df = 53 dengan (α)= 0,05. Jadi, hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan strategy PORPE. Kemudian, perhitungan akhir dari dua kelas: kelas eksperiment dan kelas kontrol di peroleh t-hitung (2.36) lebih tinggi dari t-table(1.645) dengan derajat kebebasan (df) = 27 + 28 – 2 = 53 dengan (α) = 0,025. Jadi,hipotesis alternatif diterima bahwa terdapat perbedaan yang signifikan antara penggunaan strategy PORPE dan strategy yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (2.36) lebih tinggi daripada t-table (1.960) dengan (α):=0,05. Jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan strategi lebih baik dari pada mengguanakan metode biasa. Hal ini dibuktikan bahwa menggunakan strategi sebagai metode membaca yang bisa membantu siswa dalam meningkatkan pemahaman membaca teks narasi mereka.

Kata Kunci: Strategy PORPE, Teks Narrative.

ACKNOWLEDGEMENT



Alhamdulillahirabbil'alamin, in the name of Allah SWT, the most gracious and the most merciful, who always gives health and all of things to the writer in accomplishing this thesis. *Shalawat and salam* to the most honorable prophet Muhammad SAW, messengers, and his followers who has opened our mind to study until now.

This thesis was impossible to be completed without helps and supports from many persons. So that, the writer would like to express his sincere gratitude and great thanks to the following persons:

1. Dr. Ridha Ahida, M.Hum as the rector of IAIN Bukittinggi and also her first, second, and third assistants.
2. Dr.H. Nunu Burhanuddin, Lc, M.Ag as the dean of Tarbiyah faculty at IAINBukittinggi.
3. Dr.Veni Roza.S.S, M.Pd as the head of English education department at IAIN Bukittinggi.
4. Febria Sri Artika, S.S, M.Pd and Hayati Syafri, S.S.,M.Pd as her advisors for their care, time, attention, guidance, valuable advices, and patience in accomplishing my thesis. Their suggestions and contributions are highly appreciated.
5. Reflinda, S.S., M.Pd and Dr.Veni Roza, M.Pd, as his examiners who have given critics and suggestions to this thesis.
6. The Librarians of IAIN Bukitinggi who have sincerely helped and allowed the writer in collecting the references.
7. All of the lecturers who have given their knowledge, ideas, and contributions to the completion of my thesis and educated his precious things in many fields during my study.

8. Drs.Yusmar Khalif, MA as head master of SMP N 6 Payakumbuh, then, all of administration staffs, also all of the teachers, especially an English teacher; Alwizar, S.Pd who kindly facilitated and helped to do this research.
9. The writer is heartily thankful to my Parents, Nulfardi, (my father) and Nurhidayati (my mother) and also for all of my beloved sisters and brother. I thanks for their endless love, pray and supports.
10. The writer also shows her thanks to her beloved friends, Sahnan Bajuri, S.Pd, Alfin Saputra, S.Pd, Haryanto Ardi,S.Pd, and Felri Chandra Gusta,S.Pd, Sherly Elvionita, Maizona Putri, and Ezia Yelti who always support motivate, and give me suggestions to finish this thesis.
11. The writer also delivers many thanks to the Students of SMPN 6 Payakumbuh especially second grade for their helps, supports, and helped to do this research.
12. All of her friends at English Education Department, especially PBI 12's members for their helps, supports, and inspirations that have encouraged me to have good spirit in studying and in accomplishing this thesis.

The writer hopes Allah SWT always blesses all of the people those helped him, who have been mentioned or not. The writer honestly believe that this thesis might still have some weaknesses. Therefore, his really hope that there will be some criticism and suggestions from the readers to make this thesis better.

Bukittinggi, Agustus 3rd 2017

FEBRIANA SILFIA

NIM : 2312.033

TABLE OF CONTENS

ABSTRACT.....**i**

ABSTRAK.....**ii**

TABLE OF CONTENT.....**iii**

LIST OF TABLES.....**v**

LIST OF FIGURE.....**viii**

APPENDICES.....**ix**

CHAPTER I INTRODUCTION

A. Background of the problem..... 1
B. Identification of the problem..... 5
C. Limitation of the problem..... 5
D. formulation of the problem..... 6
E. The purpose of the research..... 6
F. The significant of the research..... 7
G. Definition of the key terms..... 8

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of the Related Theory..... 9
   1. The Nature of Reading..... 9
      a. Definition of reading..... 9
      b. Kinds of reading..... 10
      c. Purpose of reading..... 12
      d. Processes of reading..... 14
      e. Assesing reading..... 18
   2. Narrative Text..... 19
      a. The nature of narrative text..... 19
      b. Generic structure of narrative text..... 21
      c. Language features of narrative text..... 22

3. Teaching Reading by using PORPE..... 27
a. The concept of PORPE..... 27
b. The procedure of PORPE..... 28
B. Review of Related Studies..... 30
C. Conceptual Framework..... 32
D. Hypothesis..... 33
CHAPTER III RESEARCH MRTHOD
A. Design of the Research..... 35
B. Population and Sample..... 37
C. Instrument of the Research..... 42
D. The Procedure of Experimental Research..... 45
E. Technique of the Data Collection..... 46
F. Technique of the Data Analysis..... 47
CHAPTER IV FINDINGS AND DISCUSSIONS
A. Finding..... 49
B. Discussion..... 72
CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusions..... 76
B. Sugestions..... 77

REFERENCES

APENDICES

List of Table

page

Table 4.1 Pre-test score of the experiment class.....51

Table 4.2 Pre-test score of the control class.....52

Table 4.3 The result of the calculation of scores gained from the pre-test.....53

Table 4.4 post-test score of the experimental class..... 54

Table 4.5 Post-tes Score of the Control Class 55

Table 4.6 The Result of the Calculation of the Score Gained from Post-test.....56

Table 4.7 The comparison of pre-test and post-test of the Experimental and the control class.....57

Table 4.8 The Calculation of Mean Score, Standard Deviation,and Variant of Pretest Score in Experiment Class.....58

Table 4.9 How to Find the Normality of Data.....59

Table 4.10 The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class.....60

Table 4.11 How to Find the Normality of Data.....61

Table 4.12 The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class.....61

Table 4.13 How to Find the Normality of Data.....62

Table 4.14 The Calculation of Mean Score, Standard Deviation, and Variantof Post-test Score in Control Class.....63

Table 4.15 How to Find the Normality of Data.....63

Table 4.16 The Mean Score, Standard Deviation, and Variant 0f Pre-Test.....64

Table 4.17 The Mean Score, Standard Deviation,and Variant of Post-Test.....65

List of Figures

Figure 1 : Conceptual Framework.....32

Figure 1 : The curve of the t-test Result in the Pre-Test and the Post-Test of Experimental Classes.....64

Figure 2 : The curve of the t-test Result in the Post-test of Experimental and Control Classes.....67

Figure 3 : The curve of the t-test Result in the Post-test of Experimental and Control Classes.....69

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading as one of language skills has the important role. The students need to read a lot to comprehend the reading for their own purposes. The students can read many kinds written mateials such as newspapers, magazines, novels, academic books and so on. Reading can not separated from daily activities because through reading the students also can get a lot of information, knowledge, enjoyment and even problem solution. According to Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpreting this information appropriately.[1] It means that students know the meaning and get the important information from what they read. So, reading have the important role and can not separated from daily activities because through reading the students can get a lot of knowledge.

Some experts give some definition about reading. According to Grabe and stoller reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.[2] In addition, Nuttal said reading means a result of interaction between the writer's mind and the reader's mind.[3] So, reading is the

[1] Grabe, William and Fredricka L. Stoller. *Teaching and Researching Reading*. Malaysia: Person Education 2002. p.9

[2] Grabe, W .Reading *in a Second Language (Moving from Theory to Practice).* New York: Cambridge University Press. 2009. p.5

[3] Nuttal, C. *Teaching Reading Skills in a Foreign Language*. London Mac.Millan.2000.p.2

process when readers learn something and result of interaction between the writers and the readers.

The students need to be interested in reading. The students' interest is the basic step when the students want to read. The reading interest will give successful effect for students. Tierney states that children must be interested, or motivate, to read a selection in order to maximize their comprehension and enjoyment of it is contents, the teacher attempts is also to create interest in the early stages.[4] It means that the teacher need to apply a strategy to make reading become successful.

PORPE is a strategy that can be used in English learning which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding. Simpson states that PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is independent study strategy which operationalizes cognitive and metacognitive processes that effective readers engage into understand materials.[5] It means, PORPE (Predict, Organize, Rehearse,

[4] Tierney, J.R, et.al., *Reading Strategies and Practices: Guide for Improving Instruction*(United States: Allyn and Bacon, 1980) p.37

[5] Simpson, Michele. L., Stahl, N., & Hayes, C. G.1989. PORPE: *A Research Validation. Journal of Reading,* p. 154

Practice, Evaluate) is an strategy that make readers understand with cognitive and metacognitive processes in comprehending a text.

In teaching reading in SMP N 6 Payakumbuh, the teachers usually teaches by using conventional method. It means that the teachers asks to students to study dependently. The appropriate strategy can influence the students to understand the text including descriptive text, recount text and narrative text. The teacher can apply several strategies to help students to understand the reading text. There are many strategies that help students in reading comprehension, they are KWL, reciprocal teaching, graphic organizer, story face and PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy. These strategies will help students to solve their problem in reading on narrative text and guide them to be active in reading. In this research, the research uses PORPE strategy to comprehend narrative text, because the students have learned narrative text.

PORPE strategy can turn on the students' reading understanding and activate students' background knowledge by predicting the content of the text based on the title of the text. Simpson states that the advantages the PORPE has many advantages for the student. These four advantages are: First, PORPE can stimulate students to synthesize, analyze, and think about key concepts. Second, PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-

choice questions. Third, PORPE can have a durable and long-term impact upon student learning. In studies cited the students trained in PORPE scored significantly better than the control group on the unannounced exam that occurred two weeks after the initial exam. Last, PORPE is especially useful for high-risk students.

Based on the researcher's preliminary observation in SMP N 6 Payakumbuh, there are four problems that found by the reseacher in teaching reading. First, the problem came from the teacher, teacher taught by using the question and answer strategy. Using individual model in the class with teacher just asked students to read and then did exercise, the students felt bored and they were not interested in studying. So, as a teachers, it is necessary to find a new strategy and activity to increase the students interest in reading. Second, from the students, they still got some difficulties in understanding the text. Because they had lack of vocabulary and background knowledge about the text. Third, some of the students still were confused to choose the possible answers. Moreover, they didn't understand what the answers from the text given. Last, the students had less attention in studying English especially in reading, because it includes in passage which make them lazy to work with. In short, the problems do not only come from the teacher, but also from the students them selves in learning reading and its purposes.

From the explanation above, it can be proven that the sutends still had four problems in learning reading. Because of those considerations,

the researcher is interested to conduct a research under the title **"The Effect of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Toward Students' Test Result in Reading Narrative Text at The Eight Grade of SMP N 6 Payakumbuh in Academic Years 2016/2017."**

B. Identification of the Problem

Based on background of the problem above, there are some problems related to teaching and learning proccess especially in developing reading skill:

1. The teacher still used conventional method in teaching reading.
2. Some the students were still difficulties in understanding the text because the students has lack of vocabulary.
3. Some the students were still confused to answer question based on the text.
4. Some the students had less attention in studying English especially in reading

C. Limitation of the Problem

From the identification of the problem, this research was limited on the problem is the effect of using PORPE strategy toward students test result in reading narrative text at the second grade of SMP N 6 Payakumbuh.

D. Formulation of the Problem

Based on limitation of problem above, the problem in this reasearch formulated in the folllowing questions:

1. Is there significant effect of using PORPE strategy toward students' test result in reading narrative text?
2. Is there significant difference between using PORPE strategy and conventional method toward students' test result in reading narrative text at SMP N 6 Payakumbuh ?
3. Is the PORPE strategy better than conventional method toward students' test result in reading narrative text at SMP N 6 Payakumbuh ?

E. The Purpose of the Research

In this researcher the writer used two method to teach reading and the end of the research are :

1. To know whether there is significant effect of using PORPE strategy toward students' test result in reading narrative text.
2. To know whether there is a significant difference of teaching reading by using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy and conventional method toward students' test result in teaching reading narrative text at the eight graders in SMP N 6 Payakumbuh.
3. To know whether using PORPE strategy better than the conventional method toward students' test result to improve students' reading abilities in narrative text.

F. The Significant of the Research

This research is expected to be useful for many people in teaching learning English, such as :

1. The principal

   The principal can monitor the way how the teachers teach and suggest them to use the instructional modes in learning proccess appropiriately. They also need to improve the teachers' skills by giving a kind of seminar, and course that is related to instructional models. It can be applied in teaching and learning proccess.

2. English teachers at Junior High School

   Hopefully the English teacher at Junior High School can use different instructional models in every skill to facilitate students and prevent students' boredom and helps them in understanding who have the text.

3. Next researcher

   The researcher also expects that the result of this research can be useful for the next researchers to conduct the related research.

G. Definition of Key Terms

To avoid misinterpretation the operational of key terms of the research are defined as follow :

1. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.[6]
2. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.[7]
3. PORPE strategy is a strategy in learning English consist of predicting, organizing, rehearsing, practicing, and evaluating.

[6] Grabe, W .Reading *in a Second Language (Moving from Theory to Practice).* New York: Cambridge University Press. 2009. p.5

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Reading

a. Definition of Reading

Reading is about understanding written text. This skill is dominated to exercise the eyes and the brain. Through reading students can get information about every things, and can rich in knowledge. Talking about reading, some experts give some definition about it.

Harmer states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for English students.[7] From that definition, it can be concluded that reading is the process of people to learn and to get knowledge by understanding of the text or printed words, in written form and have many purposes which related with other skill in English. In addition, according to Nunan, reading is a set of skills that involves making sense and deriving meaning from the printed word.[8] The process of decode of the printed word is also for comprehension of the text not merely a receptive process of picking up information from the page in a word-by-word manner. Furthermore, Nunan states that there are two main reasons that make the students read; the first is for

[7] Jeremy Harmer, How to Teach English, (Harlow: Longman, 1998), p. 68
[8] David Nunan, *Practical English Language Teaching: Young Leraners,* p. 69

pleasure and the second is for information[9]. The reading is great process in getting information.

b. Kinds of Reading

To get maximum benefit for reading, the students need to be involved both kinds of reading, they are:[10]

1) Extensive Reading

The term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read newspapers, web pages, magazines, novels, and other reference material. Where possible, extensive reading should involve "reading for pleasure" – what Richard day calls "joyful reading". This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students are equally keen on this kind of reading, teacher can say with certainty that the ones who read most progress fastest.

So, extensive reading often done by the students outside the classroom, it has aim for pleasure, and they will be easy to find the materials for reading because it is many available in the world.

[9] David Nunan, *Practical English Language Teaching: Young Leraners,…,* p.69
[10] Jeremy Harmer, *How to Teach English*, (UK: Longman, 2007), p. 99

2) Intensive Reading

The term intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in the classrooms. Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). Intensive reading is usually accompanied by study activities. Teacher may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. Teacher will also encourage them to reflect on different reading skills.

Therefore, intensive reading often done by the students in the classroom according to the instruction of their teacher. The texts or topics are chosen according to the specific purposes that students are studying.

c. Purpose of Reading

When reader begins to read, the reader has some purposes in reading the text. Dallman says the purpose in reading as follows:[11]

1. Reading to find the main idea.

   One of the most conventional reasons for reading is to get the general idea of a selection. This purpose is usually done in reading fiction and science. The students need to develop this ability not only through incidental but also through practice exercises.

2. Reading to select significant details

   The ability in selecting the significant details is closely related with finding the main idea. The students have to know the differences between the main points and supporting details. The students also must be able to decide which points are more important.

3. Reading to answer questions

   Reading to answer the questions is a means of improving the ability to note significant details. It is the conventional goal in teaching reading even in elementary school, high school, and college. The answer will be easy to

[11]DallmanMartha, *The Teaching of Reading*, (America:Hold Renchart and Wiston, 1964) p.134-139

find if the questions are partly coughtedin the exact words of the writer.

4. Reading to summarize and organize

   Both of the ability to select the main idea and to choose the significant details are basic to another conventionally sought goal of reading-that of summarizing and organizing.

5. Reading to arrive at generalixzations

   Formulating generalization is in a sense a specialized form of summarizing. To arrive a generalization the reader needs to note specific instances and than decidingwhether the data presented are sufficient to warrant significant conclusion.

6. Reading to follow directions

   The ability to follow directions usually is a combination of many reading skill. The ability to note details, to organize, and to note the squence of events.

   1) Reading to predict outcome

      Another important comprehension skill is that of predicting outcomes. This skill may manifest itself in a variety of ways.

2) Reading to evaluate critically

One of the most significant comprehension skill is that of making critical evaluation of what is read.

Based on the explanation above, the purposes in reading a text are to find main idea, to select significant details, to answer question, to summarize and to organize,to arrive at generalizations, to follow directions, to predict outcome, and to evaluate critically. By knowing the purpose of reading, it helps the students easier to comprehend the text.

d. Processes of Reading

In reading there are steps that need to consider to cathch the idea of the written information. The reader need to know the proses of reading before going to the text. Thus, Nunan stated that reading process is consist of three categories: bottom-up models, top-down models, and interactive models.[12] The description as follows:

1) Bottom-up models

Bottom-up process is used by the students by absorb the information from specific to general information in order to get the meaning of the text. According to Nunan, bottom-up

[12]David Nunan, *Practical English Language Teaching*, (Mc. Graw Hill : 2003), p.70

models the students start with the fundamental basics of letters and sound recognition, building up to the identification of grammatical structures, sentences, and longer text.[13] It means that context clues and content of the word are use to form hypotheses for comprehension. On the other hand, students use bottom-up process when they use linguistic knowledge to get the meaning of the text, which occurs in this way such as sounds, words, grammatical relationships to lexical meaning are built to reach at the final comprehension.

Elements of a written model argue that the students construct the text from the smallest to largest units, likes letters, words, phrases, clauses, sentences, texts as well as grammatical knowledge. Nunan stated that, bottom-up models start from letters, lettet cluster, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.[14] In the other hand, bottom-up process refers to deriving the meaning of the text based on the incoming language data, form sounds, words, grammatical relationships, to meaning, bottom up models can divided into:

a. Letters and characters
b. The phonological component (letter and sound correspondences)

[13]David Nunan, ... p.70
[14]David Nunan, ... p. 71

c. Individual words
d. The lexicon or vocabulary (words carrying meaning)
e. Semantics (meeaingful groups of words)
f. Syntax or grammar (words functioning in relation to each other)
g. Structure of sentence, pharagraphs and he whole text.

In conclusion, the students is expectedto become familiar with the words, expected to get the meaning intended by the writer by combining the words that the student recognized earlier.

2) Top-down models

In top-down models the students make a prediction about the text by use prior knowledge. Nunan stated that, the students use background knowledge to make prediction, and searches the text to confirm or reject the prediction that are made.[15] It means that the students have to use background knowledge to make prediction them.

Top down-down process is known conceptually driven as it occurs when the students make general prediction based

[15]David Nunan, ... p. 71

on higher level, general schemata, and then looks for the information to fit into these parially satiesfied, higher order schemata. In conclusion it is possible to say that it is easier for the studnents to comprehend the text if the students have background knowledge about it. It is believed that when the students are familiar with the topic, they will be easier to process it much better. It is clear that, top down reading model can be described as a complete conttadiction of a bottom-up model.

3) Interactive models

Interactive model is the combination bottom-up and top down model where usually use by activate the bacjgraound knowledge firstly to get general information then move to bottom-up to find supporting specific information toward the general invormation. Interactive models developed by the theorist as a new approach after critism against bottom-up and top-down models. Students are usually expected to go through both bottom-up and top-down processing before eventually setting upon an interpretation of a text. On the other hand, interactive models involve both a colection of lower-level comprehension skills. In interactive approaches, students get to train their bottom-up processing skills and top-down processing

skills at the same time. It is clear that students should be fast in order to recognize the letters in interactive models, just like what the readers do in top-down models when they skim a text for main idea.

e. Assessing Reading

The assesment of reading is used to measure the students' reading comprehension. When teacher has already helped the students in reading comprehension, teacher needs to identify the development of students' reading comprehension. Nunan states that there are two types of assesment in measuring reading comprehension, quantitative and qualitative assesment. Quantitative assesment will include information from reading comprehension test as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.[16] There are several indicators to measure students' reading:

1. The students are able to identify the main idea of each paragraph
2. The students are able to identify the detail information in the text
3. The students are able to identify the generic stucture and the genre of the text
4. The students are able to identify the purpose of the text

[16]David Nunan *Practical English Language Teaching,* (New York: Mc Graw Hill, 2003). P.77

So, there are several indicators to measure students' in teaching reading. The method of calculation for reading score:[17]

$$\text{Score of reading test} = \frac{\text{Achieving score}}{\text{Maximum score}} \text{ X } 100$$

In order to find the reading score of reading test, the researcher divides the achieving scores to the maximum scores of the students reading test and it was multiplied to 100.

2. Narrative Text

a. The Nature of Narrative Text

Narrative is in important subject that should be mastered by the students. It has been studied from Junior High School in every semester. The students use narrative as a tool that helps them to organize their ideas and to explore new ideas and experiences. Narrative can express the students thought creatively and imaginatively because narratives are detected in film, drama, opera, music and visual

[17] Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung: alfabeta,2010), p.123

arts.[18] The range of narrative that can be created by the students is very wide.

Narrative text is a kind of the text to retell the story that happened in the past. In narrative text, the story is written based on the sequence of events. A narrative relates a series of the real events such as in histories, biographies, travel accounts, and newspaper storiesor imaginary as in short stories, novels and plays.[19] Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax (complication) and followed by the resolution. Some of the narrative texts are folktale, legend, romance novel, fiction, horrors, mysterious, fairytales, and myths.

The purpose of narrative text is to tell some past experience have the quality problematic, and the purpose to entertaint all at once given moral lesson useful, to give positive attitude contribution for the reader.[20] It means that past story have quality problematic to give good purpose positive attitude and entertaint.

[18] Shlomith Rimmon Kenan, Concept of Narrative, (The Hebrew University of Derussallem. 2006), http://kwork.org/resources/narrative.pdf (10 september 2017)

[19] James A. Reingking & Andrew W. Hart. Strategies For successful Writing. (prentice-Hall. Englewood Cliffs, New Jersey 07632)

[20] Pardiyono, M.Pd, *Teaching Genre-Based Writing (Pasti Bisa!),*p. 102

b. Generic Structure of Narrative Text

Generic structure of the text is a body from the text where they show of each pragraph has its function to tell a story. For example, orientation functions is to shows the reader who the main character of the story, when the story happens, where the story take place and others explanationof the story. Generic structre is very impotant in learningg of narrtive text. There are some of generic structure of narrative they are:[21]

1. **Orientation**

Orientation is a scene and introduces the participants and where and when the story happened and introduces the participants of the story: who and what is involved in the story. In addition, It is about the opening paragraph where the characters of the story are introduced.

2. **Complication**

A crisis arises Where the problems in the story developed. The complication is pushed along by a serious of events, during which the reader usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpcted did not happen. This

[21] Artono Wardiman, *English in Focus 2 : For Grade VIII Junior High School (SMP/MTs),* Jakarta: Pusat Perbukuan, Department Pendidikan Nasional, 2008. P, 102

complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

3. **Resolution**

The crisis is resolved, for better or worse or Where the problems in the story is solved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.

c. Language Features of Narrative Text

Language features give the reader clear information and imagination about the story happens. Narrative text usually uses past conditions, it means the story will bring the reader to the past event by using the features of past tenses. In narrative text, there are some of language features of narrative, they are:[22]

1) Using active verbs

Active verbs are verbs that from the past and the third (past particple) by adding the suffix “ed” to the verbs. If the verbs ends with the letter “e” then the verb will be added by the suffix “d”, while the irregular verbs sre verbs that form the second and third form of certain verb. It may change or not change the verb form. This kind of verbs does not require the additional of –“ed” or –“d”

[22] Artono Wardiman, *English in Focus 2 : For Grade VIII Junior High School (SMP/MTs),* Jakarta: Pusat Perbukuan, Department Pendidikan Nasional, 2008. P, 95 - 102

at the end of the word. The change of the verb in a sentence depends on the tenses used. The tenses used will determine what kind of verb form that is going to be used; the firs or base (the base verb), the second form (past) or the third form (past participle).

2) Using past tense

Past tense is a grammatical tense that places an action or situation in the past of the current moment to express the idea that an action started and finished at a specific time in the past. So,the core of the past tense is to declare the events that have “past”. Past has not been very long, just been passed. That is the emphasis, mayne yesterday, an hour ago, two years ago, two centuries ago, and so on. All of that is the past form.

3) Using conjunction

A conjunction is a part of speech that a word used to connect words, phrases or sentences and so on. Conjunction words that commonly used in English is “and”, “or” and “but”.

Conjunction is divided into 2 main groups:

a) Coordination conjunction is a conjunction that connecting sentences equal. Equal sentence is a sentence which can stand independently without requiring any other sentences to support

the meaning since the meaning of the sentence is already well understood.

b) Subordination conjunction is the conjunction that links between clause in main clause. It means the sentence require any other sentences to build a meaning.

4) Pronoun

Narrative text uses the first or the third person pronoun. The first person (I and we) means that someone who speak, and the third person (he, She, or They) means someone who speak and someone spoken to make clear the plot of the text.

5) Use specific nouns

Narrative text also includes the specific nouns that can be seen, talked, showed about people, things, places, plants, animals, ideas and soon. There are two kinds of nouns; concrete nouns and abstract nouns. A concrete noun is the name of people, places or objects that can be captured by the five senses, for example: car, house, and chair. Meanwhile abstract nouns are noun that can not be touched with the five senses, for examples; happiness, sadness, and etc.

6) Use adjective and adverbs

Adjectives are words that describe noouns or pronouns. They may stand before the word that they describe (that is a cute puppy) or the may follow the word that they describe (that puppy is cute). Adjectives are used to modify nouns, e.g. the dog is loud. – what is the dog like? Loud

Adverbs are words that modify everything except nouns and pronouns. A word is an adverb if it answers how, when, or where. Adverbs are used to modify verbs, adjectives or other adverbs.

Based on the explain above, Artono Wardiman give the sample about narrative text:[23]

Example of Narrative Text

Mantu's Little Elephant	
Orientation	Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.
Complication	Now, Mantu had an elephant of his very own. Hisname was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants. Mantu looked up at the huge elephant with a mishievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "Afterhearing the word snakes, the elephants screeched and off they gwents thundering in fright.
Resolution	"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

[23] Artono Wardiman, *English in Focus 2 : For Grade VIII Junior High School (SMP/MTs),* Jakarta: Pusat Perbukuan, Department Pendidikan Nasional, 2008. P, 95 - 102

Orientation:

It is about the opening paragraph where the characters of the story are introduced.

Example : *Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.*

Complication:

Where the problems in the story developed.

Example : *Now, Mantu had an elephant of his very own. His name was Opie.*

Resolution:

Where the problems in the story is solved.

Example : *Mantu then climbed upon his little friend's back and went home to the village.*

3. Teaching Reading by Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

a. The Concept of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

PORPE is one of the strategy in teaching reading. Basically PORPE strategy is aimed to study well, but in this case the researcher will use it increase the students' reading comprehension. Simpson state that PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is independent study strategy which operationalizes and cognitive and

metacognitive processes that effective readers engage into understand and subsequently learn content area materials.[24] So, PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is an strategy that make readers understand with cognitive and metacognitive processes more effective.

In reading students should know about step in learning reading. Hayes state that PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is a step learning strategy consisting of predicting, organizing, rehearsing, practicing, evaluating.[25] So, PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is the step in reading that foccuses to predicting, organizing, rehearsing, practicing, and evaluating.

b. The Procedure of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

In teaching narrative text by using PORPE, the teacher should know about the procedure to get learning meaningfull. Then, Simpson states in Gowda PORPE is a five steps research based strategy which involves Predicting, Organizing, Rehearsing, Practising, Evaluating) learning is follow:[26]

[24] Simpson, Michele. L., Stahl, N., & Hayes, C. G.1989. PORPE: A Research Validation. *Journal of Reading*.

[25] Simpson, Michele. L., Stahl, N., & Hayes, C. G.1989. PORPE: A Research Validation. *Journal of Reading*.

[26] N. Sukumar Gowda, 2015, *Learning and the Learner: Insights in Processes of Learning and Teaching,* Asoke K. Ghosh, New Delhi, p.205

a. Predicting

The first step asked students after they have finished reading to generate potential questions and students clarify the purposes of their future reading.

b. Organizing

The second step involves the students in organizing the information that will answer the predicted questions. Students will summarize or organize key ideas.

c. Rehearsing

During this stage, the students' goal is to place the key ideas, examples and overall organization in their long term memory.

d. Practicing

The fourth step is the validation step of learning, because students make the the answer to the essay question from recall. In the practice students are asked and guided by the teacher to expand their inner speech and recitation from the rehearsal step.

e. Evaluating

The final step requires students to evaluate the quality of their practice essay answers.

In short, to apply the PORPE in the class, teacher can be implemented like a process that had been in explain above. Starting from predicting, organizing, rehearsing, practicing and evaluating. So, students can acquire understanding of texts and apply in learning.

B. Review Related Studies

Many subject have conducted this object to be a research in order to improve students' language skills. Some of does study or researches are: First, the reserach conducted by Yunita Hasanah (2010) at University Islamic Riau Pekanbaru. Her study is " The Implementation of PORPE Method to increase students' Ability in Reading Comprehending Reading Text at SMPN 25 Pekanbaru." This research was concluded it was clearly seen that there is a significant positive of implementation of PORPE method to increase students' ability in comprehending reading text at SMPN 25 Pekanbaru. The research was done in five weeks (ten meetings). The researcher gave them the post-test to find out which group achieved significant increase comprehending reading text. The researcher analyzed the data on the students ability of two groups, pre-test and post-test group. From the finding, there was significant positive of implementation of PORPE method to increase students' ability in comprehending reading text at SMPN 25 Pekanbaru.

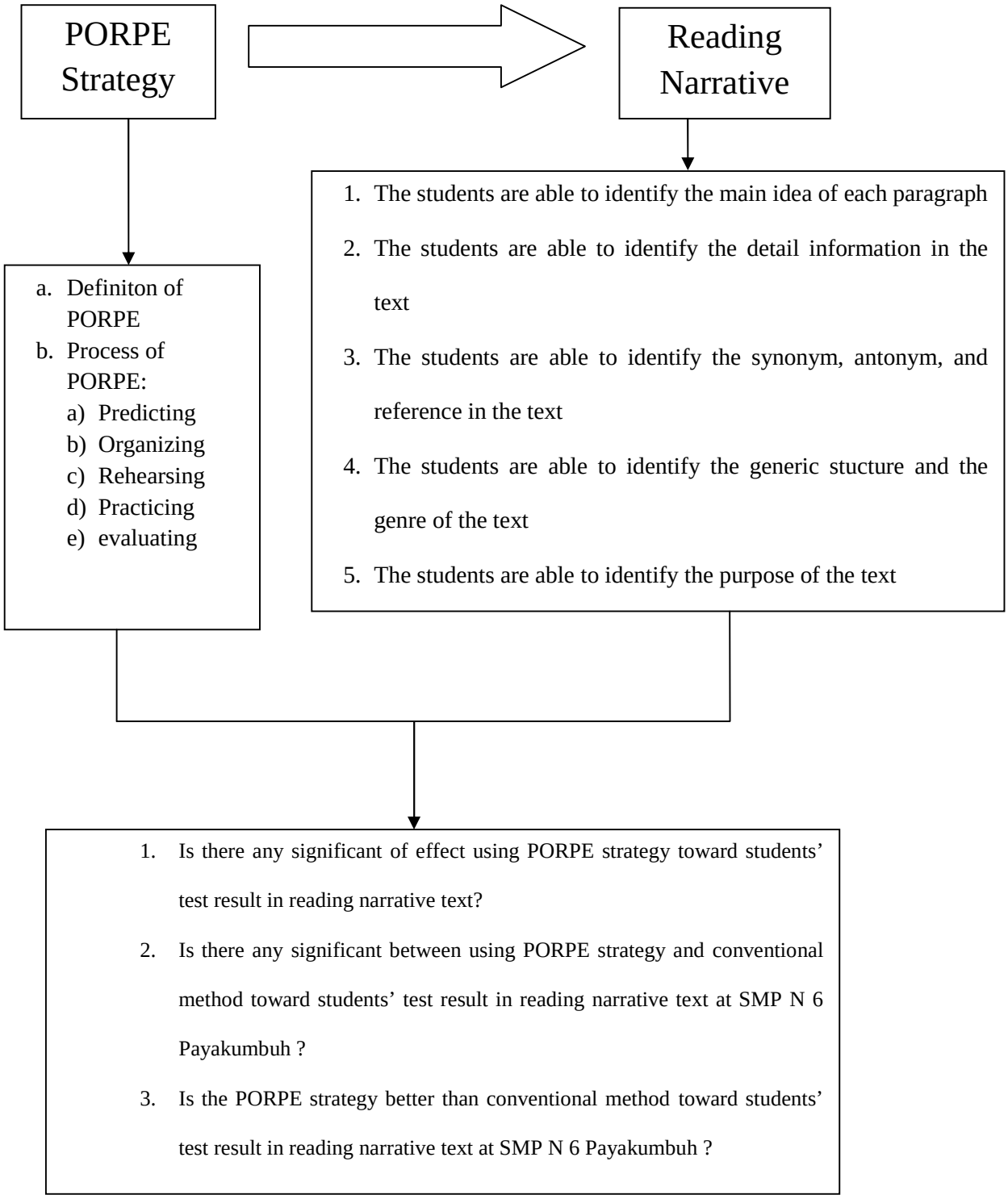
Second, Berlin Sibarani did a research under the title " The Effect of Applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy on Students' Reading Comprehension". In his research, he used experimental

design. The poppulation of the research was grade XI senior high school SMA N 1 Lumbanjulu which consisted of 120 students. The sample was divided in two randomized groups: experimental and control groups. The experimental group was taught by using PORPE stategy, while the control group was taught by using conventional method. The findings indicated that using PORPE strategy significantly affected the students' reading comprehension..

Based on the previous study above, PORPE method gives the effect to the reading comprehension of the students. The difference between the researcher's research with them is the researcher will discover of using PORPE strategy towards students in reading comprehension on narrative text by quantitative research. The research is under the title **The Effect of Using PORPE Strategy towards Students' test result in Reading Narrative Text at Second Grade of SMP N 6 Payakumbuh.**

C. Conceptual Framework

This research is conducted based on the following conceptual framework:



From the conceptual framework, the researcher applied PORPE strategy in Reading Narrative text. The researcher applied PORPE strategy based on the procedure to get learning meaningfully.

D. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena, or events that have occurred or will be occur. A hypothesis states that the researcher's concerning the relationship between the variables in the research problem.[27] Therefore, the study proposed the null hypothesis (denoted by H_0), and alternative hypothesis (denoted H_a). The hypotheses of this research are:

1. (Ha): there is significant effect of using PORPE strategy in learning reading narrative text at the eight grade student in SMP N 6 Payakumbuh

   (H_0): there is no significant effect of using PORPE strategy in learning reading narrative text at the eight grade student in SMP N 6 Payakumbuh
2. Ha: There is significant between using PORPE strategy and conventional method in learning reading narrative text at the eight grade students in SMP N 6 Payakumbuh

[27] L.R.Gay,*Educationalresearch,*(Merrill: Macmillan Publishing, 1976).3td edition,p.53

Ho: There is no significant using PORPE strategy and conventional method in learning reading narrative text at the eight grade students in SMP N 6 Payakumbuh

3. Ha: using PORPE strategy is better than conventional method strategy in learning reading narrative text at the eight grade students in SMP N 6 Payakumbuh

   Ho: using PORPE strategy is as same as conventional method in learning reading narrative text at the eight grade students in SMP N 6 Payakumbuh

CAPTER III

RESEARCH METHOD

A. Design of The Research

Based on the problem stated before, the research used quantitative approach. Quantitative research is a process to find knowledge by using numeral of data as the instrument to find information about everything that will be found.[27] Dealing with the problem of the study stated previously, the researcher used experimental research type in this research. According to Gay, experimental method is the only one method of research that can truly test hypothesis concerning cause and effect relationship.[28] The purpose of experimental research is to observe the possible of cause-effect relationship by giving treatment class comparing the result to those who do not use in by the control class.[29] It means that, in the result of comparing pre-test and post-test find the cause effect relationship between both variable.

In this research, the researcher used the experimental research, this research usetwo groups of sample. The experimental group treated by applying teaching by using PORPE strategy and control group treated by conventional method and the same English reading materials in teaching reading. In other word, Arikunto states that the purpose of experimental

[27]Margono, *metodelogypenelitianpaendidikan, (*jakarta : PT. Rineka Cipta,2007), p. 105

[28] L.R. Gay, *Educational research: Competencies For Analysis And Application, (*Singapore : Merrill Publishing, 1990*)*, p.260

[29]SumardiSuryabarata, *methodology penelitian*,(Jakarta: Rineka Cipta,2007), p.88

research is to know whether any causes or not from the treatment that will be given to the subject.[30] It means that experimental research is the research which tries to observe the cause effect relationship. The researchdescribed in following table:

Table 1

Randomize Control-Group Pre-tests Post-test Design

Group	Pre-test	Treatment	Post-test
E. Class	T1	Using PORPE Strategy in Reading Narrative Text(X1)	T2
C. Class	T1	Question and Answer Strategy (X2)	T2

Note: E = Experimental Class

C = Control Class

X1 = Treatment of Experimental Class (Teaching reading by using PORPE strategy)

X2 = Treatment of Control Class (conventional method)

T1 = Pre-test of Experimental Class and Control Class

T2 = Post-test of Experimental Class and Control Class

Theresearcherused experimental design by using pre-test and post-test control group design. Pre-test and post-test control group design

[30]SuharsimiArikunto, *manajementpenelitian*,(Jakarta : Rineka Cipta,2007), p 207

involves two groups, experimental and control group. Experimental and control group will get pre-test and post-test, one group receive as a new or unusual treatment and another receives usual treatment as previously. In this research, the experimental group is treated by using PORPE in teaching reading, while the control group treat without using PORPE.

B. Population and Sample

In this research the researcher uses population and sample.

1. Population

Population and sample are the most important aspect which should be there in research, without population and sample the research could not be done. According to Gay,the population is a group of interest to the researcher would like the result of the study to be generalized.[31] It means that the population is the entry research object which some of them will be use as source of data. All of the population should have the specific character. Furthermore,Margono stated thatthe population is the totality of research object as a source of the data that has specific character in a research of study.[32] The population of the research is all of the second grade students at SMP N 6 Payakumbuh. The population is describedin the following table:

[31]L.R.Gay, *Educational Research*,.....p.102
[32]Margono, *methodelogi penelitian pendidikan*,.....p.118

Table 2

The Total Population of The Second Grade Student in SMP N 6

Payakumbuh2016/2017 AcademicYear

No	Class	Total Number of Students
1	VIII 1	22
2	VIII 2	29
3	VIII 3	28
4	VIII 4	29
5	VIII5	27
6	VIII 6	28
	Total	163

Souce : second grade english teacher

from this table, the population from this research is 163 students that are the total of the students in the four class of the second grade in SMP N 6 Payakumbuh.

2. Sample

Sample is part of the population which used as sample and it is taken by a certain ways. According to Margono, ‘’sample is a part of population as the sample which is taken by using certain ways.’’[33] Based on the research problem and the research design which is use,

[33]Margono, *MetedologiPenelitianPendidikan*,…p, 128

the researcher needed an experimental class and a control class. There were some sampling techniques to determine the sample.The techniques usedpurposivesamplingtechnique. According to Margono, purposive sampling is a sampling technique of data sources with particular consideration. In this research, theresearcherchoosed both of the VIII 5 and VIII 6 classes as the sample because of some considerations. First, these classes had the same ability in English reading. Second, after analyzing the normality the data in these two classes by Liliefors test and F test, the researcher found that these two classes normal and homogen. Third, the teacher that taught both of these classes is same.

The steps to take the sample are, the researcher follows the steps below:

a. Collect the score of students' reading test in SMP N 6 Payakumbuh

Before doing the experiment, the researcher will collect the score of students' readingtest to test the normality and homogeneity of the data.

b. Test the normality of the data

The purpose of testing the normality of the data is to know whether the data spread out normally or not. Normality of the data is tested by using Lilliefors test. It is do in these steps below:

1) Arrange the data from the lower to the higher

2) Find the mean score ($\bar{x}$), the standard deviation (SD) and the variant **(X)**= $\frac{\sum x}{N}$

SD= $\frac{\sqrt{\sum (fx)^2}}{n-1}$

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

3) Find the score of Zi by using this formula :

$$Z_i = \frac{X_i - \overline{x}}{s}$$

4) Find the score of F(Zi) by consult the score of Zi with Z_{table}

5) Find S (Zi)

6) Find the absolute score of F (Zi) – S (Zi)

7) Determine the higher score of absolute mark F (Zi) – S(Zi). It is named with Lo (Lilliefors)

8) Test the Lo score with Lilliefors table with the certain degree of freedom (α) : 0,05

9) Take the conclusion, if Lo <L_{tab}or if L_{tab}> Lo it can be conclude that the data is distributed normally with the degree of freedom in (α) 5%.[34]

[34]Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population has the homogeneous or not. F test is use to test the homogeneity of the data. F test is doing by follow the steps below :

1) Find the mean score ($\bar{x}$)

$$\bar{x} = \frac{\Sigma x}{n}$$

2) Find the Standars Deviation (SD)

$$SD = \frac{\sqrt{\Sigma (fx)^2}}{n-1}$$

3) Find the Variant (S^2) = $S^2 = \frac{\Sigma(fx)}{n-1}$

4) Find the F-obtained $= \frac{the\ higher\ variant}{the\ lower\ variant}$

5) Find the score of $F_{\text{-left table}}$ and $F_{\text{-right table}}$ with the certain of level significant (α) 0,05

$F_{\text{-right table}} = F\alpha(v1,v2)$

$F_{\text{-left table}} = \frac{1}{F\alpha(v1,v2)}$

6) Take the conclusion, if the F-obtained < F-table, the data is homogeny.[35]

[35]Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

C. Instrument of The Research

One of the objectives of teaching English at junior high school thestudents are able to write simple sentences correctly. It means students are able in grammar of sentence. In this research, the researcher uses that instrument that is the test of students' reading narrative text. According to Gay," a test is a means of measuring the knowledge, skill, feeling, intelligent, or attitude of an individual or group."[36] There are two tests that will be use, pre-tests and post-tests.

The tests are set based on the goal of teaching and learning that will be achieved. Pre-testsuseto know the students' reading ability at the beginning and post-tests use to know the development of students' reading ability after apply PORPE strategy in teaching and learning Narrative. Pretest and posttests areconsisting of 30items of multiple-choice. Pretests administer before treatment, while posttests held at the end of the meeting after several treatments.

Before the instrument given to the students, the researcher had to know whether the instrument is valid and reliable. According to Margono, the requirements of the test were validity and reliability, as explain bellow:

1. Validity

Validity concerns with attest with measure what is supposed to be measured and from whom it is appropriate. In other word,

[36]Gay.L.R,*educational Research: Competencies For Analysis and Applicatio, ...* p. 161

test is valid if it measures accurately what is intending to be measure. In this research the researcher used content validity in measuring the test validity. According to Gay, content validity is the degree to which a test measure and intended content area. Then, the researcher also did the expert validity. So, the instrument would be consulted with the reading experts. Its means that valid is the test should relate to materials which were given by the teacher while learning process. To test a validation of a test the researcher uses the formula bellow:

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

In which :

r_{xy} : Correlation index between x variable and y variable

$\sum xy$: Total of multiple score item and total score

N : Total of students

$\sum y$: Total score

$\sum x$: Total item

In this case, if $r_{table} < r_{xy}(r_{obtain})$ it can be concluded that the test is valid, if $r_{table} > r_{xy}$ (r_{obtain}) it means that the test is not valid.

The questions in this test is arranged by the researcher discusssed with the English teacher who teach in class VIII 5and VIII 6SMP N 6 Payakumbuh based on the question on the teacher questions bank and teacher’s handbook.

2. Reliability

Good test should have high validity and have reliability too. If the test gave the current result as the same as the previous test that has been conducted. It means that the test has a high reliability. In this research, to test the reliability of instrument the researcher uses internal consistency reliability. According to Sofyan, internal consistency reliability the test is conduct just for once, then the data analyze by with a certain technique.[37] To measure the reliability of the test, the researcher uses the formula K-R 20 as follow:[38]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{Vt-\sum pq}{Vt}\right)$$

Inwhich:

r_{11} = Reliability coefficient

k =Thesum of item

Vt = Total variant

P = The proportion of students who give the right answer

Q = The proportion of students who give the wrong answer.

General descriptive of coefficient correlation as follows:

$0,8 < r_{11} \leq 1,00$: very higher

$0,6 < r_{11} \leq 0,8$: higher

$0,4 < r_{11} \leq 0,6$: average

$0,2 < r_{11} \leq 0,4$: low

[37]SofyanSiregar, *StatistikParametrikUntukPenelitianKuantitatif*, (Jakarta : BumiAksara 2013),p. 89
[38]SuharmiArikunto. *ManajemenPenelitian*. (Jakarta : RinekaCipta, 2013), p. 175

$0, 0 < r_{11} \leq 0, 2$: very low[39]

D. The Procedure of Experimental Research

The procedure of experiment research is as follow;

1. Pre-test in experimental class and control class

   The researcher gave the pre-test to the sample class before teaching that consisted of 30 items. This pre-test gave for the secondgrade students on SMP N 6 Payakumbuh. The research does the following instruction:

   a. Accumulate the items and the answer sheet to the students
   b. Limiting the time while the students answer the item
   c. Collecting the answer sheet after doing the items
   d. Analyzing the students' answer sheet and giving scores.

2. Treatment

   a. Experimental class

      The researcher usePORPE strategy in students' ability in reading narrativeof the text trough their lesson material in syllabus program in the learning process. In this activity, the researcher asks the students' work to comprehend the content.

   b. Control class

      The researcher used the conventional method in students reading ability of the text through their lesson material in syllabus program at the teaching learning process. In this

[39]SuharsimiArikunto, *Dasar – DasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 1999), p.109

activity, the researcher asks the students work together to comprehend the content of the text.

c. Post-test in experimental class and control class

After teaching, the researchergive 30 items for the students in 90 minutes as the comprehension and as the evaluation of students score before and after the treatment do. The researcher did the following instructions:

1) Arranging the students seat and giving the items and the answer sheet
2) Asking the students to answer the items in 90 minutes
3) Collecting the answer sheet
4) Giving the score.

E. Technique of the Data Collection

In line with the research design above, the test would be used in pre-test is the same as the test will be usedin post-test. Pre-test gives to the students to know whether the two groups have the same ability or not, then, the group will be given treatment; the experimental group is by using PORPE strategy in learning reading, while the control group without using PORPE strategy in learning reading. After teaching for third meeting the researcher will give post-test to both of groups. The result of post-test will be used as data.

F. Technique of the Data Analysis

In analyzing the data, the researcher took the t-test to compare the difference of the mean score between two classes: the controll class and the experimental class. Sugiyono states that the research compares between two groups and the hypothesis is tested by using t-test.[40] The researcher use the t-test as suggested by Gay:[41]

The formulas were as follows:

1. $\mathbf{X = \frac{\sum x}{N}}$

2. $\mathbf{SS = \sum x^2 - \frac{(\sum x)^2}{N}}$

3. $$t = \frac{X1 - X2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

Where:

t : The score of t – calculated (obtained)

$\bar{X}1$: Mean score of the posttest of the experimental class

$\bar{X}2$: Mean score of the pretest of the experimental class

SS1 : Sums of squares of the posttest of the experimental class

SS2 : Sums of squares of the pretest of the experimental class

n1 : Number of experimental class in posttest

n2 : Number of experimental class in pretest.

The first, pre-test and post-test scores of experimental were

[40]Sugiyono, Metode Penelitian Pendidikan :Pendekatan Kuantitatif, Kualitatif dan R&D, (Bandung: Rineka Cipta. 2009), p.249

[41]Gay, Educational Research,....., p.399

analyzed to see whether there is or a significant effect of the students in reading narrative text by using PORPE strategy. Secondly, post-test experimental and control classes were analyzed to see the significant between students' that is taugh by using PORPE strategy and those who are taugh by using question answer strategy. Thirdly, it is same with the second step, but the difference is in the graphic of two tailed tests or one tailed test. The first and the second hypothesis are the two tailed tests and the third are one tailed test.

For the next, to test the hypothesis to indicate a significant difference between mean scores of two classes, it will be compare between t-obtained to the value of t in the table at the degree of freedom α= 0,05. The condition is the alternative hypothesis (Ha) is accepted if t-obtained > t table. While, the null hyphothesis (H_0) is accepted if t-obtained < t-table.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research findings include the students' score of reading from both control and experiment class and the analyses of students' score. This section also describes about the analysis of the data collected to answer the research questions:

1) Is there significant effect of using PORPE strategy toward students' test result in reading narrative text?
2) Is there significant difference between using PORPE strategy and conventional method toward students' test result in reading narrative text at SMP N 6 Payakumbuh ?
3) Is the PORPE strategy better than conventional method toward students' test result in reading narrative text at SMP N 6 Payakumbuh ?

The findings of the research; first, the use of PORPE Strategy in teaching reading to the second grade students of SMPN6 Payakumbuh has a significant effect in increasing the students' reading narrative text. Second, there is significant difference effect between the students who were taught by using PORPE Strategy and the students who were not taught by using PORPE Strategy. Third, The use of PORPE Strategy in teaching reading is better than conventional method.

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the second grade of SMPN6 Payakumbuh. The scores of the students' reading narrative text were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research. There were 55 students who were involved in the pre-test; 27 students in the experimental class and 28 students in the control class. There were also 55 students who were involved in the post-test; 27 students in the experimental class and 28 students in the control class. The description of the data in both of the experimental and control classes were explained below:

a. Data from the Pre-test of Experimental and Control Group

Pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment for experiment class by using PORPE Strategy and treatment for control class by using conventional method.

The analysis of raw pre-test scores attained by the experimental group is as follows:

Table 4.1

Pre-tes Score of the Experiment Class (VIII. 5)

No	Name	Score
1	AR	63
2	AK	80
3	AA	80
4	BTN	87
5	DA	60
6	DPH	53
7	FP	80
8	FA	60
9	HA	60
10	IGS	53
11	IS	65
12	KDF	80
13	MW	65
14	NF	65
15	NPB	70
16	NR	73
17	PO	70
18	PAS	80
19	RF	87
20	RR	80
21	RA	70
22	R	65
23	S	65
24	TD	87
25	YD	70
26	ZH	53
27	FD	70

The data obtained show that the lowest score of pre-test gained by the experimental group is 53 and the highest score is 87. It is found that there is one student who got 63, 73, three of them got 53, three of them got 60, five students got 65,and five students got 70, six students got 80, and three of them got 87.

The analysis of raw pre-test scores attained by the controlclass is as follows:

Table 4.2
Pre-tes Score of the Control Class(VIII 6)

No	Name	Score
1	ARH	75
2	AAS	53
3	AF	50
4	ANF	80
5	BS	75
6	CF	70
7	DK	50
8	DAP	50
9	DAYP	53
10	FF	85
11	FAS	85
12	FMC	63
13	I	63
14	IKF	70
15	LH	85
16	LIF	75
17	MS	60
18	MA	63
19	PW	75
20	RPP	50
21	R	80
22	RGS	75
23	RS	50
24	S	80
25	SA	70
26	TR	80
27	YW	80
28	ZA	75

The data obtained show that the lowest score of pre-test gained by the control group is 50 and the highest score is 85. It is shown that there are one student got 60, two of them got 53,three of

them got 63, three of them got 70, and three students who got score 85, five students got 50, five of them got 80.

Table 4.3
The Result of the Calculation of Scores Gained from the Pre-test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	8	70	10.4	108.3
Control	8	68.6	12.3	151.6

The table above shows that the mean of the experimental group pre-test score is 70 while the mean of the control group pre-test is 68.6 with a slight difference of these groups'score.

b. Data from the Posttest of the Experimental and Control Group

Based on chapter three, the posttest was conducted at the end of the treatment in order to find out the effect of using PORPE Strategy toward students' test result in reading narrative text. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

The data gained from the posttest score of the experimental group are as follows:

Table 4.4
Post-tes Score of the Experiment Class (VIII 5)

No	Name	Score
1	AR	80
2	AK	90
3	AA	93
4	BTN	87
5	DA	80
6	DPH	70
7	FP	100
8	FA	80
9	HA	80
10	IGS	70
11	IS	70
12	KDF	70
13	MW	93
14	NF	77
15	NPB	70
16	NR	80
17	PO	93
18	PAS	93
19	RF	87
20	RR	100
21	RA	100
22	R	77
23	S	93
24	TD	80
25	YD	100
26	ZH	77
27	FD	77

The data shows that the lowest score of the posttest gained by the experimental group is 70 and the highest score is 100. It means that there is significant progress on students' posttest score compared to the pre-test. The significant progress on experimental

class achievement occurs after getting the treatment. After classifying the data, it is found that there are one students got 90, two students got 87, four students got 100 and 77, five students got 70 and 93, and six students got 80.

The result of the students' score from the post-test scores of the control class are as follow:

Table 4.5
Post-tes Score of the Control Class (VIII 6)

No	Name	Score
1	ARH	98
2	AAS	60
3	AF	57
4	ANF	77
5	BS	90
6	CF	77
7	DK	57
8	DAP	98
9	DAYP	60
10	FF	98
11	FAS	60
12	FMC	90
13	I	80
14	IKF	90
15	LH	57
16	LIF	60
17	MS	90
18	MA	80
19	PW	57
20	RPP	60
21	R	83
22	RGS	90
23	RS	77
24	S	60
25	SA	80
26	TR	90
27	YW	77
28	ZA	57

From the data above, the lowest score of posttest obtained by the control class is 57 and the highest score is 98. After classified, it can be seen that the are three students got 80 and 98, one of them got 83, five of them got 57, and six of them got 60 and 90.

Based on the calculation of the scores gained in the posttest of reading test of both class, it can be summarized as follows:

Table 4.6
The Result of the Calculation of the Score Gained from Post-test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	7	84	10.3	106
Control	7	75.4	15	224.4

The table above shows that the mean score of the experimental class posttest score is 84, while the mean score of the posttest score of the control class is 75,4. It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 10.3 and the control class is 15. In addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum result;100 is higher than 95.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-

test and post-test from the experimental and the control class are showed in the following table:

Table 4.7:
The comparison of pre-test and post-test of the Experimental and the control class

Test Result / The Class	Pre-test	Post-test
Experimental Class	$\bar{X}$ = 70 S = 10.4 S^2= 108.3	$\bar{X}$ =84 S = 10.3 S^2=106
Control Class	$\bar{X}$= 68.6 S = 12.3 S^2= 151.6	$\bar{X}$= 75.4 S = 15 S^2=224.4

Based on the table above, the post-test result of the experimental class is higher than the pre-test result (84 higher than 70). It means that the treatment that has been used by the researcher can help the students in improving the students' reading comprehension. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (75.4) is lower than the experimental post-test result (84). It means that the students who were treated by using PORPE Strategy gave better result than the students who were taught by using conventional method only.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenious. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experiment Class

The normality test of pre-test score of the experimental class can be showed by the table below:

Table 4.8

The Calculation of Mean Score, Standard Deviation,and Variant of Pretest Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
53	3	159	70	-17	289	867
60	3	180	70	-10	100	300
63	1	63	70	-7	49	49
65	5	325	70	-5	25	125
70	5	350	70	0	0	0
73	1	73	70	3	9	9
80	6	480	70	10	100	600
87	3	261	70	17	289	867
	∑= 27	∑= 1891				∑= 2817

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1891}{27} = 70$$

Standard Deviation:

$$S=\sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S=\sqrt{\frac{2817}{27-1}}=\sqrt{\frac{2817}{26}}=\sqrt{108.3}=10.4$$

Variant:

$$S^2=(10.4)^2=108.3$$

Table.4.9.

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
53	3	3	0.11	-1.63	0.0516	0.0584	0.0584
60	3	6	0.22	-0.96	0.1685	0.0515	0.0515
63	1	7	0.26	-0.67	0.2514	0.0086	0.0086
65	5	12	0.44	-0.48	0.3156	0.1244	0.1244
70	5	17	0.63	0.00	0.5000	0.1300	0.1300➔**Lo**
73	1	18	0.67	0.29	0.6141	0.0559	0.0559
80	6	24	0.89	0.96	0.8316	0.0584	0.0584
87	3	27	1	1.63	0.9484	0.0516	0.0516

From the column of F(Zi) – S(Zi), the score of Lo = 0.1300, L – table for n = 27 with the level of significant 0.05 = 0.163, So, Lo <Ltable, 0.1300< 0.163. It can be concluded that the samples are distributed normally.

b. Normality Test of Pretest Score Control Class

The normality test of pre-test score of control class can be showed by the table below:

Table 4.10:

The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
50	5	250	68.6	-18.6	345.96	1729.8
53	2	106	68.6	-15.6	243.36	486.72
60	1	60	68.6	-8.6	73.96	73.96
63	3	189	68.6	-5.6	31.36	94.08
70	3	210	68.6	1.4	1.96	5.88
75	6	450	68.6	6.4	40.96	245.76
80	5	400	68.6	11.4	129.96	649.8
85	3	255	68.6	16.4	268.96	806.88
	∑= 28	∑= 1920				∑= 4092.88

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1920}{28} = 68.6$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{4092.88}{28-1}} = \sqrt{\frac{4092.88}{27}} = \sqrt{151.6} = 12.3$$

Variant:

$$S^2 = (12.3)^2 = 151.6$$

Table 4.11

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
50	5	5	0.18	-1.51	0.0655	0.1145	0.1145
53	2	7	0.25	-1.27	0.1020	0.1480	0.1480➔**Lo**
60	1	8	0.29	-0.70	0.2420	0.0480	0.0480
63	3	11	0.39	-0.46	0.3228	0.0672	0.0672
70	3	14	0.5	0.11	0.5438	-0.0438	0.0438
75	6	20	0.71	0.52	0.6985	0.0115	0.0115
80	5	25	0.89	0.93	0.8238	0.0662	0.0662
85	3	28	1	1.33	0.9082	0.0918	0.0918

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo= 0.1480**. Ltab for n= 28 with the level of significance 0.05= 0.163. It means that Ltab> Lo (0.163>0.0954). It can be concluded that the samples distributed normally.

c. Normality Test of Post-test Score of Experiment Class.

The normality test of post-test score of the experimental class can be showed by the table below:

Table 4.12.

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
70	5	350	84	-14	196	980
77	4	308	84	-7	49	196
80	6	480	84	-4	16	96
87	2	174	84	3	9	18
90	1	90	84	6	36	36
93	5	465	84	9	81	405
100	4	400	84	16	256	1024
	∑= 27	∑= 2267				∑= 2755

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{2267}{27} = 84$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{2755}{27-1}} = \sqrt{\frac{2755}{26}} = \sqrt{106} = 10.3$$

Variant:

$$S^2 = (10.3)^2 = 106$$

Table.4.13.

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
70	5	5	0.19	-1.36	0.0869	0.1031	0.1031➔**Lo**
77	4	9	0.33	-0.68	0.2483	0.0817	0.0817
80	6	15	0.56	-0.39	0.3483	0.2117	0.2117
87	2	17	0.63	0.29	0.6141	0.0159	0.0159
90	1	18	0.67	0.58	0.7190	-0.0490	0.0490
93	5	23	0.85	0.87	0.8078	0.0422	0.0422
100	4	27	1	1.55	0.9394	0.0606	0.0606

From the column of F(Zi) – S(Zi), the score of Lo = 0.1031. L – Table for n = 27 with the level of significance 0.05 = 0.163.So, Lo <Ltable, 0.1031< 0.163 . It can be concluded that the samples are distributed normally.

d. Normality Test of Post-test Score Control Class

The normality test of post-test score of the control class can be showed by the table below:

Table 4.14:

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
57	5	285	75.4	-18.4	338.56	1692.8
60	6	360	75.4	-15.4	239.16	1422.96
77	4	308	75.4	1.6	2.56	10.24
80	3	240	75.4	4.6	21.16	63.48
83	1	83	75.4	7.6	57.76	57.76
90	6	540	75.4	14.6	213.16	1278.96
98	3	294	75.4	22.6	510.76	1532.28
	∑= 28	∑= 2110				∑= 6058.48

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{2110}{28} = 75.4$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{6058.48}{28-1}} = \sqrt{\frac{6058.48}{27}} = \sqrt{224.4} = 15$$

Variant:

$$S^2 = (15)^2 = 224.4$$

Table.4.15:

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
57	5	5	0.18	-1.23	0.1093	0.0707	0.0707
60	6	11	0.39	-1.03	0.1515	0.1385	0.1385➔**Lo**
77	4	15	0.54	0.11	0.5438	-0.0038	0.0038
80	3	18	0.64	0.31	0.6217	0.0183	0.0183
83	1	19	0.68	0.51	0.6950	-0.015	0.015
90	6	25	0.89	0.97	0.8340	0.0560	0.0560
98	3	28	1	1.51	0.9345	0.0655	0.0655

From the column of F(Zi) – S(Zi), the score of Lo = 0,1385 L – table for n = 28 with the level of significance 0.05 = 0.163 So, Lo

$<L_{table}$,0,1385< 0.163. It can be concluded that the samples are distributed normally.

e. Homogenity Test of the Pretest Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the table below:

Table 4.16:

The Mean Score, Standard Deviation, and Variant 0f Pre-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	8	70	10.4	108.3
Control	8	68.6	12.3	151.6

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{151.6}{108.3} = 1.40$$

Then, consult to the Ftab with the level of significant 0.05

Ftab-right = $F\propto (V1, V2)$

$= F\ 0.05\ (7, 7) = 3.79$

$$\text{Ftab-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (7,7)} = \frac{1}{3.79} = 0.26$$

It can be concluded that in level of significant 0.05, the data is homogenous because Ftab-left <Fobt< Ftabright (0.26<1.44<3.79).

f. Homogenity Test of the Post-test Score from the Experiment Class and the Control Class

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table below:

Table 4.17:

The Mean Score, Standard Deviation, and Variant 0f Post-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	7	84	10.3	106
Control	7	75.4	15	224.4

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{224}{106} = 2.11$$

Then, consult to the F^{tabel} with the level of significant 0.05

Ftab-right = F∝ (V1, V2)

= F 0.05 (6.6) = 4.28

$$\text{Ftab-left} = \frac{1}{F\alpha\ (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (6.6)} = \frac{1}{4.28} = 0.23$$

It can be concluded that in level of significant 0.05, the data is homogenous because Ftab-left <Fobt< Ftab-right (0.23<2.11<4.28).

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow:

a. The First Hypothesis

The first hypothesis of this research, there is any significant effect of using PORPE Strategy toward students test result in reading narrative text at second grade of SMPN 6 Payakumbuh as follows:

Ha : there is significant effect of using PORPE strategy toward students test result in reading narrative text at second grade of SMPN 6 Payakumbuh.

Ho : there is no significant effect of using PORPE strategy toward students test result in reading narrative text at second grade of SMPN 6 Payakumbuh.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether Ho or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t-\text{table}\ \frac{1}{2}\alpha$, it means that Ha accepted and Ho rejected (-t-table $\frac{1}{2}\alpha$> t-obtained > t-table $\frac{1}{2}\alpha$) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{84-70}{\sqrt{\frac{(27-1)106+(27-1)108.8}{27+27-2}\left(\frac{1}{27}+\frac{1}{27}\right)}}$$

$$t = \frac{14}{\sqrt{\frac{2756+2815.8}{52}\left(\frac{2}{27}\right)}}$$

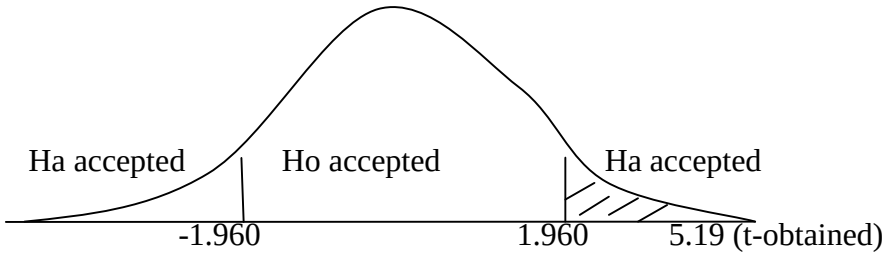
$$t = \frac{14}{\sqrt{\frac{5571.8}{52}(0.07)}}$$

$$t = \frac{14}{\sqrt{107.15\ (0.07)}}$$

$$t = \frac{14}{\sqrt{7.5}}$$

$$t = \frac{14}{2.7} = 5.19$$

Figure 1: The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table ½ 0.05 (-t-

table ½ 0.05> t-obtained > t-table ½ 0.05). So that, it can be concluded that there is significant effect of using PORPE strategy toward students' test result in reading narrative text at the second grade of SMPN 6 Payakumbuh.

b. The Second Hypothesis

The second hypothesis is there is any significant difference between the students who are tough by PORPE strategy and those who are taught by using question answer strategy toward students' test result in reading narrative text as follows:

Ha : there is any significant difference between the students who are tough by PORPE strategy and those who are taught by using conventional method toward students' test result inreading narrative text.

Ho : there is no any significant difference between the students who are tough by PORPE strategy and those who are taught by using conventional method toward students' test result in reading narrative text.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\propto$ and after $-t-$ table $\frac{1}{2}\propto$, it

means that Ha accepted and H_o rejected (-t-table ½ 0.05> t-obtained > t-table ½ 0.05) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{84-75.4}{\sqrt{\frac{(27-1)106+(28-1)224.4}{27+28-2}\left(\frac{1}{27}+\frac{1}{28}\right)}}$$

$$t = \frac{8.6}{\sqrt{\frac{2756+6058.8}{53}}}$$

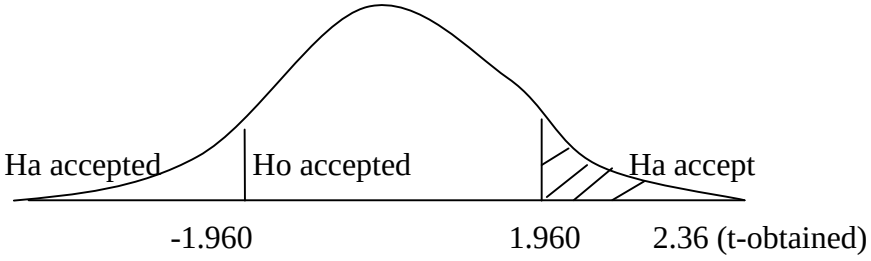
$$t = \frac{8.6}{\sqrt{\frac{8814.8}{53}\ (0.04+0.04)}}$$

$$t = \frac{8.6}{\sqrt{166.32\ (0.08)}}$$

$$t = \frac{8.6}{\sqrt{13.3}}$$

$$t = \frac{8.6}{3.65} = 2.36$$

Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table ½ 0.05 and after – t – table ½ 0.05 (-t-table ½ 0.05> t-obtained > t-table ½ 0.05). So that, it can be concluded that there is any significant difference of the students' reading comprehension between the students who are taught by using PORPE strategy and the students who are taught by using question answer strategy in the classroom.

c. The Third Hypothesis

The third hypothesis is PORPE strategy better than question answer strategy toward students test result in reading narrative text as follows:

Ha : using PORPE strategy is better than conventional method toward students' test result in reading narrative text.

Ho : using PORPE strategy is same as conventional method toward students test result in reading narrative text.

To prove this hypothesis, the researcher used the formula one tail test-right to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located after t – table, it

means that Ha accepted and H_o rejected (t-obtained > t-table) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{84-75.4}{\sqrt{\frac{(27-1)106+(28-1)224.4}{27+28-2}\left(\frac{1}{27}+\frac{1}{28}\right)}}$$

$$t = \frac{8.6}{\sqrt{\frac{2756+6058.8}{53}}}$$

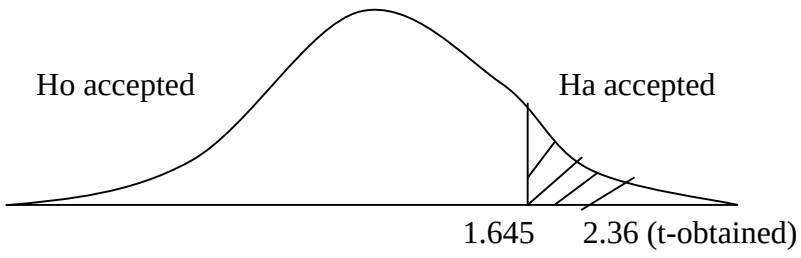
$$t = \frac{8.6}{\sqrt{\frac{8814.8}{53}\ (0.04+0.04)}}$$

$$t = \frac{8.6}{\sqrt{166.32\ (0.08)}}$$

$$t = \frac{8.6}{\sqrt{13.3}}$$

$$t = \frac{8.6}{3.65} = 2.36$$

Figure 3: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located after $t-$ table (t-obtained > t-table). So that, it can be concluded that the students' test resultthat are taught by using PORPE strategy is better than the students who are taught by using question answer strategy.

B. Discussions

Based on the hypothesis, the researcher explains, the first hypothesis in this research: is there any significance effect of using PORPE strategy toward students test result in reading narrative text? From the calculation of post- test score of the experimental class, it can be concluded that the alternative hypothesis is accepted. So, there is a significance effect of using PORPE strategy toward students test result in reading narrative text.

In this research, the researcher had seen the effect of using PORPE strategy. There were two classes involved in this research. One class was assigned as the experimental group and the other class as the control group. The experimental group was treated by applying PORPE strategy while the control group was treated by using conventional method which used by the teacher in VIII class of SMPN 6 Payakumbuh.

The data obtained in this research through pretest and posttest indicated that the mean scores of experimental and control class were significantly different. The mean score of the students' posttest in the

experimental group was 84 while the mean score of the students' posttest in control class was -75.4. The different result of the two groups could be seen from the hypothesis testing. The value of $t_{observed}$ was bigger than t_{table} (2.36>1.96) in the level of significance 0.05. It means that the alternative hypothesis was accepted. Thus, it could be concluded that the students which were taught by using PORPE strategy had better reading narrative text rather than those who were taught by using conventional method which used by the teacher in second grade of SMPN 6 Payakumbuh.

One of the strategy that can be used in improving students' reading narrative text in by using PORPE strategy. By using this strategy,the researcher assumed that there is a significant effect of PORPE strategy to the students test result in reading narrative text.The researcher also assumes that there is difference between PORPE strategy and conventional method. Morever, the PORPE strategy makes the students more active in reading and the strategy also focuses to the students' reading narrative text. It is better than the conventional method that the teacher used which is only read the text and ask some question to students.The researcher's opinion about the PORPE strategy also has disadvantages beside the advantages, such as; need more and the student stalking with their friends because the thought about their experience.

Based on the result, the researcher gives evidence with thetreatment by using PORPE strategy in experimental class during 2

meetings and the researcher also gives the treatment in control class by using question answer strategy during 2 meetings. In this reserach, the researcher knows that there is a significant effect of using PORPE strategy toward students' test result in reading narrative text. The experimental class was treated by asking the students to comprehend the narrative text by using PORPE strategy but the control class was treated by asking them to comprehend the narrative text by conventional method. The material and the length of time in this research are the same for pre-test and post-test both classes.

In this research, the experimental class was given pre-test, treatment, and post-test. The researcher gave the test before treatment are called pre-test, and test which are after the treatment are called post-test. Then, the researcher gave the difference treatment in both of classes. The researcher gave the treatment by using PORPE strategy in experiment class.

In first meeting, the researcher discussed with the students about narrative text. The next, the researcher started the lesson by activating the students prior knowledge about narrative text, after that her ask the students to discuss the text with their group. Next, the researcher asks two students each group go to other group to finding information about the text. After that, the students came back to their group and discuss the information.

Researcher gave the same treatment to students for second until two meetings, with difference narrative text. In control class, the researcher gave the same text but the researcher used the traditional strategy. After the researcher gave the treatment, the researcher gave post-test to measure the students achievement in reading narrative text. After the treatment done. The researcher gave the test to the students. It was same as pre-test. In conclusion, the experiment class has any effect when the researcher use PORPE strategy rather than by conventional method. The result is suitable with Simpson. He states that PORPE (Predict, Organize, Rehearse, Practice, Evaluate) is independent study strategy which operationalizes cognitive and metacognitive processes that effective readers engage into understand materials.[1]

[1] Simpson, Michele. L., Stahl, N., & Hayes, C. G.1989. PORPE: *A Research Validation. Journal of Reading.*

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusions

Based on the finding and the discussion in the previous chapters the researcher concludes this research that the researcher focus on students' test result in reading narrative text by using PORPE strategy.

The use of PORPE strategy in teaching reading to the second grade students of SMPN 6 Payakumbuh has a significant effect in increasing the students'test result in reading narrative text. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 70 which has been improved in the posttest, in which the students' mean score is 84. In applying the t-test formula it is found that t-obtained is 5.19 which is higher than t-table 1.960. It means that hypothesis (Ha) of this research could be accepted that using PORPE strategy gives significant effect toward the students' test result in reading narrative text.

1. There is significant difference effect between the students who were taught by using PORPE strategy and conventional method. It was found that the value of t test 5.19 is greater than the value of t-table, 1.960. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.

2. There was significant difference effect between the students who were taught by using PORPE strategy and conventional method. It was found that the value of t test 2.36 is greater than the value of t-table 1.960. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.
3. The use of PORPE strategy in teaching reading is better than conventional method. It is proved by the data of the posttest of both group where the mean score of experimental group is 2.36 and the mean score of control group is only 1.960 meanwhile both group have the same level of ability in the pre-test.

B. Sugestions

Based on the finding of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use PORPE strategy as an alternative teaching strategy especially in teaching reading. The teacher are hoped to facilitate the students on practicing the method or provide students with varying material to be learned.
2. The teachers are hoped more guiding students in using PORPE Strategy to help students more understanding the text.
3. Students also need to improve their reading ability by using PORPE Strategy in order to improve their knowledge.

4. Further researchers are suggested to conduct a study on the effect of PORPE strategy in the teaching of other genres of texts to explore the use of the method in other contexts.

REFERENCES

Davies, Paul with Eric Pearse. 2008. *Success in English Teaching* (New York: oxford University Pess).

Gowda, N. Sukumar.2015. *, Learning and the Learner: Insights in Processes of Learning and Teaching,* Asoke K. Ghosh, New Delhi.

Grabe, William and Fredricka L. Stoller. 2002. *Teaching and Researching Reading.* Malaysia: Person Education.

Grabe, W . 2009. *Reading in a Second Language (Moving from Theory to Practice).* New York: Cambridge University Press.

Harmer, Jeremy. 1998. *How to Teach English*, (Harlow: Longman).

James A. Reingking & Andrew W. Hart. *Strategies For successful Writing*. (prentice-Hall. Englewood Cliffs, New Jersey 07632)

Kenan, Shlomith Rimmon. 2006. Concept of Narrative, (The Hebrew University of Derussallem), http://kwork.org/resources/narrative.pdf

Kenan, Shlomith Rimmon, Concept of Narrative, (The Hebrew University of Derussallem. 2006)

L.R.Gay. 1976. *Educationalresearch*,(Merrill: Macmillan Publishing).3td edition.

Martha, Dallman. *The Teaching of Reading, (*America:Hold Renchart and Wiston, 1964)

Nunan, David. 2003. *Practical English Language Teaching*, (New York: Mc Graw Hill).

Nuttal, C. 2000.*Teaching Reading Skills in a Foreign Language*. London Mac.Millan.2000.

Pardiyono, *Teaching Genre-Based Writing (Pasti Bisa!).*

Simpson, Michele. L., Stahl, N., & Hayes, C. G.1989. PORPE: *A Research Validation. Journal of Reading.*

Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: alfabeta).

Wardiman, Artono. 2008. *English in Focus 2 : For Grade VIII Junior High School (SMP/MTs)*, Jakarta: Pusat Perbukuan, Department Pendidikan Nasional.

Appendices 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Class Controll

I. Identitas

Satuan Pendidikan :
Kelas/Semester :VIII /I
Mata Pelajaran : BAHASA INGGRIS
Tema Pelajaran : Reading (Narrative)
Jumlah Pertemuan : 4 x 45 menit (2 x pertemuan)

II. Standar Kompetensi	III. Kompetensi Dasar
Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

IV. Indikator Pencapaian Kompetensi	V. Tujuan Pembelajaran
Kognitif 1. Mengidentifikasi makna kata dalam teks narrative yang dibaca. 2. Mengidentifikasi main idea dari teks narrative yang dibaca. 3. Mengidentifikasi tokoh cerita dalam teks narrative yang dibaca. 4. Mengidentifikasi urutan kejadian dari teks narrative yang dibaca. 5. Mengidentifikasi tujuan komunikasi dari teks yang dibaca. 6. Mengidentifikasi langkah-langkah retorika dari teks narrative yang dibaca. Afektif Siswa terbiasa dan gemar membaca teks berbentuk narrative.	Dengan latihan pengenalan, pemahaman dan aplikasi esei sederhana berbentuk narrative siswa: 1. dapat merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative (kognitif). 2. terbiasa dan senang membaca berbagai teks dalam kehidupan sehari-hari (afektif).

Nilai Karakter dan budaya bangsa: religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semnangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

VI. Materi Ajar

1. Fakta :

   Ada beberapa teks yang kita kenal dalam kehidupan sehari-hari seperti descriptive, recount, news item dan lain sebagainya. Salah satunya yang sering ditemui adalah Narrative text.

2. Konsep :

   Narrative text is a text which tells about something in the past. There are some kinds of narrative, one of them is fable. Fable tells a story in the past which characterized by animals.

3. Prinsip :

   Function : to amuse, entertain and to deal with actual or vicarious experience in different ways.

F.. Procedure

Generic Structure

a. Orientation : sets the scene and introduces the participants.
b. Complication : a crisis arises.
c. Resolution : the crisis is resolved, for better or for worse.

Language Features :

a. use of noun phrases (a beautiful princess, huge temple)
b. use of Simple Past Tenses (He walked away from the village)
c. use of nouns and pronouns to identify people or things involved;
d. use of conjunction and time connectives to sequence the events;
e. use of adverbs and adverbial phrases to indicate place and time;
f. use of adjectives to describe nouns.

VII. Alokasi Waktu

Beban Belajar	Waktu	Bentuk Kegiatan/Tugas
TM	90’	• Membaca bermakna teks narrative secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks dan fitur-fitur grammarnya. • Berlatih menggunakan Simple Past Tense, Temporal Conjunction and Temporal Circumtances.
PT	30’	• Membuat kliping berkaitan dengan teks narasi dan menganalisisnya
KMTT	-	

VIII. Metoda Pembelajaran : Question and Answer Strategy

IX. Kegiatan Pembelajaran

Pertemuan I : 2 x 45 menit

Langkah-langkah Kegiatan Pembelajaran	Eks	Ela	Konf	Faktor Pendukung	Nilai Karakter	Kecakapan Hidup
I. Pendahuluan (5’)						
1. Salam dan berdoa 2. Membaca Al-Quran 3. Memberikan motivasi kepada siswa 4. Menyampaikan tujuan pembelajaran				Al-Quran	Religius Religius Peduli sosial Cinta ilmu	
II. Kegiatan Inti						
Building Knowledge Of Field (BkoF) (10’) 1. Guru memperlihatkan gambar kelinci dan kura-kura	V			 	Rasa ingin tahu	Menggali informasi
2. Tanya jawab dengan siswa seputar gambar; kira-kira apa yang terjadi antara tokoh binatang yang ditampilkan.	V			Teacher’s question	Rasa ingin tahu, aktif, berani	Menggali informasi
Modelling of Text (MoT) 1. Membagikan teks fable berjudul “The Hare and the Tortoise” dan menyuruh siswa membaca secara individu.(5’)		V		Student’s worksheet	Rasa ingin tahu, aktif, berani	Mengolah informasi
2. Memberikan beberapa pertanyaan agar siswa dapat menemukan pelaku, tempat dan waktu terjadinya cerita makna kata serta main idea setiap paragraf dan menulisnya di papan tulis. (15)		V		Papan tulis	Rasa ingin tahu, aktif	Mengolah informasi
3. Melalui main idea yang telah ditulis siswa		V			Percaya diri,	Komunikasi lisan,

menemukan generic structure teks; mana yang termasuk orientation, complication serta resolutionnya. (10)					berani, aktif, rasa ingin tahu	mengolah informasi
Joint Construction of Text (JCoT) 1. Membagi siswa kedalam beberapa kelompok yang terdiri dari 3/4 siswa masing-masingnya.		V			Rasa ingin tahu, peduli sosial, kerjasama	
2. Siswa secara berkelompok menyusun paragraf acak menjadi sebuah teks narrative dan menemukan generic structure dan menjawab beberapa pertanyaan terkait		V		Student's worksheet	Kerjasama , rasa ingin tahu	Komunikasi lisan, potensi diri
3. Mendiskusikan susunan teks serta jawaban dari masing-masing kelompok		V			Rasa ingin tahu	Mengolah informasi
4. Siswa diminta mengidentfikasi language feature dari teks yang dibahas sebelumnya.		V		Student's worksheet	Rasa ingin tahu, berani, percaya diri	Mengolah informasi
5. Memberikan penjelasan mengenai language feature (penggunaan simple past tense) dan latihan singkat secara oral		V		Student's worksheet	Rasa ingin tahu	Mengolah informasi
III. Penutup (5')						
1. Siswa dibimbing guru menyimpulkan pembelajaran 2. Pemberian PR			V	Student's worksheet	Kreatif, kerjasama, tanggung jawab, jujur	

X. Penilaian Hasil Belajar

1. Penilaian pengetahuan (kognitif) dilakukan untuk readingmelalui tes tulis
   Format penilaian:

No	Uraian	Skor
1.	Tiap jawaban yang benar dan tepat	10
2.	Jawaban kurang tepat	5
3.	Tidak menjawab	0

Jumlah pertanyaan : 10
Nilai untuk satu jawaban benar : 10

Jumlah skor maksimal : 100

Nilai total : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}}$ x 100

2. Penilaian sikap (afektif) dilakukan dengan cara mengamati kegiatan siswa selama pembelajaran

Format penilaian non tes (penilaian afektif)

No	Nama Siswa	Aspek											
		Kedisiplinan				Keaktifan				Kerjasama			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK

Keterangan:

BT : Belum Terlihat

MT : Mulai Terlihat

MB : Mulai Berkembang

MK : Membudaya

Sumber Belajar

Sumber Belajar :

Desmal Dardjis, Sophian Fanany and Aisyah Anwar. *English (SMA/MA Grade X).* Jakarta: Bumi Aksara.

F.A. Soeprapto and Mariana Darwis. 2007. *Linked to the World 1.* Jakarta: Yudhistira.

Bahan Ajar :

Desmal Dardjis, Sophian Fanany and Aisyah Anwar. *English (SMA/MA Grade X).* Jakarta: Bumi Aksara.

F.A. Soeprapto and Mariana Darwis. 2007. *Linked to the World 1.* Jakarta: Yudhistira.

Murphy, Raymond. 1998. *Grammar in Use*. USA: Cambdridge University Press.

Mengetahui

Payakumbuh, Maret 2017

Guru Mata Pelajaran | **Guru Bahasa Inggris**

Yeni Astuti

NIP : 197906062009012007

Febriana Silfia

NIM : 2312.033

Appendices 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

I. Identitas

Satuan Pendidikan :
Kelas/Semester :VIII /I
Mata Pelajaran : BAHASA INGGRIS
Tema Pelajaran : Reading (Narrative)
Jumlah Pertemuan : 4 x 45 menit (2 x pertemuan)

II. Standar Kompetensi	III. Kompetensi Dasar
Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	5.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

IV. Indikator Pencapaian Kompetensi	V. Tujuan Pembelajaran
Kognitif 1. Mengidentifikasi makna kata dalam teks narrative yang dibaca. 2. Mengidentifikasi main idea dari teks narrative yang dibaca. 3. Mengidentifikasi tokoh cerita dalam teks narrative yang dibaca. 4. Mengidentifikasi urutan kejadian dari teks narrative yang dibaca. 5. Mengidentifikasi tujuan komunikasi dari teks yang dibaca. 6. Mengidentifikasi langkah-langkah retorika dari teks narrative yang dibaca. Afektif Siswa terbiasa dan gemar membaca teks berbentuk narrative.	Dengan latihan pengenalan, pemahaman dan aplikasi esei sederhana berbentuk narrative siswa: 1. dapat merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative (kognitif). 2. terbiasa dan senang membaca berbagai teks dalam kehidupan sehari-hari (afektif).

Nilai Karakter dan budaya bangsa: religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semnangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

VI. Materi Ajar

1. Fakta :

   Ada beberapa teks yang kita kenal dalam kehidupan sehari-hari seperti descriptive, recount, news item dan lain sebagainya. Salah satunya yang sering ditemui adalah Narrative text.

2. Konsep :

   Narrative text is a text which tells about something in the past. There are some kinds of narrative, one of them is fable. Fable tells a story in the past which characterized by animals.

3. Prinsip :

   Function : to amuse, entertain and to deal with actual or vicarious experience in different ways.

F.. Procedure

Generic Structure

a. Orientation : sets the scene and introduces the participants.
b. Complication : a crisis arises.
c. Resolution : the crisis is resolved, for better or for worse.

Language Features :

a. use of noun phrases (a beautiful princess, huge temple)
b. use of Simple Past Tenses (He walked away from the village)
c. use of nouns and pronouns to identify people or things involved;
d. use of conjunction and time connectives to sequence the events;
e. use of adverbs and adverbial phrases to indicate place and time;
f. use of adjectives to describe nouns.

VII. Alokasi Waktu

Beban Belajar	Waktu	Bentuk Kegiatan/Tugas
TM	90’	• Membaca bermakna teks narrative secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks dan fitur-fitur grammarnya. • Berlatih menggunakan Simple Past Tense, Temporal Conjunction and Temporal Circumtances.
PT	30’	• Membuat kliping berkaitan dengan teks narasi dan menganalisisnya
KMTT	-	

VIII. Metoda Pembelajaran **:** PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy.

IX. Kegiatan Pembelajaran

Pertemuan I : 2 x 45 menit

Langkah-langkah Kegiatan Pembelajaran	Eks	Ela	Konf	Faktor Pendukung	Nilai Karakter	Kecakapan Hidup
I. Pendahuluan (5')						
1. Salam dan berdoa 2. Membaca Al-Quran 3. Memberikan motivasi kepada siswa 4. Menyampaikan tujuan pembelajaran				Al-Quran	Religius Religius Peduli sosial Cinta ilmu	
II. Kegiatan Inti						
Building Knowledge Of Field (BkoF) (10') 1. Langkah pertama guru bertanya kepada siswa setelah mereka selesai membaca untuk menghasilkan pertanyaan dan siswa memperjelas tujuan dari bacaan mereka (predicitng).	V			Teks	Rasa ingin tahu	Menggali informasi
2. Langkah kedua melibatkan siswa dalam mengatur informasi untuk menjawab pertanyaan yang diprediksi. Siswa akan meringkas atau menyusun gagasan kunci (organizing).	V			Cooperation	Rasa ingin tahu, aktif, berani	Menggali informasi
3. Selama tahap ini, tujuan siswa adalah untuk menempatkan gagasan kunci, contoh dan melatih dalam ingatan jangka panjang mereka (rehearse).	V			Student's worksheet	Rasa ingin tahu	Menggali informasi
4. Langkah keempat adalah tahap validasi pembelajaran, karena siswa membuat jawaban atas pertanyaan esai dari ingatannya. Dalam praktiknya, siswa diminta dan dibimbing oleh guru	V			Student's worksheet	Aktif	Menggali informasi

untuk memperluas hafalan mereka dari langkah latihan (practicing).						
5. Langkah terakhir mengharuskan siswa untuk mengevaluasi kualitas jawaban esai praktek mereka (evaluating).	V			Student's worksheet	Aktif	Menggali informasi
III. Penutup (5')						
1. Siswa dibimbing guru menyimpulkan pembelajaran 2. Pemberian PR			V	Student's worksheet	Kreatif, kerjasama, tanggung jawab, jujur	

X. Penilaian Hasil Belajar

1. Penilaian pengetahuan (kognitif) dilakukan untuk readingmelalui tes tulis
   Format penilaian:

No	Uraian	Skor
1.	Tiap jawaban yang benar dan tepat	10
2.	Jawaban kurang tepat	5
3.	Tidak menjawab	0

Jumlah pertanyaan : 10
Nilai untuk satu jawaban benar : 10
Jumlah skor maksimal : 100
Nilai total : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}}$ x 100

2. Penilaian sikap (afektif) dilakukan dengan cara mengamati kegiatan siswa selama pembelajaran

Format penilaian non tes (penilaian afektif)

No	Nama Siswa	Aspek											
		Kedisiplinan				Keaktifan				Kerjasama			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK

Keterangan:

BT : Belum Terlihat
MT : Mulai Terlihat
MB : Mulai Berkembang
MK : Membudaya

Sumber Belajar

Sumber Belajar :

Desmal Dardjis, Sophian Fanany and Aisyah Anwar. *English (SMA/MA Grade X).* Jakarta: Bumi Aksara.

F.A. Soeprapto and Mariana Darwis. 2007. *Linked to the World 1*. Jakarta: Yudhistira.

Bahan Ajar :

Desmal Dardjis, Sophian Fanany and Aisyah Anwar. *English (SMA/MA Grade X).* Jakarta: Bumi Aksara.

F.A. Soeprapto and Mariana Darwis. 2007. *Linked to the World 1*. Jakarta: Yudhistira.

Murphy, Raymond. 1998. *Grammar in Use*. USA: Cambdridge University Press.

Mengetahui

Payakumbuh, Maret 2017

Guru mata prlajaran	**Guru Bahasa Inggris**
Yeni Astuti	**Febriana Silfia**
NIP : 197906062009012007	**NIM : 2312.033**

Appendices 3

Guideline of the Reading Narrative Test

Variable	Sub Variable	Indicator	Descriptor	No Item
1. The effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate)towards students' test result inreading narrative text	PORPE (Predict, Organize, Rehearse, Practice, Evaluate)	• **Reading :** 1. The main idea	1) Identifying the main idea of each paragraph.	2, 8, 12, 14
		2.The detail information	2) Identifying the detail information of the text.	1, 4, 10, 11, 15, 16, 19, 21, 23,24,25,26, 27, 28, 29, 30
		3. Antonym	3) Identifying the antonym of the text	3
		4. Synonym	4) Identifying the synonym of the text	13, 20

		5. Reference • **Narrative Text** 1. The generic structure 2. The purpose of text	5) Identifying the reference of the text 6) Identifying of the generic structure the genre of the text. 7) Identifying purpose of the text.	7, 17 5, 18 6, 9, 22

Appendices 4

Instrument of Pre-Test

Name :
Score :

Text 1
For numb 1-8

TIMUN MAS

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things'
'What are these things?'
'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Mas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta

Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html

1. What title are suitable for the paragraph above ?
   a. Timun Mas c. Snow White
   b. Cinderella d. Bawang Putih and Bawang Merah
2. What is main idea paragraph 2 ?
   a. He liked eating fresh meat of human being
   b. The farmers agreed to his condition
   c. Several months later the wife was pregnant
   d. Buta Ijo was a ferocious and powerful monster
3. “She was also very **diligent**.” (paragraph 4 line 2). The opposite word of the bold is....
   a. Zealous c. Smart
   b. Lazy d. foolish
4. Who is the name of giant ? (paragrapgh 1)
   a. Gerion c. Timun Mas
   b. Buto Ijo d. Farmer
5. What is generic structure of “Long time ago in the island of Java, Indonesia, lived a couple of farmer.” ?
   a. Identification c. Complication
   b. Orientation d. Resolution
6. The purpose of the text is.....
   a. To tell about past events c. To entertain the readers
   b. To explain the readers d. To persuade the readers to be good
7. “**He** liked eating fresh meat of human being.”(paragraph 2 line 3). The word **he** refers to.....
   a. Farmer c. Buto Ijo
   b. Timun Mas d. Human
8. What is main idea of paragraph 4 ?
   a. Timun Mas was very healthy and a very smart girl
   b. Timun Mas was frightened so she ran away to hide
   c. The farmers then told Buta Ijo that Timun Emas was still a child
   d. They asked him to postpone

Text 2

For number 9-13

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball *(pesta dansa)* in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

9. What is the purpose of the text above?
   a. To entertain readers with an actual, or vicarious experience
   b. To inform what happened in the past
   c. To give a description of a beautiful girl
   d. To retell about Cindrella's experience/memory
10. What happened in the palace?
   a. A game c. A birthday party
   b. A ball d. Crown party
11. Why did the king hold the event at his palace?
   a. To celebrate his birthday
   b. To celebrate his wedding
   c. To find his crown prince a wife
   d. To party
12. What is main idea of the paragraph 2 ?
   a. King invited all the ladies in the kingdom to go to a ball
   b. Cindrella was killed by her step mother .
   c. The prince turned into a horse forever.
   d. The king gave the kingdom to Cindrella.
13. "She also gave Cindrella a <u>lovely</u> dress…." (Paragraph 4). The underlined word has the same meaning with …..
   a. Pretty c. Polite
   b. Honest d. Loyal

Text 3 for questions 14 to 17

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

14. What is main idea of last paragraph ……..
    a. The goat felt very sad
    b. Then he coolly walked away
    c. The goat out and thanked the old man
    d. The goat was thirsty so he got into the well

15. What do we learn from the text?
    a. The fox's idea of how to get out of the well
    b. How both the goat and the fox got out of the well
    c. How the fox got out of the well
    d. How the fox helped the goat

16. "The goat did as he was asked ……" (Paragraph 3)
    What does the above sentence mean?

    a. The goat drank enough and looked around
    b. The goat came down to the well and drank
    c. The goat called out loudly after the fox got out
    d. The goat did what the fox asked to help him

17. "Come down and try <u>it</u> yourself." (Paragraph 1). The underlined word refers to ……..
    a. well
    b. water
    c. a goat
    d. a fox

Text 4 for questions 18 to 21

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, ”Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “*nyale*”. .

18. The second paragraph is called ……
    a. orientation
    b. complication
    c. resolution
    d. identification
19. Why was it hard for the princess to choose one of the princes?
    a. She loved all the princes.
    b. All the princes were handsome.
    c. All the princes were powerful.
    d. She was afraid of the dangerous risk.
20. “Six of them came to Teberu and <u>ask for her hand</u> of marriage.” (Paragraph 1)
    The underlined phrase can be replaced by …..
    a. Aintend
    b. Admit
    c. Promise
    d. Propose

21. From the text we may conclude that ……
    a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
    b. Putri Mandalika was a selfish princess.
    c. One of the princes won the heart of Putri Mandalika.
    d. The war happened against the kingdom due to the princess' decision.

Text 5 for questions 22 to 25

The Lion and The Mouse

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

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

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

22. What is the purpose of the text?
    a. To entertain the readers
    b. To persuade the readers that something should or should not be the case
    c. To inform the readers about the events of the day which are considered newsworthy
    d. To explain something
23. Paragraph three mainly tells us that ……
    a. The little mouse asked for forgiveness
    b. The hunters carried the lion alive to the King
    c. The lion was tied to a tree by the hunters
    d. The little mouse could prove that he could help the lion
24. What did the little mouse do to prove his words?
    a. He would never forget the lion
    b. He tried hard to help the lion free
    c. He ran up and down upon the lion
    d. He asked for apology to the king of the beast
25. What is the moral value of the text?
    a. Don't look at someone because of his clothes
    b. It is best for prepare for the days of necessity
    c. Common people may prove great ones
    d. United we stand, divided we fall

http://abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html

Text 6 for the number 26-30

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

e. The two brother's ambition was to …….
   a. become rich
   b. become ministers
   c. help the King make good laws
   d. make the King's subjects happy

f. King Aruya called Akomi a liar because Akomi ……...
   a. knew everything
   b. made him angry
   c. did not tell the truth
   d. wanted to collect money

g. Ombah said I know nothing because he ……..
   a. did not want to lie to King Aruya
   b. wanted to see the crocodiles
   c. did not know how many stars there were
   d. thought that the answer would be right

h. Ombah's hands trembled because he...
   a. was afraid
   b. knew nothing
   c. was thinking hard
   d. had the right answer

i. From the story, we can see that King Aruya ……...
   a. kept many crocodiles
   b. could make good laws
   c. did not need any ministers
   d. disliked people who told lies

https://englishahkam.blogspot.co.id/2012/10/contoh-teks-narrative-smp-soal-jawaban.html

Appendices 5

Kunci jawaban :

1. A
2. D
3. B
4. B
5. B
6. C
7. C
8. A
9. A
10. B
11. C
12. A
13. A
14. A
15. A
16. D
17. C
18. B
19. D
20. D
21. A
22. C
23. D
24. B
25. C
26. A
27. C
28. D
29. A
30. D

Appendices 6

Instrument of Post-Test

Name :
Score :

Text 1
For numb 1-8

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things'
'What are these things?'
'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Mas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas

threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html

1. What is the title about the paragraph above ?
   a. Snow White c. Bawang Putih and Bawang Merah
   b. Cinderella d. Timun Mas
2. What is main idea paragraph 2 ?
   a. He liked eating fresh meat of human being
   b. Several months later the wife was pregnant
   c. Buta Ijo was a ferocious and powerful monster
   d. The farmers agreed to his condition
3. "She was also very **diligent**." (paragraph 4 line 2). The opposite word of the bold is....
   a. Zealous c. foolish
   b. Lazy d. Smart
4. Who is the name of giant ? (paragrapgh 1)
   a. Gerion c. Timun Mas
   b. Buto Ijo d. Farmer
5. What is generic structure of "Long time ago in the island of Java, Indonesia, lived a couple of farmer." ?
   a. Identification c. Complication
   b. Orientation d. Resolution
6. The purpose of the text is.....
   a. To tell about past events c. To entertain the readers
   b. To explain the readers d. To persuade he readers to be good
7. "**He** liked eating fresh meat of human being."(paragraph 2 line 3). The word **he** refers to.....
   a. Timun Mas c. Buto Ijo
   b. Farmer d. Human
8. What is main idea of paragraph 4 ?
   a. The farmers then told Buta Ijo that Timun Emas was still a child
   b. Timun Mas was frightened so she ran away to hide
   c. Timun Mas was very healthy and a very smart girl
   d. They asked him to postpone

Text 2

For number 9-13

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball *(pesta dansa)* in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

9. What is the purpose of the text above?
   a. To give a description of a beautiful girl
   b. To inform what happened in the past
   c. To entertain readers with an actual, or vicarious experience
   d. To retell about Cindrella's experience/memory
10. What was there at the palace one day?
   a. A game c. A birthday party
   b. A ball d. Crown party
11. Why did the king hold the event at his palace?
   a. To celebrate his wedding
   b. To celebrate his birthday
   c. To party
   d. To find his crown prince a wife
12. What is main idea of the paragraph 2 ?
   a. King invited all the ladies in the kingdom to go to a ball
   b. Cindrella was killed by her step mother .
   c. The prince turned into a horse forever.
   d. The king gave the kingdom to Cindrella.
13. "She also gave Cindrella a <u>lovely</u> dress…." (Paragraph 4). The underlined word has the same meaning with …..
   a. Pretty c. Polite
   b. Honest d. Loyal

Text 3 for questions 14 to 17

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

14. What is main idea of last paragraph ……..
    a. The goat felt very sad
    b. Then he coolly walked away
    c. The goat out and thanked the old man
    d. The goat was thirsty so he got into the well

15. What do we learn from the text?
    a. How both the goat and the fox got out of the well
    b. The fox's idea of how to get out of the well
    c. How the fox helped the goat
    d. How the fox got out of the well

16. "The goat did as he was asked ……" (Paragraph 3)
    What does the above sentence mean?

    a. The goat came down to the well and drank
    b. The goat drank enough and looked around
    c. The goat did what the fox asked to help him
    d. The goat called out loudly after the fox got out

17. "Come down and try <u>it</u> yourself." (Paragraph 1). The underlined word refers to ……..
    a. a goat
    b. a fox
    c. water
    d. well

Text 4 for questions 18 to 21

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, ”Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “*nyale*”. .

18. The second paragraph is called ……
    a. orientation
    b. resolution
    c. complication
    d. identification
19. Why was it hard for the princess to choose one of the princes?
    a. All the princes were handsome.
    b. She loved all the princes.
    c. She was afraid of the dangerous risk.
    d. All the princes were powerful.
20. “Six of them came to Teberu and <u>ask for her hand</u> of marriage.” (Paragraph 1)
    The underlined phrase can be replaced by …..
    a. Aintend
    b. Promise
    c. Admit
    d. Propose

21. From the text we may conclude that ……
    a. One of the princes won the heart of Putri Mandalika.
    b. Putri Mandalika was a selfish princess.
    c. Putri Mandalika sacrificed herself to the sea for the sake of her people.
    d. The war happened against the kingdom due to the princess' decision.

Text 5 for questions 22 to 25

The Lion and The Mouse

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

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

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

22. What is the purpose of the text?
    a. To persuade the readers that something should or should not be the case
    b. To entertain the readers
    c. To explain something
    d. To inform the readers about the events of the day which are considered newsworthy
23. What is the moral value of the text?
    a. Don't look at someone because of his clothes
    b. Common people may prove great ones
    c. United we stand, divided we fall
    d. It is best for prepare for the days of necessity
24. Paragraph three mainly tells us that ……
    a. The little mouse could prove that he could help the lion
    b. The lion was tied to a tree by the hunters
    c. The hunters carried the lion alive to the King
    d. The little mouse asked for forgiveness
25. What did the little mouse do to prove his words?
    a. He tried hard to help the lion free
    b. He would never forget the lion
    c. He asked for apology to the king of the beast
    d. He ran up and down upon the lion

http://abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html

Text 6 for the number 26-30

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

26. The two brother's ambition was to …….
    a. become ministers
    b. become rich
    c. make the King's subjects happy
    d. help the King make good laws
27. King Aruya called Akomi a liar because Akomi ……...
    a. made him angry
    b. knew everything
    c. wanted to collect money
    d. did not tell the truth
28. Ombah said I know nothing because he ……..
    a. wanted to see the crocodiles
    b. did not want to lie to King Aruya
    c. did not know how many stars there were
    d. thought that the answer would be right

29. Ombah's hands trembled because he...
    a. was afraid
    b. knew nothing
    c. was thinking hard
    d. had the right answer
30. From the story, we can see that King Aruya ……...
    a. could make good laws
    b. kept many crocodiles
    c. disliked people who told lies
    d. did not need any ministers

https://englishahkam.blogspot.co.id/2012/10/contoh-teks-narrative-smp-soal-jawaban.html

Appendices 7

Kunci jawaban :

1. D
2. C
3. B
4. B
5. B
6. C
7. C
8. C
9. C
10. B
11. D
12. A
13. A
14. A
15. B
16. C
17. A
18. C
19. C
20. D
21. C
22. D
23. B
24. A
25. A
26. B
27. D
28. D
29. A
30. C

Appendices 8

TABULATION ITEMS OF TRY OUT

No	SC	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	Y	Y2	SCORE
1	S 1	0	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	24	576	60
2	S 2	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	14	196	35
3	S 3	0	1	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	22	484	55
4	S 4	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	34	1156	85
5	S 5	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	0	26	676	65
6	S 6	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	0	1	0	0	13	169	32,5
7	S 7	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	28	784	70
8	S 8	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	14	196	35
9	S 9	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	17	289	42,5
10	S 10	0	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	13	169	32,5
11	S 11	0	1	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	0	0	0	1	15	225	37,5
12	S 12	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	16	256	40
13	S 13	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	15	225	37,5
14	S 14	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	32	1024	80
15	S 15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	14	196	35
16	S 16	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	35	1225	87,5
17	S 17	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	28	784	70
18	S 18	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	26	676	65
19	S 19	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	31	961	77,5
20	S 20	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	33	1089	82,5
21	S 21	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	0	10	100	25
22	S 22	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	34	1156	85
23	S 23	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	0	0	0	1	25	625	62,5
24	S 24	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	27	729	67,5
25	S 25	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	27	729	67,5
26	S 26	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	33	1089	82,5
27	S 27	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	33	1089	82,5
28	S 28	0	0	1	1	0	0	0	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	11	121	27,5
29	S 29	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	28	784	70
30	S 30	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	0	0	1	1	1	1	0	26	676	65
31	S 31	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	29	841	72,5
32	S 32	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1	1	0	0	0	0	0	0	11	121	27,5
33	S 33	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	0	20	400	50
34	S 34	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	26	676	65
35	S 35	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	29	841	72,5
36	S 36	0	0	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	0	0	1	27	729	67,5
	P	18	22	26	8	24	22	21	22	17	20	20	23	26	21	21	23	24	18	25	25	19	16	19	24	23	25	26	20	15	23	24	18	23	24	26	26	26	22	10	11			
	Q	18	14	10	28	12	14	15	14	19	16	16	13	10	15	15	13	12	18	11	11	17	20	17	12	13	11	10	16	21	13	12	18	13	12	10	10	10	14	26	25			
	Rxy	0,5282	0,542	0,39	-0,017	0,538	0,4905	0,3366	0,29	0,511	0,481	0,6177	0,502	0,51	0,3945	0,5031	0,4272	0,29	0,214	0,4997	0,174	0,361	0,452	-0,0036	0,4088	0,5684	0,469	0,5179	0,4956	0,445	0,502	0,045	0,385	0,375	0,3028	0,398	0,478	0,4462	0,29	0,43026	0,213			
	R table (95%	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329			
	STATUS	VAL	VAL	VAL	INV	VAL	VAL	VAL	INV	VAL	VAL	VAL	VAL	VAL	VAL	VAL	VAL	INV	INV	VAL	INV	VAL	VAL	INV	VAL	VAL	VAL	VAL	VAL	VAL	VAL	INV	VAL	VAL	INV	VAL	VAL	VAL	INV	VAL	INV			
	VALID	30																																										
	INVALID	10																																										

Appendices 9

No	No Items	Rtabel	R hit	Keterangan
1	Item 1	0,329	0,5282	Valid
2	Item 2	0,329	0,542	Valid
3	Item 3	0,329	0,39	Valid
4	Item 4	0,329	-0,02	Invalid
5	Item 5	0,329	0,538	Valid
6	Item 6	0,329	0,4905	Valid
7	Item 7	0,329	0,3366	Valid
8	Item 8	0,329	0,29	Invalid
9	Item 9	0,329	0,511	Valid
10	Item 10	0,329	0,481	Valid
11	Item 11	0,329	0,6177	Valid
12	Item 12	0,329	0,502	Valid
13	Item 13	0,329	0,51	Valid
14	Item 14	0,329	0,3945	Valid
15	Item 15	0,329	0,5031	Valid
16	Item 16	0,329	0,4272	Valid
17	Item 17	0,329	0,29	Invalid
18	Item 18	0,329	0,214	Invalid
19	Item 19	0,329	0,4997	Valid
20	Item 20	0,329	0,174	Invalid
21	Item 21	0,329	0,361	Valid
22	Item 22	0,329	0,452	Valid
23	Item 23	0,329	-0,004	Invalid
24	Item 24	0,329	0,4088	Valid
25	Item 25	0,329	0,5684	Valid
26	Item 26	0,329	0,469	Valid
27	Item 27	0,329	0,5179	Valid
28	Item 28	0,329	0,4956	Valid
29	Item 29	0,329	0,445	Valid
30	Item 30	0,329	0,502	Valid
31	Item 31	0,329	0,045	Invalid
32	Item 32	0,329	0,385	Valid
33	Item 33	0,329	0,375	Valid
34	Item 34	0,329	0,3028	Invalid
35	Item 35	0,329	0,398	Valid
36	Item 36	0,329	0,478	Valid
37	Item 37	0,329	0,4462	Valid
38	Item 38	0,329	0,29	Invalid
39	Item 39	0,329	0,43026	Valid
40	Item 40	0,329	0,213	Invalid

RELIABELITY OF TRY OUT

NO	X	X2	P	Q	PQ
1	24	576	18	22	396
2	14	196	22	18	396
3	22	484	26	14	364
4	34	1156	8	32	256
5	26	676	24	16	384
6	13	169	22	18	396
7	28	784	21	19	399
8	14	196	22	18	396
9	17	289	17	23	391
10	13	169	20	20	400
11	15	225	20	20	400
12	16	256	23	17	391
13	15	225	26	14	364
14	32	1024	21	19	399
15	14	196	21	19	399
16	35	1225	23	17	391
17	28	784	24	16	384
18	26	676	18	22	396
19	31	961	25	15	375
20	33	1089	25	15	375
21	10	100	19	21	399
22	34	1156	16	24	384
23	25	625	19	21	399
24	27	729	24	16	384
25	27	729	23	17	391
26	33	1089	25	15	375
27	33	1089	26	14	364
28	11	121	20	20	400
29	28	784	15	25	375
30	26	676	23	17	391
31	29	841	24	16	384
32	11	121	18	22	396
33	20	400	23	17	391
34	26	676	24	16	384
35	29	841	26	14	364
36	27	729	26	14	364
			26	14	364
			22	18	396
			10	30	300
			11	29	319
SUM	**846**	**22062**	**846**	**754**	**15176**

Appendices 11

SCORE OF TRY OUT

NO	NAME	X	Xi
1	S1	24	60
2	S2	14	35
3	S3	22	55
4	S4	34	85
5	S5	26	65
6	S6	13	32,5
7	S7	28	70
8	S8	14	35
9	S9	17	42,5
10	S10	13	32,5
11	S11	15	37,5
12	S12	16	40
13	S13	15	37,5
14	S14	32	80
15	S15	14	35
16	S16	35	87,5
17	S17	28	70
18	S18	26	65
19	S19	31	77,5
20	S20	33	82,5
21	S21	10	25
22	S22	34	85
23	S23	25	62,5
24	S24	27	67,5
25	S25	27	67,5
26	S26	33	82,5
27	S27	33	82,5
28	S28	11	27,5
29	S29	28	70
30	S30	26	65
31	S31	29	72,5
32	S32	11	27,5
33	S33	20	50
34	S34	26	65
35	S35	29	72,5
36	S36	27	67,5
SUM		**846**	**389,4643**

Appendices 12

Reliebelity Of Try Out Test

Varian

$S2=\Sigma X2 \left[\frac{(\Sigma X)}{(n)}\right]^2$

$= 22062 - \left[\frac{(846}{36}\right]2$

$= 22062 – 552,25$

$= 21509,75$

Reliebelity

$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{vt - \Sigma pq}{vt}\right]$

$r^{11} = \left[\frac{36}{(36-1)}\right] \left[\frac{21509,75 - 15176}{21509,75}\right]$

$r^{11} = \left[\frac{36}{35}\right] \left[\frac{6333,75}{21509,75}\right]$

$R^{11} = 1,029 \text{ x } 0,294$

$= 0.302$**(Reliabel)**

Appendices 13

MANUAL VALIDITI OF TRY OUT

ITEM No. 1

$$R_{xy} = \frac{N\sum X_1 X_1 Y - (\sum X_1)(\sum Y)}{\sqrt{\{N\sum X_1^2 - (\sum X_1)^2\}\{N\sum Y^2 - \}}}$$

$$= \frac{36(497) - (18)(846)}{18) - 324].[36(22062) - 715716]}$$

$$= \sqrt{36,} \; \mathbf{O}3 \textbf{ (VALID)}$$

- Item No. 1 *VALID* because Rhit > R table = 0,528 > 0,329

ITEM No. 2

$$5R_{xy} = \frac{N\sum X_2 Y - (\sum X_2)(\sum Y)}{\sqrt{\{N\sum X_2^2 - (\sum X_2)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{36(591) - (22)(846)}{22) - 484].[36(22062) - 715716]}$$

$$= \sqrt{[36(}\textbf{(VALID)}$$

- Item No. 2 *VALID* because Rhit > R table = 0,542 > 0,329

ITEM No. 3

$$542 \; \frac{N\sum X_3 Y - (\sum Y)(\sum X_3)}{\sqrt{\{N\sum X_3^2 - (\sum X_3)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{662) - (26)(846)}{676].[36(22062) - 715716}$$

$$= \textbf{D)}$$

- Item No. 3 *VALID* because Rhit > R table = 0,542 > 0,329

Soal No. 4

$$R_{xy} = \frac{N\sum X_4 Y - (\sum X_4)(\sum Y)}{\sqrt{\{N\sum X_4^2 - (\sum X_4)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{36(186) - (8)(846)}{\sqrt{[3) - 64].[36(22062) - 715716]}}$$

$$= -\sqrt{36,} \mathbf{O} \text{ (INVALID)}$$

- Item No. 4 *INVALID* because Rhit < R table = -0,02 < 0,329

Soal No. 5

$$R_{xy} = \frac{N\sum X_5 Y - (\sum X_5)(\sum Y)}{\sqrt{\{N\sum X_5^2 - (\sum X_5)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{36(635) - (24)(846)}{\sqrt{24) - 576].[36(22062 - 715716]}}$$

$$= \sqrt{[36(} \text{ (VALID)}$$

- Item No. 5 *VALID* because Rhit > R table = 0,54 > 0,329

Appendix 14

Pre-tes Score of the Experiment Class (VIII. 5)

No	Name	Score
1	AR	63
2	AK	80
3	AA	80
4	BTN	87
5	DA	60
6	DPH	53
7	FP	80
8	FA	60
9	HA	60
10	IGS	53
11	IS	65
12	KDF	80
13	MW	65
14	NF	65
15	NPB	70
16	NR	73
17	PO	70
18	PAS	80
19	RF	87
20	RR	80
21	RA	70
22	R	65
23	S	65
24	TD	87
25	YD	70
26	ZH	53
27	FD	70

Appendices 15

Normalitas test of Pre-Test Score of Experiment Class

The Calculation of Mean Score, Standard Deviation,and Variant of Pretest Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
53	3	159	70	-17	289	867
60	3	180	70	-10	100	300
63	1	63	70	-7	49	49
65	5	325	70	-5	25	125
70	5	350	70	0	0	0
73	1	73	70	3	9	9
80	6	480	70	10	100	600
87	3	261	70	17	289	867
	∑= 27	∑= 1891				∑= 2817

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1891}{27} = 70$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{2817}{27-1}} = \sqrt{\frac{2817}{26}} = \sqrt{108.3} = 10.4$$

Variant:

$$S^2 = (10.4)^2 = 108.3$$

Appendices 16

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
53	3	3	0.11	-1.63	0.0516	0.0584	0.0584
60	3	6	0.22	-0.96	0.1685	0.0515	0.0515
63	1	7	0.26	-0.67	0.2514	0.0086	0.0086
65	5	12	0.44	-0.48	0.3156	0.1244	0.1244
70	5	17	0.63	0.00	0.5000	0.1300	0.1300➔**Lo**
73	1	18	0.67	0.29	0.6141	0.0559	0.0559
80	6	24	0.89	0.96	0.8316	0.0584	0.0584
87	3	27	1	1.63	0.9484	0.0516	0.0516

L-tab = n ⟶ 27 α (0.05) = 0.163

L-tab > Lo

0.163> 0.1300 } Normally

Appendices 17

Pre-tes Score of the Control Class(VIII 6)

No	Name	Score
1	ARH	75
2	AAS	53
3	AF	50
4	ANF	80
5	BS	75
6	CF	70
7	DK	50
8	DAP	50
9	DAYP	53
10	FF	85
11	FAS	85
12	FMC	63
13	I	63
14	IKF	70
15	LH	85
16	LIF	75
17	MS	60
18	MA	63
19	PW	75
20	RPP	50
21	R	80
22	RGS	75
23	RS	50
24	S	80
25	SA	70
26	TR	80
27	YW	80
28	ZA	75

Appendices 18

The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
50	5	250	68.6	-18.6	345.96	1729.8
53	2	106	68.6	-15.6	243.36	486.72
60	1	60	68.6	-8.6	73.96	73.96
63	3	189	68.6	-5.6	31.36	94.08
70	3	210	68.6	1.4	1.96	5.88
75	6	450	68.6	6.4	40.96	245.76
80	5	400	68.6	11.4	129.96	649.8
85	3	255	68.6	16.4	268.96	806.88
	∑= 28	∑= 1920				∑= 4092.88

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1920}{28} = 68.6$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{4092.88}{28-1}} = \sqrt{\frac{4092.88}{27}} = \sqrt{151.6} = 12.3$$

Variant:

$$S^2 = (12.3)^2 = 151.6$$

Appendices 19

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
50	5	5	0.18	-1.51	0.0655	0.1145	0.1145
53	2	7	0.25	-1.27	0.1020	0.1480	0.1480➔**Lo**
60	1	8	0.29	-0.70	0.2420	0.0480	0.0480
63	3	11	0.39	-0.46	0.3228	0.0672	0.0672
70	3	14	0.5	0.11	0.5438	-0.0438	0.0438
75	6	20	0.71	0.52	0.6985	0.0115	0.0115
80	5	25	0.89	0.93	0.8238	0.0662	0.0662
85	3	28	1	1.33	0.9082	0.0918	0.0918

L-tab = n ⟶ 28 α (0.05) = 0.163

L-tab > Lo

0.163> 0.1480 } Normally

Appendices 20

Post-tes Score of the Experiment Class (VIII 5)

No	Name	Score
1	AR	80
2	AK	90
3	AA	93
4	BTN	87
5	DA	80
6	DPH	70
7	FP	100
8	FA	80
9	HA	80
10	IGS	70
11	IS	70
12	KDF	70
13	MW	93
14	NF	77
15	NPB	70
16	NR	80
17	PO	93
18	PAS	93
19	RF	87
20	RR	100
21	RA	100
22	R	77
23	S	93
24	TD	80
25	YD	100
26	ZH	77
27	FD	77

Appendices 21

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
70	5	350	84	-14	196	980
77	4	308	84	-7	49	196
80	6	480	84	-4	16	96
87	2	174	84	3	9	18
90	1	90	84	6	36	36
93	5	465	84	9	81	405
100	4	400	84	16	256	1024
	∑= 27	∑= 2267				∑= 2755

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{2267}{27} = 84$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{2755}{27-1}} = \sqrt{\frac{2755}{26}} = \sqrt{106} = 10.3$$

Variant:

$$S^2 = (10.3)^2 = 106$$

Appendices 22

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
70	5	5	0.19	-1.36	0.0869	0.1031	0.1031➔**Lo**
77	4	9	0.33	-0.68	0.2483	0.0817	0.0817
80	6	15	0.56	-0.39	0.3483	0.2117	0.2117
87	2	17	0.63	0.29	0.6141	0.0159	0.0159
90	1	18	0.67	0.58	0.7190	-0.0490	0.0490
93	5	23	0.85	0.87	0.8078	0.0422	0.0422
100	4	27	1	1.55	0.9394	0.0606	0.0606

L-tab = n ⟶ 27 α (0.05) = 0.163

L-tab > Lo

0.163> 0.1031 } Normally

Appendices 23

Post-tes Score of the Control Class (VIII 6)

No	Name	Score
1	ARH	98
2	AAS	60
3	AF	57
4	ANF	77
5	BS	90
6	CF	77
7	DK	57
8	DAP	98
9	DAYP	60
10	FF	98
11	FAS	60
12	FMC	90
13	I	80
14	IKF	90
15	LH	57
16	LIF	60
17	MS	90
18	MA	80
19	PW	57
20	RPP	60
21	R	83
22	RGS	90
23	RS	77
24	S	60
25	SA	80
26	TR	90
27	YW	77
28	ZA	57

Appendices 24

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)^2	F (Xi-$\bar{x}$)^2
57	5	285	75.4	-18.4	338.56	1692.8
60	6	360	75.4	-15.4	239.16	1422.96
77	4	308	75.4	1.6	2.56	10.24
80	3	240	75.4	4.6	21.16	63.48
83	1	83	75.4	7.6	57.76	57.76
90	6	540	75.4	14.6	213.16	1278.96
98	3	294	75.4	22.6	510.76	1532.28
	∑= 28	∑= 2110				∑= 6058.48

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{2110}{28} = 75.4$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{6058.48}{28-1}} = \sqrt{\frac{6058.48}{27}} = \sqrt{224.4} = 15$$

Variant:

$$S^2 = (15)^2 = 224.4$$

Appendices 25

How to Find the Normality of Data

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
57	5	5	0.18	-1.23	0.1093	0.0707	0.0707
60	6	11	0.39	-1.03	0.1515	0.1385	0.1385➔**Lo**
77	4	15	0.54	0.11	0.5438	-0.0038	0.0038
80	3	18	0.64	0.31	0.6217	0.0183	0.0183
83	1	19	0.68	0.51	0.6950	-0.015	0.015
90	6	25	0.89	0.97	0.8340	0.0560	0.0560
98	3	28	1	1.51	0.9345	0.0655	0.0655

L-tab = n ⟶ 28 α (0.05) = 0.163

L-tab > Lo

0.163> 0.1385 } Normally

Appendices 26

The Mean Score, Standard Deviation, and Variant of Post-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	7	84	10.3	106
Control	7	75.4	15	224.4

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{224}{106} = 2.11$$

Then, consult to the F^{tabel} with the level of significant 0.05

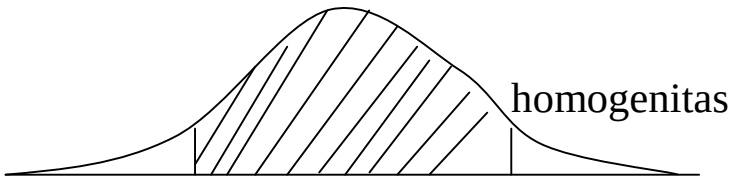
$$\text{Ftab-right} = F\propto (V1, V2)$$

$$= F\ 0.05\ (6.6) = 4.28$$

$$\text{Ftab-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (6.6)} = \frac{1}{4.28} = 0.23$$

The result can be drawn as follow:



0.23 2.11 4.28

F-hit

It can be concluded that in level of significant 0.05, the data is homogenous because Ftab-left <Fobt< Ftab-right (0.23<2.11<4.28).

Appendices 27

The Mean Score, Standard Deviation, and Variant 0f Pre-Test

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	8	70	10.4	108.3
Control	8	68.6	12.3	151.6

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{151.6}{108.3} = 1.40$$

Then, consult to the Ftab with the level of significant 0.05

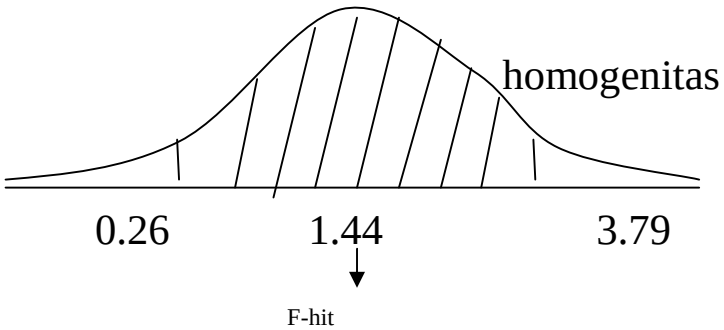
Ftab-right = Fα (V1, V2)

= F 0.05 (7, 7) = 3.79

$$\text{Ftab-left} = \frac{1}{F\alpha\ (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (7,7)} = \frac{1}{3.79} = 0.26$$

The result can be drawn as follow:



It can be concluded that in level of significant 0.05, the data is homogenous because Ftab-left <Fobt< Ftabright (0.26<1.44<3.79).

Apendic 15

Guideline of the Reading Narrative Test

Variable	Sub Variable	Indicator	Descriptor	No Item
1. The effect of using PORPE (Predict, Organize, Rehearse, Practice, Evaluate)towards students' test result inreading narrative text	PORPE (Predict, Organize, Rehearse, Practice, Evaluate)	• **Reading :** 1. The main idea	1) Identifying the main idea of each paragraph.	2, 8, 12, 14
		2.The detail information	2) Identifying the detail information of the text.	1, 4, 10, 11, 15, 16, 19, 21, 23,24,25,26, 27, 28, 29, 30
		3. Antonym	3) Identifying the antonym of the text	3
		4. Synonym	4) Identifying the synonym of the text	13, 20

		5. Reference • **Narrative Text** 1. The generic structure 2. The purpose of text	5) Identifying the reference of the text 6) Identifying of the generic structure the genre of the text. 7) Identifying purpose of the text.	7, 17 5, 18 6, 9, 22

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
KampusII :JalangurunAurKubangPutihKab. Agam-Sumatera Barat-Telepon/fax : (0752)22875
Website :www.ftik.iainbukittinggi.ac.id e-mail : ftik@iainbukittinggi.ac.id

KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

NAMA : FEBRIANA SILFIA

NIM : 2312.033

JURUSAN : PENDIDIKAN BAHASA INGGRIS

DOSEN PEMBIMBING : 1. HAYATI SYAFRI, S.S.,M.Pd

2. FEBRIA SRI ARTIKA, S.S.,M.Pd

NO	HARI/ TGL	HAL YANG DIKONSULTASIKAN PEMBIMBING I	TANDA TANGAN	HARI/ TGL	PEMBIMBING II	TANDA TANGAN
1	Senin/24 oktober 2010	- Judul tambahkan preposisi - landasan Teori { Filosopi, Teori, Empirical			- Bab I Background. - Bab II Theory - ~~Bab III perbaiki~~	
2				28/10/2016	- Bab I, Bab II, Bab III	
3		- Dalam landasan teori ada masalah masalah bukan cuma ditapangan.				
4		- Tambahkan concluding - Ganti bab 1 klp C.D.				
5		-kutipan tambahkan paraphrase utg bhs kita				
6		- Teori tentang rumus - Tambahkan kutipan				
7		- Proses nilainya apakah homogen atau bagaimana dan lakukan tes.				
8		- Cari buku Gay -pertanyaan formulahon				
9		- Lakukan tes homogenitas.				
10		- Lengkapi dengan : * Daftar * Referensi				
11		* Research guideline * Instrument * ~~Lesson plan experiment~~ control * Soal, Rubric penilaian * Soal pretest " post test.				

Bukittinggi, 2016
Ketua Jurusan

NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

NAMA : Febriana Silvia
NIM : 2312.033
JURUSAN : PBI
DOSEN PEMBIMBING : 1. Hayati syafri, S.S. M.Pd
2. Febria Sri Artika, S.S. M.Pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan		Hari/ Tanggal	Hal yang dikonsultasikan	
		Pembimbing 1	Tanda Tangan		Pembimbing 2	Tanda Tangan
1	~~Kamis~~/ 26 juli 2017	- Bimbingan soal - Bimbangan bab I, II, III	V-	Kamis/ 20 juli 2017	- Perbaiki bab 1-3 ke bentuk Past T - Perbaiki Research Gude	
2		- Bimbingan bab I, II, III	V-	sebsa /26 juli 2017	line - Perbaiki soal - Bab 2 ~~dan bab~~ b	
3		- Bimbingan bab IV	V-	Rabo/ 27-juli-2017	- Revisi Bab 2 theory - Revisi Bab IV	
4		- Bimbingan bab V	V-		- Revisi Bab 1 & 2 - Revisi Bab 1, 2 dan 3	
5		-			- References - Apendix	
6					ACC	
7						
8						
9						
10						

Bukittinggi, _____ 201___
Dekan FTIK

Dr. H. Nunu Burhanuddin, Lc., M.Ag
NIP. 197305102000121002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Gurun Aur Kubang Putih Kabupaten Agam, Sumatera Barat | Telp. (0752) 331130 Fax. (0752) 22075
Website : http://tbk.iainbukittinggi.ac.id | e-mail : ftk@iainbukittinggi.ac.id

KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

NAMA : Febriana Silfia
NIM : 2312.033
JURUSAN : PBI
DOSEN PEMBIMBING : 1. Hayati Syafri, S.S., M.Pd
2. Febria Sri Artika, S.S, M.Pd.

NO	Hari/ Tanggal	Hal yang dikonsultasikan			
		Pembimbing I	Tanda Tangan	Pembimbing II	Tanda Tangan
1	17/10/16	- Tambahkan judul - Buat outline di Bab I - Jelaskan Pakai bahasa sendiri		→ The effect of using comics to improve vocabulary mastery student's	
2		- Jelaskan teory yang menyatakan kalau strategy PQRPE itu cocok untuk pembelajaran reading comprehension?		→ Bab I → Bab II → Bab III	
3		- Hubungkan ~~antara~~ teory antara x dan y		→ Perbaiki Background • Jelaskan yang mana yg filosofis, theory, dan empiris	
4		- Bahasa jangan pakai bahasa buku - Jelaskan masalah ~~apa~~ yg di dpl dilapangan secara jelas		→ Bab I The effect of. → Bab II using comics strip ~~to improve vocabulary~~	
5		- limitation of the problem - jika formulation ada 3 Purposenya juga harus 3		→ Bab III mastery students → Bab I, II, III	
6		- GRAMMAR - apa yg dimaksud concept of reading ~~comprehension~~		(Background masih banyak salah)	
7		- introduction harus ada disetiap point - Penjelasan setiap pendapat		- Bab I. - Ganti judul (The effect of using PQRPE (predict organize, rehearse, evaluate) strategy toward students' EA result in reading narrative text	
8		para ahli/buku yang menyatakan - example dimasukkan ke language features apa			
9		- Kesimpulan di review related studies harus di buat perbedaannya dg judul yg ditetapkan - Conceptual framework Perbaiki Lengkapi sesuai ~~peta~~ peta konsep - Bab III dirobah kembali		→ Bab I → Bab II → Bab III	

Bukittinggi, ... 20.....
Ketua Jurusan.....

.....
NIP.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : 3277/In.26.1/PP.02.3/12/2016

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Febriana Silfia, NIM. 2312.033 tanggal 23 Desember 2016 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"The Effect of Using Porpe Strategy Toward Student's Test Result in Reading Narrative Text at The Second Grade of SMP N 6 Payakumbuh Academic Year 2016/2017".**

KEDUA : Menunjuk Saudara :

1. Nama : Hayati Syafri, S.S, M.Pd
   NIP : 19780215 200901 2 004
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Febria Sri Artika, M.Pd
   NIP : 19800201 200912 2 002
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Writing
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 27 Desember 2016
Dekan,

H. Nunu Burhanuddin

PEMERINTAH KOTA PAYAKUMBUH

DINAS PENDIDIKAN

SMP NEGRI 6 PAYAKUMBUH

Jl. Raflesia Kel. Subarang Batuang Kec. Payakumbuh Barat Pos. 26223

SURAT KETERANGAN PENELITIAN

Nomor : 070 / 235 / SMP.06 / Pyk - 2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Payakumbuh menerangkan bahwa :

Nama	: **FEBRIANA SILFIA**
NIM / TM	: 2312033
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: ***" The Effect of Using PORPE Strategy Toward Students' Test Result in Reading Narrative Text At The Second Grade of SMPN 6 Payakumbuh Academic Year 2016/2017 "***
Tempat Penelitian	: SMP N 6 Payakumbuh
Waktu Penelitian	: 19 Januari 2017 – 19 Maret 2017

Telah melaksanakan penelitian dalam rangka penyusunan tugas akhir oleh mahasiswa tersebut di atas.

Demikianlah surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Payakumbuh, 02 Agustus 2017

Kepala,

PEMERINTAH KOTA PAYAKUMBUH
SEKOLAH MENENGAH PERTAMA
DINAS PENDIDIKAN
SMP 6

Drs. YUSMAR KHALIF, MA

NIP. 19600422 198603 1 005