

**THE EFFECTIVENESS OF USING SYNTHESIZING STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT AT THE FIRST SEMESTER OF THE
EIGHTH GRADE AT MTS AN - NUR TERBANGGI
BESAR IN 2017/2018 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of The Requirement for S1-Degree

By:

RIA ANDRIANI

NPM: 1311040185

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
1438 H/2017 M**

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Advisor : Syofnidah Ifriyanti, M. Pd

Co-Advisor : Satria Adi Pradana, M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

THE EFFECTIVENESS OF USING SYNTHESIZING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT MTS AN - NUR TERBANGGI BESAR IN 2017/2018 ACADEMIC YEAR

By
Ria Andriani

As one of skills which should be mastered by the students in learning English, the students still find reading difficult. This is proven by the students' score from the preliminary research. The mean of the students from the preliminary research was 63.10 for control class and 59.66 for experimental class. Thus, the new strategy was proposed, the strategy was synthesizing strategy. The objective of this research is to know whether or not there is a significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi besar in 2017/2018 academic year.

The quasi experimental of quantitative method is used in this research because the sample of the research was not randomized and aimed at improving the students' reading comprehension. The population of this research was the eighth grade of MTS An-Nur Terbanggi Besar. The sample was taken out from the population which consisted of three classes; they were try-out class, control class and experimental class. Try-out class was a trial class before the test was administered to the control and experimental class. The treatments were held in five meetings. Reading aloud as a regular strategy was used in control class and the synthesizing strategy was used in experimental class. In collecting the data, pre-test and post-test were given for both classes. The data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 19. The independent sample t-test was used to test the hypotheses because the sample was taken from two different samples and to compare both control and experimental class' mean.

Based on the data analysis which was computed by using SPSS, the value of significant generated Sig (Pvalue) was 0.001 and $\alpha = 0.05$. In other words, H_a was accepted and H_o was rejected because Sig (Pvalue) $0.001 < 0.05$ (α). It can be concluded that there was a significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

Keywords: *Reading Comprehension, Synthesizing Strategy.*



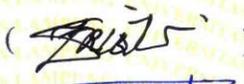
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THE STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
TARBIYAH AND TEACHING TRAINING FACULTY

Alamat: Jl. Letkol H. Endro Suratmin Sukarame I Bandar Lampung (0721) 703260

ADMISSION

A thesis entitled : THE EFFECTIVENESS OF USING SYNTHESIZING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE AT MTS AN-NUR TERBANGGI BESAR IN 2017/2018 ACADEMIC YEAR, by : RIA ANDRIANI, NPM 1311040185, Study Program: English Education, was tested and defended in the thesis examination, held on: Friday, January 5th 2017.

Board of Examiners:

Moderator : Meisuri, M.Pd ()
Secretary : Istiqomah Nur Rahmawati, M.Pd ()
Primary Examiner : M. Ridho Kholid, M.Pd ()
1st Co-Examiner : Syofnidah Ifrianti, M.Pd ()
2nd Co-Examiner : Satria Adi Pradana, M.Pd ()

The Dean of
Tarbiyah and Teacher Training Faculty,



Dr. H. Chabir Anwar, M. Pd
NIDP 0560810 198703 1 001

DEDICATION

This thesis would be dedicated to all of beloved ones:

1. My Father, Mr. Erinanda who have given me the strength and motivation to move forward until the completion of this thesis.
2. My Almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

Ria andriani was born on December 06, 1992. Her father's name is Erinanda. She is the only child in the family. She lives in Bandarjaya, Lampung Tengah.

Ria andriani began her study in the State Elementary School 3 Bandarjaya and graduated in 2005. After graduating from the Elementary School, she decided to continue her study in the State Junior High School 4 Terbanggi Besar and graduated in 2008. She then continued her study in the State Vocational School 1 Terbanggi Besar and graduated in 2011. After finishing her study in Vocational School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Islamic University Raden Intan Lampung.



ACKNOWLEDGEMENT

All praises to Allah, the most gracious and the most merciful, who has given the blessing and chance for completing this thesis. Peace and blessing upon our prophet Muhammad peace be upon him. This thesis entitled “The Effectiveness of Using Synthesizing Strategy towards Students’ Reading Comprehension on Narrative Text at the First Semester of the Eighth Grade at MTS An-Nur Terbanggi Besar in 2017/2018 Academic Year” is written as one of requirements of S-1 degree the English Education study program of UIN Raden Intan Lampung.

In finishing this thesis, there were so many help that was given. Therefore, the gratitude and appreciation would like to be delivered to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, who had given an opportunity and forbearance from the beginning until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Head of English Education Study Program of UIN Raden Intan Lampung who patiently guided for the completion of this thesis.
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Finally, there are still a lot of mistakes in this thesis. The criticism and suggestion from the reader are needed in order to fix the quality of the thesis.

Bandar Lampung, October 19, 2017
The Writer,

Ria Andriani
NPM. 1311040185

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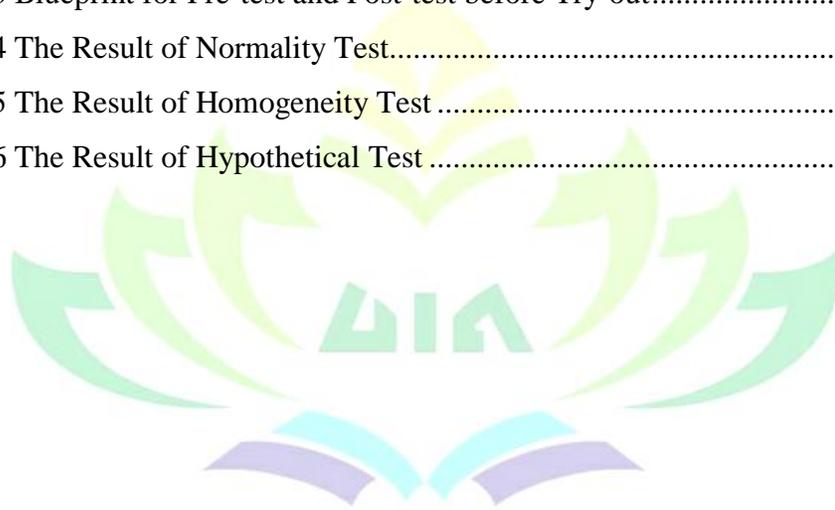
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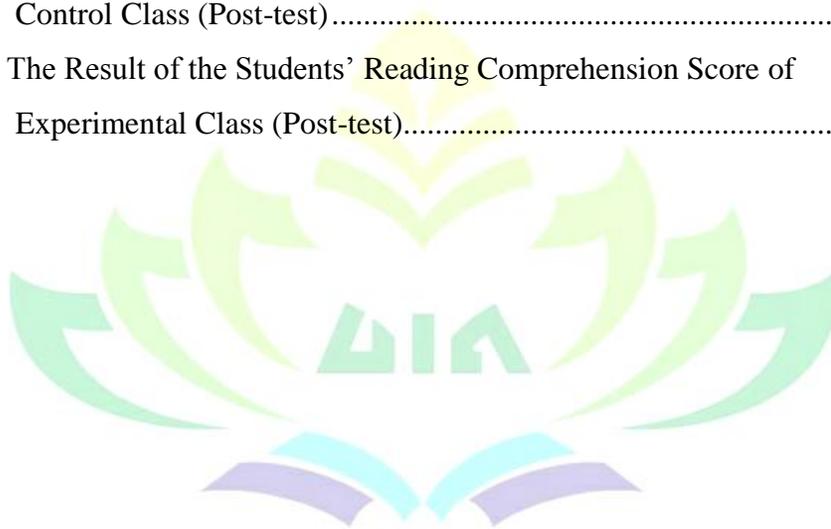
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The pace of change seems to be more frantic over the past years. The world has changed unconsciously as well as the technology and world knowledge. This is really inevitable that the communication to other countries is boarder than before. In this matter, to support the communication with another, the need of medium is inevitable. It is acknowledged that language is the only way to communicate to others.

Language and human are something that cannot be separated. Human cannot deliver their messages or feelings to other people without language. This makes language as a central of communication. Language can be a tool in delivering a message or information². It also can be seen as a medium of communication, it helps providing and acquiring the suggestion, instruction and message based on something one's wanted to provide³. In order to communicate to others, the connector is needed. In this term, the connector means language.

In this era, in order to fulfill the urge to compete against other countries, the important role which English held as an international language is really needed in Indonesia. It cannot only be seen as a tool of communication, but also

² B. Kumaravadivelu. 2008. *Understanding Language Teaching: From Method to Post Method*. Mahwah: Taylor and Francis e-Library. p. 118

³ *Ibid*, p. 129

as an ability which should be mastered by the students. There are four basic skills in learning English, they are listening, speaking, reading and writing.

One of the basic skills, the ability to process the understanding of a written text is called reading. People often call reading as a window to the world. By reading a lot, the wide information and knowledge can be obtained without going somewhere. It is not only the knowledge, but also helps to expand the insight vocabulary⁴. As an important skill for students, the new information and knowledge which the students receive are usually carried by reading. In order to achieve the success, someone reads since it may contain useful and meaningful information from the text which reader can take the benefits in. This is the reason reading can be seen as a crucial part in our life as well. As a Muslim, Allah also orders all of his servants to recite the Holy Qur'an. People who always reciting the Qur'an may be raised degree after degree by Allah. The order to recite Holy Qur'an can be seen in the Sura Al-Isra' chapter 17, sign number 45.

فَقُطِعَ دَابِرَ الْقَوْمِ الَّذِينَ ظَلَمُوا^٤ وَالْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ﴿٤٥﴾

45. When thou dost recite the Qur'an, We put, between thee and those who believe not in the Hereafter, a veil invisible.

The understanding about the text can be born from reading. This is a cognitive process of understanding a written language. Reading is far from just

⁴ Elizabeth S. Pang, et. al. 2003. *Teaching Reading*. Chicago: SADAG. p. 20

recognizing the words, it also involves their thinking⁵. Reading is not an isolated process. It can work together with other skills. Such as reading helps improving one's writing skill, and listening helps improving their speaking and one way another⁶. In order to get better at reading, practicing reading regularly can be the solutions⁷. Since reading is one of four skills which should be mastered by the students, it becomes the main issue in conducting the research. Many of the students who learn English still cannot comprehend the text they read properly. This is proven by their score in reading comprehension when doing the preliminary research.

In doing preliminary research, the data of reading comprehension score of the Eighth Grade at MTS An-Nur Terbanggi Besar was collected as well. In this case, the mean of the students' reading comprehension score became the reference to support the research. The teacher had taught reading comprehension and then the students were tested after that. The reason why the students' mean of reading comprehension was used as a reference since reading comprehension is just a part of English Language besides writing, listening and speaking. In order to get the mean of students' reading comprehension, the students' result were added and divided by the total of the students. The mean of students' reading comprehension was 63.10 for control class and 59.66 for experimental

⁵ *Ibid*, p. 6

⁶ Andrew P. Johnson. 2008. *Teaching Reading and Writing: a Guidebook for Tutoring and Remediating Student*. Lanham: Rowman & Littlefield Education. p. 7

⁷ *Ibid*, p. 4

class. Based on this result, the students' achievement in reading comprehension was not satisfying. It had been approved by the teacher as well. The researcher thought that the new strategy was needed to help the students achieve their goal in reading comprehension.

Because of those conditions, the strategy which was appropriate for reading comprehension had been decided. The synthesizing strategy was chosen in this research. There were some considerations on what kind of strategy which should be used in teaching reading before the option leads to synthesizing strategy. To be successful at reading comprehension, students need to actively process what they read. In order to improve the comprehension skills, the comprehension skills which is taught and practiced to the students should be involving the students' background knowledge, introducing new vocabulary before reading, explaining the main ideas, connecting to the existing knowledge... reviewing, determining main ideas, observing, and giving the feedback for understanding⁸. Through synthesizing strategy, the notes are taken in order to keep their track in reading activity. In this way, the students are engaged in an active activity. Not only that, the main activity in synthesizing strategy involves selecting the author's ideas and students' background knowledge. Thus, those two elements are the representation of how to teach reading should be. Synthesizing strategy was chosen because Debbie Miller

⁸ Judy Willis. 2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Alexandria: ASCD. p. 128

stated that writing their response to the text they have read can help improving the comprehension⁹. In synthesizing strategy, the note is taken and their ideas and the author's ideas are merged and written in paper. Thus, this strategy is considered as an appropriate in teaching reading comprehension. Synthesizing strategy will be used in experimental class as a treatment and reading aloud will be used in control class as a regular teaching strategy.

The similar research had been conducted by Resy Octadela., et. al about Improving Students' Reading Comprehension of Academic Texts by Using Synthesizing Strategy at Semester IV. The result of the research had been presented that the synthesizing strategy had successfully improved the students' reading comprehension¹⁰. It was proven by the students' score before the treatment and after the treatment. The mean of students' score before the treatment was 51.86 and the students' mean after the treatment were 77.57. Thus, it was indicated that in teaching and learning reading comprehension showed the significance improvement by using synthesizing strategy. Resy also stated the effect of using synthesizing strategy which makes the students more active and creative in reading comprehension class.

From the result of the previous research which had been conducted by Resy Octadela, et. al, it can be inferred that teaching reading comprehension by

⁹ Debbie Miller. 2006. *Reading with Meaning: Teaching Comprehension in the Primary grades*. Portland: Stenhouse Publishers. p. 157

¹⁰ Resy Oktadela. 2014. "Journal English Language Teaching (ELT)" Improving Students' Reading Comprehension of Academic Texts by Using Synthesizing Strategy at Semester IV/B of the English Departement of FKIP UIR Pekanbaru, Volume 2 Nomor 1, p.102

using synthesizing strategy indicated a good result. This strategy was not only showing the students' improvement in reading comprehension, but also it made the students more active and creative in the class.

B. Identification of the Problem

According to the background above, there were some problems:

1. The students read the text without knowing what was in the text,
2. A strategy which cannot achieve their goal in reading comprehension was used by the teacher,
3. A strategy which can achieve their goal in reading comprehension was needed.

C. Limitation of the Problem

To avoid misunderstanding in interpreting the problem, the limitation of problem was needed. The limit of the problem was only on the effectiveness of using synthesizing strategy towards students' reading comprehension on Narrative Text at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year.

D. Formulation of the Problem

Based on the background above, the problem which came up in this research was formulated as follows: Is there any significant effect of using synthesizing strategy towards students' reading comprehension on Narrative Text

at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year?

E. Objective of the Research

As the objective of the research was to know whether or not there is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year.

F. Significance of the Research

1. Practically, the result of the research might become new information for English teacher about how to improve the students' comprehension in reading class by using Synthesizing strategy.
2. Theoretically, the result of the research was expected to be used to support the theory which would be explained in the next chapter about the effect of synthesizing strategy towards students' reading comprehension on narrative text in eighth grade of junior high school.

G. Scope of the Research

1. The subject of the research

The subject of the research was the English teacher and the students of first semester at eighth grade of MTS An - Nur Terbanggi Besar.

2. The object of the research

The object of the research was to know whether the students who learn reading comprehension through synthesizing strategy show the significant effect or not.

3. The place of the research

The research was conducted at MTS An - Nur Terbanggi Besar.

4. The time of the research

The research was conducted at the first semester of eighth grade of MTS An - Nur Terbanggi Besar in 2017/2018 Academic Year.

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESES

A. Frame of Theories

1. Reading

a. Concept of Reading

As one of four skills which should be mastered by the students, reading -the process of constructing meaning from written information- is really an important skill. Reading is the process of converting the written symbols into the known spoken language¹¹. The two processes of reading are recognizing the written words and processing or understanding the meaning¹². Recognizing the written words refers to the ability to identify the alternative of written symbols into the known spoken language¹³. In reading activity, there are two aspects. The word recognition comes first, Word recognition is the ability of the readers to identify and read the written words. After the words are identified, the comprehension comes after that. Comprehension is a process of get the meaning of something.

p. 64 ¹¹ I. S. P. Nation. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

¹² Elizabeth S. Pang, et. al. 2003. *Teaching Reading*. Chicago: SADAG. p. 6

¹³ *Loc. Cit*

Reading is the process of receiving and interpreting information encoded in language via the medium of print. Interpreting the information can be seen as an act of comprehension. Thus, comprehension is part of reading. Reading and comprehension is something that cannot be separated. Since the comprehension is the cause of reading¹⁴. In order to get better at reading, practicing reading regularly can be the solutions¹⁵. William interprets the comprehension process as a reading activity, he sees reading and comprehension as a continuum process. It may wise to keep practicing in reading to achieve the understanding. In other word, in order to get better at reading, practice reading intensively is the key.

Concerning the description above, a process of transferring information from writer to the reader by using written form which consists of word recognition and comprehension is called as a reading. This activity involves the process of recognizing the written language and constructs the meaning of words or sentences.

¹⁴ William Grabe. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press. p. 14

¹⁵ Andrew P. Johnson. 2008. *Teaching Reading and Writing: a Guidebook for Tutoring and Remediating Student*. Lanham: Rowman & Littlefield Education. p. 4

2. Reading Comprehension

a. Concept of Reading Comprehension

In order to get the information out of the text, there are two aspects in reading. The first one is recognizing the words as well as the form and comprehension. Comprehension can be said as the nature of reading because the main objective in reading is to get the messages or information. Comprehension is the capability of getting on the words, sentences and connecting to the text¹⁶. Comprehension is the process of getting meaning from text which is connected as in sentences and paragraphs. It involves the one's insight vocabulary and considering and making sense¹⁷. The ability to understand or comprehend something is needed in order to achieve the goal in reading. Most of knowledge and information can be gained by comprehending the text.

Comprehension, the process of construct the rational meaning of words or sentences, becomes the part of reading activity. The goal of reading can be fulfilled if the understanding of the text is built. In order to understand and learn something from the text, learning to read is a must since reading is part of our daily basis¹⁸. Without comprehension, reading is pointless since comprehension is the process of constructing

¹⁶ *Ibid.* p. 6

¹⁷ Elizabeth S. Pang, et.al. *Op. Cit.* p. 14

¹⁸ Sylvia Linan Thompson and Sharon Vaughn. 2007. *Research Based Methods of Reading Instruction: for English Language Learners*. Alexandria: ASCD. p. 113

meaning of words or sentences¹⁹. The reason for reading is to get or understand something through the text. The process of understanding the text is often called as a comprehension. The effort to understand something from the text e have read is the main point in reading. Because of this reason, comprehension and reading can be seen as a continuum activity. Reading is indeed useless without comprehension. It means without comprehension we cannot say this activity is reading. Thus, the central of reading is comprehension.

The ability of processing the text and understanding the meaning is called reading comprehension. It can be defined as all of the processes which the meaning of the text needs to be understood. Reading comprehension involves the activity of extracting and establishing the meaning at the same time which can be obtained through the collaboration of the written language²⁰. Reading comprehension was seen as making sense of a written language through exchanging the ideas among the reader and the text.²¹. Reading comprehension involves the process of making sense by organizing the process of word reading, word, world knowledge, and fluency²². Reading comprehension acts as

¹⁹ Elizabeth S. Pang, et.al. *Op. Cit.* p. 14

²⁰ Catherine Snow. 2002. *Reading for Understanding: Towards an R&D Program in Reading Comprehension*. Arlington: RAND. p.11

²¹ Diane McGuinness. 2004. *Early Rading Instruction: What Science Really Tells Us about How to Teach Reading*. Massachusetts: The MIT Press. p. 234

²² Janette K. Klingler, Sharon Vaughn, Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learnig Difficulties*. New York: The Guildford Press. p. 2

one of the essential part of reading after word recognition. It can be said that comprehension is the most complex of reading aspect. Reading comprehension becomes complex because it is not only involve the vocabulary insight but also the ability to interpret the information.

Thus, it can be inferred that an active process which involves the activity of constructing, making sense, or understanding the words and sentences through interaction and involvement with written language is called reading comprehension. Comprehension becomes the most important part in reading, because reading and comprehension is something which cannot be separated. It works as a continuum process.

There are some features which should be involved in assessing the students' reading comprehension. They are:

- a) Main idea,
- b) Expression/idioms/phrases in context,
- c) Inference (implied detail),
- d) Grammatical features,
- e) Detail (scanning for a specifically stated detail),
- f) Excluding facts not written (unstated details),
- g) Supporting idea(s),
- h) Vocabulary in context²³.

²³ H. Douglas Brown. 2003. *Language Assessment: Principle and Classroom Practices*. San Francisco: Longman. p. 206

They are many reasons why providing an assessment to the students is necessary. In this case, this assessment provides the information about the students' skill level and achievement in reading comprehension. These features involve main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting ideas, and vocabulary in context.

b. Types of Reading

Based on the types of classroom reading performance, the reading activity is divided into five types. They are perceptive reading, interactive reading, selective reading, intensive reading and extensive reading.

a) Perceptive reading

Understanding something or figuring things out is the main activity in perceptive reading. This activity usually involves the identification of words, punctuations, and others or matching pictures. Perceptive reading tasks dealing with the elements of a unit of language, such as letters, words, word, punctuation, and other graphemic symbols²⁴. The focus of perceptive reading lies on

²⁴ H. Douglas Brown. *Op. Cit.* p. 189

the form such as recognizing the words, sentences, and punctuation rather than the meaning.

b) Selective reading

Selective reading requires the students to recognize word, grammatical, or discourse features of language within a very short sentence or short paragraph²⁵. The focus of selective reading is the form of the words and grammatical aspects of language. In this activity involves the process of sorting things out, or selecting the important information by careful choice.

c) Interactive reading

By using both knowledge of word structure and existing knowledge to interpret the text they read are what interactive reading activity is. Interactive reading requires reading short sentences of several paragraphs of text to one page or more wherein the students are connected to the text²⁶. It focuses on the interaction between the readers and the text. By using interactive reading may discourage the students' focus on learning how to interpret specific words and gain the students interest in reading.

²⁵ *Loc. Cit.*

²⁶ *Loc. Cit.*

d) Intensive reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading involves studying the text carefully in every words and grammatical by contrasting, examining, decoding and maintaining every expression which have found in the text²⁷. This activity involves the reader's concentration in order to comprehend the detail information of the text. It may be the sentence, the paragraph and the whole text. The focus of intensive reading is the language and the grammatical feature.

e) Extensive reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. In palmer's conception of extensive reading, the purpose of learning reading through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose²⁸. In contrast of intensive reading, extensive reading is an activity

²⁷ Richard R. Day and Julian Bamford. 1998. *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge Language Education. p. 5

²⁸ *Loc. Cit.*

which involves the reader's own pleasure because the focus of this activity is the content of the text not the language.

Based on the explanation above, there are five types of reading such as perceptive reading, selective reading, interactive reading, intensive reading, and extensive reading. Synthesizing strategy involves the activity of merging the author's ideas and the readers' ideas or existing knowledge into one so that the new conclusion or idea will be born. This is in line with an interactive reading, because both synthesizing strategy and interactive reading make connection to what the readers already know. Thus, it can be inferred that synthesizing strategy is related to the interactive strategy

3. Narrative Text

a. Concept of Text

In reading comprehension, we usually deal with a text or written work. A text is any item or object that can be read by people. Text refers to a book or written work since the form which can be seen clearly as an object²⁹. Text was classified into two types, literary and non-literary text. Literary text deals with literature works such as novels, epics, poems, dramas and sagas³⁰. Factual texts explains some factual

²⁹ M. A. K. Halliday and Christian M. I. M Matthiessen. 2004. *An Introduction to Functional Grammar 3rd Edition*. London: Oxford University Press. p. 524

³⁰ Peter Knapp and Megan Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sidney: UNSW Press. p.30

information which relates to all of the learning subjects³¹. In other words, literary text is a written material which is made for the purpose of entertaining people. On the other side, factual text is a written material which describes something based on facts such as learning material.

It can be inferred that there are two categories of texts, they are literary text and factual text. Literary text is a written material for entertaining people, such as a poem, stories, and drama. Whereas, the factual text is a written material which describes something based on facts, for example biographies, autobiographies, science, and arts.

b. Types of Text

The texts are classified into genres based on the author's or writer's intention. In this case, there are thirteen genres of text which has been classified. They are, spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion and reviews.

a) Spoof

Spoof is a text which tells a story occurred in the past time with surprising and amusing ending.

³¹ *Loc. Cit.*

b) Recount

Recount text is a text which tells a story happened in the past time.

c) Report

Report text is a text which presents information as it is with reference to a range of natural, made and social phenomena in our environment.

d) Analytical Exposition

Analytical exposition is a text to influence the reader or listener that something needs to get attention.

e) News Item

News item is a text to let the readers know, listeners or viewers about a thing that happens which are considered as an important.

f) Anecdote

Anecdote is a text which tells an unusual story or funny event.

g) Narrative

Narrative is a story with complication events and the purpose of the text is to please, entertain, and to deal with various ways of factual or imaginary experience.

h) Procedure

Procedure is a text which designs to explain how something is done orderly.

i) Description

Description text is a text which explains on how the thing or person looks like.

j) Hortatory Exposition

Hortatory exposition text is a text which convinces the reader that something should or should not be done.

k) Explanation

Explanation text is a text which deals with the process of exchanging the information and ideas about an important phenomenon.

l) Discussion

Discussion text presents a complicated discussion which is discussed from more than 2 point of views.

m) Reviews

Reviews are a judgment which is made by people in order to review an art work or event for public consumptions³².

Based on the explanation above, it can be inferred that there are some types of text. For each types of text have different purpose and function. In this research, only one text will be discussed further, that is narrative text.

³² Linda Gerot and Peter Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler. p.192-220

c. Concept of Narrative Text

There are some texts which are commonly used in reading such as narrative text, descriptive text, recount text, and procedural text. The students may be familiar with those types of text, especially narrative text. Narrative text is a type of written language which tells story or statement of phenomenon, it can be based on the true story or imaginary story³³. Narrative text is not only a tool to amuse the readers, but also a media for changing social opinion and attitudes³⁴. Narrative text usually reveals conflict among the characters. This is what makes narrative text interesting. It usually makes the readers think about an issue or teach the readers about something such as life lesson.

Narrative text is considered as a material which easy to comprehend because the students very familiar with the text. Narrative text generally follows a story line with a beginning, middle, and end. This structure is familiar to students, and thus easier for them to comprehend³⁵. Since the students are familiar with narrative text, the teacher is expecting a good result of this research.

³³ Debra L. Cook Hirai. 2010. *Academic Language/Literacy Strategies for Adolescents: How to Manual for Educators*. New York: Routledge. p. 124

³⁴ Peter Knapp & Megan Watkins. *Op. Cit.* p. 220-221

³⁵ Debra L. Cook. Hirai. *Op. Cit.* p. 881-82

d. The Elements of Narrative Text

In narrative text, there are some basic elements, which divided into two major categories, the intrinsic and extrinsic elements. The intrinsic element is structural development within the story, whereas extrinsic element is structural development outside of the story. The intrinsic element consists of the five elements, such as theme, plot, character and characterization, setting, and point of view.

a) Theme

Theme becomes the important element in every literary or factual works because it represents the main idea of the story. Main idea of the story can be seen as the theme of the story, which tells about the main problem, occurred in the literature works³⁶. A theme refers to outward from the fictional world to the world of real-life experience³⁷. In other words, theme can be the main idea of the story or the topic. The theme usually is not stated in the text, but expressed through the characters' words or thoughts.

b) Plot

Plot is usually describing the events which make up the story. It is known as a foundation of the story which involves the

³⁶ Ahmad Latif and Iqlima Salsabila. 2008. *An Introduction to English Literature*. Bandar Lampung: Unpublished. p. 8

³⁷ Seymour Chatman. 1993. *Reading Narrative Fiction*. New York: Macmillan Publishing Company. p. 273

characters, setting, etc. Plot is basically a scheme which is connected to the all of elements which helps in the movement of the story³⁸. It can be said that a good plot represents a good story.

c) Character and characterization

In fiction works, character is usually the focus of the story. It also works with the plot because good plot get you emotionally involved with the characters. Character is a person who represents the mental and moral qualities³⁹. Characters are certain quality which is born from the process called characterization⁴⁰. There are so many types of characters. It can be the major characters, minor characters, flat characters, and round characters. Whereas, there are two kind of characterization, they are direct and indirect characterization.

d) Setting

A setting indicates when and where the story takes places within a narrative or works of fiction. The setting plays very important roles in any literary work since it enables the readers to experience the situation where and in which the story takes places. It can be seen that setting describes when and where the story takes places. It also helps create the mood of the story.

³⁸ Ahmad Latif and Iqlima Salsabila. *Op. Cit.* p. 9

³⁹ *Ibid.* p. 10

⁴⁰ Seymour Chatman. *Op. Cit.* p. 61

e) Point of view

In order to develop the character of a story, it is good to use a perspective from which the story is told. Point of view is the position or the way the story is described in the story⁴¹. It depends on the writer which point of view they want to use. There are three perspectives which usually use in a story, they are first-person, third-person, and second-person.

Based on the explanation above about the elements of narrative text, there are two major categories of narrative text, the intrinsic and extrinsic element. The intrinsic element consists of theme, plot, character and characterization, setting, and point of view. Those five elements usually appear in narrative text and it is related to the students' reading comprehension. In order to comprehend the story, the students need to know what the main idea of the story is, who the character is, how the story goes, etc.

4. Synthesizing Strategy

a. Concept of Synthesizing Strategy

Strategy is used to help teacher and students achieve their success or purpose in teaching and learning process. Strategies can be seen as a plan of an action or instrument which helps the efficiency of

⁴¹ *Loc. Cit.*

learning process⁴². Strategies can be seen as an important and fundamental tool for improving the students' ability in exchanging the information since the students are engaged in an active activity and self control⁴³. In teaching and learning, strategy becomes an important tool. Since it involves plan how to solve some problems which have been found. In this research, the problem was the students still find the difficulty in comprehending the text, thus a new strategy was proposed to solve this problem and the synthesizing strategy was chosen.

In synthesizing information, new information which appears in the text and the existing knowledge is being merged in this strategy. This is not only about the writer's ideas, but also the reader's perspective about something related to the topic. In synthesizing strategy the new insights or prospect are born authentically after the new information and the background knowledge are merged⁴⁴. Synthesis helps people understand something from the reader's point of view⁴⁵. This activity can be seen as synthesis if the thinking is growing⁴⁶. The

⁴² Alison Davis. 2011. *Building Comprehension Strategies for the Primary Years*. South Yarra: Eleanor Curtain Publishing. p. 8

⁴³ Rebecca L. Oxford. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle and Heinle Publisher. p. 1

⁴⁴ Resy Oktadela, et.al., 2014. "Journal English Language Teaching" Improving Students' Reading Comprehension of Academic Texts by Using Synthesizing Strategy at Semester iv / b of The English Departement of FKIP UIR Pekanbaru. Vol.2. No.1. p.96

⁴⁵ Judi Moreillon. 2007. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. Chicago: American Library Association. p.132

⁴⁶ Andie Cunningham and Ruth Shagoury. 2006. *Starting with Comprehension: Reading Strategies for the Youngest Learners*. Portland: Stenhouse Publishers. p.107

function of synthesizing strategy is to draw or create a new perspective which is born from merging several ideas into one.

This activity involves in combining the ideas and evolving in thinking. Thus, the new perspective will be born. Synthesizing information represents the author's ideas and personal thoughts at achieving new insight. If a new insights or prospect are not born, or the thinking is not growing, we cannot say that this is synthesizing⁴⁷. From the explanation above, merging a new information with existing knowledge in order to create a new perspective in thinking is the point of synthesizing strategy. It cannot be called synthesizing if the reader's perspective is not evolving.

The synthesizing strategy requires the students to make a value of judgements about the text they have read and also combine their ideas and author ideas. Synthesis involves the activity of classifying, recollecting, paraphrase, and reproducing information into continuum unit⁴⁸. Synthesizing is a combination of several ideas into one, it is shorter than summarizing⁴⁹. The synthesizing is the most complex strategy of comprehension which is more than merging those ideas into one. Through this strategy, the readers are expected gaining a new insight.

⁴⁷ *Loc. Cit.*

⁴⁸ Judi Moreillon. *Op. Cit.* p. 132-133

⁴⁹ Resy Oktadela. *Op. Cit.* p. 96

The goal of synthesizing will be fulfilled if this activity involves combining the new information and existing knowledge in order to form a new idea or perspective. Synthesis is the process of learning from others' ideas and transforming those ideas through analysis and interpretation to offer a new meaning. Through synthesis, ideas which they have merged become their original ideas⁵⁰. Synthesizing involves multiple sources to begin with since we are not only synthesis within a text but also across those texts. This also can be something that we have read, seen or even heard before. In order to synthesize, the readers should at least familiar with the topic so that they can begin synthesizing.

Synthesizing and summarizing have something in common. Retelling the text or the story has become a part of them, but synthesizing is boarder than summarizing. It is more than summarizing and the main points of the text and the reader's point of view are merged. Summarizing becomes the basis skill which is used in synthesizing⁵¹. This activity involves developing the ideas of the author with the readers existing knowledge about the text or the story.

The reader is allowed to combine the author's ideas and their ideas in this activity. The purpose in synthesizing is constructing new

⁵⁰ Judi Moreillon. *Op. Cit.* p 134

⁵¹ Reading Comprehension Strategy 6: Synthesizing Information. Available on: <http://aqueduto.org/reading-strategy-6-synthesizing-imformation/>, Accessed on, 07/20/2017

understanding and point of view. It can be born from reflecting and merging the main points of the text with their existing knowledge⁵². This is why synthesizing is broader than summarizing, since synthesis involves various things. Synthesizing goes beyond summarizing and merging ideas, it makes the readers connected to the text and finding new ideas⁵³. Thus, synthesizing exceeds what is in the text, it is more like thinking out of the box.

Thus, the explanations above are indicated that synthesizing strategy is an activity or a process of merging new information and their existing knowledge with ordering, recalling, retelling, and recreating the ideas, and transforming those ideas through analysis so that the new perspective or new line of thing is born out of the reading.

b. The Procedure of Teaching Reading by Using Synthesizing Strategy

Teaching the reading comprehension strategy of synthesis using multiple texts is a place to begin. Since we are not wanted the students to only read the text but beyond that, they also need space to change and grow. The further the students decode the texts; the meaning can be described more regarding their own thinking, impression, or

⁵² Summarizing and Synthesizing: What's the Difference?. Available on: <http://beyondpenguins.ehe.ose.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference>, Accessed on, 07/20/2017

⁵³ Andie Cunningham and Ruth Shagoury. *Op. Cit.* p. 107

conclusion⁵⁴. This strategy helps the students to build their confidence in making their own judgment towards various circumstances.

These following steps are the procedure of teaching reading comprehension by using synthesizing strategy which is introduced by Andie Cunningham.

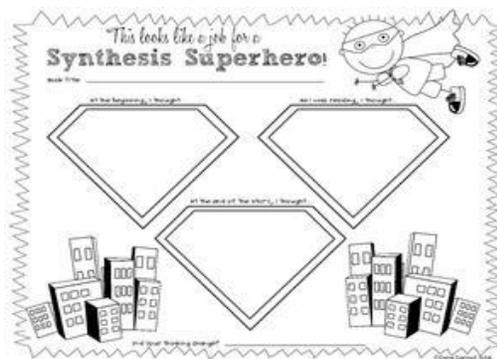
Pre-teaching:

- a) The topics are chosen by the students or the teacher.
- b) The strategy is introduced to the students, such as how the strategy works.

Whilst-teaching:

- a) The students and teacher are reading the book and the teacher prepare the model of metaphors⁵⁵. This metaphor is used to keep the track on how our thinking is changed.

The example of metaphor:



⁵⁴ Judi Moreillon. *Op. Cit.* p.134

⁵⁵ Andie Chunningham. *Op. Cit.* p. 108

- b) The students are invited to draw and detailed their synthesis through the metaphor they have made.
- c) The students work at their own synthesis about the text they read. The information they get and their existing knowledge is merged.
- d) The teacher is acted as supervisor of the students' work⁵⁶.

Post-teaching:

- a) The students are asked how their thinking is changed as they read or hear the story⁵⁷.

Concerning the procedure of synthesizing strategy above, it can be inferred that this strategy is not only merging their existing knowledge and the author's ideas into one so that the new conclusion can be born, but also a metaphor is used in this activity in order to keep track on how their thinking is changed during reading.

c. The Advantages and Disadvantages of Synthesizing Strategy in Reading Comprehension

There are some advantages and disadvantages of applying synthesizing strategy in reading comprehension which are proposed by some experts.

⁵⁶ *Ibid.* p. 110

⁵⁷ *Ibid.* p. 111

- a) The advantages of synthesizing strategy are:
1. The students are not only connected to the text, but also connect to their surroundings.
 2. Synthesizing is more than a comprehension strategy, it also creates new ideas.
 3. Synthesizing goes beyond the text. It is not only summarizing the story, synthesizing can be seen as a way to create a new understanding between colleagues, teacher and their surrounding. The synthesizing strategy is not only connecting the students to text, but also the teacher and the surrounding. It helps to build trust between them.
 4. Synthesis helps building a chance for other subjects of teaching and learning⁵⁸.
 5. Synthesizing helps the students interpret the text more explicitly⁵⁹.

There are 5 advantages of using synthesizing strategy in reading comprehension. In the end of this thesis, the advantages which are proposed by the experts will be compared and discussed to what actually found by the teacher during the research.

⁵⁸ Andie Cunningham and Ruth Shagoury. *Op. Cit.* p.107

⁵⁹ Debbie Miller. 2002. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Maine: Stenhouse Publishers. p.171

- b) The disadvantage of synthesizing strategy in reading comprehension

The disadvantage of applying synthesizing strategy in reading comprehension is synthesizing strategy is strategy which is hard to be used in an advance text since the students' knowledge are limited⁶⁰. In applying this strategy to the students, the text should be as familiar as possible for them. In other words, the familiar text is recommended to use in synthesizing strategy to prevent an unexpected results.

5. Reading Aloud

a. Concept of Reading Aloud

The main goal of reading aloud is developing the understanding and skill by listening to others' reading activity. As the part of education, reading aloud is a basis to be given to the students because it helps the students connect with the text. Reading aloud becomes the very first strategy which is introduced in learning of English⁶¹. The understanding of text, the pronunciation and intonation are built through reading aloud. Reading aloud can be seen as the foundation for literacy

⁶⁰ Andie Cunningham and Ruth Shagoury. *Loc. Cit.*

⁶¹ M. F. Patel and Praveen M. Jain. 2008. *English Language Teaching: Methods, Tools, and Techniques*. Jaipur: Sunrise Publishers. p. 120

development. The relationship between the written text and meaning is demonstrated by reading aloud as well.

In reading aloud activity, the teacher can read the books aloud to familiarize the students with text or the students can read the book with a partner. The students' focus in reading aloud is the meaning of the text⁶². In this strategy, it can be the students or the teacher who reads the text⁶³. Reading aloud can be seen as the first strategy which is introduced by the parents to their children or teachers to their students. Along this strategy, it builds many skills such as vocabulary, comprehension, fluency.

Thus, reading aloud is an ongoing process which requires the students to investigate the meaning of the text with their limited knowledge. The student is not only deal with the pronunciation, but also the intonation and at the same time extracts the meaning from the text.

b. The Procedure of Teaching Reading by Using Reading Aloud Strategy

In order to achieve the goal in reading comprehension, there are some important steps to help students comprehend the text. Those steps are originated from Mary in teaching her students.

⁶² Anne Van Kleeck, et. al. 2008. *On Reading Books to Children: Parents and Teachers*. Mahwah: Lawrence Erlbaum Associates, Inc. p. 147

⁶³ Debra L. Cook Hirai. *Op. Cit.* p. 89

Pre-teaching:

- a) The book is chosen which one the student or teacher wants to read.
- b) The students are gathered around the teacher as the teacher begins to read.

Whilst-teaching:

- a) The activity of reading aloud is started whether the students or the teacher as a reader.
- b) As they read the text, the students and teacher look at the cover and the prediction is made.
- c) They made a discussion what they know about the author.
- d) The ideas of the students are gathered and shared to other students.

Post-teaching:

- a) The students and teacher look back at the information of the book and remember their predictions and reflect on how their thinking changed over the reading aloud section⁶⁴.

Based on the procedure of reading aloud strategy above, it can be inferred that reading aloud strategy is not just about reading the text aloud in front of class. But, it also involves making a prediction during reading activity and reflecting on how their thinking changed over reading aloud section.

⁶⁴ Mary Lee Hahn. 2002. *Reconsidering Read-Aloud*. Portland: Stenhouse Publishers. pp. 44-45

c. The Advantages and Disadvantages of Reading Aloud Strategy in Reading Comprehension

- a) There are some advantages and disadvantages of applying reading aloud strategy in reading comprehension.
1. It can be assumed that the students who read the text aloud had higher reading placement score than the one who read silently.
 2. The students can be monitored their reading performance easily.
 3. The students who read the text aloud can build a significant improvement in pronouncing words⁶⁵.

Based on the advantages of the reading aloud above, the students can improve their pronunciation through reading aloud. The strategy was used in their regular teaching reading comprehension. Thus, in the end of this thesis, this strategy would like to be discussed whether or not reading aloud can affect the students' reading comprehension.

⁶⁵ Andrea D. Hale, Christopher H. Skinner, et.al., 2007. "The Behaviour Analyst Today". Comparing Comprehension Following Silent and Aloud Reading across Elementary and Secondary Students: Implication for Curriculum-Based Measurement. Vol 8, issue 1. pp. 10-11

- b) The disadvantage of reading aloud strategy in Reading comprehension

Sometimes the comprehension skill cannot be achieved in reading aloud⁶⁶. It may be related to their focus when performs reading aloud activity.

B. Frame of Thinking

To be successful at reading comprehension, students need to actively process what they read. Through synthesizing strategy, the notes are taken in order to keep their track in reading activity. In this way, the students are engaged in an active activity. Not only that, main activity in synthesizing strategy involves selecting the author's ideas and students' background knowledge. Thus, those two elements are the representation of how to teach reading should be.

Based on the rationale above, the synthesizing strategy and reading comprehension have the connection. Synthesizing is a part of reading comprehension strategy. In Synthesizing Strategy, the students make a note about what they have read and then draw the conclusion based on their thinking. Thus, the new perspective and thought is born. This activity constitutes form of reading comprehension activity.

Synthesizing strategy is an activity involves ordering, recalling, retelling, and recreating the ideas into their own ideas. Logically, the comprehension can

⁶⁶ *Loc. Cit.*

be born when the students are trying to retell the story. If the reader wants to retell the story, at least the students should comprehend the text first. Thus, it can be inferred that synthesizing strategy is effective to be used in teaching reading comprehension.

C. Hypotheses

Based on the explanation above, the hypotheses can be proposed as follows:

H_a: There is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

H₀: There is no significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to see the effectiveness of using synthesizing strategy towards students' reading comprehension, the experimental design of quantitative method study was used in this research. The quasi experimental was chosen. In this design, two subjects of this research, control group and experimental group were selected and only the experimental group received the treatment. Quasi experiment is restricted only to see the impact of an intervention which is usually used to enhance the potency of some strategies, methods or techniques.⁶⁷ Quasi experiment involved a group assignment not an individual assignment and it was aimed at improving the effectiveness of something. In this case, it would be aimed at improving the effectiveness of using synthesizing strategy towards students' reading comprehension. This was why quasi experimental was used in this research.

An experiment usually involved two groups of subjects, an experimental group and a control group. The experimental group received a treatment, while the control group received no treatment. The control class plays an important role in every experimental research, since the control class can be the comparison

⁶⁷ Daniel Muijs. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications. p. 28

group for experimental class whether the treatment is more effective in control class or experimental class.⁶⁸ To compare the both groups in order to see which treatment was more effective, the control group and experimental group were used in this research. The Quasi-Experimental design is described as follows:

Experimental	O1	X	O2

Control	O3	O	O4

Where:

O1 : Pre-test.

O2 : Post-test.

X : Treatment by using synthesizing strategy.

O3 : Pre-test.

O4 : Post-test.

O : Using regular teaching strategy by the teacher⁶⁹.

Two classes, which were used as sample of this research, consisted of an experimental class which received the treatment by using synthesizing strategy and the other as a control class which was taught by using regular teaching strategy. The pre-test was given to know the students' reading comprehension before the treatment by using synthesizing strategy. After teaching reading by

⁶⁸ Jack R. Fraenkel, et. al. 2009. *How to Design and Evaluate Research in Education*. 7th Edition. New York: McGraw-Hill Higher Education. p. 262

⁶⁹ Louis Cohen, Lawrence Manion and Keith Morrison. 2007. *Research Methods in Education*. New York: Routledge. p. 283

using synthesizing strategy, post-test was given to measure the progress which was made by the students after the treatment.

B. Variables of Research

As an important factor, variable was needed in conducting the research. A variable is a concept or element which can be changed its profit or outcome⁷⁰. The variable can be classified into two ways, they are *Independent* and *dependent*⁷¹. Independent variables are something which is going to be learned in this research which is aimed to analyze their effect on one or more variables⁷². Dependent variable is a variable which is supposed to show some effects⁷³. In other words, independent variable is a variable which will affect the dependent variable and dependent variable is a variable which will be affected by the independent variable. In this research, there were two kinds of variable which have been investigated. Both of them were dependent and independent variable, which were classified as:

- a. Independent variable was Synthesizing Strategy (X).
- b. Dependent variable was the Students' Reading Comprehension on Narrative Text (Y).

⁷⁰ Donal Ary, et.al., 2010. *Introduction to Research in Education*. Wardsworth: Nelson Education, Ltd. p. 37

⁷¹ Jack R. Fraenkel and Norman E. Wellen. *Op.Cit.* p. 42

⁷² *Loc.Cit.*

⁷³ *Loc.Cit.*

C. Operational Definition of Variable

The operational definition variable used to describe the characteristics of variable was investigated as follows:

1. Independent Variable (X)

Synthesizing strategy is a strategy for teaching reading comprehension which involves merging the readers' existing knowledge and the authors' ideas into one so that the new ideas can be born.

2. Dependent Variable (Y)

Students' reading comprehension on narrative text is the ability in comprehending or understanding narrative text which contains information. There are eight aspects which should be assess in reading comprehension, they are main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context.

D. Population, Sampling Technique, and Sample

1. Population of the Research

In every quantitative research usually uses a sample which is taken from a particular population. The population is a massive group which

would be learned and the result would like to be generalized⁷⁴. The population is the group of people we want to *generalise* to⁷⁵. The whole subject which we want to generalize and learn in this research is called population.

The eighth grade of MTS An - Nur Terbanggi Besar in 2017/2018 academic year was chosen as a population of this research. The total numbers of population were students which consist of four classes can be seen as following:

Table 3.1
The Population of Students of the Eighth Grade of MTS An - Nur Terbanggi Besar in 2017/2018 Academic Year

No	Class	Gender		Total
		Male	Female	
1	VIII A	15	14	29
2	VIII B	14	16	30
3	VIII C	16	14	29
4	VIII D	16	13	29
Total				117

(Source: MTS An - Nur Terbanggi Besar 2017/2018)

⁷⁴ Marguerite G. Lodico, et. al. 2006. *Method in Educational Research: from Theory to Practice*. San Francisco: Josey Bass. p. 13

⁷⁵ Daniel Muijs. *Op. cit*, p. 15

2. Sampling Technique

In order to get the sample which represents the population, a sampling technique was needed in this research. Sampling techniques is a technique which is used to take the sample out of population in order to ensure that sample is unbiased. Since the sample can be taken from the random population, simple random sampling is used to prevent an unbiased sampling⁷⁶. The basic characteristic of simple random sampling is the group or the population have the same chance to be involved in the research⁷⁷. Random sampling is an instrument which manufactures a small version of the population⁷⁸. In this research, because of the students of the eighth grade of MTS An - Nur Terbanggi Besar had the same chance to be selected as a sample, the simple random sampling was chosen. The name of each class was written in a small piece of paper, and then the paper was rolled and put in a box. After that, the experimental class was chosen from the first scroll, control class was chosen from the second scroll and the try-out class was chosen from the last scroll.

3. Sample

As a part of population, sample is taken as a representative of the population. Sample is a mini group which is taken out of population as the

⁷⁶ *Ibid.* p. 38

⁷⁷ Donal Ary, et.al. *Op. Cit.* p. 150

⁷⁸ Marguerite G. Lodico, et. al. *Op. Cit.* p. 143

representative of the population⁷⁹. The sample is a particular group which the result and area would like to be analyzed⁸⁰. Thus, sample is a subgroup or specific group which will be used as a subject which represents the population. The sample of the research was the students of the eighth grade of MTS An - Nur Terbanggi Besar in 2017/2018 academic year. The sample of this research was VIII D as a try-out class, VIII A as a control class, and VIII C as an experimental class.

E. Data collecting technique

The procedures which were used in collecting the data were described as followed:

- a. Pre-test, it was done to know students' reading comprehension before the treatments. The test was done by asking the students to read and then answer the questions. Pre-test was given to the control group and experimental group as the sample of this research. The scoring system was based on students' answer whether the answer was right or wrong.
- b. Post-test, it was done to know the students' reading comprehension after the treatment was given. Post-test was given to the control group and experimental group as the sample of this research. The system and degree of the difficulty of pre-test and post-test were equal, because of the both of them were used to measure the students' reading ability before and after the

⁷⁹ *Loc. Cit.*

⁸⁰ Daniel Muijs. *Op. cit*, p. 14

treatment was given. The control group received no treatment, whereas the experimental group received treatment.

F. Instrument of the Research

The instrument of this research was a reading test. The test consisted of 100 questions of multiple choice (before try-out) with four options a, b, c, and d. These are the features of reading comprehension which are introduced by Brown:

- a) Main idea,
- b) Expressions/idioms/phrases in context,
- c) Inference (implied detail),
- d) Grammatical features (reference),
- e) Detail (scanning for specifically stated detail),
- f) Excluding facts not written,
- g) Supporting idea,
- h) And vocabulary in context⁸¹.

For reading comprehension test, these features are suggested to be included in the reading comprehension test which covers all of the reading comprehension test criteria. The blueprint for pretest and posttest reading comprehension presented on the next page.

⁸¹ H. Douglas Brown. 2003. *Language Assessment: Principle and Classroom Practices*. San Francisco: Longman. p. 206

Table 3.2
Blueprint for Reading
Comprehension Test for Pre-test and Post-test before Try-out

Content		Question Number	
		Pre-test	Post-test
Test Objective	Indicator		
To investigate the students' reading comprehension	Main idea (topic)	1, 13, 24, 30, 40, 44	1, 13, 24, 30, 40, 44
	Expressions/idioms/phrases in context	4, 11, 23, 32, 37, 50	4, 11, 23, 32, 37, 50
	Inference (implied detail)	6, 9, 21, 27, 33, 46	6, 9, 21, 27, 33, 46
	Grammatical features (reference)	7, 14, 22, 28, 34, 43, 48	7, 14, 22, 28, 34, 43, 48
	Detail (scanning for specifically stated detail)	2, 10, 17, 19, 36, 42	2, 10, 17, 19, 36, 42
	Excluding facts not written	3, 16, 20, 26, 35, 39, 49	3, 16, 20, 26, 35, 39, 49
	Supporting idea (s)	8, 15, 25, 31, 41, 47	8, 15, 25, 31, 41, 47
	Vocabulary	5, 12, 18, 29, 38, 45	5, 12, 18, 29, 38, 45
Total		50	50

G. Research Procedure

There were some steps which supposed to be done before conducting research, while doing the research, and after conducting the research. Those steps are originated by Daniel Muijs:

- a) Defining your research objectives,

Before conducting the actual research, the objectives of the research should be formulated. Such as, what kind research, the population of the research, the subject of the research, the focus of the research, etc.

- b) Formulating hypotheses,

After formulating the research's objective, the next step was to formulate the hypotheses. It was very important to find out whether the alternative hypothesis or null hypothesis was accepted or not in this research.

- c) Setting up your research design,

After setting up the hypotheses of the research, we have to decide what kind of experimental design which was used in conducting the research.

- d) Selecting instruments,

In making a good test which will be presented to the students, these criteria should be included in both pre-test and post-test. They were described as follows: a) the pre-test may have different formation and expression from post-test, however the content should be same as the other, b) the pre-test which will be given to control and experimental groups should

be the same, c) to prevent the test to be easy for the students, the consideration should be taken, and d) the level of difficulty should be no different in both test⁸². The pre-test and post-test which will be given to the control class and experimental class were supposed to be in the same level of difficulty and content. The test should be tried out before administering to the control class and experimental class.

The items were selected to identify the effectiveness of the test before it will be used to collect the data for the research. Before the test is given to the control and experimental class, it should be tested in the try-out class⁸³. It is a good idea to run a trial test to the class which is in the same level they are⁸⁴. The test would be presented to the control class and experimental class after the items were tried out.

In this research, the multiple choice test used in assessing and evaluating the students in reading comprehension test. In assessing the students' comprehension, answering multiple choice questions is the easier way⁸⁵. The multiple choice test formats is easy to be used and can be scored quickly⁸⁶. The instrument of this research was a reading test. It was multiple choices with four options a, b, c, and d. The features in assessing students'

⁸² Louis Cohen, Lawrence Manion and Keith Morrison. 2007. *Research Methods in Education*. New York: Routledge. p. 283.

⁸³ H. Douglas Brown. *Op. Cit.* p. 55

⁸⁴ Jeremy Harmer. 2007. *How to Teach English*. Edinburgh: Pearson Education Limited. p. 174

⁸⁵ Danielle S. McNamara. 2007. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New York: Lawrence Erlbaum Associates. p. 38

⁸⁶ H. Douglas Brown. *Op. Cit.* p. 194

reading comprehension involved main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context.

The instruments of the test should be chosen wisely. It should be as familiar as possible to the students. In assessing students' listening comprehension can be different to assessing the students' reading comprehension. In other words, it should not be misused.

- e) Selecting appropriate levels at which to test your hypotheses,

It was good to decide the right level of treatment should be given to the experimental class.

- f) Giving the pre-test,

The pre-test was given to the control class and experimental class. Pre-test was administered to see the students' reading comprehension on narrative text before the treatments were given.

- g) Carrying out the experiment meticulously,

This was where the experiment should be carried out such as, administering the pre test, conducting the treatment to the students and finally giving the post test.

- h) Giving the post-test

The Post-test was administered to see the significant effect after the treatments were given to both control class and experimental class.

- i) Analyzing the data⁸⁷.

After gathering the data from the research, the data were analyzed.

There were three steps in analyzing the data, a) the normality test, b) the homogeneity test, c) and the hypothetical test.

From the procedures above, the nine steps should be done in order to conduct this research.

H. Scoring Procedure

In scoring reading comprehension test of multiple choice, the scoring procedure is formulated as follows:

$$S = \frac{r}{n} \times 10$$

Notes:

S = the score of the test

r = the total of the right answer

n = the total of the items⁸⁸.

⁸⁷ Daniel Mujis. *Op. Cit.* pp. 15-22

⁸⁸ Yessy Nur Endah Sary. *Buku Mata Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepublish. p. 100

I. Validity and Reliability of the test

1. Validity of the Test

In order to conduct the test, validity of the test should be tested. Validity becomes important since it is used to formulate and elect the instrument before using it⁸⁹. Validity refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect⁹⁰. A part of research which helps us to consider whether the test is valid or not is called validity.

a. Content validity

In reading skill, the content validity should be evaluated. The content of the test should be considered as valid. To demonstrate this form of validity, the instrument should be covered the area which wants to be cover.r⁹¹. Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes,...) that we are trying to measure⁹². In order to see whether the content is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents the elements of a construct. The measurement of the content

⁸⁹ Jack R. Fraenkel and Norman E. Wallen. *Op. Cit.* p. 147

⁹⁰ *Ibid.* p. 148

⁹¹ Louis Cohen. *Op. Cit.* p. 137

⁹² Daniel Mujis. *Op. Cit.* p. 66

validity will be based on the syllabus and the material the students have taught. The syllabus can be seen in **appendix 13**.

b. Construct validity

Construct validity is focused on the aspect of the measurement. A construct is a concept, which is different from the content validity which is dealt with the real or exact content⁹³. Construct validity is more complicated which relates to the central of the instrumental and measures the ideas⁹⁴. It means how well the scale test measures the construct adequately is related to construct validity. In this research, there are eight aspects of reading comprehension which should be covered, they are: main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context. The construct validity was consulted and checked by the English teacher of the eight grade of MTS An-Nur Terbanggi Besar. After checking the reading comprehension material, the teacher also gave some advices related to the material. The construct validity can be seen in **appendix 1**.

⁹³ Louis Cohen. *Op. Cit*, p.138

⁹⁴ Daniel Mujis. *Op. Cit*, p. 68

c. Item validity

If content validity and construct validity deal with the content of the text which will be given to the students, the item validity will be dealt with the items itself -whether the items will cover the content which is taught or not. Item validity involves analyzing each item to discover whether it fits to the area which is taught or not⁹⁵. In order to get a good test, the items should have been validated. In this case, SPSS version 19 will be used in validating the test items. SPSS is a comprehensive system for analyzing data. This system has been developed by Norman H. Nie, C. Hadlai Hull and Dale H. Bent⁹⁶. Before presenting the test to the actual class of the research, the items should be tried out. There were 100 items for try-out and after administering to the try-out class, the result of the items was analyzed by using SPSS version 19. The items were selected based on the result which was above the r-table (0.367).

2. Reliability of the Test

The quality of measurement is related to the reliability of the test. Reliability refers to the stability of the scores gained, how stable the test for an independent from one instrument to another and from one set of items to

⁹⁵ Marguerite G. Lodico, et. al. *Op. Cit.* p. 94

⁹⁶ History of SPSS. Available on: www.unige.ch/ses/sococ/cl/bib/spss.history.html. Accessed on, 16/11/2017

another⁹⁷. Reliability refers to the area of the outcome which is free from error⁹⁸. If the test is reliable enough, the result would be consistent whether it is the first test, or second test and the result will always be equal and the test score is free from errors. The criteria of reliability test can be seen below:

Table 3.3
The Level of Reliability

0.00-0.200	Very low reliability
0.200-0.400	Reliability is Low
0.400-0.600	Medium reliability
0.600-0.800	Reliability is high
0.800-1.000	Reliability is very high

The reliability of the test was tested by using SPSS version 19. Reliability test was used to know whether the test was good enough to the students or not.

J. Data Analysis

1. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test is used to show whether the sample of data comes from normal distribution or not⁹⁹. It means the data which had been collected should be indicated as a normal. In this research, the

⁹⁷ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

⁹⁸ Daniel Muijs. *Op. Cit*. p. 71

⁹⁹ M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta: Pratama Publishing. p. 65

statistical computation by using SPSS (Statistical Program for Social Science) version 19 was used to know whether the data was normal or not. Thus, the result of the test should be > 0.05 .

The hypotheses for normality test are:

H_0 : The sample is originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance of hypotheses for normality test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Homogeneity Test

After administering the normality of the data into SPSS (Statistical Program for Social Science) version 19, it was necessary to check whether the data was homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not¹⁰⁰. It means the data should be considered as homogenous after we checked the normality by using SPSS (Statistical Program for Social Science) version 19. The Levene statistic test was used in testing the test normality.

The hypotheses for the homogeneity test are:

¹⁰⁰ *Ibid*, p. 75

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance of hypotheses for homogeneity test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

3. Hypothetical Test

It was very important to find out whether the alternative hypothesis (H_a) or null hypothesis (H_0) was accepted or not in this research. The hypothetical test was used to see whether synthesizing strategy was more effective than the regular teaching (reading aloud) which was used by the teacher. The t-test for independent sample was used in SPSS (Statistical Program for Social Science) version 19. T-test for independent sample is used to see variance between the mean of the group taught by method B and taught by method A¹⁰¹. In this research, the t-test is used to see whether the synthesizing strategy or reading aloud strategy is more effective in reading comprehension.

The hypotheses for the hypothetical test are:

H_a : There is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester

¹⁰¹ Donal Ary. *Op. Cit.* p. 171

of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

H₀: There is no significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypotheses test are:

H₀ is accepted if Sig. > $\alpha = 0.05$

H_a is accepted if Sig. < $\alpha = 0.05$

CHAPTER IV
RESULT AND DISCUSSION

A. Findings

1. The Situation of MTS An-Nur Terbanggi Besar

MTS AN-Nur Terbanggi Besar is an Islamic school which is located on Jl. Merdeka Bandarjaya Terbanggi Besar. MTS An-Nur has two classes, morning class and afternoon class. The morning class starts their activity at 07.15 am to 12.00 pm and the afternoon class starts at 13.00 pm to 17.30 pm. The total of the students of MTS An-Nur Terbanggi Besar are 279, whereas the total of the teachers of MTS An-Nur Terbanggi Besar are 23 teachers. The data can be seen as follows:

Table 4.1
The Teachers and Staffs of MTS An-Nur Terbanggi Besar

No	Name	Female/Male	Position
1	Apri Mahendra Putra, M. Pd	Male	Headmaster
2	Dra. Siti Halimah, M. M	Female	-
3	Lindayana, S. Ag	Female	-
4	Ratna Suhesti, S. Pd. I	Female	Vice Curriculum
5	Subiyantoro, S. T	Male	Vice principals
6	M. Reza Fahlevi, S. Kom	Male	Teacher
7	Sugiyanto, S. Pd	Male	Teacher
8	Rosmiyati, S. Pd. I	Female	Teacher
9	Elis Warti, S. Ag	Female	Teacher
10	Suan, S. Pd. F	Male	Teacher
11	Niswatun Hasanah, S. Pd. I	Female	Teacher
12	Alfatikhah, S.Pd. I	Female	Teacher
13	Wahyudiyono, S. Pd. I	Male	Teacher
14	Idalia, S. Pd	Female	Teacher

15	Haguslinar, S. Pd. I	Female	Counselor
16	Veralita Safitri, S. S	Female	Teacher
17	Zuber Kurniawan, S. Pd. I	Male	Teacher
18	Lia Herliani, S. Pd	Female	Teacher
19	Ratih Amalia, S. pd	Female	Teacher
20	Juriyanto, S. Pd. I	Male	Teacher
21	Juta Irawati	Female	Adm. Staff
22	Rubiyo	Male	Vice Librarian
23	Hendro Susilo	Male	Librarian

(Source: MTS An - Nur Terbanggi Besar 2017/2018)

Table 4.2

The Students of MTS An-Nur Terbanggi Besar

No	Class	Total
1	VII A	27
2	VII B	28
3	VII C	25
4	VII D	26
5	VIII A	29
6	VIII B	30
7	VIII C	29
8	VIII D	29
9	IX A	28
10	IX B	27
11	IX C	27
12	IX D	24
13	IX E	28
Total		278

(Source: MTS An - Nur Terbanggi Besar 2017/2018)

The total of the students of MTS An-Nur Terbanggi Besar is 278.

There are thirteen classes in MTS An-Nur. The seventh grade and eighth grade has four classes and the ninth grade has five classes. The sample of this research was the eighth grade. The total number of the eight grade was 117.

2. The Research Procedure

The research started on September to October 2017. Before conducting the research, the permission to conduct the research at MTS An-Nur had been granted. After getting the permission, the research was conducted through these following steps, these steps were introduced by Daniel Muijs¹⁰²:

a. Defining the research objective

This research was focused on the effectiveness of using synthesizing strategy towards students' reading comprehension on narrative text. The subject of this research was the teacher and the students of MTS An-Nur Terbanggi Besar. The population of the research was the first semester of eighth grade of MTS An-Nur Terbanggi Besar. The sample of the research had been chosen through the simple random sampling: the try-out class was VIII D, the control class was VIII A and the experimental class was VIII C.

b. Formulating the hypotheses

The hypotheses were made to see the outcome of the research of the experiment. It was to find out whether the alternative hypothesis or null hypothesis was accepted or not in this research.

¹⁰² Daniel Muijs. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications. p. 15-22

The hypotheses were proposed as follows:

H_a: There is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

H₀: There is no significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

c. Setting up the research design

The quasi experimental of quantitative method was chosen in this research because the sample of the research was not randomized. There were three classes which involved in this research; the try-out test was administered to the try-out class before the test was administered to the control and experimental class, whereas the control class and experimental class received pre-test and post-test.

d. Selecting the instruments

The items were analyzed after it had been tried out. The items were analyzed by using SPSS version 19. SPSS is a comprehensive system for analyzing data. The try-out test was conducted on September 20 and 21. There were 100 questions for both pre-test and post-test. The items were analyzed and selected based on the result of the r-table. The

r-table for 28 students was 0.367. Thus, the items which were more than 0.367 could be used for pre-test and post test for both control class and experimental class. The result of the item analysis can be seen in the **appendix 2**. There were 20 items which considered as valid on try-out day 1 and 31 items on day 2. The blueprint for pre-test and post-test after try-out can be seen below.

Table 4.3
Blueprint for Reading Comprehension
Test for Pre-test and Post-test before Try-out

Content		Question Number	
		Pre-test	Post-test
Test Objective	Indicator		
To investigate the students' reading comprehension	Main idea (topic)	30	1, 13, 40
	Expressions/idioms/phrases in context	50	4, 11, 37
	Inference (implied detail)	6, 33, 46	6, 9, 33, 46
	Grammatical features (reference)	7, 48	28
	Detail (scanning for specifically stated detail)	42	2, 10, 17, 36, 42
	Excluding facts not written	3, 20, 26, 39, 49	3, 20, 26, 35, 39
	Supporting idea (s)	8, 15, 25	8, 15, 31, 41, 47
	Vocabulary	18, 29, 38, 45	5, 12, 29, 38, 45
Total		20	31

e. Selecting an appropriate levels at which to test your hypotheses

Before conducting the treatment, it was important to decide how long the treatment will be given to the experimental class. In order to get the best result of the treatment in this research, the treatment should not be too long or the students will be bored and the result will be far from what we expected. This theory is proposed by Daniel Muijs, he explains that the consequences of too much educational intervention are usually less serious, getting the ‘dosage’ right is nonetheless important¹⁰³. It means getting the right amount of treatment is important since it also affects the result. In this research, the treatment had been conducted for 5 meetings. The reason was the students were getting used to this strategy and five meetings were enough to carry out the experiment.

f. Giving the pre-test

The pre-test was given to the control class and experimental class. Pre-test was administered to see the students’ reading comprehension on narrative text before the treatments were given. The pre-test administered on September 25, 2017. The pre-test was consisted of 20 questions.

g. Carrying out the experiment

The research had been conducted since September 2017. The experiment had been carried out through four phases. They were try-out

¹⁰³ *Ibid.* p.20

test, pre-test, five times treatments, and post-test. After these four phases were carried out, the students' score before and after the treatment was given were analyzed by the end of the research. It was to see whether the objective of the research could be achieved. In other words, whether or not there is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year.

a) Description of the first treatment

The first treatment was administered on September 28, 2017. The students and the teacher were exchanging greetings and introducing each others as the lesson began. The first topic was *A Wolf and a Dog*.

The lesson was continued as the students' attendance list were checked. The students were motivated in contextual term based on the aims of learning narrative text in form of fable and then the objectives of learning also delivered to the students. After the topics were chosen, the synthesizing strategy was introduced such as how the strategy worked and the metaphor was made.

After introducing the strategy and the metaphor, the students were given a time to ask about the topic or the strategy. When the students were ready, the students were invited to make their own

synthesis with their own metaphor as the information that they got were merged. After the students were done with their works, the information which had been merged and concluded was read in front of class. As the students read their works, the correction and suggestion were given by the teacher.

As the lesson was ended, the conclusion for that day's lesson was made and the feedback was given. The students were asked about how their thinking was changed as they read the story. After that, the students were asked to pray because the learning process was going smoothly.

b) Description of the second treatment

The second treatment was administered on October 2, 2017. The lesson was going as the first treatment did. But the topic was different from the first treatment; it was about *Mousedeer and Crocodile*.

In the second treatment, the students still were not used to using the synthesizing strategy. It took quite some more time to write down their words. They were not confident about what they wanted to write. They tend to ask the other students and the teacher whether they were done the right thing or not. Thus, the guidance was needed. The second treatment was done smoothly but the students still needed time to make their synthesis.

c) Description of the third treatment

The third treatment was administered on October 5, 2017. The lesson was going as the first and second treatment did. But the topic was different from the previous treatment; it was about *The Story of Mouse Deer and a Farmer*. The students did better than the previous treatment. The metaphor for synthesizing the text made the students more excited and more active.

d) Description of the fourth treatment

The fourth treatment was administered on October 9, 2017. The lesson was going as the previous treatment did. But the topic was different from the previous treatment; it was about *The Ant and the Dove*.

e) Description of the fifth treatment

The fifth treatment was administered on October 12, 2017. The lesson was going as the previous treatment did. But the topic was different from the previous treatment; it was about *The Bear and the Rabbit*. In this treatment, the students already knew what they should do. The students seemed more confident in their work. Thus, the metaphor wasn't made in this last treatment.

h. Giving the Post-test

The Post-test was administered to see the significant effect after the treatments were given to both control class and experimental class.

The pre-test for control class was administered on October 16, 2017.

The pre-test was consisted of 31 questions.

i. Analyse the data¹⁰⁴

The data which had been collected were analyzed by using SPSS version 19. The data were analyzed for its normality and homogeneity before deciding whether or not there was significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year.

3. The Result of the Research

a. The Result of the Pre-test

The objective of this research was to know whether or not there is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of MTS An – Nur Terbanggi Besar in 2017/2018 academic year. The total number of the sample was 88 students.

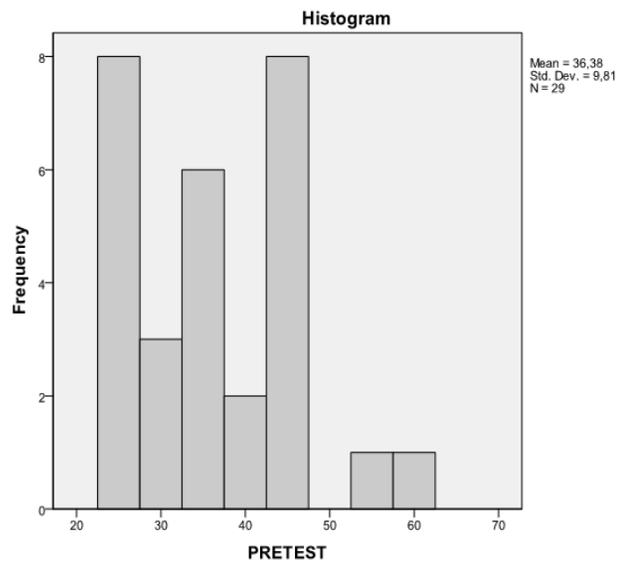
¹⁰⁴ Daniel Muijs. 2004. *Op. Cit.* p. 15-22

a) Control Class

Pre-test was administered to see the students' reading comprehension on narrative text before the treatments were given. The pre-test administered on September 25, 2017. The scores of the students' reading comprehension on narrative text in pre-test were presented below:

Figure 1

The Result of the Students' Reading Comprehension Score of Control Class (Pre-test)



Based on the figure 1, the students' reading comprehension score was considered as low, the mean of pre-test in control class was only 36.38. There were 8 students who got 25. There were 3 students who got 30. There were 6 students who got 35. There were 2 students who got 40. There were 8 students who got 45. There

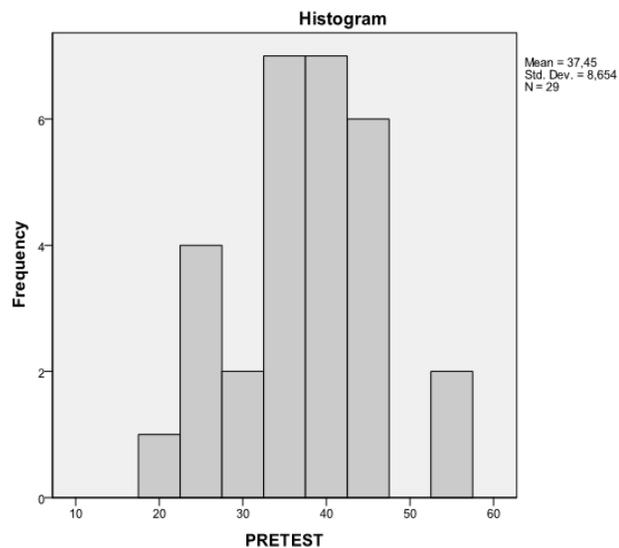
was 1 student who got 55. There was 1 student who got 60. The total of the students in control class were 29. The minimum score was 25 and the maximum score was 60.

b) Experimental Class

The pre-test was conducted in experimental class as well. This test was administered to see the students' reading comprehension on narrative text before the treatments were given. It was administered on September 25, 2017. The scores of the students' reading comprehension on narrative text in pre-test were presented below:

Figure 2

The Result of the Students' Reading Comprehension Score of Experimental Class (Pre-test)

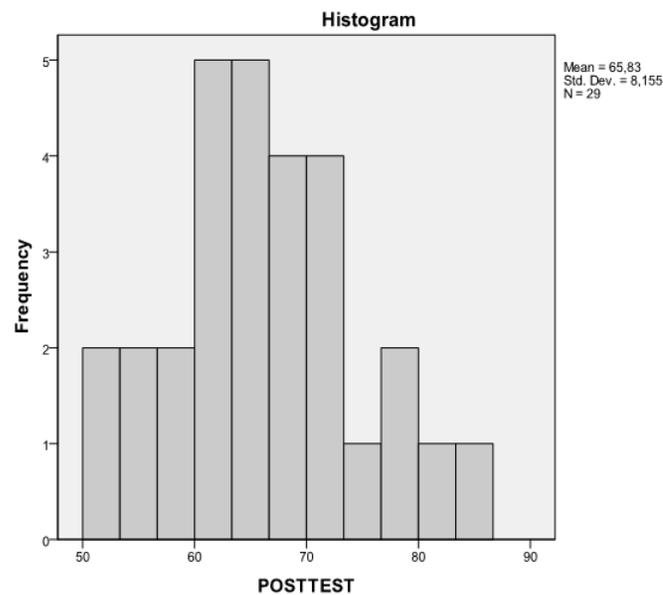


Based on the figure 2, the result of the students' reading comprehension score in experimental class showing similar result as control class, the mean of pre-test in experimental class was 37.45. There was 1 student who got 20. There were 4 students who got 25. There were 2 students who got 30. There were 7 students who got 35. There were 7 students who got 40. There were 5 students who got 45. There was 1 student who got 50. There were 2 students who got 55. The total of the students in experimental class were 29. The minimum score was 20 and the maximum score was 55.

b. The Result of the post-test

a) Control class

The Post-test was administered to see the significant effect after the treatments were given to both control class and experimental class. The pre-test for control class was administered on October 16, 2017. The scores of the students' reading comprehension on narrative text in post-test were presented on the next page:

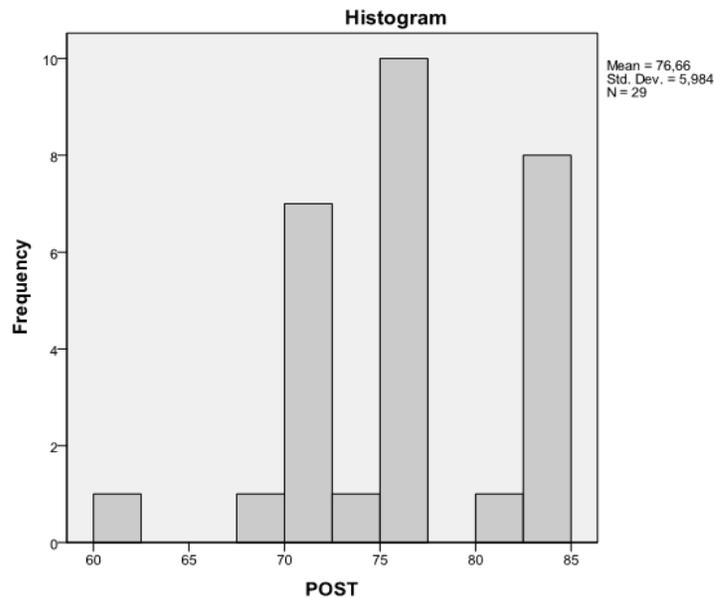
Figure 3**The Result of the Students' Reading Comprehension Score of Control Class (Post-test)**

Based on the figure 3, that mean of post-test in control class was 65.83. There were 2 students who got 52. There were 2 students who got 55. There were 2 students who got 58. There were 4 students who got 61. There were 5 students who got 65. There were 4 students who got 68. There were 4 students who got 71. There was 1 student who got 74. There were 2 students who got 77. There was 1 student who got 81. There was 1 student who got 84. The total of the students in experimental class were 29. The minimum score was 52 and the maximum score was 84.

b) Experimental class

The Post-test was administered to see the significant effect after the treatment. It was administered on October 16, 2017. The scores of the students' reading comprehension on narrative text in post-test were presented below:

Figure 4
The Result of the Students' Reading Comprehension Score of Experimental Class (Post-test)



It can be seen on the figure 4 that it presented a change in students' reading comprehension by using synthesizing strategy after four treatments. The mean of post-test in experimental class was 76.66. There was 1 student who got 61. There was 1 student who got 68. There were 7 students who got 71. There was 1 student

who got 74. There were 10 students who got 77. There was 1 student who got 81. There were 8 students who got 84. The total of the students in experimental class were 29, minimum score was 61 and maximum score was 84.

Based on the data of the pre-test and post test for both control and experimental class, it can be seen that there was improvement in both classes. From the figure 1 and 2 above, the mean of pre-test of control class was 36.38 and the post test was 65.83. Whereas, from the figure 3 and 4, the mean of pre-test of experimental class was 37.45 and the post test was 76.66. The improvement can be seen on both classes. But, the score of experimental class was higher than the control class. It can be seen from the gain of both classes. The gain for control class was 29.45 whereas for control class was 39.21. It can be concluded that the experimental class had significant improvement than control class.

B. The Result of Data Analysis

After collecting the data, the data were analyzed by using SPSS (Statistical Program for Social Science) version 19. SPSS is a comprehensive system for analyzing data. This system has been developed by Norman H. Nie,

C. Hadlai Hull and Dale H. Bent¹⁰⁵. SPSS was used because it can analyze data quickly and easily. In this case, the level of significant was 0.05 or 5%. The 0.05 level guarantees the data will be spared 95% of potential reports of effects where there are none¹⁰⁶. It means, it indicates 5% risk of concluding the hypotheses of the research.

The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

1. The result of the normality test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not. The result of pre-test and post-test which have been obtained were tested their normality by using SPSS (Statistical Program for Social Science) version 19.

The hypotheses formulas are:

H_0 : The sample is originated from population which has normal distribution.

H_a : The sample is not originated from population which has normal distribution.

While the criteria acceptance of hypotheses for normality test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

¹⁰⁵ History of SPSS. Available on: www.unige.ch/ses/sococ/cl/bib/spss.history.html. Accessed on, 16/11/2017

¹⁰⁶ Why P=0.05. Available on: www.jerrydallal.com/lhsp/p05.htm. Accessed on, 16/11/2017

Table 4.4
The Result of Normality Test of Control and Experimental Class
Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental	,152	29	,084	,947	29	,152
	Control	,114	29	,200*	,961	29	,345

The sample for each control and experimental class were consisted of 29 students. The Kolmogorov-Smirnov should be used if the sample was more than 30 and the Shapiro-Wilk should be used if the sample was less than 30. Because of that reason, the normality of the data was analyzed by using Shapiro-wilk since the sample was only 29. Based on the table 4.3, it can be seen that Pvalue (Sig.) for experimental class was 0.152 and Pvalue (Sig.) for control class was 0.345, and $\alpha = 0.05$. Since Pvalue (Sig.) was > 0.05 (α), thus, H_0 was accepted and the conclusion was the data of control and experimental class had normal distribution.

2. The result of the homogeneity test

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. The result of pre-test and post-test which have been obtained were tested their homogeneity by using SPSS (Statistical Program for Social Science) version 19.

The hypotheses for the homogeneity test are:

H_0 : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

While the criteria acceptance of hypotheses for homogeneity test are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 4.5

The Result of Homogeneity Test of Control and Experimental Class

Test of Homogeneity of Variances

Reading Comprehension

Levene Statistic	df1	df2	Sig.
,751	1	56	,390

After analyzing the normality data, the data were analyzed for its homogeneity. In this research, the Levene statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column Levene statistics, it can be seen that Pvalue (Sig.) was 0.390 which was more than 0.05 (α), it means H_0 was accepted because Pvalue (Sig.) $>$ 0.05 (α) and the conclusion was the variance of the data was homogenous.

3. The result of the hypothetical test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objective's of the research was accomplished. The hypothetical was tested by using SPSS (Statistical Program for Social Science) version 19.

The hypotheses formulas are:

H_a : There is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

H_o : There is no significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypotheses test are:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 4.6
The Result of Hypothetical Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Gai n	Equal variances assumed	,123	,727	3,36 6	56	,001
	Equal variances not assumed			3,36 6	55,56 3	,001

The hypotheses of this research were tested by using independent sample t-test, it was used to compare both control and experimental class' mean and the sample was taken from two different samples. Based on the results obtained in the independent sample t-test in the Table 4.5, that the value of significant generated Sig. (P_{value}) was 0.001 which was less than the (α) = 0.05. In other words, the Sig. (P_{value}) < α = 0.05. It means, the H_a was accepted and H_o was rejected. Based on the computation, it can be concluded that there is a significant effect of using synthesizing strategy \towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

C. Discussion

The research was started on September 20, 2017 and ended on October 16, 2017. In the end of the research, the data which had been collected was

analyzed. Thus, in this section, the result of the findings about the effectiveness of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year would like to be discussed.

In conducting the research, after having the permission to conduct the research, the try-out test was conducted in VIII D as the try-out class. The try-out for pre-test was conducted on 20 September, 2017 and the try-out for post-test was conducted on 21 September, 2017. The try-out test was conducted before the test was given to the control and experimental class. The result of the try-out test was analyzed by using SPSS version 19. The items were selected based on the r-table. The result of r-table for n-2 (29-2) was 0.367. In other words, the items were considered as valid if the result was more than 0.367.

There were 20 items which considered as valid from try-out day 1, they were 3, 6, 7, 8, 15, 18, 20, 25, 26, 29, 30, 33, 38, 39, 42, 45, 46, 48, 49, and 50 whereas, There were 31 items from try-out day 2, they were 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 20, 26, 28, 29, 31, 33, 35, 36, 37, 38, 39, 40, 41, 42, 45, 46, and 47. Based on the result of the item analysis, the reliability of the test for pre-test was 0.745 and for post-test was 0.840. It can be concluded that the reliability of the test was high, it means that both of pre-test and post test was considered as reliable. The pre-test and post-test were ready to be used in both control class and experimental class. The result of the item analysis and reliability can be seen in the **appendix 2 and 3**.

The pre-test was given to see the students' reading comprehension on narrative text before the treatments were given. The test was conducted to the both class on 25 September, 2017. After giving the pre-test for control class and experimental class, the treatments were conducted for five meetings. The first meeting was conducted on September 28, 2017. The second meeting was conducted on October 2, 2017. And then the third meeting was conducted on October 5, 2017. The fourth meeting was conducted on October 9, 2017. Lastly, the fifth meeting was conducted on October 12, 2017. During the treatment, when the synthesizing strategy was used in teaching reading comprehension. The researcher found that synthesizing was indeed making the students connect to their surrounding. It was not just involved the text, but also their colleagues, teacher and their surrounding. In applying the synthesizing strategy, the problem was not found. The treatments were going smoothly since the text was familiar to the students. At first, the students were not confident, but in the end the students could do their own work without the teacher's guidance. After giving five times treatment, the post-test was conducted. The post-test was given to see the students' reading comprehension on narrative text after the treatments were given. The test was conducted to the both class on 16 October, 2017. After collecting the data, the data were analyzed by using SPSS (Statistical Program for Social Science) version 19. The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

The result of the normality test by using Shapiro-wilk for experimental class was 0.152 and 0.345 for control class, whereas the $(\alpha) = 0.05$. In other words, the Pvalue (Sig.) was > 0.05 (α). It can be seen that the data had normal distribution. After analyzing the normality of the data, the data were analyzed for its homogeneity. The result of homogeneity for both control and experimental was 0.390, whereas the (α) was 0.05, in other words the Pvalue (Sig.) was > 0.05 (α) which was considered as homogenous data. The result of the normality and homogeneity test can be seen in the **appendix 11**. After analyzing the normality and homogeneity of the data, the hypotheses were calculated whether the hypotheses were accepted or rejected.

The result of the hypothetical test and the data which have been analyzed were presented. The result of the Sig. (2-tailed) of independent t-test was 0.001 which was less than the $(\alpha) = 0.05$. It was found that the H_0 (null hypothesis) was rejected and the H_a (alternative hypothesis) was accepted. It means the students who learn reading comprehension through synthesizing strategy show better achievement than the students who learn reading comprehension through reading aloud. It also can be seen from the score of control class and experimental class. The mean of pre-test score of control class was 36.38 and the post-test was 65.83 and while the mean of pre-test score of experimental class was 37.45 and the post-test was 76.66. The result of the hypothetical test can be seen in the **appendix 12**.

Based on the result of the research, it can be seen that the result of students' reading comprehension in experimental class was higher than the result of students' reading comprehension in control class. It can be concluded that the students who learn reading comprehension through synthesizing strategy were showing a significant effect than students who learn reading comprehension through reading aloud strategy. There were various reasons on why the synthesizing strategy was successful. First, in this strategy, the students wrote the author's ideas and their own ideas and then those ideas were merged. This step helped the students' improvement at reading comprehension. Second, the strategy made the students' more active in finding their own ideas. Third, the students were motivated to learn and know more about something which related to their study.

Since reading aloud and synthesizing strategy were used in this research, it was acceptable if we also discussed the difference between both strategies that have found during the research. What makes the synthesizing strategy different from reading aloud strategy? The difference lied on the implementation of the strategies. Synthesizing strategy allowed the students to think beyond what is in the text. They were asked to think outside of the box. The students were allowed to write a note in response to reading since emphasizing writing in response to reading enhances comprehension.

In every research, the weakness and strength can be found during conduct the research. The strength which had found also could be the weakness of this

research. The main focus was the materials which were given to the students. The materials were familiar for the students. The reason was because the more familiar the students to the material, the better the result would come out. Meanwhile the weakness of this research lied on the material as well. The academic text could not be used, since the students were not familiar with the text and their knowledge was limited.

From the explanation above, it can be concluded that synthesizing strategy has successfully effect the students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year. This research had been supported by the previous research by Resy Octadela, et. al. The result revealed that the students involved actively in reading comprehension class and the students felt more confident. In this research, while doing the treatment, the students were more confident about their own thinking. The students were not afraid in making mistakes. It can be concluded that synthesizing strategy is one of best strategy to actively engage the students in reading comprehension and motivate the students' to be more confident. The result shows that there is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the conclusion was made based on those data. The students' score of control and experimental class were presented. The mean for control class was 65.83 and 76.77 for experimental class. It can be seen from the mean for experimental class was higher than the mean for control class. The final judgment was not based on the mean of the students' score alone, but also the result of the value of significant generated Sig. (Pvalue) which the Sig. (Pvalue) should be < 0.05 .

In the previous chapter the result of the value of significant generated Sig. (Pvalue) had been calculated by using independent t-test's formula of SPSS (Statistical Program for Social Science) version 19. The result of the Sig. (2-tailed) was 0.001. In other words, the Sig. (2-tailed) $< \alpha = 0.05$. It means the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, it can be concluded that there is significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade at MTS An-Nur Terbanggi Besar in 2017/2018 academic year.

B. Suggestion

Based on the result of this research, the suggestions were proposed as folowed:

1. For the teacher
 - a. In this research, it turned out that synthesizing strategy can help the students to improve the students' reading comprehension, where the students can be stimulated to think actively and be more confident through this strategy.
 - b. Through synthesizing strategy, the notes are taken in order to keep their track in reading activity. In this way, the students are engaged in an active activity. Thus, this strategy is good to be used in teaching reading comprehension.
 - c. The interesting and familiar materials should be provided, in order to prevent the students from being inactive in reading comprehension and be more confident in exploring their ideas.
 - d. There should not be any limitation in expressing the students' ideas so that the students are motivated to learn and know more. It also makes the students feel more appreciated towards their own ideas.
 - e. When the students encounter new material or strategy for the first time, it is wise if the teacher helps or guides the students. It helps to build the students' confidence and motivation.

2. For the students

- a. The students must be more confident and active in learning activity.
Reading is not always about the text or the author's ideas but also can be the students' ideas.
- b. The students should not be afraid in expressing their ideas or making mistakes in teaching and learning process.
- c. The students should know that knowledge or information can not only be obtained inside of the class but also outside of the class.
- d. Practicing reading in the class should not be enough. Keep practicing reading at home in order to get better at reading.

3. For the next researcher

The material should be as familiar as possible for the students, because familiar materials make the students more active and confident in expressing their own ideas. The more active and confident the students in expressing their ideas, the result will come out well.

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Appendix 1

The Validation Form for Reading Comprehension

Direction:

For each question, please give your response by ticking (√) a box which represent your answer.

No	Question	Yes	No	Comments
1	Have those indicators included some aspects which want to be measure?			
2	Is the test doable within the allotted time limit?			
3	Do they -1, 13, 24, 30, 40, and 44- represent the aspect of main idea?			
4	Do they -4, 11, 23, 32, 37, and 50- represent the aspect of expressions, idioms, phrases in context?			
5	Do they -6, 9, 21, 27, 33, and 46- represent the aspect of inference?			
6	Do they -7, 14, 22, 28, 34, 43, and 48- represent the aspect of grammatical features?			
7	Do they -2, 10, 17, 19, 36, and 42- represent the aspect of detail?			
8	Do they -3, 16, 20, 26, 35, 39, and 49- represent the aspect of excluding facts?			
9	Do they -8, 15, 25, 31, 41, and 47- represent the aspect of supporting ideas?			
10	Do they -5, 12, 18, 29, 38, and 45- represent the aspect of vocabulary in context?			

General Comments:

Please give your general comments or suggestions which are related to this test development.

.....
Terbanggi Besar,
Validator

2017

Apri Mahendra Putra
NIP. 19770402 200501 1006

Appendix 2

The Result of the Item Analysis (Pre-test)

	Total		Total		Total		Total
Q1 Pearson Correlation	.080	Q10 Pearson Correlation	.103	Q19 Pearson Correlation	.247	Q28 Pearson Correlation	.050
Sig (2-tailed)	.680	Sig (2-tailed)	.593	Sig (2-tailed)	.196	Sig (2-tailed)	.798
N	29	N	29	N	29	N	29
Q2 Pearson Correlation	.219	Q11 Pearson Correlation	.262	Q20 Pearson Correlation	.456	Q29 Pearson Correlation	.556
Sig (2-tailed)	.254	Sig (2-tailed)	.170	Sig (2-tailed)	.013	Sig (2-tailed)	.002
N	29	N	29	N	29	N	29
Q3 Pearson Correlation	.377	Q12 Pearson Correlation	.086	Q21 Pearson Correlation	.124	Q30 Pearson Correlation	.377
Sig (2-tailed)	.058	Sig (2-tailed)	.659	Sig (2-tailed)	.521	Sig (2-tailed)	.146
N	29	N	29	N	29	N	29
Q4 Pearson Correlation	.067	Q13 Pearson Correlation	-.240	Q22 Pearson Correlation	.118	Q31 Pearson Correlation	.242
Sig (2-tailed)	.730	Sig (2-tailed)	.211	Sig (2-tailed)	.542	Sig (2-tailed)	.207
N	29	N	29	N	29	N	29
Q5 Pearson Correlation	.190	Q14 Pearson Correlation	.233	Q23 Pearson Correlation	.162	Q32 Pearson Correlation	
Sig (2-tailed)	.325	Sig (2-tailed)	.224	Sig (2-tailed)	.401	Sig (2-tailed)	
N	29	N	29	N	29	N	29
Q6 Pearson Correlation	.385	Q15 Pearson Correlation	.548	Q24 Pearson Correlation	.089	Q33 Pearson Correlation	.543
Sig (2-tailed)	.086	Sig (2-tailed)	.002	Sig (2-tailed)	.645	Sig (2-tailed)	.002
N	29	N	29	N	29	N	29
Q7 Pearson Correlation	.442	Q16 Pearson Correlation	.037	Q25 Pearson Correlation	.398	Q34 Pearson Correlation	.046
Sig (2-tailed)	.016	Sig (2-tailed)	.849	Sig (2-tailed)	.032	Sig (2-tailed)	.812
N	29	N	29	N	29	N	29
Q8 Pearson Correlation	.509	Q17 Pearson Correlation	.240	Q26 Pearson Correlation	.486	Q35 Pearson Correlation	
Sig (2-tailed)	.005	Sig (2-tailed)	.209	Sig (2-tailed)	.007	Sig (2-tailed)	
N	29	N	29	N	29	N	29
Q9 Pearson Correlation	.154	Q18 Pearson Correlation	.376	Q27 Pearson Correlation	.154	Q36 Pearson Correlation	.025
Sig (2-tailed)	.425	Sig (2-tailed)	.148	Sig (2-tailed)	.425	Sig (2-tailed)	.899
N	29	N	29	N	29	N	29

	Total		Total		Total		Total
Q37 Pearson Correlation	.242	Q41 Pearson Correlation	.175	Q45 Pearson Correlation	.391	Q49 Pearson Correlation	.459
Sig (2-tailed)	.207	Sig (2-tailed)	.363	Sig (2-tailed)	.036	Sig (2-tailed)	.012
N	29	N	29	N	29	N	29
Q38 Pearson Correlation	.660	Q42 Pearson Correlation	.449	Q46 Pearson Correlation	.442	Q50 Pearson Correlation	.393
Sig (2-tailed)	.000	Sig (2-tailed)	.015	Sig (2-tailed)	.016	Sig (2-tailed)	.060
N	29	N	29	N	29	N	29
Q39 Pearson Correlation	.435	Q43 Pearson Correlation	.181	Q47 Pearson Correlation	-.022		
Sig (2-tailed)	.018	Sig (2-tailed)	.346	Sig (2-tailed)	.908		
N	29	N	29	N	29		
Q40 Pearson Correlation	.132	Q44 Pearson Correlation	.219	Q48 Pearson Correlation	.397		
Sig (2-tailed)	.494	Sig (2-tailed)	.254	Sig (2-tailed)	.057		
N	29	N	29	N	29		

The Result of the Item Analysis (Post-test)

	Total		Total		Total		Total
Q1 Pearson Correlation	.557	Q10 Pearson Correlation	.420	Q19 Pearson Correlation	.007	Q28 Pearson Correlation	.412
Sig (2-tailed)	.002	Sig (2-tailed)	.023	Sig (2-tailed)	.973	Sig (2-tailed)	.026
N	29	N	29	N	29	N	29
Q2 Pearson Correlation	.422	Q11 Pearson Correlation	.378	Q20 Pearson Correlation	.371	Q29 Pearson Correlation	.439
Sig (2-tailed)	.023	Sig (2-tailed)	.144	Sig (2-tailed)	.070	Sig (2-tailed)	.017
N	29	N	29	N	29	N	29
Q3 Pearson Correlation	.382	Q12 Pearson Correlation	.411	Q21 Pearson Correlation	.356	Q30 Pearson Correlation	.197
Sig (2-tailed)	.138	Sig (2-tailed)	.027	Sig (2-tailed)	.058	Sig (2-tailed)	.305
N	29	N	29	N	29	N	29
Q4 Pearson Correlation	.372	Q13 Pearson Correlation	.411	Q22 Pearson Correlation	-.028	Q31 Pearson Correlation	.420
Sig (2-tailed)	.047	Sig (2-tailed)	.027	Sig (2-tailed)	.884	Sig (2-tailed)	.023
N	29	N	29	N	29	N	29
Q5 Pearson Correlation	.382	Q14 Pearson Correlation	.068	Q23 Pearson Correlation	.203	Q32 Pearson Correlation	
Sig (2-tailed)	.082	Sig (2-tailed)	.726	Sig (2-tailed)	.291	Sig (2-tailed)	
N	29	N	29	N	29	N	29
Q6 Pearson Correlation	.374	Q15 Pearson Correlation	.420	Q24 Pearson Correlation	.040	Q33 Pearson Correlation	.507
Sig (2-tailed)	.067	Sig (2-tailed)	.023	Sig (2-tailed)	.837	Sig (2-tailed)	.005
N	29	N	29	N	29	N	29
Q7 Pearson Correlation	.167	Q16 Pearson Correlation	.011	Q25 Pearson Correlation	-.039	Q34 Pearson Correlation	.246
Sig (2-tailed)	.385	Sig (2-tailed)	.955	Sig (2-tailed)	.839	Sig (2-tailed)	.198
N	29	N	29	N	29	N	29
Q8 Pearson Correlation	.431	Q17 Pearson Correlation	.549	Q26 Pearson Correlation	.510	Q35 Pearson Correlation	.526
Sig (2-tailed)	.020	Sig (2-tailed)	.002	Sig (2-tailed)	.005	Sig (2-tailed)	.003
N	29	N	29	N	29	N	29
Q9 Pearson Correlation	.394	Q18 Pearson Correlation	.164	Q27 Pearson Correlation	.156	Q36 Pearson Correlation	.380
Sig (2-tailed)	.122	Sig (2-tailed)	.396	Sig (2-tailed)	.420	Sig (2-tailed)	.102
N	29	N	29	N	29	N	29

	Total		Total		Total		Total
Q37 Pearson Correlation	.382	Q41 Pearson Correlation	.462	Q45 Pearson Correlation	.557	Q49 Pearson Correlation	.111
Sig (2-tailed)	.041	Sig (2-tailed)	.012	Sig (2-tailed)	.002	Sig (2-tailed)	.568
N	29	N	29	N	29	N	29
Q38 Pearson Correlation	.755	Q42 Pearson Correlation	.537	Q46 Pearson Correlation	.371	Q50 Pearson Correlation	.163
Sig (2-tailed)	.000	Sig (2-tailed)	.003	Sig (2-tailed)	.207	Sig (2-tailed)	.397
N	29	N	29	N	29	N	29
Q39 Pearson Correlation	.388	Q43 Pearson Correlation	.199	Q47 Pearson Correlation	.491		
Sig (2-tailed)	.037	Sig (2-tailed)	.302	Sig (2-tailed)	.007		
N	29	N	29	N	29		
Q40 Pearson Correlation	.570	Q44 Pearson Correlation	.197	Q48 Pearson Correlation	.119		
Sig (2-tailed)	.001	Sig (2-tailed)	.305	Sig (2-tailed)	.538		
N	29	N	29	N	29		

Appendix 3

The Result of the Reliability Test (Pre-test)

Case Processing Summary

		N	%
Cases	Valid	29	100,0
	Excluded ^a	0	,0
	Total	29	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,745	50

The Result of the Reliability Test (Post-test)

Case Processing Summary

		N	%
Cases	Valid	29	100,0
	Excluded ^a	0	,0
	Total	29	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,840	50

Appendix 4

Level of Significance for a Two-Tailed Test

Df	.20	.10	.05	.02	.01	.001
1	0.951	0.988	0.997	0.9995	0.9999	0.99999
2	0.800	0.900	0.950	0.980	0.990	0.999
3	0.687	0.805	0.878	0.934	0.959	0.991
4	0.608	0.729	0.811	0.882	0.917	0.974
5	0.551	0.669	0.755	0.833	0.875	0.951
6	0.507	0.621	0.707	0.789	0.834	0.925
7	0.472	0.582	0.666	0.750	0.798	0.898
8	0.443	0.549	0.632	0.715	0.765	0.872
9	0.419	0.521	0.602	0.685	0.735	0.847
10	0.398	0.497	0.576	0.658	0.708	0.823
11	0.380	0.476	0.553	0.634	0.684	0.801
12	0.365	0.457	0.532	0.612	0.661	0.780
13	0.351	0.441	0.514	0.592	0.641	0.760
14	0.338	0.426	0.497	0.574	0.623	0.742
15	0.327	0.412	0.482	0.558	0.606	0.725
16	0.317	0.400	0.468	0.542	0.590	0.708
17	0.308	0.389	0.456	0.529	0.575	0.693
18	0.299	0.378	0.444	0.515	0.561	0.679
19	0.291	0.369	0.433	0.503	0.549	0.665
20	0.284	0.360	0.423	0.492	0.537	0.652
21	0.277	0.352	0.413	0.482	0.526	0.640
22	0.271	0.344	0.404	0.472	0.515	0.629
23	0.265	0.337	0.396	0.462	0.505	0.618
24	0.260	0.330	0.388	0.453	0.496	0.607
25	0.255	0.323	0.381	0.445	0.487	0.597
26	0.250	0.317	0.374	0.437	0.479	0.588
27	0.245	0.311	0.367	0.430	0.471	0.579
28	0.241	0.306	0.361	0.423	0.463	0.570
29	0.237	0.301	0.355	0.416	0.456	0.562
30	0.233	0.296	0.349	0.409	0.449	0.554
40	0.202	0.257	0.304	0.358	0.393	0.490
60	0.165	0.211	0.250	0.295	0.325	0.408
0	0.117	0.150	0.178	0.210	0.232	0.294
∞	0.057	0.073	0.087	0.103	0.114	0.146

Appendix 5**Reading Comprehension Test for Pre-Test**

Subject : English
Class/Semester : VIII/II
Time Allocation : 60 Minutes

Directions: In this test you will read several passages. Each one is followed by a number of questions about it. You will choose the one best answer, a, b, c, or d, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about a passage on the basis of what is stated or implied in the passage.

Read the following passage:

The Lion and the Mouse

When he awakened by a tiny Mouse running across his body, a mighty Lion is sleeping in his lair. The Lion grabbed the frightened Mouse with his huge paws and opened his mouth to swallow him directly. "Please King", begged the Mouse, "Spare me this time and I will never forget your kindness. Someday I may pay my gratitude to you". The Lion thought that it was such a good idea and let the Mouse go.

Example

Where did the story take place?

- a. Forest
- b. Zoo
- c. Lake
- d. Well

According to the passage, the story probably takes place in the forest. Therefore, you should choose a.

*Question 1***The Bell on the Cat**

Several centuries ago, in the forest the mice called a meeting to consider their sad situation. All the speakers agreed on the fact that it was the fault of the cats and they debated on the ways in which they could avoid being hunted by them.

Finally, a solution was proposed and everyone approved. It was decided to attach a bell to every cat so that the mice would hear them coming. But, unfortunately the mice was chickened out to put the bells on the cats.

1. Which of the following statement is **true** according to the story?
 - a. The cat and mice were friends.
 - b. The cat failed to eat the mice.
 - c. The mice failed to put bells on the cats.
 - d. The cat was died.

*Question 2-4***The Lion, the Bear and the Fox**

A lion and a bear seized a kid at the same moment, and fought fiercely for its possession. When they had fearfully lacerated each other and were faint from the long combat, they laid down exhausted with fatigue.

A fox, who had gone round them at a distance several times, saw them both stretched on the ground with the kid lying untouched in the middle. He ran between them, and seizing the kid scampered off as fast as he could. The lion and the bear saw him, but not being able to get up

2. From the story we can conclude that, the fox was...
 - a. clever.
 - b. stupid.
 - c. sad.
 - d. silly.
3. How did the fox get the kid?
 - a. He found the kid.

- b. They gave the kid to him.
 - c. He snatched the kid.
 - d. He tricked them.
4. What is the supporting idea from paragraph 2?
- a. He ran between the lion and the bear.
 - b. A lion and a bear seized a kid.
 - c. They fought fiercely for its possession.
 - d. They were faint from the long combat.

Question 5

The Bear and the Bees

A bear came across a log where a swarm of bees had nested to make their honey. As he snooped around, a single little bee flew out of the log to protect the swarm. Knowing that the bear would eat all the honey, the little bee stung him sharply on the nose and flew back into the log.

This flew the bear into an angry rage. He swatted at the log with his big claws, determined to destroy the nests of the bees inside. This only alerted the bees and quick as a wink, the entire swarm of bees flew out of the log and began to sting the bear from head to heel. The bear saved himself by running to and diving into the nearest pond.

5. The supporting idea from paragraph 2 is?
- a. A bear came across a log.
 - b. The bear swatted at the log with his big claws.
 - c. A single little bee flew out of the log.
 - d. The little bee stung him sharply on the nose.

Question 6

The Peacock and the Crane

A peacock spreading its gorgeous tail mocked a crane that passed by, ridiculing the grey color of its plumage and saying, "I'm robed, like a king, in gold and purple and all the colors of the rainbow, while you have not a bit of color on it." "True," replied the crane, "but I soar to the heights of heaven and lift up of my voice to the stars, while you walk below, among the birds of the downhill."

6. “I’m robed, like a king, my wings were in gold and purple and all the colors of the rainbow, while you have not a bit of color on *it*.”

The word *it* refers to...

- a. the wings.
- b. the color.
- c. the tail.
- d. the downhill.

Question 7

The Hares and the Frogs

The Hares were so persecuted by the other beasts; they did not know where to go. As soon as they saw a single animal approach, they used to run. One day they saw a troop of wild horses stampeding on the ground, and in quite a panic all of the hares run to a lake, determined to drown themselves rather than live in such continual state of fear. But just as they got near the bank of the lake, a troop of frogs, frightened in their turn by the approach of the hares, and jumped into the water. “Truly,” said one of the Hares, “Things are not so bad as they seem.”

7. What can we learn from the story above?
- a. Don’t look down on other creatures.
 - b. There is always someone worse than you.
 - c. Don’t believe in someone easily.
 - d. Don’t judge others by their appearance.

Question 8-9

The Fox and the Crow

A fox was walking through the forest when he saw crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird.

“What a noble and gracious bird I see in the tree!” proclaimed the fox, “what exquisite beauty! What a fair plumage! If her voice is as lovely as her beauty, she would no doubt be the jewel of all birds.”

The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice. “Caw! Caw!” she cried, as the cheese dropped to the ground for the fox to grab.

8. What is the supporting idea from paragraph 1?
 - a. The fox wanted the cheese.
 - b. A fox was walking through the forest.
 - c. The crow was so flattered.
 - d. The crow opened her beak and gave a cry to show her voice.

9. What will the crow do in the future?
 - a. She will boasting about her voice.
 - b. She will be tricked again.
 - c. She will not believe in other easily.
 - d. She will cry.

Question 10-11

Revenge of Fox

Once a hungry fox entered a village. He went near a field with large juicy pumpkins. He looked around and saw no one around. So he quickly bit into a pumpkin. Just as he finished eating it, the farmer whose field it was, rushed into him and said, “How dare you eat my pumpkin?” “Please sir, I was hungry and I just eat one of them.” But the farmer took a piece of cloth and dipped it in kerosene match to it. The fox’ tail was on fire and he was in a great pain.

And now the fox was angry. “You are punishing me for just one pumpkin. Now it’s my time to take revenge.” The fox went to the wheat field that belonged to the same farmer. The ripe wheat was standing to be harvested. The fox jumped around the field with his burning tail. Immediately the crops caught fire soon turned to ashes.

10. He went near a field with *large* juicy pumpkins.
The word “*large*” is similar to...
 - a. big.
 - b. little.
 - c. tiny.
 - d. beautiful.

11. What is the main idea of paragraph 1?
- a. He went near a field with large juicy pumpkins.
 - b. He looked around and saw no one around.
 - c. A hungry fox entered a village.
 - d. The fox was angry.

Question 12

The Enemies

Earlier, the mongoose used to be poisonous animal. All the animals used to fear him. One day all the animals, discussed how all of them were troubled by the mongoose's cruel attacks. It was decided that the mongoose was to be stopped from such acts. Then the snake said, "This is a child's play." And then the snake told his plan to the others.

In those days, the snake was not poisonous animal. The snake went to the mongoose and said, "My friend, I am here to warn you. All the animals are coming in a large group to snatch away your sack of poison." So, the trusting mongoose gave his sack to the snake for safe keep, but the snake never returned it to him. Since then, the mongoose fights with the snake to gain back his poison sack.

12. We can conclude that the snake was...
- a. kind.
 - b. clever.
 - c. scary.
 - d. strong.

Question 38-39

The Proud Butterfly

Once, a beautiful, shiny and colorful butterfly was flitting from one flower to another. She saw a baby elephant coming down the path. She flew to him and sat on his ear. The elephant asked, "Who are you? Where are you going?" the butterfly proudly replied, "I am the most beautiful of all butterflies. You are ugly and fat. People are jealous of my colorful wings."

The butterfly went on and on, boasting about how dazzling she is. Just when a strong wind blew and butterfly could not keep balance. She cried for help as she flown

away in the wind. But the elephant stood firmly on the ground and thought, “I can see how pride has a fall.”

13. The butterfly went on and on, showing off about how *beautiful* she is.
The opposite word of *beautiful* is...
- a. fat.
 - b. ugly.
 - c. strong.
 - d. smart.
14. What will the butterfly do next?
- a. The butterfly will go find the elephant.
 - b. The butterfly will not going outside.
 - c. The butterfly will not be arrogant anymore.
 - d. The butterfly will fight the elephant.

Question 15

The New King

One day, all the animals of the forest gathered together. That day was the Election day. The birds and animals of the forest were going to vote and elect a new king. After voting, the counting was completed in the evening. The fox was declared to be the new king. His competitor the jackal had lost the election.

After losing the election, the jackal wanted to teach the fox a lesson. So, he started thinking. The he saw a trap set by some hunters. The jackal went and told the fox that some meat was lying unattended. He could go and eat it and then the fox picked the meat and got caught in the trap.

The jackal called all the animals and showed them the fox and said, “If a king cannot endure his desires and believes others without thinking, he can never be a good leader.”

15. What can we learn from the story above?
- a. Don't look down on other creatures.
 - b. There is always someone worse than you.
 - c. Don't believe in someone easily.
 - d. Don't judge others by their appearance.

Question 16-17**The Foolish Frog**

Once there were two frog friends. As they grew up, one of the frogs made his home in the rocks and shrubs that grew by the lake in the forest and the latter explored the surroundings for a better place to live in. Soon he found a place just by the edge of a road that ran through the forest. A few months later, the first frog said, “Why don’t you come and stay with me near the lake? Many chariots and carts pass on the road. What if someone runs over and killed you?”

“Oh! Don’t worry about me. I am used to the carts now. I know how to avoid them and I don’t like the boring lake.” So the second frog stayed by the road. One day as luck would have it, a horse cart came down the road. The frog could not hop away from the road in time so he was crushed under the cart’s wheels.

16. So the second frog *stayed* by the road.

The opposite word of *stayed* is...

- a. leave.
- b. stay.
- c. left.
- d. stays.

17. What is the story about?

- a. The two frogs died.
- b. The frogs were friends.
- c. The frog looking for a place.
- d. The horse was their friend.

Question 18-20**The Musical Wolf**

A flock of sheep were grazing in a meadow by the edge of a forest. Soon, it was evening and started to move for their home. As the flock went on, a small lamb lagged behind. A wolf saw the lamb from a distance and thought, “Ah! It’s my dinner time. I’ll go and get that lamb for dinner.”

So the wolf ran and caught the lamb. Just when he was about to eat it, the lamb said, “I think I have a right to have one last wish. I want you to play a flute and I will dance. When I fall down after I get tired, you can eat me.” The wolf listened to the sheep’s wish. But the dogs were coming because of the flute and the wolf was attacked.

18. The lamb was caught but he... the wolf.
- a. trick
 - b. tricked
 - c. tricks
 - d. help
19. What will the wolf probably do next?
- a. He will not play flute anymore.
 - b. He will not be tricked anymore.
 - c. He will be friend with the lamb.
 - d. He will not go near the dogs.
20. As the flock went on, a small lamb *lagged* behind.
The word *lagged* similar to...
- a. ate.
 - b. walked.
 - c. run.
 - d. left.

Appendix 6**Answer key for Pre-test of Reading Comprehension Test**

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

Appendix 7**Reading Comprehension Test for Post-Test**

Subject : English
Class/Semester : VIII/II
Time Allocation : 60 Minutes

Directions: In this test you will read several passages. Each one is followed by a number of questions about it. You will choose the one best answer, a, b, c, or d, to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about a passage on the basis of what is stated or implied in the passage.

Read the following passage:

The Lion and the Mouse

When he awakened by a tiny Mouse running across his body, a mighty Lion is sleeping in his lair. The Lion grabbed the frightened Mouse with his huge paws and opened his mouth to swallow him directly. "Please King", begged the Mouse, "Spare me this time and I will never forget your kindness. Someday I may pay my gratitude to you". The Lion thought that it was such a good idea and let the Mouse go.

Example

Where did the story take place?

- a. Forest
- b. Zoo
- c. Lake
- d. Well

According to the passage, the story probably takes place in the forest. Therefore, you should choose a.

Question 1-4**A Bear and a Rabbit**

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

1. What is the story about?
 - a. The baby bear had extra meat.
 - b. The bear was the father of five children.
 - c. A poor rabbit could not eat meat because of the bear's selfishness
 - d. The mother bear was so unfair.

2. Where did the rabbit hunt the buffaloes?
 - a. In hunter's house
 - b. In the neighbor
 - c. In the zoo
 - d. In the woods

3. Which of the following statement is **true** according to the story?
 - a. The rabbit lived in zoo with the bear.
 - b. The bear was helping the rabbit to hunt.
 - c. The bear was the father of five children.
 - d. The mother bear was died.

4. Poor rabbit would have to go home *stomach empty* all the time.
The expression *stomach empty* means...
 - a. happy.
 - b. sad.
 - c. hungry.
 - d. poor.

Question 5-7**The Story of Mouse Deer and a Farmer**

Once, there were a mouse deer and farmer. The farmer planted cucumber in his farm. In the same time, the mouse deer was trying to steal the cucumber, he saw scarecrow in the farmer's field. He was frightened for the first time but soon he found that the scarecrow could not scare him off. Even he punched the scarecrow with his front leg. Unluckily, his front leg got stuck in the scarecrow because the farmer had filled it with the strong glue.

The mouse deer forcefully tried to pull out his leg, but it did not work. The mouse deer finally trapped. Then the farmer put him in a cage. The next day, when the dog approached him, the mouse deer tried to trick him. He said he would be a prince and marry the farmer's daughter. After hearing the mouse deer story, the dog felt unhappy. The dog thought by switching place with mouse deer in the cage, he would become a prince. Soon, the dog opened the cage and let the mouse deer free.

5. He was *frightened* for the first time but soon he found that the scarecrow could not scare him off.
The word "frightened" similar to...
 - a. happy.
 - b. mad.
 - c. scared.
 - d. sad.

6. From the story we can conclude that, the mouse deer was...
 - a. clever.
 - b. stupid.
 - c. sad.
 - d. silly.

7. What is the supporting idea from paragraph 2?
 - a. The mouse deer finally trapped.
 - b. The farmer planted cucumber in his farm.
 - c. The mouse deer was trying to steal the cucumber.
 - d. he saw scarecrow in the farmer's field.

Question 8-11**The Mouse Deer and an Elephant**

One day in the forest, there was a mouse deer. Out of blue, he was trapped in hole that had been made by a group of hunters. The mouse deer screamed for help but no one heard him. It was helpless for him to escape from the trap. He waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him.

The mouse deer has a great idea. He said to the elephant, “Come down here! So you can help get me out!”. The elephant agreed foolishly and followed the mouse deer’s order. The elephant jumped to the hole so the mouse deer could get out of the hole. The mouse deer was free and left the elephant in turn.

8. What is the story about?
 - a. The elephant
 - b. The elephant is the mouse deer’s friend.
 - c. The mouse deer tricked the elephant.
 - d. The mouse deer

9. The mouse deer asked the elephant to...
 - a. be friend with him.
 - b. ask for help.
 - c. forget him.
 - d. help him.

10. *Out of blue*, he was trapped in hole that had been made by a group of hunters. The meaning of “out of blue” is...
 - a. suddenly.
 - b. the mouse deer was blue.
 - c. the elephant was blue.
 - d. accidentally.

11. The word “smart” similar to...
 - a. stupid.
 - b. silly.
 - c. ugly.
 - d. clever.

Question 12-13**The Lion and the Mouse**

When he awakened by a tiny Mouse running across his body, a mighty Lion is sleeping in his lair. The Lion grabbed the frightened Mouse with his huge paws and opened his mouth to swallow him directly.”Please King”, begged the Mouse, “Spare me this time and I will never forget your kindness. Someday I may pay my gratitude to you”. The Lion though that it was such a good idea and let the Mouse go.

The other day, the Lion was caught by some hunters. Despite his great strength, the Lion could not break free. Soon, the forest echoed with his angry roars. The little Mouse heard the Lion roars and ran to see what happened. After that, the Lion was helped by the tiny Mouse.

12. What is the main idea of paragraph 2?
 - a. The lion was caught by hunters.
 - b. The mouse was eaten by the lion.
 - c. The lion run away.
 - d. The mouse helped the lion.

13. The supporting idea from paragraph 2 is?
 - a. The lion caught by some hunters.
 - b. The lion could not break free.
 - c. The mouse could not break free.
 - d. The lion and mouse caught by hunters.

Question 14**A Fox and a Goat**

A fox fell into well and could not get out. And then a thirty goat came. Seeing the fox in the well, he asked if the water was good. “Good” said the fox “It is the best water I’ve ever tasted in my life. Come down and try it yourself.” So, the goat got into the well. When he had drunk enough, he looked around and found there was no way out. Then the fox said, “I have a good idea. You stand on your legs and put your forelegs against the side of the well. Then I’ll climb on your back and step on your horns. So, I can get out, and when I’m out I’ll help you out of the well”.

The goat did what he was asked and the fox got on his back and climbed out of the well. Then he walked away. The goat called the fox out and reminded him to remember his promise to help him out. But the fox merely turn to him and said, “If you only had thought about getting out, you would not have jumped to the well.”

14. The text tells the story of...
- a. a fox.
 - b. a goat.
 - c. a fox and a goat.
 - d. a goat and the well.

Question 15

A Wolf and a Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf licked his lips at the thought of a fine goat dinner. "My dear friend", said the wolf in his sweet voice, "Aren't you afraid of falling down from that cliff? Come down here and see this fine grass beside me." "No, thank you", said the goat. "Well then, aren't you cold up here in wind? You will be warmer if you join me in this shelter area". And then the goat said, "No, thank you". "But the grass tastes better down here!" said the wolf desperately. "Why dine alone?" The goat finally said, "My dear wolf, are you quite sure that it is my dinner you are worrying about and not your own?"

15. What can we learn from the story above?
- a. Don't look down on other creatures.
 - b. Don't believe in someone easily.
 - c. Don't judge others by their appearance.
 - d. Don't beat other creatures easily.

Question 16

The Four Rabbits

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

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

16. What will Peter do in the future?
- a. He will eat with his siblings.
 - b. He will be naughty.
 - c. He will not be naughty again.
 - d. He will eat berries.

Question 17-19

A Little Mouse

Once upon a time, there were a baby mouse and mother mouse. They lived in a hole in a big warm hole with a lot of cheese to eat. Then, one day, the mother mouse decided to take the baby mouse outside of their house.

There was a huge tomcat which was waiting for them. The tomcat licked his lips and wanted to eat the both of them. “Mother! What should we do?” cried baby mouse while clinging into his mother’s tail. Mother mouse was silent and stared at the hungry tomcat. But she wasn’t scared, because she knew how to deal with big, scary cats. She opened her mouth and took a deep breath. “Woof! Woof!” She shouted, and the cat ran away as fast as he could.

17. The tomcat...scared and ran away as fast as he could.
- a. is
 - b. are
 - c. was
 - d. were
18. The mother mouse wasn’t *scared*.
The word “scared” is similar to...
- a. frightened.
 - b. brave.
 - c. confident.
 - d. strong.
19. What is the supporting idea of paragraph 2?
- a. A huge tomcat was waiting for them.
 - b. There were a baby mouse and mother mouse.
 - c. The tomcat wanted to eat them.
 - d. The mother mouse decided to take the baby mouse outside.

Question 20-21**The Rabbit and the Turtle**

One day, a rabbit was keep boasting about how fast he could run. He was laughing at the turtle for being so slow. The rabbit's jaw dropped as the turtle challenged him to a race. The rabbit thought it was a joke and accepted the challenge. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anywhere. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and woke up. He could not see the turtle, so he went at the finish line with full-speed and found the turtle was there waiting for him.

20. We can conclude that the rabbit was...
- a. kind.
 - b. arrogant.
 - c. scary.
 - d. strong.
21. What is the moral value from the story above?
- a. Don't look down on someone.
 - b. Don't believe in people easily.
 - c. Don't beat other creatures.
 - d. Don't start a fight with friends.

Question 22-25**A Fox and a Cat**

One day, a cat and a fox were having a conversation. The fox kept boasting about how clever she was. She said she knew at least hundred tricks to get away from the dogs. Suddenly, they heard the dog's barked. It grew louder and louder. The dogs were coming at their direction. At once, the cat ran to the nearest tree and climbed it. The fox just sat silently under the tree and wondered which trick she should use. Before she could make up her mind, the dogs arrived and ate her.

22. The fox could not run away because...
- a. she thought about which trick she should use.
 - b. she was clever and she knew that.
 - c. she and the dogs were friends.
 - d. her friends would help her.

23. Before she could *make up her mind*, the dogs arrived and ate her.
The expression “make up her mind” means...
- a. run away.
 - b. help her friends.
 - c. decide which trick.
 - d. tell everyone.
24. The fox kept boasting about how *clever* she was.
The opposite word of “clever” is...
- a. smart.
 - b. stupid.
 - c. strong.
 - d. beautiful.
25. What will the cat do next?
- a. The cat will never go near the dogs.
 - b. The cat will climb the tree.
 - c. The cat will be eaten.
 - d. The cat will eat the dogs.

Question 26-28

Unity is Strength

Once upon a time, there were some doves which were flying to look for some foods. The doves were led by the king. One day, they had been flying for so long and they were very tired. The king forced them to fly a little further. The smallest dove found rice scattered on the ground and the doves began to eat.

All of sudden, a net fell over them and all of them were trapped. They saw a hunter was approaching them. The doves moved their wings desperately to get out from the net but failed. The king had an idea, they should work together in order to get out from the net. And then they succeed.

26. What is the main idea of paragraph 2?
- a. They saw a hunter was approaching them.
 - b. The doves moved their wings desperately.
 - c. A net fell over them and all of them were trapped.
 - d. They should work together to get out from the net.
27. What is the supporting idea from paragraph 2?
- a. They saw a hunter was approaching them.

- b. There were some doves which were looking for some foods.
 - c. A net fell over them and all of them were trapped.
 - d. They had been flying for so long and they were very tired.
28. They could escape from the net because...
- a. they were really tired.
 - b. they had been flying so long.
 - c. they worked together to escape.
 - d. they were looking for food.

Question 29-31

The Greedy Mouse

One day, a greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He ate a lot of corn. Now he wanted to come out from the basket, but he could not fit. His belly was so full, he tried again but he failed. The mouse was crying. A rabbit was passing by and asked the mouse why he was crying. The rabbit said to come out later if his belly shrank. So, the mouse followed his advice.

Next morning, his belly had shrunk but he wanted to eat some corn. So he ate and his belly was full once again. He thought that he could come out tomorrow and he slept in the basket. The cat smelt the mouse in the basket. And the mouse was eaten by the cat.

29. His belly was so full, he tried again but he *failed*.
The opposite word of “failed” is...
- a. not succeed.
 - b. succeed.
 - c. fail.
 - d. fails.
30. What is the story about?
- a. The mouse and the rabbit were friend.
 - b. A rabbit which was really kind.
 - c. A cat which was really scary.
 - d. A mouse which was really greedy.
31. What is the supporting idea of paragraph 1?
- a. A greedy mouse saw a basket full of corn.
 - b. The mouse’s belly had shrunk.
 - c. The mouse was eaten by the cat.
 - d. He ate a lot of corn.

Appendix 8**Answer key for Post-test of Reading Comprehension Test**

1. C	9. D	17. C	25. A
2. D	10. A	18. A	26. C
3. C	11. D	19. C	27. A
4. C	12. A	20. B	28. C
5. C	13. B	21. A	29. B
6. A	14. C	22. A	30. D
7. A	15. B	23. C	31. D
8. C	16. C	24. B	

Appendix 9***THE STUDENTS' ANSWER SHEETS***

Appendix 10

The Students' Score of Reading Comprehension Test

Class : VIII A (Control Class)

No	Name	The Students' Score of Reading Comprehension		Gain
		Pre-Test	Post-Test	
1	Agung Handoyo Putro	25	52	27
2	Ajeng Rizik Saptiana	30	65	35
3	Aldo Aulia Majid	35	68	33
4	Ananda Safira Putri	45	77	32
5	Anes Saputra	25	65	40
6	Anggora Fransisko	35	55	20
7	Arya Eko Saputra	25	58	33
8	Dea Amanda Anugrah	40	65	25
9	Deni Kurnia Sandi	45	61	16
10	Faisa Azzahra	45	55	10
11	Farid Pratama	25	65	40
12	Gian Ahmadani Pratama	25	61	36
13	Hanifa Salsabila	45	68	23
14	Ifan Andriano	25	71	46
15	Julian Armando	60	84	24
16	Kurnia Agustin Dian Ningsih	35	74	39
17	Miftahul Jannah	45	65	20
18	Muhammad Abdul Aziz	30	68	38
19	Muhammad Riduan	30	61	31
20	Nur Aeni	40	61	21
21	Putri Rahmawati	45	58	13
22	Rio Setiawan	35	71	36
23	Sila Septiani	45	77	32
24	Silviana Nur Anggaraini	25	61	36
25	Tengku Satriansyah	35	52	17
26	Via Lestari	55	68	13
27	Yuni Sari	45	71	26
28	Ani Salam	35	81	46
29	Imam Sabari	25	71	46

The Students' Score of Reading Comprehension Test

Class : VIII C (Experimental Class)

No	Name	The Students' Score of Reading Comprehension		Gain
		Pre-Test	Post-Test	
1	Ade Fandi Perdana	25	84	58
2	Ahmad Fauzi Satrio	55	77	19
3	Alfarizi Dio. P	45	84	37
4	Amanda Dwi Handayani	40	77	35
5	Anggraini Pebriani	45	71	24
6	Avik Catur Kuncahyo	40	77	35
7	Chelsya Febyola	45	84	37
8	Defi Eka Safitri	35	77	40
9	Desma Ramadhayanti	40	71	29
10	Eliza Anjani Putri	40	77	35
11	Fahri Kurniawan	35	84	47
12	Fariq Faizar	25	74	48
13	Febri Hermawan	20	77	56
14	Fela Gustina	25	71	45
15	Leni Agustin	55	61	3
16	Meilani Dwi Safira	50	68	15
17	M.Irman Ayubi	40	77	35
18	Noval Ferdinan R.	30	81	49
19	Petti Octaviani	35	84	47
20	Rangga Pratama	35	84	47
21	Revi Valentika	40	84	42
22	Rio Akbar R.	35	77	40
23	Vinka Octavia	35	71	34
24	Wahyu Saputra	30	71	39
25	Wiky Romadhon	40	71	29
26	Wulan Sari	45	77	30
27	Yoga Kurniawan	45	84	37
28	Dika Alfandi	35	77	40
29	Nayla Amanda	25	71	45

Appendix 11

The Result of Normality Test

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gain 1	,152	29	,084	,947	29	,152
2	,114	29	,200*	,961	29	,345

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The Result of Homogeneity Test

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2,609	1	56	,112

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	2,609	1	56	,112
Based on Median	2,474	1	56	,121
Based on Median and with adjusted df	2,474	1	52,555	,122
Based on trimmed mean	2,755	1	56	,103

Appendix 12

The Result of the Hypothetical Test

Hypothetical Testing's Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	,123	,727	3,366	56	,001	9,621	2,859	3,894	15,347
	Equal variances not assumed			3,366	55,56 3	,001	9,621	2,859	3,893	15,348

Appendix 13

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam					

semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Memahami fungsi sosial, struktur teks,	Teks naratif, berbentuk fabel pendek dan	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat pemahaman fungsi 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru

<p>dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p> sederhana</p> <p> Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p> Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih Memberikan alasan atau komentar umum (reorientasi), opsional. <p> Unsur kebahasaan</p> <ol style="list-style-type: none"> Tata bahasa: Simple Past tense, Past Continuous Tense Kalimat langung dan 	<p>dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p> Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p> Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks tokoh, tempat, waktu, terjadinya cerita krisis yang terjadi terhadap tokoh akhir cerita di mana krisis berakhir komentar atau penilaian umum tentang 	<p>sosial teks teks naratif berbentuk fabel, pendek dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p> CARA PENILAIAN:</p> <p> Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p> Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama 	<p>menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/
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	<p>tidak langsung</p> <p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata,</p>	<p>fabel (opsional, jika ada)</p> <ul style="list-style-type: none"> - kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. 	<p>siswa dalam proses pembelajaran di setiap tahapan.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p>		
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Appendix 14***Experimental Class*****LESSON PLAN**

School	: MTS An-Nur Terbanggi Besar
Subject	: English
Class/Semester	: VIII/ I
Core Material	: Narrative text (Fabel)
Time Allocation	: 2 X 30 Minutes (One meeting)

A. Core Competences

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand the knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture, and events related phenomena.
4. Process, season, and present in the realm of concrete (use, parse, compose, modify, and create) and in the realm of abstract (write, read, count, draw, and compose) based on what have learned in the school and other sources in the same viewpoint of theory.

B. Basic Competences

- 1.1 Be grateful of the chance to be able to learn English as an international language of communication which is formed in learning enthusiasm.
- 2.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14 Understand the social function, the structure of the text, language features of narrative text in form of fable, based on the context of its use.
- 4.18 Gasp the meaning of spoken or written narrative text in form of short and simple fable, based on the context of its use.

C. Indicators

- 1.1.1 Show the gratitude and enthusiasm in learning English as an international language of communication.
- 2.1.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14.1 Understand the text of written narrative text in form of short and simple fable, based on the context of its use.

C. Objectives of Learning

- 1. The students are able to show the gratitude and enthusiasm in learning English as an international language of communication.
- 2. The students are able to show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3. The students are able to perform honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.

4. The students are able to comprehend the text of written narrative text in form of short and simple fable, based on the context of its use.

D. Learning Material

A Wolf and a Dog (Appendix 2)

- a. The social function
 - a) To amuse and to entertain the readers
 - b) A fable is intended to provide a moral story.
- b. Language features
 - a) Simple past tense and past continuous tense.
 - b) Direct and indirect speech.
 - c) Temporal conjunction: First, then, after that, before, at last, finally, etc.
 - d) Adverb of time: a long time ago, one day, in the morning, the next day, immediately, etc
 - e) Vocabulary: the characters of the story, places, and things which related to the character.
 - f) The use of the singular and plural whether to use the article accurately (a, an, the, this, those, my, their, etc).

E. Learning Method

Approach : *Scientific approach*

Strategy : *Synthesizing strategy*

F. The Steps of Teaching and Learning

First meeting

Activity	Description	Time Allocation
1. Pre Teaching	<p>a. The students are prepared to start the learning process (praying, checking the attendance list, and preparing the textbook). (Religious and discipline)</p> <p>b. The students are motivated in contextual term based on the aims of learning narrative text in form of fable. (Motivational)</p> <p>c. The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. (Responsible)</p> <p>d. The topics are chosen by the teacher or the students. (Independent)</p> <p>e. The strategy is introduced to the students, such as how the strategy works. (Meticulous)</p>	10 Minutes

<p>2. Whilst Teaching</p>	<p>Students' activity:</p> <p>Observing</p> <p>a. The narrative text in form of fable is read by the students as the teacher prepares the metaphor. (Meticulous)</p> <p>Example of Metaphor:</p>  <p>Questioning</p> <p>a. The students ask questions about the text they have read. (Curious)</p> <p>Exploring</p> <p>a. The students are invited to draw and detailed their synthesis through the metaphor they have made. (Independent)</p> <p>b. The students work at their own synthesis, and merging the information they get and their existing knowledge. (Confident)</p> <p>Associating</p> <p>a. The students' work is supervised by the</p>	<p>40 Minutes</p>
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	<p>teacher. (Cooperative)</p> <p><i>Communicating</i></p> <p>a. The ideas about the narrative text are read by the students fluently, using the right intonation in front of the class.</p> <p>(Independent and confident)</p>	
3. Post Teaching	<p>a. The feedback is given by the teachers about the learning process.</p> <p>(Meticulous)</p> <p>b. The students are asked how their thinking is changed as they read or hear the story. (Cooperative)</p> <p>c. The teacher asks the students to pray as an act of the gratefulness because the learning process is going smoothly.</p> <p>(Religious)</p>	10 Minutes

G. Tool, Media, and Learning Resource

1. Tools : Whiteboard dan boardmarker.
2. Media : The example of narrative text (fable).
3. Learning resources : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. *When English Ring's a Bell*. 2014. Jakarta.

H. Assessment System

1. Technique : Assigment
2. Instrument : Appendix 1

Bandar Lampung, September 28, 2017

English Teacher

Researcher

Veralita Safitri, S. Pd

Ria Andriani

NIP. 167909191

NPM 1311040185

Mengetahui,

Headmaster of MTS An-Nur Bandar Jaya

Apri Mahendra Putra, M. Pd

NIP. 19770402 200501 1006

Appendix 1 (Assessment System)

The scoring system is based on the students' right answer. If the students' answer is right, the students will get 2 score. And if the students' answer is wrong, the students will get 0 score. The scoring formula is presented as follows:

$$S = \frac{r}{n} \times 10$$

Where :

S = the score of the test

r = the total of the right answer

n = the total of the items¹⁰⁷.

¹⁰⁷ Nur Endah Sary, Yessy. 2015. *Materi Buku Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepbluish. p. 100

Appendix 2 (Exercises)

Answer the question 1-5

A Wolf and a Dog

Once, there was a wolf which was nearly dead with hunger. He was very skinny, so that the bones could be seen clearly beneath his skin. With hardly enough energy to walk, the wolf had a little hope of finding food. As he lay beneath a large tree, a dog out for walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said,

“You are in terrible shape! You look as if you have not eaten for many days.”

“You are right.” the wolf said.

“I have not eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die.”

The wolf thought about it over for a few minutes and then decided to join the dog. So they went off together toward the house where the dog lived. But, as they were walking, the wolf noticed that the hair on a dog’s neck was so thin. He was curious about this, and asked the dog about it. The dog told the wolf that they would be chained up by their master, so they would not eat the sheep and they surely get the food. The wolf was surprised to hear the story and began to think that he could not walk or run anymore if he followed the dog. So, he decided to run away.

(Source:<http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html?m=1>)

1. What is the story about?
 - a. A sheep which have not eaten for days.
 - b. A dog which have not eaten for days.
 - c. A wolf which has not eaten for days.
 - d. The master who ate the sheep.

2. He was very *skinny*, so that the bones could be seen clearly beneath his skin.
The word “beneath’ is similar to...
 - a. thin.
 - b. big.
 - c. healthy.
 - d. tall.

3. “You are in terrible shape! You look as if you have not eaten for many days.”
This expression means...
 - a. he is so ugly.
 - b. he is poor.
 - c. he looks bad.
 - d. he looks good.

4. Which of the following statement is **true** according to the story?
 - a. The wolf worked with the dog.
 - b. The dog was eaten by the wolf.
 - c. The wolf was running away.
 - d. The dog and the wolf were running away.

5. The wolf...running away because he did not want to be chained up.
 - a. is
 - b. was
 - c. are
 - d. were

Answer question 6-10**A Bear and a Rabbit**

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source:<http://englishstory12.blogspot.co.id/2012/02/bear-and-rabbit.html?m=1>)

6. What is the main idea of paragraph 1?
 - a. The rabbit and the bear lived as neighbors.
 - b. The buffaloes have been shot by the rabbit.
 - c. The bear was the father of five children.
 - d. The mother bear gave her youngest son an extra meat.

7. Secretly, he would take the meat outside and pretend to play ball with *it*.
The word "it" refers to...
 - a. the rabbit's house.
 - b. the meat.
 - c. the rabbit.
 - d. the papa bear.

8. The bear... five children.
 - a. has
 - b. have
 - c. is
 - d. was

9. How did the rabbit get his meal according to the story?
 - a. The mother gave an extra meat.
 - b. The father gave him.
 - c. The baby bear gave him.
 - d. The rabbit was stealing.

10. The bear asked the rabbit to...
 - a. leave his house.

- b. play with his children
- c. hunt for him
- d. live with him

(Answer key)

- 1. C
- 2. A
- 3. C
- 4. C
- 5. B
- 6. A
- 7. B
- 8. A
- 9. C
- 10. C

Appendix 15***Experimental Class*****LESSON PLAN**

School	: MTS An-Nur Terbanggi Besar
Subject	: English
Class/Semester	: VIII/ I
Core Material	: Narrative text (Fabel)
Time Allocation	: 2 X 30 Minutes (One meeting)

A. Core Competences

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand the knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture, and events related phenomena.
4. Process, season, and present in the realm of concrete (use, parse, compose, modify, and create) and in the realm of abstract (write, read, count, draw, and compose) based on what have learned in the school and other sources in the same viewpoint of theory.

B. Basic Competences

- 1.1 Be grateful of the chance to be able to learn English as an international language of communication which is formed in learning enthusiasm.
- 2.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14 Understand the social function, the structure of the text, language features of narrative text in form of fable, based on the context of its use.
- 4.18 Gasp the meaning of spoken or written narrative text in form of short and simple fable, based on the context of its use.

C. Indicators

- 1.1.1 Show the gratitude and enthusiasm in learning English as an international language of communication.
- 2.1.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14.1 Understand the text of written narrative text in form of short and simple fable, based on the context of its use.

C. Objectives of Learning

- 5. The students are able to show the gratitude and enthusiasm in learning English as an international language of communication.
- 6. The students are able to show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 7. The students are able to perform honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.

8. The students are able to comprehend the text of written narrative text in form of short and simple fable, based on the context of its use.

D. Learning Material

Mousedeer and Crocodile (Appendix 2)

- c. The social function
 - c) To amuse and to entertain the readers
 - d) A fable is intended to provide a moral story.
- b. Language features
 - g) Simple past tense and past continuous tense.
 - h) Direct and indirect speech.
 - i) Temporal conjunction: First, then, after that, before, at last, finally, etc.
 - j) Adverb of time: a long time ago, one day, in the morning, the next day, immediately, etc
 - k) Vocabulary: the characters of the story, places, and things which related to the character.
 - l) The use of the singular and plural whether to use the article accurately (a, an, the, this, those, my, their, etc).

E. Learning Method

Approach : *Scientific approach*

Strategy : *Synthesizing strategy*

F. The Steps of Teaching and Learning

Second meeting

Activity	Description	Time Allocation
1. Pre Teaching	<p>f. The students are prepared to start the learning process (praying, checking the attendance list, and preparing the textbook). (Religious and discipline)</p> <p>g. The students are motivated in contextual term based on the aims of learning narrative text in form of fable. (Motivational)</p> <p>h. The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. (Responsible)</p> <p>i. The topics are chosen by the teacher or the students. (Independent)</p>	10 Minutes
2. Whilst Teaching	<p>Students' activity:</p> <p><i>Observing</i></p> <p>b. The narrative text in form of fable is read by the students and the metaphor was made. (Meticulous)</p>	40 Minutes

Example of Metaphor:



Questioning

- b. The students ask questions about the text they have read. **(Curious)**

Exploring

- c. The students work at their own synthesis, and merging the information they get and their existing knowledge. **(Confident)**

Associating

- b. The students' work is supervised by the teacher. **(Cooperative)**

Communicating

- b. The ideas about the narrative text are read by the students fluently, using the

	right intonation in front of the class. (Independent and confident)	
3. Post Teaching	<p>d. The feedback is given by the teachers about the learning process. (Meticulous)</p> <p>e. The students are asked how their thinking is changed as they read or hear the story. (Cooperative)</p> <p>f. The teacher asks the students to pray as an act of the gratefulness because the learning process is going smoothly. (Religious)</p>	10 Minutes

G. Tool, Media, and Learning Resource

4. Tools : Whiteboard dan boardmarker.
5. Media : The example of narrative text (fable).
6. Learning resources : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. *When English Ring's a Bell*. 2014. Jakarta.

H. Assessment System

3. Technique : Assigment
4. Instrument : Appendix 1

Bandar Lampung, October 2, 2017

English Teacher

Researcher

Veralita Safitri, S. Pd

Ria Andriani

NIP. 167909191

NPM 1311040185

Mengetahui,

Headmaster of MTS An-Nur Bandar Jaya

Apri Mahendra Putra, M. Pd

NIP. 19770402 200501 1006

Appendix 1 (Assessment System)

The scoring system is based on the students' right answer. If the students' answer is right, the students will get 2 score. And if the students' answer is wrong, the students will get 0 score. The scoring formula is presented as follows:

$$S = \frac{r}{n} \times 10$$

Where :

S = the score of the test

r = the total of the right answer

n = the total of the items¹⁰⁸.

¹⁰⁸ Nur Endah Sary, Yessy. 2015. *Materi Buku Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepbluish. p. 100

Appendix 2 (Exercises)

Answer the question 1-5

Mousedeer and Crocodile

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out. "Hello. Is anybody there?" Crocodile heard him, he swam fast to meet Mousedeer, and answered, "Hello, Mousedeer. How are you? Please come in." He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and eat him for breakfast. But Mousedeer was standing on top of a big stone. In a proud voice he said, "Crocodile, I'm here to do the King's order. The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here."

Crocodile was so happy so that he forgot his plan to eat Mousedeer. "Really? How will you count us?" "Please call all your family, relatives, friends, neighbours. Tell them to line up from here to the other side of the river," ordered Mousedeer. Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly "One, Two, Three, Four." When he got to the last crocodile he said "One hundred!" and quickly jumped up to the land. "How many are we?" asked Crocodile. "One hundred. Hahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!"

1. What is the story about?
 - a. The mouse deer was eaten by the crocodiles
 - b. The crocodile tricked the mouse deer
 - c. The mouse deer tricked the crocodile
 - d. The king was tricked by the mouse deer

2. Where did the story take place?
 - a. The river

- b. The lake
 - c. The forest
 - d. The woods
3. As soon as Mousedeer got *near*, he would snap him and eat him for breakfast. The word “*near*” is similar to...
- a. Big
 - b. Large
 - c. Huge
 - d. Far
4. The mouse deer asked the crocodiles to...
- a. Trick the king
 - b. Line up across the river
 - c. Eat the mouse deer
 - d. Help the mouse deer
5. The mouse deer... happy he could trick the crocodiles.
- a. Is
 - b. Are
 - c. Was
 - d. Were

Answer the question 6-10

The Lion and the Mouse

When he awakened by a tiny Mouse running across his body, a mighty Lion is sleeping in his lair. The Lion grabbed the frightened Mouse with his huge paws and opened his mouth to swallow him directly.”Please King”, begged the Mouse, “Spare me this time and I will never forget your kindness. Someday I may pay my gratitude to you”. The Lion though that it was such a good idea and let the Mouse go.

The other day, the Lion was caught by some hunters. Despite his great strength, the Lion could not break free. Soon, the forest echoed with his angry roars. The little Mouse heard the Lion roars and ran to see what happened. After that, the Lion was helped by the tiny Mouse.

(Source:englishiana.com/2016/03/10-contoh-narrative-text-pendek-bahasa.html)

6. The Lion grabbed the *frightened* Mouse with his huge paws and opened his mouth to swallow him directly.
The word “Frightened” is similar to...
- Scared
 - Caught
 - Jumped
 - Awakened
7. What is the supporting idea from paragraph 1?
- The lion was caught by some hunters.
 - The lion grabbed the mouse with his paws.
 - A mighty lion is sleeping in his lair.
 - The lion could not break free from the hunters.
8. What will likely to happen next?
- The hunters will apologize to the lion.
 - The lion will eat the hunters.
 - The mouse will eat the lion.
 - The lion and the mouse will be friend.
9. Which of the following statement is **true** according to the story?
- The lion was eaten by the hunters.
 - The mouse was eaten by the hunters.
 - The lion was caught by the hunters.
 - The mouse was caught by the hunters.
10. Where did the story take place?
- Forest
 - Zoo
 - Lake
 - Well

(Answer key)

- | | |
|-------|-------|
| 11. C | 18. D |
| 12. A | 19. C |
| 13. D | 20. A |
| 14. B | |
| 15. C | |
| 16. A | |
| 17. B | |

Appendix 16***Experimental Class*****LESSON PLAN**

School : MTS An-Nur Terbanggi Besar

Subject : English

Class/Semester : VIII/ II

Core Material : Narrative text (Fabel)

Time Allocation : 2 X 30 Minutes (One Meeting)

A. Core Competences

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand the knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture, and events related phenomena.
4. Process, season, and present in the realm of concrete (use, parse, compose, modify, and create) and in the realm of abstract (write, read, count, draw, and compose) based on what have learned in the school and other sources in the same viewpoint of theory.

B. Basic Competences

- 1.1 Be grateful of the chance to be able to learn English as an international language of communication which is formed in learning enthusiasm.
- 2.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14 Understand the social function, the structure of the text, language features of narrative text in form of fable, based on the context of its use.
- 4.18 Gasp the meaning of spoken or written narrative text in form of short and simple fable, based on the context of its use.

C. Indicators

- 1.1.1 Show the gratitude and enthusiasm in learning English as an international language of communication.
- 2.1.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14.1 Understand the text of written narrative text in form of short and simple fable, based on the context of its use.

C. Objectives of Learning

- 9. The students are able to show the gratitude and enthusiasm in learning English as an international language of communication.
- 10. The students are able to show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 11. The students are able to perform honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.

12. The students are able to comprehend the text of written narrative text in form of short and simple fable, based on the context of its use.

D. Learning Material

The Story of Mouse Deer and a Farmer (Appendix 2)

- d. The social function
 - e) To amuse and to entertain the readers
 - f) A fable is intended to provide a moral story.
- b. Language features
 - m) Simple past tense and past continuous tense.
 - n) Direct and indirect speech.
 - o) Temporal conjunction: First, then, after that, before, at last, finally, etc.
 - p) Adverb of time: a long time ago, one day, in the morning, the next day, immediately, etc
 - q) Vocabulary: the characters of the story, places, and things which related to the character.
 - r) The use of the singular and plural whether to use the article accurately (a, an, the, this, those, my, their, etc).

E. Learning Method

Approach : *Scientific approach*

Strategy : *Synthesizing strategy*

F. The Steps of Teaching and Learning

Fourth meeting

Activity	Description	Time Allocation
1. Pre Teaching	<p>j. The students are prepared to start the learning process (praying, checking the attendance list, and preparing the textbook). (Religious and discipline)</p> <p>k. The students are motivated in contextual term based on the aims of learning narrative text in form of fable. (Motivational)</p> <p>l. The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. (Responsible)</p> <p>m. The topics are chosen by the teacher or the students. (Independent)</p>	10 Minutes

2. Whilst Teaching	<p>Students' activity: Observing</p> <p>c. The narrative text in form of fable is read by the students as the teacher prepares the metaphor. (Meticulous)</p>	40 Minutes
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	<p style="text-align: center;">Example of Metaphor:</p>  <p>Questioning</p> <p>c. The students ask questions about the text they have read. (Curious)</p> <p>Exploring</p> <p>d. The students work at their own synthesis, and merging the information they get and their existing knowledge. (Confident)</p> <p>Associating</p> <p>c. The students' work is supervised by the teacher. (Cooperative)</p> <p>Communicating</p> <p>c. The ideas about the narrative text are read by the students fluently, using the right intonation in front of the class. (Independent and confident)</p>	
3. Post Teaching	g. The feedback is given by the teachers about the learning process. (Meticulous)	10 Minutes

	<p>h. The conclusion is made about the social function, the structure of the text, and the language features of narrative text. (Meticulous)</p> <p>i. The teacher asks the students to pray as an act of the gratefulness because the learning process is going smoothly. (Religious)</p>	
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G. Tool, Media, and Learning Resource

7. Tools : Whiteboard dan boardmarker.
8. Media : The example of narrative text (fable).
9. Learning resources : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. *When English Ring's a Bell*. 2014. Jakarta.

H. Assessment System

5. Technique : Assigment
6. Instrument : Appendix 1

Bandar Lampung, October 5, 2017

English Teacher

Researcher

Veralita Safitri, S. Pd

Ria Andriani

NIP. 167909191

NPM 1311040185

Mengetahui,

Headmaster of MTS An-Nur Bandar Jaya

Apri Mahendra Putra, M. Pd

NIP. 19770402 200501 1006

Appendix 1 (Assessment System)

The scoring system is based on the students' right answer. If the students' answer is right, the students will get 2 score. And if the students' answer is wrong, the students will get 0 score. The scoring formula is presented as follows:

$$S = \frac{r}{n} \times 10$$

Where :

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¹⁰⁹ Nur Endah Sary, Yessy. 2015. *Materi Buku Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepbluish. p. 100

Appendix 2 (Students' Exercise)

Answer the question 1-5

The Story of Mouse Deer and a Farmer

Once, there were a mouse deer and farmer. The farmer planted cucumber in his farm. In the same time, the mouse deer was trying to steal the cucumber, he saw scarecrow in the farmer's field. He was frightened for the first time but soon he found that the scarecrow could not scare him off. Even he punched the scarecrow with his front leg. Unluckily, his front leg got stuck in the scarecrow because the farmer had filled it with the strong glue.

The mouse deer forcefully tried to pull out his leg, but it did not work. The mouse deer finally trapped. Then the farmer put him in a cage. The next day, when the dog approached him, the mouse deer tried to trick him. He said he would be a prince and marry the farmer's daughter. After hearing the mouse deer story, the dog felt unhappy. The dog thought by switching place with mouse deer in the cage, he would become a prince. Soon, the dog opened the cage and let the mouse deer free.

(Source:<http://englishadmin.com/2013/09/narrative-text-cerita-kancil-mencurimentimun-dalam-bahasa-inggris.html>)

1. From the story we can conclude that, the mouse deer was...
 - a. Simple-minded
 - b. Stupid
 - c. Clever
 - d. Silly

2. The mouse deer was very smart, he... the dog so he could free himself from the cage.
 - a. Was
 - b. Is Tricked
 - c. Tricked
 - d. Trick

3. After hearing the mouse deer story, the dog felt *unhappy*. The word "unhappy" is similar to...
 - a. Sad
 - b. Happy
 - c. Cheerful
 - d. M

4. What will happen to the dog?
 - a. He will meet the mouse deer
 - b. He will not believe the mouse deer again
 - c. He will catch the thief
 - d. He will eat cucumber

5. Which of this following is **true** according to the story?
 - a. The farmer planted the cucumber
 - b. The mouse deer planted the cucumber
 - c. The mouse deer put himself in the cage
 - d. The farmer lived happily

Answer Question 6-10

The Mouse Deer and an Elephant

One day in the forest, there was a mouse deer. Out of blue, he was trapped in hole that had been made by a group of hunters. The mouse deer screamed for help but no one heard him. It was helpless for him to escape from the trap. He waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him.

The mouse deer has a great idea. He said to the elephant, "Come down here! So you can help get me out!". The elephant agreed foolishly and followed the mouse deer's order. The elephant jumped to the hole so the mouse deer could get out of the hole. The mouse deer was free and left the elephant in turn.

(Source:<http://englishadmin.com/2013/09/narrative-text-fable-story-mouse-deer-and-elephant.html>)

6. Why did the elephant jump to the hole
 - a. He wanted to help mouse deer
 - b. He wanted to be friend with mouse deer
 - c. He wanted to trick mouse deer
 - d. He wanted to forget mouse deer

7. The mouse deer... by the hunter's trap.
 - a. Was trapped
 - b. Is trapped
 - c. Traps
 - d. Trap

8. The elephant... fooled by the mouse deer.
- Been
 - Has
 - Have been
 - Has been
9. Which of the following statement is **true** according to the story?
- The hunters were scary
 - The elephant was smart
 - The mouse deer tricked the elephant
 - The mouse deer was scary
10. Where did the story take place?
- Zoo
 - Forest
 - Elephant's house
 - The hunter's house

(Answer key)

- C
- C
- A
- B
- A
- A
- A
- D
- C
- B

Appendix 17***Experimental Class*****LESSON PLAN**

School	: MTS An-Nur Terbanggi Besar
Subject	: English
Class/Semester	: VIII/ II
Core Material	: Narrative text (Fabel)
Time Allocation	: 2 X 30 Minutes (One Meeting)

A. Core Competences

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand the knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture, and events related phenomena.
4. Process, season, and present in the realm of concrete (use, parse, compose, modify, and create) and in the realm of abstract (write, read, count, draw, and compose) based on what have learned in the school and other sources in the same viewpoint of theory.

B. Basic Competences

- 1.1 Be grateful of the chance to be able to learn English as an international language of communication which is formed in learning enthusiasm.
- 2.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14 Understand the social function, the structure of the text, language features of narrative text in form of fable, based on the context of its use.
- 4.18 Gasp the meaning of spoken or written narrative text in form of short and simple fable, based on the context of its use.

C. Indicators

- 1.1.1 Show the gratitude and enthusiasm in learning English as an international language of communication.
- 2.1.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14.1 Understand the text of written narrative text in form of short and simple fable, based on the context of its use.

C. Objectives of Learning

- 13. The students are able to show the gratitude and enthusiasm in learning English as an international language of communication.
- 14. The students are able to show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 15. The students are able to perform honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.

16. The students are able to comprehend the text of written narrative text in form of short and simple fable, based on the context of its use.

D. Learning Material

The Ant and the Dove (Appendix 2)

- e. The social function
 - g) To amuse and to entertain the readers
 - h) A fable is intended to provide a moral story.
- c. Language features
 - s) Simple past tense and past continuous tense.
 - t) Direct and indirect speech.
 - u) Temporal conjunction: First, then, after that, before, at last, finally, etc.
 - v) Adverb of time: a long time ago, one day, in the morning, the next day, immediately, etc
 - w) Vocabulary: the characters of the story, places, and things which related to the character.
 - x) The use of the singular and plural whether to use the article accurately (a, an, the, this, those, my, their, etc).

E. Learning Method

Approach : *Scientific approach*

Strategy : *Synthesizing strategy*

F. The Steps of Teaching and Learning

Fourth meeting

Activity	Description	Time Allocation
1. Pre Teaching	<p>n. The students are prepared to start the learning process (praying, checking the attendance list, and preparing the textbook). (Religious and discipline)</p> <p>o. The students are motivated in contextual term based on the aims of learning narrative text in form of fable. (Motivational)</p> <p>p. The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. (Responsible)</p> <p>q. The topics are chosen by the teacher or the students. (Independent)</p>	10 Minutes

2. Whilst Teaching	<p>Students' activity: <i>Observing</i></p> <p>d. The narrative text in form of fable is read by the students and the metaphor was made. (Meticulous)</p>	40 Minutes
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	<p><i>Questioning</i></p> <p>d. The students ask questions about the text they have read. (Curious)</p> <p><i>Exploring</i></p> <p>e. The students work at their own synthesis, and merging the information they get and their existing knowledge. (Confident)</p> <p><i>Associating</i></p> <p>d. The students' work is supervised by the teacher. (Cooperative)</p> <p><i>Communicating</i></p> <p>d. The ideas about the narrative text are read by the students fluently, using the right intonation in front of the class. (Independent and confident)</p>	
3. Post Teaching	<p>j. The feedback is given by the teachers about the learning process. (Meticulous)</p> <p>k. The conclusion is made about the social function, the structure of the text, and the language features of narrative text. (Meticulous)</p> <p>l. The teacher asks the students to pray as an act of the gratefulness because the learning process is going smoothly. (Religious)</p>	10 Minutes

G. Tool, Media, and Learning Resource

10. Tools : Whiteboard dan boardmarker.
 11. Media : The example of narrative text (fable).
 12. Learning resources : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. *When English Ring's a Bell*. 2014. Jakarta.

H. Assessment System

7. Technique : Assigment
 8. Instrument : Appendix 1

Bandar Lampung, October 9, 2017

English Teacher

Researcher

Veralita Safitri, S. Pd

Ria Andriani

NIP. 167909191

NPM 1311040185

Mengetahui,

Headmaster of MTS An-Nur Bandar Jaya

Apri Mahendra Putra, M. Pd

NIP. 19770402 200501 1006

Appendix 1 (Assessment System)

The scoring system is based on the students' right answer. If the students' answer is right, the students will get 2 score. And if the students' answer is wrong, the students will get 0 score. The scoring formula is presented as follows:

$$S = \frac{r}{n} \times 10$$

Where :

S = the score of the test

r = the total of the right answer

n = the total of the items¹¹⁰.

¹¹⁰ Nur Endah Sary, Yessy. 2015. *Materi Buku Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepbluish. p. 100

Appendix 2 (Students' Exercise)

Answer the question 1-3

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to well. To reach the well, she had to climb up a blade grass. While making her way up, she slipped and fell into the water. Seeing that the ant was in tight spot, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant was safe.

After that there was a hunter. The hunter was throwing out his net towards the dove. Before the dove trapped into the net, the ant thought what it could do. So it bit the hunter quickly. Feeling the pain, the hunter dropped his net and the dove was free.

(Source: bahasainggrismudah.com/2-short-narrative-text-fabel-example)

1. The dove was trapped by the net, so the ant...the dove.
 - a. help
 - b. helped
 - c. helps
 - d. helping

2. What will the dove probably do next?
 - a. Climbing up the well
 - b. Searching for water
 - c. Thanking the ant for helping him
 - d. Looking for friends

3. Seeing that the ant was in *tight spot*, the dove quickly plucked off a leaf. The expression of "tight spot" means...
 - a. in bad condition.
 - b. in good condition.
 - c. in difficult situation.
 - d. in dilemma situation.

Answer Question 4-6**A Wolf and a Goat**

A wolf saw a goat grazing at the edge of a high cliff. The wolf licked his lips at the thought of a fine goat dinner. “My dear friend”, said the wolf in his sweet voice, “Aren’t you afraid of falling down from that cliff? Come down here and see this fine grass beside me.” “No, thank you”, said the goat. “Well then, aren’t you cold up here in wind? You will be warmer if you join me in this shelter area”. And then the goat said, “No, thank you”. “But the grass tastes better down here!” said the wolf desperately. “Why dine alone?” The goat finally said, “My dear wolf, are you quite sure that it is my dinner you are worrying about and not your own?”

(Source: boma-internet.blogspot.co.id/2011/11/contoh-dan-pembahasan-soal-narrative.html)

4. From the story we know that...
 - a. the goat was very hungry.
 - b. the wolf was a helpful animal.
 - c. the wolf was eager to eat the goat.
 - d. the goat was going to fight the wolf.

5. The wolf... going to eat the goat, but he failed.
 - a. was
 - b. were
 - c. is
 - d. are

6. “The wolf licked his lips at the thought of a *fine goat dinner*”
The idiom “fine goat dinner” means...
 - a. ugly.
 - b. bad.
 - c. delicious.
 - d. small

(Answer key)

- | | |
|------|------|
| 1. B | 6. C |
| 2. C | |
| 3. C | |
| 4. C | |
| 5. A | |

Appendix 18***Experimental Class*****LESSON PLAN**

School : MTS An-Nur Terbanggi Besar

Subject : English

Class/Semester : VIII/ I

Core Material : Narrative text (Fabel)

Time Allocation : 2 X 30 Minutes (One meeting)

A. Core Competences

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand the knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture, and events related phenomena.
4. Process, season, and present in the realm of concrete (use, parse, compose, modify, and create) and in the realm of abstract (write, read, count, draw, and compose) based on what have learned in the school and other sources in the same viewpoint of theory.

B. Basic Competences

- 1.1 Be grateful of the chance to be able to learn English as an international language of communication which is formed in learning enthusiasm.
- 2.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14 Understand the social function, the structure of the text, language features of narrative text in form of fable, based on the context of its use.
- 4.18 Gasp the meaning of spoken or written narrative text in form of short and simple fable, based on the context of its use.

C. Indicators

- 1.1.1 Show the gratitude and enthusiasm in learning English as an international language of communication.
- 2.1.1 Show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 3.1.1 Perform the honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.
- 3.14.1 Understand the text of written narrative text in form of short and simple fable, based on the context of its use.

C. Objectives of Learning

- 17. The students are able to show the gratitude and enthusiasm in learning English as an international language of communication.
- 18. The students are able to show the courteous behavior and care in performing the interpersonal communication with the teachers and friends.
- 19. The students are able to perform honest behavior, discipline, confidence, and responsibility in performing the interpersonal communication with the teachers and friends.

20. The students are able to comprehend the text of written narrative text in form of short and simple fable, based on the context of its use.

D. Learning Material

A Wolf and a Dog (Appendix 2)

- f. The social function
 - i) To amuse and to entertain the readers
 - j) A fable is intended to provide a moral story.
- g. Language features
 - y) Simple past tense and past continuous tense.
 - z) Direct and indirect speech.
 - aa) Temporal conjunction: First, then, after that, before, at last, finally, etc.
 - bb) Adverb of time: a long time ago, one day, in the morning, the next day, immediately, etc
 - cc) Vocabulary: the characters of the story, places, and things which related to the character.
 - dd) The use of the singular and plural whether to use the article accurately (a, an, the, this, those, my, their, etc).

E. Learning Method

Approach : *Scientific approach*

Strategy : *Synthesizing strategy*

F. The Steps of Teaching and Learning

Fifth meeting

Activity	Description	Time Allocation
1. Pre Teaching	<p>r. The students are prepared to start the learning process (praying, checking the attendance list, and preparing the textbook). (Religious and discipline)</p> <p>s. The students are motivated in contextual term based on the aims of learning narrative text in form of fable. (Motivational)</p> <p>t. The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. (Responsible)</p> <p>u. The topics are chosen by the teacher or the students. (Independent)</p>	10 Minutes
2. Whilst Teaching	<p>Students' activity:</p> <p>Observing</p> <p>e. The narrative text in form of fable is read by the students. (Meticulous)</p> <p>Questioning</p> <p>e. The students ask questions about the text they have read. (Curious)</p>	40 Minutes

	<p><i>Exploring</i></p> <p>f. The students work at their own synthesis, and merging the information they get and their existing knowledge. (Confident)</p> <p><i>Associating</i></p> <p>e. The students' work is supervised by the teacher. (Cooperative)</p> <p><i>Communicating</i></p> <p>e. The ideas about the narrative text are read by the students fluently, using the right intonation in front of the class. (Independent and confident)</p>	
3. Post Teaching	<p>m. The feedback is given by the teachers about the learning process. (Meticulous)</p> <p>n. The students are asked how their thinking is changed as they read or hear the story. (Cooperative)</p> <p>o. The teacher asks the students to pray as an act of the gratefulness because the learning process is going smoothly. (Religious)</p>	10 Minutes

G. Tool, Media, and Learning Resource

13. Tools : Whiteboard dan boardmarker.
 14. Media : The example of narrative text (fable).
 15. Learning resources : Kementrian Pendidikan dan Kebudayaan Republik Indonesia. *When English Ring's a Bell*. 2014. Jakarta.

H. Assessment System

9. Technique : Assigment
 10. Instrument : Appendix 1

Bandar Lampung, September 28, 2017

English Teacher

Researcher

Veralita Safitri, S. Pd

Ria Andriani

NIP. 167909191

NPM 1311040185

Mengetahui,

Headmaster of MTS An-Nur Bandar Jaya

Apri Mahendra Putra, M. Pd

NIP. 19770402 200501 1006

Appendix 1 (Assessment System)

The scoring system is based on the students' right answer. If the students' answer is right, the students will get 2 score. And if the students' answer is wrong, the students will get 0 score. The scoring formula is presented as follows:

$$S = \frac{r}{n} \times 10$$

Where :

S = the score of the test

r = the total of the right answer

n = the total of the items¹¹¹.

¹¹¹ Nur Endah Sary, Yessy. 2015. *Materi Buku Ajar: Evaluasi Pendidikan*. Yogyakarta: Deepbluish. p. 100

Appendix 2 (Exercises)

Answer the question 1-5

A Wolf and a Dog

Once, there was a wolf which was nearly dead with hunger. He was very skinny, so that the bones could be seen clearly beneath his skin. With hardly enough energy to walk, the wolf had a little hope of finding food. As he lay beneath a large tree, a dog out for walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said,

“You are in terrible shape! You look as if you have not eaten for many days.”

“You are right.” the wolf said.

“I have not eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die.”

The wolf thought about it over for a few minutes and then decided to join the dog. So they went off together toward the house where the dog lived. But, as they were walking, the wolf noticed that the hair on a dog’s neck was so thin. He was curious about this, and asked the dog about it. The dog told the wolf that they would be chained up by their master, so they would not eat the sheep and they surely get the food. The wolf was surprised to hear the story and began to think that he could not walk or run anymore if he followed the dog. So, he decided to run away.

(Source:<http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html?m=1>)

1. What is the story about?
 - a. A sheep which have not eaten for days.
 - b. A dog which have not eaten for days.
 - c. A wolf which has not eaten for days.
 - d. The master who ate the sheep.

2. He was very *skinny*, so that the bones could be seen clearly beneath his skin. The word “beneath’ is similar to...
 - a. thin.
 - b. big.
 - c. healthy.
 - d. tall.

3. “You are in terrible shape! You look as if you have not eaten for many days.” This expression means...
 - a. he is so ugly.
 - b. he is poor.
 - c. he looks bad.
 - d. he looks good.

4. Which of the following statement is **true** according to the story?
 - a. The wolf worked with the dog.
 - b. The dog was eaten by the wolf.
 - c. The wolf was running away.
 - d. The dog and the wolf were running away.

5. The wolf...running away because he did not want to be chained up.
 - a. is
 - b. was
 - c. are
 - d. were

Answer question 6-10

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear’s demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat.

Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source:<http://englishstory12.blogspot.co.id/2012/02/bear-and-rabbit.html?m=1>)

6. What is the main idea of paragraph 1?
 - a. The rabbit and the bear lived as neighbors.
 - b. The buffaloes have been shot by the rabbit.
 - c. The bear was the father of five children.
 - d. The mother bear gave her youngest son an extra meat.

7. Secretly, he would take the meat outside and pretend to play ball with *it*.
The word "it" refers to...
 - a. the rabbit's house.
 - b. the meat.
 - c. the rabbit.
 - d. the papa bear.

8. The bear... five children.
 - a. has
 - b. have
 - c. is
 - d. was

9. How did the rabbit get his meal according to the story?
 - a. The mother gave an extra meat.
 - b. The father gave him.
 - c. The baby bear gave him.
 - d. The rabbit was stealing.

10. The bear asked the rabbit to...
 - a. leave his house.
 - b. play with his children
 - c. hunt for him
 - d. live with him

(Answer key)

- | | |
|------|-------|
| 1. C | 6. A |
| 2. A | 7. B |
| 3. C | 8. A |
| 4. C | 9. C |
| 5. B | 10. C |

Appendix 18

Documentation

Try-Out (Try-Out Class)



Pre-test (Control Class)



Post-test (Control Class)



Pre-test (Experimental Class)



Treatment Experimental Class (Day 1)



Treatment Experimental Class (Day 2)



Treatment Experimental Class (Day 3)



Treatment Experimental Class (Day 4)



Post-test (Experimental Class)





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jalan. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung ☎ (0721) 703260

Nomor : B-7353/Un.04/DT/TL.01/09/2017
Sifat : Penting
Lampiran : -
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 18 September 2017

Kepada
Yth Kepala Sekolah MTS AN NUR Terbanggi Besar
Lampung Tengah

Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan IAIN Raden Intan Lampung :

Nama : Ria Andriani
NPM : 1311040185
Semester/T.A : IX (Sembilan)/2017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Synthesizing Strategy towards Students' Reading Comprehension on Narrative Text at the First Semester of the Eighth grade of MTS An-Nur Terbanggi Besar in 2017/2018 Academic Year

akan mengadakan penelitian di MTS An-Nur Terbanggi Besar, guna mengumpulkan data dan bahan-bahan penulisan skripsi yang bersangkutan, maka waktu yang diberikan mulai tanggal 18 September 2017 sampai dengan 18 Oktober 2017.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dr. H. Chairul Anwar, M.Pd
NIP.195608101987031001

Tembusan:

1. Wakil Dekan Bidang Akademik.
2. Kajar/K.A Prodi Bimbingan Konseling
3. Kasubbag. Akademik Kemahasiswaan & Alumni.
4. Mahasiswa yang Bersangkutan



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MTs "AN-NUR" PELOPOR BANDARJAYA

Akte Notaris No. 299 / 19 Februari 2008
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ALAMAT : JL. MERDEKA BANDARJAYA BARAT - LAMPUNG TENGAH TELP. (0725) 26723

Nomor : 234/YAP-MTs/B.07/10/2017
Lampiran : -
Perihal : Pemberitahuan

Kepada Yth :
Dekan Universitas Islam Negeri Raden Intan Lampung
Di -
Tempat

Assalamu'alaikum wr wb.

Bedasarkan permohonan Dekan Universitas Islam Negeri Raden Intan Lampung tentang mengadakan penelitian nomor surat: B-7353/Un.04/DT/TL-01/09/2017, atas nama saudara :

Nama : RIA ANDRIANI
NPM : 1311040185
Semester : IX (Sembilan) / 2017
Fakultas : Tarbiyah dan ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : *" The Effectiveness of Using Synthesizing Strategy towards Students' Reading Comperhension on Narrative Text at the First Semester of the Eighth grade of MTs AN-NUR Pelopor Bandarjaya Terbanggi Besar in 2017/2018 Academic Year"*

maka saya selaku Kepala MTs AN – NUR Pelopor Bandarjaya Terbanggi Besar Lampung Tengah memberikan izin kepada yang bersangkutan untuk mengadakan penelitian dari tanggal : 18 September 2017 s.d. 18 Oktober 2017 di MTs AN – NUR Pelopor Bandarjaya

Demikian surat pemberitahuan ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Bandarjaya, 9 Oktober 2017

Kepala Madrasah



Agus Mahendra Putra, M.Pd.

9770402 200501 1006