**IMPROVING NARRATIVE READING BY USING SELF MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NAHDLATUL ULAMA PALEMBANG**



**UNDERGRADUATE THESIS**
Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)

**By**

**Vera Namaya**
**NIM. 11250063**

**TARBIYAH FACULTY OF**
**STATE ISLAMIC UNIVERSITY (UIN)**
**RADEN FATAH PALEMBANG**
**2017**

Hal      : Pengantar Skripsi

Kepada Yth.
Bapak Dekan Fakultas Tarbiyah UIN
Raden Fatah Palembang

Di

        Tempat

Assalamu'alaikum Wr. Wb.

        Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"IMPROVING NARRATIVE READING BY USING SELF MONITORING APPROACH TO READING AND THINKING ( SMART ) STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NAHDLATUL ULAMA PALEMBANG",** ditulis oleh saudari **Vera Namaya** telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

        Demikianlah dan terima kasih.


Wassalamu'alaikum Wr. Wb.
Palembang,      April 2017



Pembimbing I                                              Pembimbing II



Hj. Renny Kurnia Sari, M.Pd                Winny Agustia Riznanda, M.Pd
NIP. 19790607 200801 2 015

# IMPROVING NARRATIVE READING BY USING SELF MONITORING APPROACH TO READING AND THINKING (SMART) STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NAHDLATUL ULAMA PALEMBANG

This Thesis was written by **Vera Namaya,** Student Number.**11250063**

was defended by the writer in the final examination and was approved by the examination committee on July, 25<sup>th</sup> 2017.

**This thesis was accepted as the requirements to get the title Sarjana Pendidikan (S.Pd.)**

**Palembang, July 25, 2017**

State Islamic University Raden Fatah Palembang

Tarbiyah Faculty

Examination Committee
Approval

Chairperson,                                         Secretary,

Hj. Lenny Marzulina, M.Pd.                    M.Holandyah, M.Pd.

NIP. 19710131 201 101 2 001                NIP. 19740507 201101 1 00

Member : Dr. Dewi Warna, M.Pd.            ( ………………..)

   NIP.19740723 199903 2 002

Member : Eka Sartika, M.Pd.                   (………………...)

   NIK.14201100982

**Certified
by,**

Dean of Tarbiyah
Faculty

Prof. Dr. Kasinyo Harto,
M.Ag. NIP.
197109111997031004

# STATEMENT PAGE

I hereby,

Name                                          : Vera Namaya

Place and Date of Birth          : Palembang, March 19, 1994.

Study Program                        : English Education Study Program

State that

1.  All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2.  The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang,     July 2017

Researcher

Vera Namaya
NIM. 11250063

## MOTTO

**"Never underestimate the pain of a person, because in honesty, everyone is struggling. some people are better at hiding it than others."**

*This thesis is dedicated to:*

- ❖ *Allah SWT, who always with me and Rosulullah SAW, Who always be my leader*
- ❖ *My beloved family: My mother (Hj.Amrohana ) My father (H.Mustofa BW ), My Brothers and sisters: Sulaiman hidayatullah M.Pd, Hasanudin A.md, Sri Wihartati, Badariah. Thanks for support and your pray.*
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- ❖ *My beloved friends, all my friend of English education study program academic year 2011 (PBI 02)*

**SURAT PERNYATAAN**

Dengan hal ini menyatakan menyatakan bahwa skripsi saya yang berjudul **"IMPROVING NARRATIVE READING BY USING SELF MONITORING APPROACH TO READING AND THINKING STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NAHDLATUL ULAMA PALEMBANG"** Adalah hasil saya sendiri, saya bersedia dengan pasal 70 Undang- undang No. 20 tahun 2003 tentang "system pendidikan nasional" yang berbunyi "lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, provesi, atau avokasisebagaimana di maksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan dipidana dengan penjara paling lama du tahun penjara atau denda paling banyak Rp. 200.000.000,-  (dua ratus juta rupiah)"

Demikian pernyataan ini saya buat dengan sebenarnya.

Palembang,    Juli 2017
Yang menyatakan


Vera Namaya
11250063

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All praise to Allah, the writer could finish writing her thesis. This thesis is written to fulfill of the requirement for obtaining Sarjana Degree (S1) in English Education Study Program, Tarbiyah Faculty, UIN Raden Fatah Palembang.

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Palembang,                    2017

VN

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## ABSTRACT

The objectives of this study are to find out whether or not there is a significant improvement on the tenth grade students' narrative reading who are taught by using SMART strategy at SMA Nahdlatul Ulama Palembang before and after treatment and to find out whether or not there is a significant difference on the tenth grade students' narrative reading between the students who are taught by using SMART strategy and those who are not at SMA Nahdlatul Ulama Palembang. In this study, one of the quasi experimental designs, pretest – posttest nonequivalent groups design was used. There were 60 students taken as sample. 30 students from class X.2 were chosen as experimental group and 30 students from class X.1 were chosen as control group. In the collecting data, narrative reading text was used. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The finding showed the p-output from paired sample t-test (sig.2-tailed) was 0.000 which was lower than 0.05 and the t-value 13.854 was higher than t-table with df=29 (2.0452). It means that there was a significant improvement on the tenth grade students' narrative reading who were taught by using SMART strategy furthermore the result showed the p-output from independent sample t-test was 0.000 which was lower than 0.05 and the t-value 6.555 was higher than t-table with df=58 (2.0017). It means that there was a significant difference on the tenth grade students' narrative reading between the students who are taught by using SMART strategy and those who are not.

**Keywords:** *Narrative Reading, SMART Strategy.*

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**CHAPTER 1**

**INTRODUCTION**

This chapter discusses: (1) background, (2) problem of the study, (3) objectives of the study, and (4) significance of the study

**1.1 Background**

English is one of global languages in the world. Singh (2005, p.3) mentions that English has become global languages in the twentieth or twenty-first centuries. It is because English holds important part in human life and contributes to all aspects, such as social, politic, culture, technology, economic, and education. Therefore, people should be prepared to face the globalization era by mastering English.

There are four major language skills that should be mastered in learning English, they are listening, speaking, reading, and writing. Reading is one of the language skills that should be mastered by the students. Because by reading, student will get many kinds of information needed in order to help them acquire knowledge. Based on Klingner, Vaughn and Boardman (2007, p. 144), reading is athinkingprocess which involves getting the meaning from the printed word or symbol. As one of the basic skill, reading is very useful and important skill for students. Through reading, the students can get the information and knowledge from the text they read and also the students can improve their ability in English.From the definition above, the purposes of reading to get something from

what the readers have read by understanding the meaning of the word. Therefore, reading is a fundamental requirement that can influence student's academic achievement.

Furthermore, according to Brown (2004, p. 185), reading is a skill of paramount importance as we create assessments of general language ability. It means reading becomes the most important skill to be developed in the classroom. Students must develop their reading ability because by reading they can get information and know about world without going there directly.

Reading comprehension is the process of making sense of words, sentences and connected text. The students should develop their comprehensive skills in order to get information or ideas from the text. According to Klingner, Vaugh, and Boardman (2007, p.8), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text. Reading comprehension problems in senior high school ecountered by students that they are not really interested with reading and they have bad reading attitude especially English text.Therefore, students must acquire a complex set of cognitive and academic behaviour to become succesfull readers.

In Indonesia, the reading attitude is still very low. A study conducted by International Educational Achievement survey result on reading ability (2006) showed that Indonesia was in the rank 38[th]from 39 countries in Asia. Similarly, A study conducted by Program for International Student Assessment (PISA) on Organization for Economic Co-operation and Development (OECD) in 2006 showed that the average of reading score of Indonesian students was only 396.

That result made Indonesia fell from the 57th rank in 2006, to 60th position in the last PISA result. From those result, it can be concluded that reading attitude and reading comprehension achievement of Indonesian students were still really low compared to other countries.

In learning English reading texts, there are many kinds of reading texts that the students should learn especially for the tenth grade students of senior high school. One of them is narrative text. Oakhil, Cain, and Elbro (2015, p. 92) say that narrative texts are usually fiction, i.e. imaginary story. They concern their characters, their actions, their mental states, and emotions, their interactions with others in the text and also with the physical world of the narrative. Narrative text has purpose to entertain the readers or listener.Zaida (2009, p. 82) explains that narrative consist of several parts: (1) Orientation which introduces character and sets the scene (when/where); (2) Complication where the main character is faced to a problem; and (3) Resolution which tells how the problem is resolved.

However, some students encountered difficulty to read and comprehend the narrative text. Leindhart, Beck, and Stainton(2009, p. 70) state that students appear to have difficulty in identifying the main story of the text and are limited and their ability to connect events into casual chains. Furthermore, the students rather watch the visual story than the full text. Guzzetti (2002, P. 385) describes that some have speculated that the roof of the problems lies in young children's lack of exposure to text, given that they encounter primarily narrative forms in television shows and picture books.

A preliminary study was conducted by giving a test on narrative reading and interviewing the teacher and the students of SMA Nahdlatul Ulama(NU)Palembang on 2nd of September 2016. From the test given, it was found that the student's ability in narrative reading need to be improved. The result showed that 50 percent (15) students are in poor level (Appendix A). Based on the interview, it was found that the students got difficulties to understand the narrative reading texts. In this case, the students could not be able to identify the generic structure of narrative text, such as: orientation that tells about setting in time, place, and characters, complication that tells about problems to be solved by characters, reorientation that describes the solution to complications and gives an ending to the story. Besides, it was difficult for them to comprehend the text easily and felt confused to find the meaning of difficult words. Moreover, the students could not also find out the main idea and information contained in the text. As a result, the students were not able to answer some questions related to the narrative reading.

Considering the problems above, Self Monitoring Approach to Reading and Thinking (SMART) Strategy were implemented to the tenth grade students of SMA Nahdlatul Ulama Palembang. SMART is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. SMART strategy can help the students become better at monitoring their comprehension and learn to carry on an internal monologue while they read. Furthermore, this strategy can help the students learn to verbalize what they do and do not understand in

reading.so they not only read well but also write and speak well. Buehl (2014, p. 188) states that SMART Strategy is appropriate for most narrative texts. In addition, this strategy can be applied to the senior high school students. Adams et al. (2010, p.110) that SMART Strategy is appropriate for senior high school level.

Based on those facts, the writer was interested in conducting a study entitled "Improving Narrative Reading by Using Self Monitoring Approach to Reading and Thinking (SMART) Strategy to the Tenth Grade Students of SMA NahdlatulUlama Palembang".

## 1.2 Problems of the Study

The problems of this study are:

1. Is there any significant improvement on the tenth grade students' narrative reading who are taught by using SMART strategy at SMA Nahdlatul Ulama Palembang before and after treatment?

2. Is there any significant difference on the tenth grade students' narrative reading between the students who are taught by using SMART strategy and those who are not at SMA Nahdlatul Ulama Palembang?

## 1.3 Objectivesof the study

The objective of the study are:

1. To find out whether or not there is a significant improvement on the tenth grade students' narrative reading who are taught by using SMART strategy at SMA Nahdlatul Ulama Palembang before and after treatment?

2. To find out whether or not there is a significant difference on the tenth grade students' narrative reading between the students who are taught by using SMART strategy and those who are not at SMA Nahdlatul Ulama Palembang?

## 1.4. The Significance of the Study

The result of this study are expected to give both theoretical and practical benefit for related parties as follows:

1. Teacher of English at SMA Nahdlatul Ulama Palembang

The results of this study will be used as a consideration to increase the teachers' awareness in developing and applying suitable method in teaching reading and this strategy will be expected to be useful for teacher of SMA Nahdlatul Ulama Palembang.

2. Student at SMA Nahdlatul Ulama Palembang

the writer also expects that using SMART strategy will help students to understand the text easily. SMART Strategy can increase the students' competence in English reading skill. Students can feel more enjoyable in doing their tasks associated with the reading materials. Then, the writer hopes that by using SMART strategy will make the students easier to comprehend many kinds of reading texts.It will make them easy to understand the characteristic of narrative text.

3. Researcher

The writer hopes that the result of this study can help other researchers who will conduct the research at the same subject and can be reference for further research.

This chapter presents: (1) concept of teaching, (2) concept of reading comprehension, (3) concept of narrative text, (4) concept of SMART Strategy, (5) previous related studies, and (6) hypotheses of the study.

## 2.1 The Concept of Teaching

Teaching is an activity to transfer knowledge and also to help students learn. Brown (2000, p.7) defines teaching as " showing or helping someone to learn how to do something, giving instruction, guiding in the study something, providing with knowledge, causing to know or understanding. It is line with what Islam suggests that a teacher is needed in giving knowledge.

فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

*"So ask the people of the message if you do not know." (Surah AnNahl verse 43)*

This ayah explains about that any associatedwith the knowledge should be asked to the experts in the field. It means that the teacher is a place where the studentscan ask for explanation, help, and guidancehow to learn or do something. In teaching process, teachers do not only provide with knowledge but also teachers must have art to make students enjoy to learn or to make the class more exciting. Furthermore, according to Gage (2009, p.80), teaching is the only profession, conducted by using a combination of art, science (knowledge), and skill. It can be concluded that teaching is the profession of someone who has

creative provision as a teacher to give lesson to the students in order they are be able to get the material which is given.

## 2.2 The Concept of Reading Comprehension

Reading is a process to get information from the text, and also a process of communication between reader and the text. Guthrie, Wigfield, and Parencevic(2004, p.42) mention when reading, there is an interaction between the reader and the text. While, Kucer (2005, p.127 ) states that reading is an act of meaning making, it is necessary to begin to account for the impetus that drives this act and causes a reader to initiate a conversation with a text. So, reading is an interactive process between the reader and the text to get the information that delivered by the author in the text.

According to Perfetti, Landi, and Oakhill (2005), comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text. It means reading comprehension is the process of making sense of words, sentences, topic and connected text. The students should develop their comprehensive skills in order to get information or ideas from the text.

According to Chesla(2001, p.1), there are four basic reading comprehension skills; they are: how to be an active reader, how to find main idea of a passage, how to figure out what words mean without a dictionary and how to tell the difference between fact and opinion. Meanwhile, an active reader is underlining

the key words and ideas. Main idea of a text is what the writer wants to say about the subject. Figure out what words mean without a dictionary is using the context to determine meaning. An active reader also knows how to tell the difference between fact and opinion, as this one will show reader how facts are different from opinions and why this difference matters. Then, Klingner, Vaughn, and Boardman (2015, p. 9) state that reading comprehension is a multi component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge) as well as variables related to the text itself (interest in the text, understanding of the text types). Moreover, Duffy (2009, p. 15), mentions that reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves.

From the explanations above, it can be concluded that reading comprehension is the ability to comprehend the text in depth that include sub-skills in reading. Besides, one who can comprehend the text, he/she can find the main idea, interpret meaning of the words and find specific information easier.

**2.3The Concept of Narrative Text**

Narrative text is a story conveyed to entertain the readers or listeners. Browder and Spooner (2011, p.142) state that a narrative text is a composition that tell a story. It is a logical choice to use to introduce the process of reading, because telling stories is a natural human experience. Narrative text is a kind of text that happens at the past and it tells about story whether true story or fictional.

There are many kinds of narrative texts (fairy tales, mystery story, novel, etcetera.), most of narrative texts include common structure and text feature.

According to Goatly (2010, p.30), there are differences between narrative texts and others. Narrative involves sequences of events, so that the ordering of clauses which represent these events with past tense. Information, exposition, discussion, and explanation, on the other hand, involve things or ideas rather than events. An information report will obviously structure itself around categories and subcategories. Exposition, arguing only side of an issue, is likely to use stacks. By contrast, discussion, have different sections to do with the opinions for and against. Explanation, if involving a series of causes and effects, might well make use chaining devices.

Zaida (2009, p.82) explains that narrative consist of several parts: (1) Orientation which introduces the character and sets the scene (when/where); (2) Complication where the main character is faced to a problem; and (3) Resolution which tells how the problem is resolved. For example:

CINDERELLA

Once upon a time there was  a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the party came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the party without her.

Fortunately, the fairy godmother came and helped her to get to the party. At the party, Cinderella danced with the prince. The prince fell in love with her. They lived happily ever after.

    a. Orientation     : cinderella, her stepmother, and her stepsister

    b. Complication  : cinderella got bad treatment and couldn't go to the party

    c. Resolution      : finally, cinderella lived happily

## 2.4 The Concept of Self Monitoring Approach to Reading and Thinking (SMART) Strategy

Buehl (2014, p.188) states that SMART strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. Based on Buehl'sopinion, SMART strategy is effective reading starts with recognizing what is understood and not understood in a particular text. Buehl (2014, p. 188) also states that smart strategy is appropriate for most narrative texts. In addition, Adams and Rogers (2010, p. 110), say that self monitoring approach to reading and thinking strategy is a strategy helps students to think about how their reading is proceeding. It assists students in knowing what sorts of questions they need to ask themselves during the reading of a text to gain meaning. This strategy can be applied to the senior high school students. It is supported by Adam and Rogers (2010, p. 110) that smart strategy is appropriate for senior high school level.

### 2.4.1 The benefits of SMART Strategy

Buehl (2014, p.189) proposed advantages of SMART Strategy as follows:

1. Students are provided with a system that helps them actively monitor their reading success.

2. Students learn to verbalize what they do and do not understand in a reading.

3. Students are encouraged to persist until an entire reading makes sense. Students have specific steps to use to clear up trouble spots.

4. Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand.

5. Help them to remember key ideas in a text.

6. This strategy is adaptable to most subject areas and is appropriate for senior high school level students. It is especially effective in cooperative group or tutorial setting.

### 2.4.2 The Teaching Procedure of SMART Strategy

Buehl (2014, p. 188), proposed the steps of teaching narrative reading by using SMART Strategy as follows:

1. The students read a section of the text. Using a pencil, lightly place a **check mark (  )** next to each sentence or paragraph that they understand and a **question mark (?)** next to each sentence or paragraph that contains something they do not understand.

2. Self-translate. At the end of each section, the students stop and explain to themselves in their own words what they read. Look back at the text as they go over the material.

3. Troubleshoot. Go back to each question mark"?"

4. The students reread the speeches that they mark with a question mark. Those they understand, replace their question mark with a check mark.

5. The students pinpoint a problem by figuring out why they are having trouble: is it a difficult word or unfamiliar vocabulary?, is it a difficult sentence or confusing language?, is it a subject about which they know very little?

6. The students try a fix-up strategy: use vocabulary resources, such as a glossary, a dictionary, or the internet, use visual information, such as a pictures and other graphics, use other parts of the chapter, such as a summary, a review section, diagrams, or other features, use online resource to clarify unknown information

7. The students explain to themselves exactly what they do not understand or what confuses them.

8. The students collaborate and develop an interpretation of what the text might mean.

## 2.5. Previous Related Study

Some previous studies which are related to the writer's present study were found. The first study entitled "The Effectiveness of Using SMART Strategy in Reading Comprehension of The Tenth Grade Students at MTs Al Huda Kedungwaru" which was conducted by Fitriyah in 2014,a student of IAIN Tulung Agung. The objective of the study was to know whether or not there is a significant difference of students' achievement in reading comprehension before and after being taught by uisng SMART strategy. The result showed that the

students' mean score before they were taught by using SMART strategy was 62.50. While the students' mean score after they were taught by using SMART strategy was 74.17. The similarities of the study are; (1) The present and previous studies focused on narrative text,(2) Both of studies used SMART strategy,and (3) The previous study and this study used purposive sampling.The difference of the study is the sample. The sample of present study was the tenth grade students at SMA NU Palembang, while the previous study the sample was the tenth grade students at MA Al – Huda Kedungwaru.

The second previous study was conducted by Delpitain2011 which isentitled "Teaching Reading throughSelf Monitoring Approach to Reading and Thinking (SMART) Strategy in Senior High School". The aim of this study was to find out whether or not there was signifcant improvement in Reading Comprehension taught by using SMART strategy at State Senior High School. As a result, the researcher of the previous study found that there was significant improvement (<.000) in students reading comprehension taught by using SMART strategy at State Senior High School. The similarities of the study are; (1) Both of studies used SMART strategy, and(2)The population of the previous and present studies was senior high school students.The difference of the study is the previous study used cluster random sampling, while this study used purposive sampling.

**2.6 The Hypotheses of the Study**

Based on the background of the study above, the hypotheses is formulated the null hypotheses ( Ho ) and alternative hypotheses ( Ha ) as follows.

**(Ho)$_1$:** There is no significant improvement on the tenth grade students' narrative reading who are taught  by using SMART Strategy at SMA Nahdlatul Ulama Palembang before and after treatment.

**(Ha)$_1$:** There is a significant improvement on the tenth grade students' narrative reading who are taught by using SMART Strategy at SMA Nahdlatul Ulama Palembang before and after treatment.

**(Ho)$_2$:** There is no significant difference on the tenth grade students' narrative reading between the students who are taught by  using SMART strategy and those who are not at SMA Nahdlatul Ulama Palembang**.**

**(Ha)$_2$** :There is a significant difference on the tenth grade students' narrative reading between the studentswho are taught by  using SMART strategy and those who are not at SMA NahdlatulUlama Palembang.

**2.7 Criteria for Testing the Hypotheses**

The criteria used for testing hypotheses are as follows:

1  **a.** if the p-output (sig.-2-tailed) is lower than 0,05 level and t-obtained is higher than t-table,The null hypotheses (Ho) is rejected,and the alternative hypotheses (Ha) is accepted.

**b.** if the p-output(sig.-2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses ($H_O$) is accepted, and the alternative hypotheses (Ha) is rejected.

2  **a.** if the p-output (sig.-2-tailed) is lower than 0,05 level and t-obtained is higher than t-table,The null hypotheses (Ho) is rejected,and the alternative hypotheses (Ha) is accepted.

**b.**if the p-output(sig.-2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses ($H_O$) is accepted, and the alternative hypotheses (Ha) is rejected.

# CHAPTER III

# RESEARCH  PROCEDURES

This chapter present: (a) research method, (b) research variable, (c) operational definition, (d) population and sample, (e) technique for collecting data, and (f) technique for analyzing data.

## 3.1. Research Method

This study used quasi experimental method. Fraenkel, Wallen, and Hyun (2012, p.275) state that a quasi experimental designs do not include the use of random assignment, the researcher who employs these designs relies instead to other technique for controlling or at least reducing threats to the internal validity.It means that the subject research was taken non randomly from the population but it was taken in all subjects from the group naturally. Instead, quasi experiment does not have randomly assigned groups. There are many research designs in quasi experimental. One of the quasi experimental designs, the pretest-posttest non-equivalent group design was used. The pretest-posttest non-equivalent group design indicates that the experimental and control group have not been equated by randomization-hence the term 'non-equivalent'. The experimental class was the class taught by using SMART Strategy. Therefore, the pretest-posttest non-equivalent group design was used on this research.

The figure is suggested by Cohen, Manion and Morrison (2007, p.283) as follows:

| Treatment | $O_1$ | X | $O_2$ |
|-----------|-------|---|-------|
| ----------------------------------------- | | | |
| Control | $O_3$ | | $O_4$ |
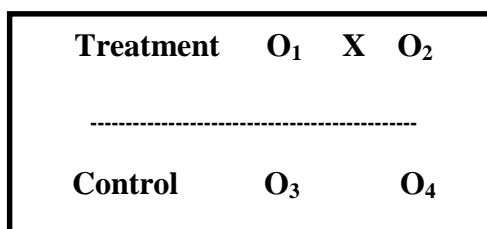
Where :

----- : Dash line indicated that the experimental and control group have not been equated by randomization.

$O_1$ : The pretest of the experimental group

$O_2$ : The posttest of the experimental group

$O_3$ : The pretest of the control group

$O_4$ : The posttest of the control group

X : Treatment in the experimental group taught using SMART Strategy

**3.2 Research Variables**

According to Creswell (2012, p. 112), a variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organization studied. Mean while Fraenkel, et. al.(2012, p. 77) state that variable is a concept – a noun that stands for variation within a class of objects, such as chair, weight, gender, colour, size, shape, achievement, motivation.

There are two kinds of variables. They are independent variable and dependent variable. Cohen, et. al. (2007, p. 504) state that an independent

variable is an input variable, that which causes, in part or in total, a particular outcome, it is a stimulus that influences a response, an antecedent or a factor which may be modified. A dependent variable is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable.

Based on the explanations, the independent variable is something that is hypothesized to influence the dependent variable. While the dependent variable is the variable that is influenced the independent variable. Therefore, SMART Strategy is the independent variable and the dependent variable is students' narrative reading comprehension scores.

## 3.3 The Operational Definitions

To avoid the readers from misunderstanding, some terms are defined. They are:

1. Narrative Reading

Narrative reading is a reading activity of narrative text that tells and describes the story. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is kind of text similar to the story with plot consist of climax (complication) followed by the resolution.

2. SMART Strategy

SMART strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage.

### 3.4.Population and Sample

### 3.4.1Population

According to Creswell (2005, p.145), population is a group of individuals who have the same characteristics. The population of this study was all of the tenth grade students of SMA Nahdatul Ulama Palembang Academic Year 2016/2017. The total number of the tenth grade students was 88 students. The population of this study is shown in table 1 below:

**Table 1**
**The Population of the Study**

| No | Class | Total |
|:--:|:--:|:--:|
| 1 | X.1 | 30 |
| 2 | X.2 | 30 |
| 3 | X.3 | 28 |
| **Total students** | | **88** |

*(source : SMA NahdlatulUlama Palembang Academic Year 2016/2017)*

### 3.4.2 Sample

Fraenkel et. al. (2012, P.91) state that sample is the selection of the groups who participates in the study. The selected number of sample is divided into two group sample. They are control and experimental group. Samples are assigned to either the group that receive the treatment, known as the experimental group or treatment group, or to the group which does not receive the treatment referred to as the control group. In this study, purposive sampling was used. According to Cohen et al. (2007, p. 100), purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use judgement to select a sample that they believe, based on prior information, will provide the data they need. Therefore, two classes X.1 and X.2 were chosen

as a sample to collect the data that both had similarities. First, two classes has been taught by the same teacher of English. Second, the average scores were similar. Third, after talking to the teacher both classes were having difficulties in reading narrative text. The last, the classes have the same number of students. Finally, the classes were divided into two groups, one class as the control group and the other class as the experimental group. They are shown in table 2 below:

**Table 2**
**The Sample of the study**

| No | Class | Total |
|----|-------|-------|
| 1 | X.1 | 30 |
| 2 | X.2 | 30 |
| **Total students** | | **60** |

**3.5 Technique for Collecting the Data**

**3.5.1 Test**

Brown (2004, p.3) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In collecting the data, the writer used reading comprehension test in form multiple choice questions. The total numbers of question were forty questions from each consist of five options namely (a, b, c, d, and e). The point of each question items is 2.5, so the total score that the students got if they answer all questions correctly is 100 points. The questions were about narrative texts. The purpose of the test is to know the result in teaching reading by using SMART strategy. They were two kinds of test to give the student, pretest and posttest. The test items in the pretest were same as those of

posttest, because the purpose of giving them is to know the progress of students' narrative reading comprehension scores before and after treatments.

## 1. Pretest

Pretest is done before treatments. The pretest is administered to know students narrative reading comprehension before treatments. The pretest is done once for each group, experimental and control group. The writer will give the similar instrument with similar number of items to both groups. The test probably consisted of multiple choices question about narrative reading texts. The test was also done in the same situation, where the sample has to answer the questions in the classroom.

## 2. Posttest

Posttest is done after treatments. The posttest is administered to know students narrative reading comprehension before treatments. The posttestwas done once for each group, experimental and control group. Same as pretest, the writer gave the similar instrument with similar number of items to both groups. The test probably consisted of multiple choices question about narrative reading texts. The test was also done in the same situation, where the sample has to answer the questions in the classroom.

## 3.5.2 Score Criteria Interval

There are five categories in score interval for assessing reading. They are excellent, good, fair, poor, and very poor. The score is excellent if the students get 80-100. The students who get 70-79, the category is good. The category is fair if the students get 60-69. The students who get 50-59, the category is poor. If the

students get score below 49, the category is very poor. The score interval for reading presented in table 3.

**Table 3**
**Score Interval for Reading**

| Score Interval | Category |
|----------------|-----------|
| 80-100 | Excellent |
| 70-79 | Good |
| 60-69 | Fair |
| 50-59 | Poor |
| Below 49 | Very Poor |

(Source: SMA NU Palembang in Academic Year. 2016/2017)

## 3.6 Research Instrument Analyses

## 3.6.2 Validity Test

Fraenkel et. al. (2012, P.147) assume that validity has been defined as the appropriateness, correctness, meaningfulness and usefulness of the specific inferences the researcher make based on the data collected. In this study, the writer will use three kinds of validity, those are:

## 1. Construct validity

Fraenkel, et al (2012, p. 148) also state that the construct validity refers to the nature of psychological construct or characteristic being measured. In this study, the writer asked three lecturers as validators to validate the instruments were valid or not. The validators checked all instruments of this research whether this instrumentswas connected to this study or not. In this part, the construct validity of the research instruments invloved two types. They were question items for pretest and posttest activities, and lesson plans for experimental group.

## 2. Validity of Each Question Item

Validity of Each Question Item was used to indicate whether the test item of each questions are valid or not. To find out the validity of each question item, the try out was done. In this study, the writer did the tryout of the instrument firstly to the tenth grade students of MA Al Fatah Palembang. There were 60 questions given to the students. The result of the test was analyzed by using Pearson Product Moment Correlation Coefficient SPSS 22 (Statistical Package for the Social Science) program. To know whether the instruments of each questionwere valid or not, the score of significance (r-output) should be compared with the score of r-table product moment.

## 3. Content validity

Content validity is a matter of determining if the content that the instrument contains an adequate sample that supposed to represent ( Fraenkel et. al. 2012, P.150 ). In this study, the writer took 40 question items to be an instrument of pretest and posttest after obtaining 44 valid question items. The writer took the instruments from three books for tenth grade students of senior high school. The instruments also focused on narrative text. the result analyses in content validity was described in table of specification test. In the table of specification test, it included: objectives of the test, materials, test indicators, number of items, total of test, type of test and answer key. The table of test of specification is described in table 4.

**Table 4**
**The Specification of The Test Items**

| Objectives | Test Materials | Indicators | Number of Items | Total | Type of Test | Answer Key |
|---|---|---|---|---|---|---|
| Understanding the meaning of written text and short essay accurately, fluently and acceptable with regard to the surrounding environment | ⌡ Narrative texts | The students are able to; <br> ⌡ To identify main idea | 5,34,44,50 | 60 | Multiple Choice | d,b,a,c |
| | | ⌡ To identify cause/ effect | 6,7,13,23,26, 41,43,45,53, 59 | | | b,b,b,d,d,b,b, b,b,d |
| | | ⌡ To identify sequence | 11,12,24,25, 29,33,39,47, 49 | | | c,c,c,b,b,a,a, b,a |
| | | ⌡ To identify inference | 1,17,31,35,4 2,54,57,58,6 0 | | | a,c,a,b,a,b,b, d,b |
| | | ⌡ To identify vocabulary | 3,4,8,16,18,1 9,20,32,37,5 1 | | | a,a,c,d,c,a,b,c ,d,c |
| | | ⌡ To identify Detail information | 9,21,28,38,4 8,55,56 | | | b,b,c,a,d,a,c |
| | | ⌡ To identify goals communicative and finding concludingse ntence | 2,10,14,15,2 2,27,30,36,4 0,46,52 | | | a,c,c,a,a,d,a,c ,b,b,c |

Validity test of each item was used to indicate whether test item of the instruments in each question was valid or not. To know whether it was valid or not, the writer will do try out. Making the test have a high degree of content validity with total items of instrument are 60 items. The score of significance (r-output) should be analyzed by using SPSS statistics program version 22.

In this case, a try-out was conducted to 30 students of MA AL FATAH Palembang on Wednesday, 05th of January 2017 at 10.30 a.m – 12.00 a.m. which consist of 13 males and 17 females. There were 60 questions given to the students. From 60 questions the writer took the valid item test to 40 questions. The result of the test was analyzed using Pearson Correlation Formula in SPSS 22 Software, it is found they were 15 questions considered invalid. They are item no 1, no 2, no 6, no 24, no 25, no 27, no 28, no 29, no 31, no 32, no 34, no 36, no 44, no 50, no 55 and no 57 since the score of significance are lower than 0.361. Then, 44 questions item were considered valid. There are question no 3, no 4, no 5, no 7, no 8, no 9, no 10, no 11, no 12, no 13, no 14, no 15, no 16, no 17, no 18, no 19, no 20, no 21, no 22, no 23, no 26, no 30, no 33, no 35, no 37, no 38, no 39, no 40, no 41, no 42, no 43, no 45, no 46, no 47, no 48, no 49, no 53, no 54, no 55, no 56, no 58, no 59, and no 60. Since there were 44 questions are considered valid, the writer just took 40 valid questions item. The result analyses of validity test in each questions item was described in table 5.

**Table 5**
**Result of Test Validity**

| No. | Question Items | Sig. (2-tailed) of Pearson Correlation (r-output) | r-table | Result |
|-----|----------------|---------------------------------------------------|---------|--------|
| 1. | Item 1 | 0.000 | 0.361 | Invalid |
| 2. | Item 2 | 0.083 | 0.361 | Invalid |
| 3. | Item 3 | 0.617 | 0.361 | **Valid** |
| 4. | Item 4 | 0.428 | 0.361 | **Valid** |
| 5. | Item 5 | 0.563 | 0.361 | **Valid** |
| 6. | Item 6 | 0.092 | 0.361 | Invalid |
| 7. | Item 7 | 0.394 | 0.361 | **Valid** |
| 8. | Item 8 | 0651 | 0.361 | **Valid** |
| 9. | Item 9 | 0.363 | 0.361 | **Valid** |
| 10. | Item 10 | 0.724 | 0.361 | **Valid** |

| | | | | |
|-----|---------|-------|-------|-----------|
| 11. | Item 11 | 0.724 | 0.361 | **Valid** |
| 12. | Item 12 | 0.782 | 0.361 | **Valid** |
| 13. | Item 13 | 0.782 | 0.361 | **Valid** |
| 14. | Item 14 | 0.724 | 0.361 | **Valid** |
| 15. | Item 15 | 0.617 | 0.361 | **Valid** |
| 16. | Item 16 | 0.417 | 0.361 | **Valid** |
| 17. | Item 17 | 0.563 | 0.361 | **Valid** |
| 18. | Item 18 | 0.617 | 0.361 | **Valid** |
| 19. | Item 19 | 0.407 | 0.361 | **Valid** |
| 20. | Item 20 | 0.782 | 0.361 | **Valid** |
| 21. | Item 21 | 0.875 | 0.361 | **Valid** |
| 22. | Item 22 | 0.363 | 0.361 | **Valid** |
| 23. | Item 23 | 0.724 | 0.361 | **Valid** |
| 24. | Item 24 | 0.164 | 0.361 | Invalid |
| 25. | Item 25 | 0.038 | 0.361 | Invalid |
| 26. | Item 26 | 0.978 | 0.361 | **Valid** |
| 27. | Item 27 | 0.314 | 0.361 | Invalid |
| 28. | Item 28 | 0.215 | 0.361 | Invalid |
| 29. | Item 29 | 0.097 | 0.361 | Invalid |
| 30. | Item 30 | 0.885 | 0.361 | **Valid** |
| 31. | Item 31 | 0.236 | 0.361 | Invalid |
| 32. | Item 32 | 0.012 | 0.361 | Invalid |
| 33. | Item 33 | 0.651 | 0.361 | **Valid** |
| 34. | Item 34 | 0.011 | 0.361 | Invalid |
| 35. | Item 35 | 0.794 | 0.361 | **Valid** |
| 36. | Item 36 | 0.210 | 0.361 | Invalid |
| 37. | Item 37 | 0.794 | 0.361 | **Valid** |
| 38. | Item 38 | 0.448 | 0.361 | **Valid** |
| 39  | Item 39 | 0.978 | 0.361 | **Valid** |
| 40. | Item 40 | 0.875 | 0.361 | **Valid** |
| 41. | Item 41 | 0.885 | 0.361 | **Valid** |
| 42  | Item 42 | 0.563 | 0.361 | **Valid** |
| 43. | Item 43 | 0.363 | 0.361 | **Valid** |
| 44. | Item 44 | 0.150 | 0.361 | Invalid |
| 45. | Item 45 | 0.939 | 0.361 | **Valid** |
| 46. | Item 46 | 0.962 | 0.361 | **Valid** |
| 47. | Item 47 | 0.617 | 0.361 | **Valid** |
| 48. | Item 48 | 0.508 | 0.361 | **Valid** |
| 49. | Item 49 | 0.563 | 0.361 | **Valid** |
| 50. | Item 50 | 0.164 | 0.361 | Invalid |
| 51. | Item 51 | 0.782 | 0.361 | **Valid** |
| 52. | Item 52 | 0.394 | 0.361 | **Valid** |
| 53. | Item 53 | 0.864 | 0.361 | **Valid** |
| 54. | Item 54 | 0.670 | 0.361 | **Valid** |
| 55. | Item 55 | 0.803 | 0.361 | **Valid** |
| 56. | Item 56 | 0.448 | 0.361 | **Valid** |

| 57. | Item 57 | 0.189 | 0.361 | Invalid |
| 58. | Item 58 | 0.670 | 0.361 | **Valid** |
| 59. | Item 59 | 0.939 | 0.361 | **Valid** |
| 60. | Item 60 | 0.670 | 0.361 | **Valid** |

### 3.6.3 Reliability Test

Fraenkel et. al. (2012, p.147) mentions that reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. In this study, for measuring the reliability, the instrument will be tested by using split-half procedure because of the significant meeting given by its school to do try out. Fraenkel et. al. (2012, p.156) assume that split half involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores. Furthermore, Cohen et. al. (2007, p.147) mention that the instruments or tests can be tested once only through split half method.

In this study, the instruments were tested to the tenth grade students of MA AL FATAH Palembang on Saturday, 07th of January 2017 at 7.30 a.m – 09.00 a.m. The writer gave40 selected question items to 30 students of class X.1 from the calculation, it was found the coefficient reliability of the reading comprehension test items by using SPSS 22 software was 0.529. It was higher than r-table (0.361) with sample (N) 30 students. Therefore, it could be stated that the instruments was considered reliable for this study. The result analyses of reliability test was described in table 6.

**Table 6**
**Result of Reliability Analyses Measured Using Split Half**

| | | | |
|---|---|---|---|
| Cronbach's Alpha | Part 1 | Value | .538 |
| | | N of Items | 20[a] |
| | Part 2 | Value | .386 |
| | | N of Items | 20[b] |
| | Total N of Items | | 40 |
| Correlation Between Forms | | | .367 |
| Spearman-Brown Coefficient | Equal Length | | .537 |
| | Unequal Length | | .537 |
| Guttman Split-Half Coefficient | | | .529 |

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

### 3.7 Research Treatment

Treatments are designed for twelve meeting including pretest and posttest activities. The treatments were only given in experimental group. The reading materials were taught based on teaching learning objective that refer to the

English syllabus of senior high school, But before treatments were done in experimental group, readability test should be done.

### 3.7.1. Readability Test

Readability test is done to know the appropriate level of reading texts for students' class level in comprehending the reading texts. It means that the readability test is done to put the reading texts in an appropriate class meeting based on the difficulty level of each reading text during research treatments.

**Table 7**
**Flesch Reading Ease Score**

| Flesch Reading Ease score | Description of readability |
|---|---|
| 90- 100 | Very easy |
| 80-90 | Easy |
| 70- 80 | Fairly easy |
| 60-70 | Standard |
| 50-60 | Fairly difficult |
| 30-50 | Difficult |
| 0-30 | Very difficult |

**Flesch Reading Ease Score**

| Flesch Reading Ease score | Grade |
|---|---|
| 90- 100 | 5 |
| 80-90 | 6 |
| 70- 80 | 7 |
| 60-70 | 8-9 |
| 50-60 | 10-11 |
| 30-50 | Post school/college |
| 0-30 | University graduate |

Readability test was conducted twice in this study, they are readability test for research instrument and research and research treatment texts. The explanations as follows:

**3.7.1.1Readability Test for Research Instrument**

There are some results acquired after checking readability test for research instrument in Flesh Kincaid reading ease score, the word statistics of texts can be seen on the following table 8.

**Table 8**
**Result for Readability Test for Research Instrument**

| No | Text Title | Ease score | Text Category | Grade |
|----|-----------|-----------|--------------|-------|
| 1 | Nabi Adam | 57.3 | Fairly difficult to read | Tenth & Eleventh |
| 2 | The ant & the dove | 50.3 | Fairly difficult to read | Tenth & Eleventh |
| 3 | The donkey & Wolf | 50.0 | Fairly difficult to read | Tenth & Eleventh |
| 4 | The lion & the hare | 58.9 | Fairly difficult to read | Tenth & Eleventh |
| 5 | The wind & the Sun | 56.0 | Fairly difficult to read | Tenth & Eleventh |
| 6 | The lion & the Mosquito | 55.5 | Fairly difficult to read | Tenth & Eleventh |
| 7 | CalonArang | 57.1 | Fairly difficult to read | Ten and Eleven |
| 8 | The fly and the bull | 60.0 | Fairly difficult to read | Ten and Eleven |
| 9 | The Frog Prince | 56.0 | Fairly difficult to read | Ten and Eleven |
| 10 | Snow white | 50.1 | Fairly difficult to read | Ten and Eleven |

In this study, the category of the text, fairly difficult to read, was used for research instrument. This research instrument applied for students in the foreign language while the Flesh Kincaid Grade level is based on USA education system applied as the first language. Therefore, the writer chose the variation of text categories that approaches eleventh grade level to make students easier to answer the test from easy category until difficult category.

### 3.7.1.2 Readability Test for Research Treatment

There are some results got after checking readability test for research treatment texts in flesh Kincaid reading score, the word statistics of text can be seen on the following table 9.

**Table 9**
**Result for Readability Test for Research Treatment**

| No | Text Title | Ease score | Text Category | Grade |
|----|-----------|-----------|---------------|-------|
| 1 | The Lion & The Hare | 52.1 | Fairly difficult to read | Tenth & Eleventh |
| 2 | The Wind & The Sun | 60.0 | Fairly difficult to read | Tenth & Eleventh |
| 3 | A Selfish Fox | 53.0 | Fairly difficult to read | Tenth & Eleventh |
| 4 | Morning Glory | 57.1 | Fairly difficult to read | Tenth & Eleventh |
| 5 | The Wrestling Match | 56.0 | Fairly difficult to read | Tenth & Eleventh |
| 6 | Cinderella | 55.1 | Fairly difficult to read | Tenth & Eleventh |
| 7 | The Rat & The Elephant | 57.1 | Fairly difficult to read | Tenth & Eleventh |
| 8 | A Poor Man | 54.2 | Fairly difficult to read | Tenth & Eleventh |
| 9 | The Eragon | 60.0 | Fairly difficult to read | Tenth & Eleventh |
| 10 | Golden Eggs | 53.5 | Fairly difficult to read | Tenth & Eleventh |

### 3.7.2 Research Teaching Schedule

This treatment was implemented in the tenth grade students of Nahdatul Ulama Palembang. The writer gave the treatments to the experimental group about twelve meetings. The writer conducted ten meetings for the treatment, and two meetings for pre-test and pos-test. The writer gave the treatments twice in a week. Each meeting takes 90minutes (2x45). The writer applied SMART Strategy to the students through oral and written instructions. The texts were taken from senior high school books.

### 3.8 Technique for Analyzing the Data

All of the data were analyzed using SPSS 22. Before analyzing the data to measure the most effective techniques and the interactions among the techniques

towards the students reading interest, the analyses of the students pre-test and post test in the experimental and control groups are described as follows :

### 3.8.1 Data Description

In the data descriptions, distributions of data frequency and descriptive statistics in the form of scores obtained from students' pre-test and post-test scores in the experimental group, students' pre-test and post-test scores in control group.

### 3.8.1.1 Distribution of Frequency Data

The distribution of data frequency consisted of students' pre-test score in experimental group, students' post-test score in experimental group, students' pre-test score in control group, and students' post-test score in control group.

### 3.8.1.2 Descriptive Statistic

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics were obtained from students' pretest and posttest scores in control and experimental groups.

### 3.8.2 Pre-requisite Analyses

Before analyzing the data, pre-requisite analyses was done to see whether the data obtained was normal and homogenous. The following is the procedures in pre-requisite analyses.

### 3.8.2.1 Normality Test

Normality test is used to measure whether the obtained data normal or not. The data could be classified into normal when the p-output is higher than 0.05 (Basrowi&Soeyono. 2007, P. 85). In measuring normality test, One sample

KolmogovSmrinovwill be used. The normality test was used to measure students' pretest scores in control and experimental groups, and students' posttest scores in control and experimental groups.

### 3.8.2.2 Homogeneity Test

Basrowi and Soeyono (2007, P.106) states that homogeneity test is used to measure the scores obtained whether it was homogen or not. He stated that the score was categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. In measuring homogeneity test, Levene Statistics in SPSS was used. The homogeneity test was used to measure students' pretest and posttest scores in control and experimental groups.

### 3.8.3Hypotheses Testing

In measuring the significant difference on students' reading comprehension narrative text taught by using Self monitoring approach to reading and thinking (SMART Strategy) the writer will analyze the different using paired sample t-test and independent sample t-test in spss 23 software application. The explanations as follows:

1. In measuring a significant improvement paired sample t-test was used for testing the students' pretest to posttest scores using SMART Strategy in experimental group. Asignificant improvement is found whenever the p-output is lower than 0.05and t-obtained is higher than t-table.

2. In measuring a significant difference independent sample t-test was used for testing students' posttest scores in control and experimental group.

Asignificant difference is found whenever the p-output is lower than 0.05 and

t- obtained is higher than t-table.

# CHAPTER IV

## FINDINGS AND INTERPRETATION

This chapter presents (1) the findings and (2) the interpretations of the result study.

### 4.1 Findings

The findings of research were to show about: (1) data descriptions, (2) prerequisite analyses, and (3) result of hypotheses testing

### 4.1.1  Data Descriptions

In this part, the result of pretest and posttest in the experimental and control groups were described and analyzed. The result of the test were presented in the form of scores. The students' scores were clasified in score interval and certain categories presented in the form of frequency and percentage.

### 4.1.1.1 The Description of Data Frequency

The result referred to the scores of the tenth grade students of SMA Nahdlatul Ulama Palembang who were taught by using SMART Strategy (experimental group) and those who were not (control group).

1. Students' Pretest Scores in experimental group

The result of pretest showed that the lowest score was 30and the highest score was 60. There was one student (3.3%) who got 30, one student (3.3%) got 37.5, five students (16,7%) got 40, three students (10.0%) got 42.5, four students (13.3%) got 45, eight students (26.7%) got 50, one student (3.3) got 52.5, one student (3.3%) got 55, one student (3.3%) got 57, three students (10%) got 57.5,

and two students (6.7%)got 60. Table 10 shows the distribution of frequency of

the pretest in experimental group.

**Table 10**
**The Distribution of Data Frequency on Students' PretestScores**
**in Experimental Group**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 30 | 1 | 3.3 | 3.3 | 3.3 |
|  | 37.5 | 1 | 3.3 | 3.3 | 6.7 |
|  | 40 | 5 | 16.7 | 16.7 | 23.3 |
|  | 42.5 | 3 | 10.0 | 10.0 | 33.3 |
|  | 45 | 4 | 13.3 | 13.3 | 46.7 |
|  | 50 | 8 | 26.7 | 26.7 | 73.3 |
|  | 52.5 | 1 | 3.3 | 3.3 | 76.7 |
|  | 55 | 1 | 3.3 | 3.3 | 80.0 |
|  | 57 | 1 | 3.3 | 3.3 | 83.3 |
|  | 57.5 | 3 | 10.0 | 10.0 | 93.3 |
|  | 60 | 2 | 6.7 | 6.7 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

The distribution of the students' pretest scores in the experimental group

were classified into the following categories.

**Table 11**
**The Distribution of Pretest Scores in the Experimental Group**

| Score Interval | Category | Pretest | |
|---|---|---|---|
|  |  | Frequency | Percentage |
| 81-100 | Excellent | 0 | 0% |
| 66-80 | Good | 0 | 0% |
| 56-65 | Fair | 6 | 20% |
| 47-55 | Poor | 10 | 33.3% |
| Below 47 | Very Poor | 14 | 46,6% |

Table 11 showed that, there were fourteen students (46.6%) who got the scores between 46 or below in very poor category, ten students (33.3%) got the scores between 47-55 in category poor, and only six students (20%) got the scores between 56-65 in category fair. It could be stated that the students still had difficulty in narrative reading comprehension.

2. Students' Posttest Scores in Experimental Group

The result after the treatment (posttest) in experimental group showed that the lowest score was 52.5 and the highest score 82.5. In the posttest, there was one student (3.3%) who got 52.5, one student (3.3%) got 55, two students (6.7%) got 65, two students (6.7%) got 67.5, eight students (26.7%) got 70, three students (10%) got 72.5, four students (10%) got 75, four students (13.3%) got 77.5, four students (13.3%) got 80 and two students (6.7%) got 82.5. Table 12 showed the distribution of frequency posttest in experimental group.

**Table 12**
**The Distribution of Data Frequency on Students' Posttest**
**Scores in Experimental Group**

|       |       |     |       |       |       |
|-------|-------|-----|-------|-------|-------|
|       | 52.5  | 1   | 3.3   | 3.3   | 3.3   |
|       | 55    | 1   | 3.3   | 3.3   | 6.7   |
|       | 65    | 2   | 6.7   | 6.7   | 13.3  |
|       | 67.5  | 2   | 6.7   | 6.7   | 20.0  |
|       | 70    | 8   | 26.7  | 26.7  | 46.7  |
| Valid | 72.5  | 3   | 10.0  | 10.0  | 56.7  |
|       | 75    | 3   | 10.0  | 10.0  | 66.7  |
|       | 77.5  | 4   | 13.3  | 13.3  | 80.0  |
|       | 80    | 4   | 13.3  | 13.3  | 93.3  |
|       | 82.5  | 2   | 6.7   | 6.7   | 100.0 |
|       | Total | 30  | 100.0 |       |       |

The distribution of the posttest scores of students in experimental group were classified into the categories as follows:

**Table 13**
**The Distribution of Posttest Scores in Experimental Group**

| Score Interval | Category | Posttest | |
| --- | --- | --- | --- |
| | | Frequency | Percentage |
| 81-100 | Excellent | 2 | 6.7% |
| 66-80 | Good | 24 | 80% |
| 56-65 | Fair | 2 | 6.7% |
| 47-55 | Poor | 2 | 6.7% |
| Below 47 | Very Poor | 0 | 0% |

Table 13 describes the distribution of data frequency on students' posttest scores in experimental group. There were two students (6.7%) who got scores between 47-55 included in category poor, two students (6.7%) got score between 56-65 in fair category, twenty four students (80%) got score between 66-80 in category good, and two students (6.7%) got the score between 81-100 in excellent category.It was found the most students (80%) got the score between 66-80.

3. Students' Pretest Scores in Control Group

From the result of the test in control group, it can be seen that in the pretest the lowest score was 37.5 and the highest score was 67.5, there wasone student (3.3%) who got 37.5, four students (13.3%) got 40, four students (13.3%) got 42.5, three students (10%) got 45, one student (3.3%) got 45.5, three students (10%) got 47.5, two students (6.7%) got 50, one student (3.3%) got 50.5, one student (3.3%) got 52.5, two students (6.7%) got 55, one student (3.3%) got 57.5, four students (13.3%) got 60, one student (3.3%) got 60.2, one student (3.3%) got

65, and one student (3.3%) got 67.5. Table 14 shows distribution of frequency

scores in pretest control group

**Table 14**
**The Distribution of Data Frequency on Students' Pretest**
**Scores in Control Group**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
|       | 37.5  | 1         | 3.3     | 3.3           | 3.3                |
|       | 40    | 4         | 13.3    | 13.3          | 16.7               |
|       | 42.5  | 4         | 13.3    | 13.3          | 30.0               |
|       | 45    | 3         | 10.0    | 10.0          | 40.0               |
|       | 45.5  | 1         | 3.3     | 3.3           | 43.3               |
|       | 47.5  | 3         | 10.0    | 10.0          | 53.3               |
|       | 50    | 2         | 6.7     | 6.7           | 60.0               |
| Valid | 50.5  | 1         | 3.3     | 3.3           | 63.3               |
|       | 52.5  | 1         | 3.3     | 3.3           | 66.7               |
|       | 55    | 2         | 6.7     | 6.7           | 73.3               |
|       | 57.5  | 1         | 3.3     | 3.3           | 76.7               |
|       | 60    | 4         | 13.3    | 13.3          | 90.0               |
|       | 60.2  | 1         | 3.3     | 3.3           | 93.3               |
|       | 65    | 1         | 3.3     | 3.3           | 96.7               |
|       | 67.5  | 1         | 3.3     | 3.3           | 100.0              |
|       | Total | 30        | 100.0   | 100.0         |                    |

The distribution of the students' pretest scores in control group were classified into the categories as follows:

**Table 15**
**The Distribution of Pretest Scores in the Control Group**

| Score Interval | Category | Pretest | |
|---|---|---|---|
| | | Frequency | Percentage |
| 81-100 | Excellent | 0 | 0% |
| 66-80 | Good | 1 | 3.3% |
| 56-65 | Fair | 7 | 23.3% |
| 47-55 | Poor | 9 | 30% |
| Below 47 | Very Poor | 13 | 43.3% |

There were thirteen students (43.3%) who are included in very poor category, nine students (30%) are included in the poor category, seven students (23.3%) are included in fair category, and one student (3.3%) is included in good category.

4. Students' Posttest Scores in Control Group

The result of the posttest in control group showed that the lowest score was 45 and highest 70. There was one student (3.3%) who got 45,one student (3.3%) got 45.5, two students (6.7%) got 50, one student (3.3%) got 50.5, one student (3.3%) got 52, two students (6.7%) got 52.5, two students (6.7%) got 55, two students (6.7%) got 57.5, three students (10%) got 60, three students (10%) got 62.5, three students (10%) got 65, seven students (23.3%) got 67.5, and two students (6.7%) got 70.Table 16 showed the score distribution of the posttest in the control group.

**Table 16**
**The Distribution of Data Frequency on Students' Posttest**
**Scores in ControlGroup**

|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | 45 | 1 | 3.3 | 3.3 | 3.3 |
| | 45.5 | 1 | 3.3 | 3.3 | 6.7 |
| | 50 | 2 | 6.7 | 6.7 | 13.3 |
| | 50.5 | 1 | 3.3 | 3.3 | 16.7 |
| | 52 | 1 | 3.3 | 3.3 | 20.0 |
| | 52.5 | 2 | 6.7 | 6.7 | 26.7 |
| Valid | 55 | 2 | 6.7 | 6.7 | 33.3 |
| | 57.5 | 2 | 6.7 | 6.7 | 40.0 |
| | 60 | 3 | 10.0 | 10.0 | 50.0 |
| | 62.5 | 3 | 10.0 | 10.0 | 60.0 |
| | 65 | 3 | 10.0 | 10.0 | 70.0 |
| | 67.5 | 7 | 23.3 | 23.3 | 93.3 |
| | 70 | 2 | 6.7 | 6.7 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

The distribution of the posttest scores of students in the control group were classified into the categories as followed:

**Table 17**
**The Distribution of Posttest Scores in the Control Group**

| Score Interval | Category | Posttest | |
|---|---|---|---|
| | | Frequency | Percentage |
| 81-100 | Excellent | 0 | 0% |
| 66-80 | Good | 9 | 30% |
| 56-65 | Fair | 11 | 36.6% |
| 47-55 | Poor | 8 | 26.6% |
| Below 47 | Very Poor | 2 | 6.6% |

Based on the result of posttest in the control group, the data were classified into four categories: two students (6.6%) are included in thevery poor category,

eight students (26.6%) are included in the poor category, eleven students (36.6%) are included in the fair category, and nine students (30%) are included in the good category.

**4.1.2 The Descriptive Statistics**

In this part, descriptive statistics of pretest and posttest in experimental group and control group were classified.

1. Students' Pretest Scores in the Experimental Group

Based on data analyses acquired from the pretest of the experimental group, the result of the test showed the lowest score in the pretest was 30.and the highest score was 60., the mean score 47.7 and the standard deviation was 7.47. The detailed description is described in table 18.

**Table 18**
**The Result of Descriptive Statistics on Students' Pretest Scores in**
**Experimental Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| pretest_experiment | 30 | 30.00 | 60.00 | 47.7333 | 7.47379 |
| Valid N (listwise) | 30 |  |  |  |  |

After describing the descriptive statistics of the pretest in experimental group, the posttest in the experimental group was shown.

2. Students' PosttestScores in the Experimental Group

Based on data analyses acquired from the posttest of the experimental group, it was found that the lowest score in the posttest was 52.5 and the highest score was 82.5, the mean score was 72.3 and the standard deviation was 7.09. The detailed description is showed in table 19.

**Table 19**
**The Result of Descriptive Statistics on Students' Posttest Scores in**
**Experimental Group**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| posttest_experiment | 30 | 52.50 | 82.50 | 72.3333 | 7.09946 |
| Valid N (listwise) | 30 | | | | |

(3). Students' Pretest Scores in Control Group

Based on data analyses acquired from the control group, the result showed that the lowest score was 37.5 and the highest was 67.5, the mean score was 49.7 and the standard deviation was 8.39. The detailed description was described in table 20.

**Table 20**
**The Result of Descriptive Statistics on Students' Pretest in Control**
**Group**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| pretest_control | 30 | 37.50 | 67.50 | 49.7900 | 8.39122 |
| Valid N (listwise) | 30 | | | | |

(4). Students' Posttest Scores in Control Group

Based on data analyses acquired from the control group, it can be seen that the lowest score was 45. and the highest score was 70., the mean score was 59.9 and the standard deviation was 7.54. The detailed description is described in table 21.

**Table 21**
**The Result of Descriptive Statistics of Posttest Score in Control Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| posttest_control | 30 | 45.00 | 70.00 | 59.9333 | 7.54725 |
| Valid N (listwise) | 30 |  |  |  |  |

(5). Students' Improvement from Pretest to Posttest in Experimental and Control Group

In order to know the improvements of students both in experimental and control group, will be shown in the following table.

**Table 23**

**Percentage of Improvement in Experimental Groups from Pretest to Posttest**

| No | Students Number | Pretest | Posttest | Percentage of Improvement |
|---|---|---|---|---|
| 1 | 001 | 60.00 | 77.50 | **29.1%** |
| 2 | 002 | 50.00 | 70.00 | **40%** |
| 3 | 003 | 57.00 | 65.00 | **14.0%** |
| 4 | 004 | 52.50 | 72.50 | **38.0%** |
| 5 | 005 | 60.00 | 72.50 | **20.8%** |
| 6 | 006 | 50.00 | 70.00 | **40%** |
| 7 | 007 | 57.50 | 80.00 | **39.1%** |
| 8 | 008 | 45.00 | 70.00 | **55.5%** |
| 9 | 009 | 50.00 | 77.50 | **55%** |
| 10 | 010 | 30.00 | 70.00 | **133.3%** |
| 11 | 011 | 45.00 | 80.00 | **77.7%** |
| 12 | 012 | 50.00 | 70.00 | **40%** |
| 13 | 013 | 37.50 | 77.50 | **106.6%** |
| 14 | 014 | 45.00 | 82.50 | **83.3%** |
| 15 | 015 | 40.00 | 82.50 | **106.25%** |
| 16 | 016 | 57.50 | 70.00 | **21.7%** |
| 17 | 017 | 42.50 | 75.00 | **76.4%** |
| 18 | 018 | 57.50 | 80.00 | **39.1%** |

| 19 | 019 | 45.00 | 75.00 | **66.6%** |
|----|-----|-------|-------|-----------|
| 20 | 020 | 50.00 | 72.50 | **45%** |
| 21 | 021 | 50.00 | 67.50 | **35%** |
| 22 | 022 | 42.50 | 67.50 | **58.8%** |
| 23 | 023 | 40.00 | 52.50 | **31.2%** |
| 24 | 024 | 50.00 | 80.00 | **60%** |
| 25 | 025 | 42.50 | 65.00 | **52.9%** |
| 26 | 026 | 55.00 | 75.00 | **36.3%** |
| 27 | 027 | 50.00 | 55.00 | **10%** |
| 28 | 028 | 40.00 | 70.00 | **75%** |
| 29 | 029 | 40.00 | 77.50 | **93.7%** |
| 30 | 030 | 40.00 | 70.00 | **75%** |

The result of improvement in experimental group showed that the lowest improvement was 10% and the highest improvement was 133.3%. It was in category higher improvement if the result higher than 50% and it was category lower improvement if the improvement result was lower than 50%. The students who got higher improvement in experimental group consists 15 students or 50% students. They were student's number, 008, 009, 010, 011, 013, 014, 015, 017, 019, 022, 024, 025, 028, 029, and 030. While, the students who got lower improvement in experimental group consists 15 students or 50% students. They were students number 001, 002, 003, 004, 005, 006, 007, 012, 016, 018, 020, 021, 023, 026, and 027. The result above showed that all of the students improved significantly on their narrative text reading achievement.

**Table 24**

**Percentage of Improvement in Control Groups from Pretest to Posttest**

| No | Students Number | Pretest | Posttest | Percentage of Improvement |
|----|-----------------|---------|----------|---------------------------|
| 1 | 031 | 60.00 | 62.50 | **4.1%** |
| 2 | 032 | 45.00 | 57.50 | **27.7%** |
| 3 | 033 | 37.50 | 67.50 | **80%** |
| 4 | 034 | 60.00 | 60.00 | **0%** |
| 5 | 035 | 42.50 | 65.00 | **52,9%** |
| 6 | 036 | 47.50 | 57.50 | **21.0%** |
| 7 | 037 | 42.50 | 67.50 | **58.8%** |
| 8 | 038 | 60.00 | 60.00 | **0%** |
| 9 | 039 | 57.50 | 62.50 | **8.6%** |
| 10 | 040 | 60.20 | 67.50 | **12.1%** |
| 11 | 041 | 65.00 | 70.00 | **7.6%** |
| 12 | 042 | 52.50 | 67.50 | **28.5%** |
| 13 | 043 | 50.50 | 50.50 | **0%** |
| 14 | 044 | 55.00 | 55.00 | **0%** |
| 15 | 045 | 45.00 | 45.00 | **0%** |
| 16 | 046 | 42.50 | 62.50 | **47.0%** |
| 17 | 047 | 47.50 | 67.50 | **42.1%** |
| 18 | 048 | 60.00 | 60.00 | **0%** |
| 19 | 049 | 40.00 | 52.00 | **30%** |
| 20 | 050 | 67.50 | 67.50 | **0%** |
| 21 | 051 | 55.00 | 55.00 | **0%** |
| 22 | 052 | 45.00 | 52.50 | **16.6%** |
| 23 | 053 | 42.50 | 52.50 | **23.5%** |
| 24 | 054 | 50.00 | 50.00 | **0%** |
| 25 | 055 | 45.50 | 45.50 | **0%** |
| 26 | 056 | 47.50 | 67.50 | **42.1%** |
| 27 | 057 | 40.00 | 70.00 | **75%** |
| 28 | 058 | 50.00 | 50.00 | **0%** |
| 29 | 059 | 40.00 | 65.00 | **62.5%** |
| 30 | 060 | 40.00 | 65.00 | **62.5%** |

The result of improvement in control group showed that the lowest improvement was 20% and the highest improvement was 80%. It was in category higher improvement if the improvement result was higher than 50%, and it would be categorized lower improvement if the improvement result was lower than 50% and category no improvement if the result was lower than 0%. The students who got higher improvement in control group were 6 students 17% students. They were students number 033, 035, 037, 057, 059 and 060. The students who got lower improvement in control group consists of 13 students or 43% students. They werestudents number 031, 032, 036, 039, 040, 041, 042, 046, 047, 049, 052, 053, and 056. While, the students who had no improvement in control group consist of 11 students 40% students. They were student's number 034, 038, 043, 044, 045, 048, 050, 051, 054, 055, and 058. The result above showed that there were twenty improved significantly on their narrative text reading achievement and there were ten students who had no improvement on their narrative text reading achievement

### 4.1.2 Prerequisite Analyses

There are three statistical analyses in this study: (1) the normality of pretest and posttest on control and experimental groups, (2) the homogeneity of pretest and posttest on control and experimental groups.

**a). The Normality**

The normality of the data of pretest and posttest between experimental and control groups was analyzed to prove whether the sample of the data is normally distributed or not.

(1).The result of the Normality in Pretest between experimental and control groups

In analyzing of the normality data of pretest scores, the writer used one sample Kolmogorov - Smirnov test. Based on the analyses data of pretest in control and experimental groups, it showed that the significance in experimental group was 0.488 and in control group showed the significance of 0.591. Since p value was higher than 0.05, it can be concluded that the data obtained were considered normal. The table of normality in pretest scores of the experimental and control groups was displayed on table 22.

**Table 22**
**The Result of the Normality in Pretest between Experimental and Control Groups**

| No | Student's pretest | N | Kolmogorov – Smirnov Z | Sig. | Result |
|---|---|---|---|---|---|
| 1 | Experimental Group | 30 | 0.835 | 0.488 | Normal |
| 2 | Control Group | 30 | 0.772 | 0.591 | Normal |

(2). The Result of the Normality in Posttest between Experimental and Control Groups

Equally, for analyzing normality of posttest in both groups, one one-sample Kolmogorov-Smirnov test was applied. The result showed that both the experimental and control group are considered as normal.

**Table 23**
**The Result of the Normality in Posttest between Experimental and Control Groups**

| No | Student's posttest | N | Kolmogorov – Smirnov Z | Sig. | Result |
|----|--------------------|---|------------------------|------|--------|
| 1 | Experimental Group | 30 | 0.938 | 0.343 | Normal |
| 2 | Control Group | 30 | 0.816 | 0.518 | Normal |

From table 23, the writer found that the estimation on the Kolmogorov-Smirnov Z test showed that the significance of the posttest in experimental group was 0.343 and the significance of the posttest in control group was 0.518. The significances of the Kolmogorov-Smirnove Z Tests were greater the 0.05, so it can be concluded that the data were normally distributed.

**(b). The Homogeneity**

(1). The Result of the Homogeneity in pretest between Experimental and Control Group

The homogeneity of the sample data of the pretest and posttest between experimental and control groups was analyzed to prove the variance of every sample was homogenous or not. In other word, the samples were tested to know whether they had the same capability or not. For analyzing the homogeneity, the Levene statistic was used. Table 24 shows the result of the homogeneity in pretest between experimental and control groups.

**Table 24**
**The Result of the Homogeneity in Pretest between Experimental and Control Groups**

SS_Score

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 0.641 | 1 | 58 | 0.427 |

Since p-output 0.427 was higher than 0.05,thus the student' pretest scores in control and experimental groups were considered homogeneous. In other words, the samples were in the same capability.

(b). The Result of the Homogeneity in Posttest between Experimental and Control Groups

Based on measuring homogeneity test for posttest in both groups, the writer also used Levene statistic. It was found that the p 0.328. Since it was higher than 0.05, it means that the students' posttest scores in control and experimental group were considered homogeneous. Then, the result measuring homogeneity test of students' posttest and experimental groups is figured out in table 25.

**Table 25**
**The Result of the Homogeneity in Posttest between Experimental and Control Groups**

SS_Score

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 0.972 | 1 | 58 | 0.328 |

### 4.1.3. Result of Hypotheses Testing

In this result of hypotheses testing, paired sample t-test and independent sample t-test were used to measure the significant improvement and significant difference on students' reading comprehension scores taught by using SMART strategy and strategy that usually use by the teacher at SMA NU Palembang.

**1. Result Analyses of Paired Sample T-test from Students' Pretest to Posttest Scores in Experimental Groups**

**Table 26**
**Result Analyses of Paired Sample T-test from Students' Pretest to Posttest**
**Scores in Experimental Groups**

| Using SMART Strategy at SMA NU Palembang | Paired Sample T-Test | | | $H_a$ | $H_o$ |
|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | | |
| | 13.845 | 29 | 0.000 | Accepted | Rejected |

Based on the table analyses, it was found that the p-output is 0.000 and t-value= 13.854. It can be stated the was is significant improvement from students' pretest to posttest score in experimental group thought using SMART Strategy since p-output is lower than 0.05 and t-value was higher than t-table (df29 = 2.0452). So, it was concluded that the null hypotheses ($H_o$) is rejected, and the alternative hypotheses ($H_a$) is accepted.

**2. Result Analyses of Independent Sample t-test from Students' Posttest Scores in Experimental and Control Groups**

The analyses result of independent sample t-test was figured out in table 27. In this result of hypotheses testing, measuring means significant difference was presented.

**Table 27**
**The Result of the Independent Sample T-Test**

| Using SMART Strategy at SMA NU Palembang | Independent Sample T-Test | | | $H_o$ | $H_a$ |
|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | | |
| | 6.555 | 58 | 0.000 | Rejected | accepted |

From the table analyses, it was found that the p-output was 0.000 and the t-value was 6.555. It can be stated that there was significant difference on

students' reading comprehension scores taught by using SMART strategy since the p-output was lower 0.05 and the t-value was higher than t table (df 58=2.0017). So, it was concluded that the null hypotheses ($H_O$) was rejected, and the alternative hypotheses ($H_a$) was accepted

## 4.2. Interpretation of the Result Study

Based on the findings which have been described in the previous section, someinterpretations were made as follows:

First, the writer had conducted the pretest in both the experimental and control groups. It was found that there was a significant improvement from students' pretest to posttest in experimental and control group from the result of paired sample t-test analyses. In other word, students' reading comprehension achievement in experimental group improved after they were being taught by using SMART strategy. Meanwhile, students' reading comprehension achievement in control group also improved but not as significant as the experimental group. Moreover, based on independent sample t- test analyses from students' pretest scores in experimental and control group, after the treatment in experimental group and it wasfound that there was a significant different between the students' posttest score of control group who are taught by the English teacher of SMA NU Palembang and the experimental group were taught by the writer by using SMART Strategy.

At the beginning, the writer had conducted the pretest in both experimental and control group. The result of pretest measures students reading comprehension

achievement before they were given treatment. The result showed that X.2 got lower than X.1. It was because the students of X.2 seemed bored in doing the test due to lack of motivation. They answered the test directly without reading the questions or texts.  After the test was done, the students were asked what problem they faced when they answered the test. They answered that their weaknesses were on the vocabulary and finding main idea. For those reasons, class X.2 was chosen as the experimental group.

Second, there were differences found on students' attitudes toward the material during treatment in 12 meetings including pretest and posttest. In the first meeting the writer explained definition, generic structures of narrative, and the writer gave the example of how to use SMART strategy. SMART Strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. This strategy is interesting as it indirectly teaches the students about vocabulary and finding main idea.  Then, the students were given a text about the lion and the hare. The writer asked the students to read aloud. After the students read a section of the text, the writer asked them to use a pencil and gave a check mark ( ) in the margin  if they understood and gave questions mark (?) if they did not understand. The writer asked the students to explain themselves about what they read. After that, the students re-read the questions mark (?) to know why they are having trouble. If the students could change the questions mark ( ). When the students didn't understand or were confused about the sentences in question mark (?), the students could use dictionary and asked the

teacher or classmate to understand the meaning of word or sentences. After the step had done, the writer asked the students to explain the story one by one of each paragraph. They could not follow the rule of SMART strategy well. The teacher had to explain them again to make them understand, the teacher gave time for the students to understand themselves. Nevertheless, in the second meeting the writer evaluated the material about narrative text and steps of SMART strategy. At this time, the writer gave the oral questions to students about the material of the previous week. In the third and fourth meeting in implementing SMART strategy the students' reading comprehension in reading narrative was still lower. It can be seen when they answered the questions of the text given about the rat & the elephant. In the fifth meeting the teacher asked them to discuss about the "morning glory", using a pencil, lightly a **check mark (  )**next to each sentence or paragraph that they understand and a **question mark (?)** next to each sentence or paragraph that contains something they do not understand, and copied it on paper. In thesixth and seventh meetings, the writer found that the students were really interested, they slowly could manage to find main idea, they could know vocabulary used in the text. Finally, on the eighth to tenth meeting they could understand the material well. The students were motivated to learn. It can be seen by their eagerness to attend the classes. Furthermore, the students were actively involved in the class activities. They were actively involved in all stages given, and they showed their interest in learning. Those things improved their reading skill and the improvement also affects the score they got on the posttest and they were never absent to study during 12 meetings.

Third, based on the differences between students' posttest scores and pretest scores, it was found that the scores of experimental group were higher than their pretest scores. It was because the students of experimental group were active during teaching and learning process. Besides, the strategy applied was really helpful. The students felt calmer and relax. The student also could answer the questions of main idea and vocabulary in the test. Meanwhile, the writer found the students in control group still faced difficulties in answering the test. It was because most of students did not have enough knowledge in learning English.Where as the students' knowledgewas needed in teaching and learning process. Then, the control group looked a bit lazy when they did the test. They could not focus and it affected the result of posttest. Even though, they also showed improvement on the posttest compared to their pretest, the improvement was not as higher as the experimental group. It could be seen from the result of student' pretest to posttest scores in control group and experimental group. In conclusion, the strategy implemented on experimental group succeeded in improving the result of students' posttest result. Therefore, the different strategies caused different result in reading comprehension achievement.

Fourth, from the result analyses of measuring significant difference from students' posttest scores in experimental and control group. It was because the p-output was lower than 0.05 and the t-value was higher than t-table.It can be interpreted that there was significant difference from students' posttest scores who were taught by using SMART Strategy than the group of students was not taught by using SMART Strategy since the value of t-obtained6.555 was higher than t-

critical value (2.0017) and the p-output was lower than 0.05. Therefore, the null hypotheses ($H_o$) was rejected and alternative hyphothesis ($H_a$) was accepted. The null hypotheses ($H_o$) was rejected because SMART Strategy was effective in teaching and learning process.

Finally, based on the result in the research, SMART Strategy was successfully applied to the tenth grade students of SMA NahdlatulUlama Palembang. It can be interpreted that the strategy for teaching narrative reading comprehension to English foreign learner. It also supported by two previous studies Fitriyah (2014),andDelpita (2011). In addition, the writer could say that there was significance difference on student's reading comprehension that either of groups was taught by using SMART Strategy. It was because the benefits from the implementation of SMART Strategy. One of the benefits of SMART strategy proposed by Buehl (2014, p. 189) argue that (1) Students are provided with a system that helps them actively monitor their reading success. It's mean that the students are given the media by the teacher to make them easier in comprehending the reading text. (2) Students learn to verbalize what they do and do not understand in a reading. The teacher asks the students to learn in comprehending the reading text by marking what they understand and do not understand. (3) Students are encouraged to persist until an entire reading makes sense. Students have specific steps to use to clear up trouble spots. By using smart strategy, students have specific steps to make them understand an entire reading text. (4) Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand. Students can summarize the text

in their own words this activity can help them to remember the contain of reading text as well as they understand it. (5) Help them to remember key ideas in a text. This strategy helps them to remember the important ideas in a reading text. (6) This strategy is adaptable to most subject areas and is appropriate for senior high school level students. This strategy can be used in formal and informal education. It is especially effective in cooperative group or tutorial setting.Thosereasons have proven that teaching reading by using SMART Strategy had significantly improved student's narrative reading comprehension achievement instead of strategy that usually used by the teacher at SMA NahdlatulUlama Palembang.

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusion and (2) suggestion

## 5.1 Conclusion

There are some conclusions of this research referred to the findings and interpretations presented in the previous chapter. First, based on the result of pretest to posttest, SMART strategy significant improved students' reading comprehension score to the tenth grade students of SMA NahdlatulUlama Palembang. The result related to the improvement of the tenth grade students, as follows: (1) the students became more active and feel comfortable to learn. (2)the students are provided with system that helps them actively monitor their reading success. (3) the students could easily answer the questions. (4) the Students learn to verbalize what they do and do not understand in a reading. (5) the students become involved in summarizing the material in their own words, thus helping them to remember as well as understand. (5) the students remember key ideas in a text.

Second, there was significant difference on students' reading comprehension score to the tenth grade students who were taught by using SMART strategy and those who were taught by using the strategy usually used by teacher of SMA NahdlatulUlama Palembang. The students increased their comprehension in narrative text.

Therefore, it could be indicated that SMART strategy was successfully applied to the tenth grade students of SMA NahdlatulUlama Palembang. The students got improvement or benefit from the implementation of SMART Strategy. Those reasons assured that there was a significance difference between student's narrative reading comprehension achievement taught by using SMART Strategy and those who are not at tenth grade students of SMA NahdlatulUlama Palembang.

## 5.2 Suggestion

From the findings of this study,teacher are suggests to use SMARTas an alternative strategy to improve students' readingcomprehension. As we know the result of reading comprehension test on the experimental group showed the significance difference after the treatment was conducted. So, the writer would like to give some suggestions as follows:

First, teachers can use SMART strategy as one of the strategiesto be implemented in teaching especially teaching narrative reading.

Second, the students are suggested to apply SMART Strategy to improve their English, vocabulary and other aspects of reading comprehension. So, they can learn with fun and get maximal result in reading comprehension.

Third,for the next researchers it is suggested that the next researchers will use this strategy in teaching reading for other kinds of text. such as descriptive and recount.

Last, the writer hopes this strategy can be useful to increase or better education and SMART Strategy can be solution in increasing the quality of learners' reading

## 5.3. Contribution

From this study, the writer gives the contribution to develop the activity in teaching and learning process. They learn to verbalize what they do and do not understand in a reading. They also become involved in summarizing the material in their own words, thus helping them to remember as well as understand. These activities gave many influences to improve the students' reading comprehension.

By conducting SMART Strategy in this study, the writer can attract students' interest in learning English. Students become more active. Beside that, the writer also contributes to increase the students' interest in learning English.

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# APPENDICES

**NAMA SISWA/I TRY OUT KELAS  X ₁ MA AL – FATAH PALEMBANG**

| No | Nama | Tanda Tangan |
|---|---|---|
| 1 | Abdul Naim | ………….. |
| 2 | Achmad Ardiasyah | …………… |
| 3 | Aji Muslimin | ………… |
| 4 | An-Nisa | …………… |
| 5 | Aurollya Azzahra | …………. |
| 6 | Derly | …………… |
| 7 | Eva Soraya | ………….. |
| 8 | Fikri Hardiansyah | ................. |
| 11 | Hafiz Andriansyah | ………….. |
| 9 | Hendi Wilado Leo | ………….. |
| 10 | Irka Yuriza | ………….. |
| 12 | Jemri Mahantara | ………….. |
| 13 | Kartini Agustina | ………….. |
| 14 | Krisdianti | ………….. |
| 15 | Leo Chandra | ………….. |
| 16 | M. Aditya Mtp | ………….. |
| 17 | M. Amin Pangestu | ………….. |
| 18 | M. Habibi | ………….. |
| 19 | M. Ilham Hafiz | ………….. |
| 20 | M. Roy Alvin Alamsyah | ………….. |
| 21 | M. Sachrul Pasha | ………….. |
| 22 | M. Syarif Hidayatullah | ………….. |
| 24 | Nadia Azkiya | ………….. |
| 23 | Nia Dwi Aprilia | ………….. |
| 25 | Nur Sa'idah Ilmiah | ………….. |
| 26 | Nurlaila Hamda | ………….. |
| 28 | Octaviana | ………….. |
| 27 | Okin Sinarta | ………….. |
| 29 | Rachma Chairunnisa | ………….. |
| 30 | Uci Maya Sari | ………….. |

Palembang, 02 Januari 2017

Teacher of English

**Mardiana Zakkiyanti, S.Pd**                    **Vera Namaya**

Nim. 11250063

**NAMA SISWA/I TRY OUT KELAS  X.₁ MA AL – FATAH PALEMBANG**

| No | Nama | Tanda Tangan |
|----|------|--------------|
| 1 | Abdul Naim | ………….. |
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| 5 | Aurollya Azzahra | …………. |
| 6 | Derly | …………… |
| 7 | Eva Soraya | ………….. |
| 8 | Fikri Hardiansyah | ................. |
| 9 | Hafiz Andriansyah | ………….. |
| 10 | Hendi Wilado Leo | …………… |
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| 12 | Jemri Mahantara | …………… |
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| 14 | Krisdianti | …………… |
| 15 | Leo Chandra | ………….. |
| 16 | M. Aditya Mtp | ................. |
| 17 | M. Amin Pangestu | ………….. |
| 18 | M. Habibi | ………….. |
| 19 | M. Ilham Hafiz | ………….. |
| 20 | M. Roy Alvin Alamsyah | ………….. |
| 21 | M. Sachrul Pasha | ………….. |
| 22 | M. Syarif Hidayatullah | ………….. |
| 23 | Nadia Azkiya | ………….. |
| 24 | Nia Dwi Aprilia | ………….. |
| 25 | Nur Sa'idah Ilmiah | ………….. |
| 26 | Nurlaila Hamda | ………….. |
| 27 | Octaviana | ………….. |
| 28 | Okin Sinarta | ………….. |
| 29 | Rachma Chairunnisa | ………….. |
| 30 | Uci Maya Sari | ………….. |

Palembang, 09 Januari 2017

Teacher of English

**Mardiana Zakkiyanti, S.Pd**                    **Vera Namaya**

Nim. 11250063

## RESEARCH INSTRUMENT

## (MULTIPLE CHOICE QUESTION)

Mata Pelajaran     : Bahasa Inggris

Kelas     : X

Topic     : Narrative Text

Hair/ Tanggal     :

Jumlah     : 60 soal

Waktu     : 90 menit

**Petunjuk Umum.**

1. Tulislah nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.

2. Bacalah dengan teliti petunjuk mengerjakan soal.

3. Kerjakan soal pada lembar jawaban.

4. Periksalah pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.

**Direction**

Choose the correct answer by crossing **(X)** the letter A, B, C, or D. You will get 1,67 for each correct answer.

Text 1

Read the following text to answer questions 1-10

### Nabi Adam

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and he made the angels. The angels were like Allah's servants and did everything He ordered. Then Allah decided to make a man. He called this first man Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called 'Shaytan',

the Devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise.

It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them But He wouldn't let them stay in Paradise any more So He sent them to live on earth.

1. This passage is about.....
    a. Adam began to listen to shaytan.
    b. Fruit that forbidden to eat.
    c. The first man who Allah created.
    d. Allah made the heaven and the stars.
2. According to the first paragraph, what is the main idea?
    a. The sun and the moon.
    b. Allah's dominance to make his creations.
    c. Give more knowledge.
    d. The Angels were like Allah's servants and did everything He ordered.

3. In the third paragraph, "**He** made Hawa to be Adam's wife", "He" refers to....
    a. Angel
    b. Shaytan
    c. Adam
    d. Allah

4. "He told them, **they** were silly to keep away from the tree". It is sentence in the fourth paragraph, "They" refers to....
   a. Adam and Hawa.
   b. Shaytan and Iblis.
   c. Allah and Angels.
   d. Adam and Angels.

5. What is the synonym of **disobey**?
   a. Obey
   b. Agree
   c. Resist
   d. Allowed

6. "Adam and Hawa realised that they had been very <u>naughty</u> and they felt guilty for what they had done".
   What is the antonym of the underlined word in this sentence above?
   a. Kind
   b. Bad
   c. Ugly
   d. Black

7. "Shaytan blamed Adam for what had happened to him and vas very angry".
   What does it mean of this sentence above?
   a. Shaytan was jealous to Allah.
   b. Shaytan was jealous to Adam.
   c. Adam was jealous to Shaytan.
   d. Adam was jealous to Hawa.

8. What does it mean of this sentence "It was very nice place but Adam was a little lonely on his own all of the time".
   a. That place is Paradise.
   b. Adam was lonely in the Paradise.
   c. Paradise is a nice place.
   d. All of the time.

9. What is the conclusion of the first paragraph?
   a. Allah is the most poweress of life.
   b. Allah made the mountain.
   c. Allah made a man "Adam".
   d. Allah made all the animals.

10. What is the conclusion of the last paraghraph?
   a.   Allah forgave them.
   b.   They had eaten the fruit.
   c.   Shaytan was very happy.
   d.   Adam and Hawa resisted Allah's order and sent them to live on earth

Text 2

Read the following text to  answer questions  11-18

**The Ant and the Dove**

   One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

   She could have drowned if a dove up nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped climbed up tree. Soon, it carried her safely to dry ground.

   Just at the time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

11.  What did the dove do to save the ant?

   a.   It climbed the nerby tree.
   b.   It saw the ant strungling.
   c.   It dropped a leaf.
   d.   It carried the ant dry ground.

12.  What did the hunter do to the dove?

   a.   He was hoping to eat it.
   b.   He was trying to trap it.
   c.   He was trying to shoot it.
   d.   He was running towards it.

13.  Which statement is TRUE according to the text?

   a.   The dove the bit the hunter on the heel.

b. Both animals were finally safe.
c. The hunter killed the dove
d. The ant bit the dove

14. What is the purpose of the text?

a. To inform the readers about an ant.
b. To describe the job of a hunter.
c. To entertain the readers.
d. To describe a dove.

15. What can we learn from the story?

a. One good turn deserves another.
b. Don't be greedy, or you my lose.
c. When there is a will, there is a way.
d. It is wise to plan ahead for hard time.

16. "…., she came to a **spring**." (paragraph 1) the underlined word means…..

a. Water in a pail
b. River in the middle of the city
c. Flood in the middle of the jungle
d. Water emerging from underground

17. "Soon, it carried her safely…. (paragraph 3) the underlined word refers to the….

a. Ant
b. Leaf
c. Dove
d. Spring

18. "…., the dove quickly **plucked** a leaf…" (paragraph 3) the underlined word means…

a. Pull something
b. Push something
c. Put something
d. Prick one something

Text 3

Read the following text to answer questions 19-24

**The Donkey and the Wolf**

A donkey was eating in a meadow when he saw a wolf coming towards him. thinking quickly, he started to limp pretending he was hurt.

The wolf came closer and asked "my friend, i am sorry to see you are injured. tell me what happened to your leg."the donkey said, " i was very careless this morning. i jumped through a hedge and stepped on a thorn. you should pull it out before you eat me, " he warned", " so you don't prick your mouth.

""l'll try," answered the wolf. " just hold still while i look for it."but as soon as the wolf lifted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. the donkey ran away as the wolf rolled on the ground in pain.the wolf felt very silly for being tricked so easily. " oh well" he said to himself, " i got what i deserved. my father taught me hours to hunt for a living, not how to take care of others."
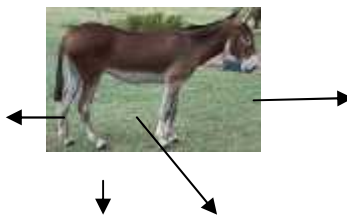
19. "…, he started to **limp**….. (Paragraph 1) The synonym of the underlined word is….

   a. Hobble      c. Sit
   b. Bend       d. Lay

20. "l was very **careless** this….." (Paragraph 3) The antonym of the underlined word is….

   a. Patient
   b. Careful
   c. Nice
   d. Slow

21. Look at the picture. Which part shows the hoof of the donkey?



   a. 1
   b. 2
   c. 3
   d. 4

22. What is the moral value of the text?

    a. Think about what you do best when you offer a help.
    b. Be brave to offer your help, even to your enemy.
    c. Being greedy is sometimes helping you
    d. Honesty is the best policy

23. Why did the wolf ask the donkey to hold still?

    a. Because he wanted the donkey to hold fall sleep.
    b. Because he knew that the donkey was sleepy.
    c. Because he wanted to eat the donkey right away.
    d. Because he wanted to pull the thorn out of the donkey's hoof.

24. What did the donkey do when the wolf lifted his hoof?

    a. He made the wolf feel silly.
    b. He taught the wolf how to run.
    c. He kicked the wolf in the face.
    d. He rolled on the ground in the palm.

Text 4

Read the following text to answer questions 25-27

**The lion and the hare**

    Once upon time, a lion had been hunting for days without catching anything to eat. "It looks like l will go hungry again!" he thought. The he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me!"

    He was about to catch the hare when a fine young deer trotted by. The lion thought, "Now there is an even better dinner!" he returned and chased the deer. The noise woke the hare and he quickly hopped away.

    After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away. "What a fool l am!" the lion said as his empty stomach growled. "It serves me right for losing the food that was almost mine, for the chance of getting more!

25. What was the hare doing when the lion saw him?

   a. He was looking at the deer.
   b. He was sleeping.
   c. He was running.
   d. He was hunting.

26. Why did the lion postpone catching the sleeping hare?

   a. Because he was afraid of waking the hare up.
   b. Because he did not like eating the sleeping hare.
   c. Because he wanted to chase another lion.
   d. Because he saw a deer passing by.

27. What can we learn from the story?

   a. Don't run away when your friend needs you.
   b. Don't be greedy, or you may lose.
   c.  Don't speak to much.
   d. Don't miss a chance.

Text 5

Read the following text to  answer questions  28-32

**The Wind and the Sun**

   The wind the sun argued about which of them was the strongest.nthe wind said, "l am more powerful that l can blow all the clouds out of the sky." The sun said, "l am more powerful because l heat up the sea below and this will produce many more clouds."

   For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

   The wind started first. He blew from behind and he blew from in front of the boy. The harder the blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. Then the boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

28. Who had the idea of getting the coat off the boy's back?

   a. The sun
   b. The boy
   c. The wind
   d. The writer

29. What did the boy do to keep his coat on from blowing away?

   a. He tied it with a rope.
   b. He held it tightly.
   c. He buttoned it.
   d. He blew it

30. What can we learn from the story?

   a. We may be more successful by being gentle than by using force.
   b. We must try hard to cheat others when we want to be successful.
   c. We should be strict to people around us.
   d. We should be deceitful to win a game.

31. "**It** came out….." (paragraph 4) the underlined word refers to….

   a. The sun
   b. The wind
   c. The boy
   d. The could

32. "…. The sun **argued** about which…. (paragraph1 ) the underlined word means….

   a. To make somebody understand
   b. To make somebody agree
   c. To express disagreement
   d. To express love

Text 6

Read the following text to  answer questions  33-37

**The Lion and the Mosquito**

A lion grumbled and at a mosquito which kept flying around his head as he tried to take a nap.

"Go away before l crush you under my paw," he roared.

"l'm not afraid of you," teased the mosquito. "You may be called the king of the beats, but l am more powerful than you are. I can prove it, too. Let's fight and see who wins." The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

"Enough," he finally cried. "Enough! You win!"

Unharmed, the mosquito buzzed away. He boasted of victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider's web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web.

"I fought and won against the gratest of beats," he thought sadly, "only to be devoured by one less powerful than l am!"

33.  What did the mosquito do t0 the lion?

    a.   He bit the lion several times.    c.   He made the lion cry.
    b.   He listened the lion.    d.   He crushed the lion

34.  The main idea of the last paragraph is…

    a.   The lion won the fight
    b.   The mosquito regretted his manner
    c.   The mosquito was afraid of the spider
    d.   The lion was sad to see the mosquito dead

35.  From the text we know that…..

a. The lion won the fight over the mosquito
b. The lion succeeded to crush the mosquito
c. The mosquito was proud of his victory
d. The mosquito bit the spider

36. What can we learn from the story?

a. Never touch spider's web.
b. Never fight over a small animal.
c. Never judge your enemy's  strength
d. Never let your enemy knows that you are afraid

37. "he **boasted** of his victory.." (paragraph 6) the underlined word has similar meaning to..

a. Talked about something loudly
b. Talked happily about something
c. Talked sadly over something happened
d. Talked with too much pride about something

Text 6

Read the following text to  answer questions  38-44

## Calon Arang

Calon arng was  a widow of Girah who gave birth to daughter grew up be the famed beauty Ratna Menggalih. Calon Arang wanted her daughter to get married a price from Airlangga palace. However, no price came long. Infuriated by this, Calon Arang learned the art of black magic and practiced it against the kingdom, causing many people to die. When the king Airlangga heard of the epidemic in Girah, he consulted his high priest, Mpu Bharadah. The priest then sent his son to propose Ratna Menggali. Calon Arang was pleased, the curse ended and the couple wed.

Calon Arang  inscribed her black magic secret on a lontar, palm leaf  book. One day, her son-in-law found it and gave it to his father. When Calon Arang found out that Mpu Bharadah had learned her secrets, she was furious and declared war upon him. The priest had no choice to clear and had to fight in a deadly struggle, destroyed the widow by casting a spell. Before she died, Calon Arang asked forgiveness. Mpu Bhadarah forgave her and showed her the way to heaven.

38. Who was Calon Arang?

   a. She was princess from Airlangga Palace.
   b. She was very kind and wise mother.
   c. She was the king Airlangga's wife
   d. She was a mother in law from the king Airlangga's son.

39. What did Calon Arang do to get a prince as her daughter's husband?

   a. She learned the art hypnotherapy magic.
   b. She practiced her magic to help the kingdom
   c. She killed many people by her black power.
   d. She made a conspiracy with Mpu Bhardarah

40. What is the purpose of the text about?

   a. To retell the story of Calon Arang.
   b. To amuse the readers.
   c. To describe how Ratna Menggali got a handsome prince.
   d. To inform readers about the past story.

41. How did the king solve the epidemic in Girah?

   a. By killng Ratna Menggali and her mother.
   b. The proposing Calon Arang for his son.
   c. By sending Mpu Bharadah to Calon Arang's house.
   d. By declaring a war with Calon Arang's tropps.

42. "….one day, her son-in-law found **It** and gave it to his father…" (last paragraph). What was the word "It" refer to?

   a. Calon Arang
   b. Leaf book
   c. Palm
   d. Lontare

43. Why was Calon Arang furious and declared war upon Mpu Bharadah?

   a. Because she wanted to kill Mpu Bharadah.
   b. Because Mpu Bharadah had know her black magic secret.
   c. Because Mpu Bharadah was her weak enemy.
   d. Because Mpu Bharadah always knew about her activity.

44. From the story above, how was Mpu Bharadah? He was…

    a.   Narrow minded
    b.   Cruel
    c.   Arrogant
    d.   Miser

Text 7

Read the following text to answer questions 45-49

### The Fly and the Bull

There was once a little fly who thought he was very important. He felt prod of himself. One sunny morning he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly flew down and buzzed around the bull's head. The bull did not brother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "Oh, Bull, if you find that l am too heavy for you, let me know and l''ll fly away!" The bull laughed and said, "Little fly, l don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave alone."

45. The function of the first paragraph is as a/an….

    a.   Abstract
    b.   Identification
    c.   Thesis
    d.   General statement

46. The communicative purpose of this text is…

    a.   To tell past event
    b.   To describe the fly and the bull
    c.   To entertain the readers

d.    To persuade the readers

47.  The function of the last paragraph is a/an…

a.    Orientation
b.    Resolution
c.    Complication
d.    Identification

48.  Who were involved in the story?

a.    The fly and the bird.
b.    The fly and the goat.
c.    The fly and the buffalo.
d.    The fly and the bull.

49.  When did story happen?

a.    One sunny morning.
b.    One sunny afternoon.
c.    One sunny evening
d.    One Sunday morning


Text 6

Read the following text to  answer questions  50-54

**The Frog Prince**

Long ago, there was a king who had a beautiful daughter. He loved her very much. Everyday, the princess would sit by the old palace well and toss a golden ball nigh in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looked down. She saw a frog. "Oh, please, Frog," said the princess, "l lost may ball down the well. If you bring it back to me, l will do anything you want". "anything at all?" asked the frog. "Yes, anything," said the princess.

So the frog dived into the well and gave the ball back to the princess. "l don't want money or property", said frog. "Let me live with you and be favourite friend". The princess did not really want to let the frog came and live with her as

her favourite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

50. What type of text is used by the writer?

   a. Narrative
   b. Report
   c. Explanation
   d. Anecdote

51. Everyday the princes would sit by the old place well and **toss** a golden ball high in the air and let it drop. ( paragraph 1). The word **toss** means….

   a. Catch
   b. Play with
   c. Throw
   d. Hit

52. The communicate purpose of this text is to….

   a. Describe how the frog took the ball.
   b. Persuade the readers to read the story.
   c. Inform the readers about the princess and the frog's marriage.
   d. Explain to readers why the princess marriage the prog.

53. Which of the following is NOT TRUE according to the text?

   a. The frog at last became the princess soulmate.
   b. The adored the princess.
   c. The princess always kept her words.
   d. The princess got acquaintance with the frog due to an accident.

54. Long ago there was a king who had a beautiful daughter. **He** loved her very much.

   He refers to…

   a. The frog
   b. The king
   c. The prince

d. The princess

Text 6

Read the following text to answer questions 55-60

**Snow White**

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.
One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.In the wood she felt very tired and hungry.

Then she saw this cottage. She knocked but no one answered so she went inside and felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

55. The text above is in the form of….

   a. Procedure
   b. Recount
   c. Narrative
   d. Anecdote

56. The most grammatical features found in texts are in….

   a. The past tense
   b. Simple present tense
   c. Future tense
   d. Present continuous tense

55. Who found snow white sleeping in a little cottage?

   a. Her friend

b. Her aunt
c. Her father
d. Dwarfs

58. She was very tired and hungry. The word she refers to..

a. Her aunt
b. Snow white
c. Her uncle
d. Her friend

59. How did snow white live with dwarfs in the woods?

a. She lived lonely
b. She lived carefully
c. She lived carelessly
d. She lived happily

58. Who is a little girl name?

a. Snow white
b. Dwarfs
c. Parents
d. Woods

60. With whom best anwer snow white live?

a. Drawfs
b. Uncle
c. Uncle and aunt
d. Parents

*The answer keys. 1-60*

1. C. The first man who Allah created.
2. B. Allah's dominance to make his creations.
3. D. Allah.
4. A. Adam and Hawa.
5. C. Resist.
6. A. Kind.
7. B. Shaytan was jealous to Adam.

8.  B. Adam was lonely in the Paradise.
9.  A. Allah is the most poweress of life.
10. D. Adam and Hawa resisted Allah's order and sent them to live on earth.
11. C. It dropped a leaf.
12. C. He was trying to trap it
13. B. Both animals were finally safe
14. C. To entertain the readers.
15. A. One good turn deserves another.
16. D. Water emerging from underground
17. C. Dove
18. C. Push something
19. A. Hobble
20. B. Careful
21. B. 2
22. A. Think about what you do best when you offer a help.
23. D. Because he wanted to pull the thorn out of the donkey's hoof.
24. C. He kicked the wolf in the face.
25. B. He was sleeping
26. D. Because he saw a deer passing by.
27. D. Don't miss a chance.
28. C. The wind
29. B. He held it tightly
30. A. We may be more successful by being gentle than by using force.
31. A. The sun
32. C. To express disagreement
33. A. He bit the lion several times.
34. B. The mosquito regretted his manner
35.  C. The mosquito was proud of his victory
36. C. Never judge your enemy's strength
37. D. Talked with too much pride about something
38. A. She was princess from Airlangga Palace.h
39. A. She learned the art hypnotherapy magic
40. B. To amuse readers
41. B. The proposing Calon Arang for his son.
42. A. Calon Arang
43. B. Because Mpu Bharadah had know her black magig secret.
44. C. Arrogant
45. B. Identification
46. B. To describe the fly and the bull
47. C. Complication

48. D. The fly and the bull
49. A. One sunny morning
50. A. Narrative
51. C. Throw
52. A. Describe how the frog took the ball.
53. D. The princess got acquaintance with the frog due to an accident.
54. B. The king
55. C. Narrative
56. A. The past tense
57. D. Dwarfs
58. B. Snow White
59. D. She lived happily
60. C. Uncle and aunt

**CONTOH LEMBAR VALIDASI RPP**

**Petunjuk:**

1.  Anda akan diminta untuk memberikan penilaian atau validasi terhadap RPP.
2.  Penilaian RPP ini dilakukan dengan memberikan tanda silang (X) dalam kolom skor sesuai dengan kemampuan praktikum dengan memperhatikan rambu-rambu skoring.
3.  Kriteria penilaian: Kurang baik: 1, Cukup baik: 2, Baik: 3, Sangat baik: 4.

| No | Komponen Rencana Pembelajaran | Skor | | | |
|---|---|---|---|---|---|
| **I.** | **Perumusan Indikator Belajar** | **1** | **2** | **3** | **4** |
| | 1. Kejelasan rumusan. | | | | |
| | 2. Kelengakapan cakupan rumusan indikator. | | | | |
| | 3. Kesesuaian dengan kompetensi dasar. | | | | |
| | 4. Kesesuaian dengan standar kompetensi. | | | | |
| **II.** | **Pemilihan dan Pengorganisasian Materi Pembelajaran** | | | | |
| | 1. Kesesuaian dengan kompetensi yang akan dicapai. | | | | |
| | 2. Kesesuaian dengan karakteristik peserta didik. | | | | |
| | 3. Keruntutan dan sistematika materi. | | | | |
| | 4. Kesesuaian materi dengan alokasi waktu. | | | | |
| **III.** | **Pemilihan Sumber Belajar/Media Pembelajaran** | | | | |
| | 1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai. | | | | |
| | 2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran. | | | | |
| | 3. Kesesuaian dengan sumber belajar/media | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | karakteristik didik. | | | | |
| IV. | **Skenario/Kegiatan Pembelajaran** | | | | |
| | 1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran. | | | | |
| | 2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran. | | | | |
| | 3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik. | | | | |
| | 4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu. | | | | |
| V. | **Penilaian Hasil Belajar** | | | | |
| | 1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai. | | | | |
| | 2. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut). | | | | |
| VI. | **Penggunaan Bahasa Tulis** | | | | |
| | 1. Ketepatan ejaan. | | | | |
| | 2. Ketepatan pilihan kata. | | | | |
| | 3. Kabakuan struktur kalimat. | | | | |
| | 4. Bentuk huruf dan angka baku. | | | | |
| VII. | **Penilaian Validasi Umum** | | | | |
| | Penilaian atau validasi umum terhadap instrumen | a | b | c | d |

**Keterangan:**

a = dapat digunakan tanpa revisi, b = dapat digunakan dengan sedikit revisi, c = dapat digunakan dengan banyak revisi, d = belum dapat digunakan.

**Catatan:**.............................................................................................
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Palembang, Desember 2016

Validator I,

Amalia Hasanah, SS, M.Pd

NIP. 1979 073120 0701 2 011

# CONTOH LEMBAR VALIDASI INSTRUMEN TES

**Petunjuk:**

1. Anda akan diminta untuk memberikan penilaian atau validasi terhadap instrumen tes.
2. Pengisian instrumen validasi ini dilakukan dengan memberikan tanda cek (✔).

| No | Uraian | Validasi | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I. | **Aspek Petunjuk** | | | | |
| | a. Petunjuk tes, dinyatakan jelas. | | | | |
| | b. Kriteria skor yang diberikan, dinyatakan jelas. | | | | |
| II. | **Aspek Cakupan Tes Prestasi Kognitif** | | | | |
| | a. Butir-butir pertanyaan pada prestasi kognitif, dinyatakan jelas. | | | | |
| | b. Pilihan jawaban pada tes prestasi, dinyatakan dengan jelas. | | | | |
| | c. Pilihan materi sesuai dengan kemampuan siswa. | | | | |
| | d. Pilihan topic pada soal menulis sesuai dengan materi dan dinyatakan dengan jelas. | | | | |
| III. | **Aspek Bahasa** | | | | |
| | a. Menggunakan bahasa yang sesuai dengan kaidah bahasa yang benar. | | | | |
| | b. Rumusan pernyataan komunikatif. | | | | |
| | c. Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | | |
| IV. | **Penilaian atau validasi umum terhadap instrumen.** | a | b | c | d |

**Keterangan:**

1 = Kurang baik                    a = Dapat digunakan tanpa revisi.

2 = Cukup baik            b = Dapat digunakan dengan sedikit revisi.

3 = Baik                  c = Dapat digunakan dengan banyak revisi.

4 = Baik Sekali           d = Belum dapat digunakan.

**Catatan:**

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Palembang,
Desember 2016

Validator I,

Amalia Hasanah, SS, M.Pd

NIP. 1979 073120 0701 2 011

**CONTOH LEMBAR VALIDASI RPP**

**Petunjuk:**

4. Anda akan diminta untuk memberikan penilaian atau validasi terhadap RPP.

5. Penilaian RPP ini dilakukan dengan memberikan tanda silang (X) dalam kolom skor sesuai dengan kemampuan praktikum dengan memperhatikan rambu-rambu skoring.

6. Kriteria penilaian: Kurang baik: 1, Cukup baik: 2, Baik: 3, Sangat baik: 4.

| No | Komponen Rencana Pembelajaran | Skor | | | |
|---|---|---|---|---|---|
| I. | **Perumusan Indikator Belajar** | 1 | 2 | 3 | 4 |
| | 5. Kejelasan rumusan. | | | | |
| | 6. Kelengakapan cakupan rumusan indikator. | | | | |
| | 7. Kesesuaian dengan kompetensi dasar. | | | | |
| | 8. Kesesuaian dengan standar kompetensi. | | | | |
| II. | **Pemilihan dan Pengorganisasian Materi Pembelajaran** | | | | |
| | 5. Kesesuaian dengan kompetensi yang akan dicapai. | | | | |
| | 6. Kesesuaian dengan karakteristik peserta didik. | | | | |
| | 7. Keruntutan dan sistematika materi. | | | | |
| | 8. Kesesuaian materi dengan alokasi waktu. | | | | |
| III. | **Pemilihan Sumber Belajar/Media Pembelajaran** | | | | |
| | 4. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai. | | | | |
| | 5. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran. | | | | |
| | 6. Kesesuaian dengan sumber belajar/media | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | karakteristik didik. | | | | |
| IV. | **Skenario/Kegiatan Pembelajaran** | | | | |
| | 5. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran. | | | | |
| | 6. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran. | | | | |
| | 7. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik. | | | | |
| | 8. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu. | | | | |
| V. | **Penilaian Hasil Belajar** | | | | |
| | 3. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai. | | | | |
| | 4. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut). | | | | |
| VI. | **Penggunaan Bahasa Tulis** | | | | |
| | 5. Ketepatan ejaan. | | | | |
| | 6. Ketepatan pilihan kata. | | | | |
| | 7. Kabakuan struktur kalimat. | | | | |
| | 8. Bentuk huruf dan angka baku. | | | | |
| VII. | **Penilaian Validasi Umum** | | | | |
| | Penilaian atau validasi umum terhadap instrumen | a | b | c | d |

**Keterangan:**

a = dapat digunakan tanpa revisi, b = dapat digunakan dengan sedikit revisi, c = dapat digunakan dengan banyak revisi, d = belum dapat digunakan.

**Catatan:**...............................................................................................................
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Palembang,
Desember 2016

Validator II,

Beni Wijaya, M.Pd

# CONTOH LEMBAR VALIDASI INSTRUMEN TES

**Petunjuk:**

3. Anda akan diminta untuk memberikan penilaian atau validasi terhadap instrumen tes.
4. Pengisian instrumen validasi ini dilakukan dengan memberikan tanda cek (✓).

| No | Uraian | Validasi | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| **I.** | **Aspek Petunjuk** | | | | |
| | c.   Petunjuk tes, dinyatakan jelas. | | | | |
| | d.   Kriteria skor yang diberikan, dinyatakan jelas. | | | | |
| **II.** | **Aspek Cakupan Tes Prestasi Kognitif** | | | | |
| | e.   Butir-butir pertanyaan pada prestasi kognitif, dinyatakan jelas. | | | | |
| | f.   Pilihan jawaban pada tes prestasi, dinyatakan dengan jelas. | | | | |
| | g.   Pilihan materi sesuai dengan kemampuan siswa. | | | | |
| | h.   Pilihan topic pada soal menulis sesuai dengan materi dan dinyatakan dengan jelas. | | | | |
| **III.** | **Aspek Bahasa** | | | | |
| | d.   Menggunakan bahasa yang sesuai dengan kaidah bahasa yang benar. | | | | |
| | e.   Rumusan pernyataan komunikatif. | | | | |
| | f.   Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | | |
| **IV.** | **Penilaian atau validasi umum terhadap instrumen.** | **a** | **b** | **c** | **d** |

**Keterangan:**

1 = Kurang baik          a = Dapat digunakan tanpa revisi.

2 = Cukup baik          b = Dapat digunakan dengan sedikit revisi.

3 = Baik       c = Dapat digunakan dengan banyak revisi.

4 = Baik Sekali     d = Belum dapat digunakan.

**Catatan:**

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             Palembang,
Desember 2016

             Validator II,

             Beni Wijaya, M.Pd

**CONTOH LEMBAR VALIDASI RPP**

**Petunjuk:**

7. Anda akan diminta untuk memberikan penilaian atau validasi terhadap RPP.

8. Penilaian RPP ini dilakukan dengan memberikan tanda silang (X) dalam kolom skor sesuai dengan kemampuan praktikum dengan memperhatikan rambu-rambu skoring.

9. Kriteria penilaian: Kurang baik: 1, Cukup baik: 2, Baik: 3, Sangat baik: 4.

| No | Komponen Rencana Pembelajaran | Skor | | | |
|---|---|---|---|---|---|
| **I.** | **Perumusan Indikator Belajar** | **1** | **2** | **3** | **4** |
| | 9. Kejelasan rumusan. | | | | |
| | 10. Kelengakapan cakupan rumusan indikator. | | | | |
| | 11. Kesesuaian dengan kompetensi dasar. | | | | |
| | 12. Kesesuaian dengan standar kompetensi. | | | | |
| **II.** | **Pemilihan dan Pengorganisasian Materi Pembelajaran** | | | | |
| | 9. Kesesuaian dengan kompetensi yang akan dicapai. | | | | |
| | 10. Kesesuaian dengan karakteristik peserta didik. | | | | |
| | 11. Keruntutan dan sistematika materi. | | | | |
| | 12. Kesesuaian materi dengan alokasi waktu. | | | | |
| **III.** | **Pemilihan Sumber Belajar/Media Pembelajaran** | | | | |
| | 7. Kesesuaian sumber belajar/media | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | pembelajaran dengan kompetensi (tujuan) yang ingin dicapai. | | | | |
| | 8. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran. | | | | |
| | 9. Kesesuaian dengan sumber belajar/media karakteristik didik. | | | | |
| IV. | **Skenario/Kegiatan Pembelajaran** | | | | |
| | 9. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran. | | | | |
| | 10. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran. | | | | |
| | 11. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik. | | | | |
| | 12. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu. | | | | |
| V. | **Penilaian Hasil Belajar** | | | | |
| | 5. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai. | | | | |
| | 6. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut). | | | | |
| VI. | **Penggunaan Bahasa Tulis** | | | | |
| | 9. Ketepatan ejaan. | | | | |
| | 10. Ketepatan pilihan kata. | | | | |
| | 11. Kabakuan struktur kalimat. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | 12. Bentuk huruf dan angka baku. | | | | |
| **VII.** | **Penilaian Validasi Umum** | | | | |
| | Penilaian atau validasi umum terhadap instrument | a | B | c | d |

**Keterangan:**

a = dapat digunakan tanpa revisi, b = dapat digunakan dengan sedikit revisi, c = dapat digunakan dengan banyak revisi, d = belum dapat digunakan.

**Catatan:**.............................................................................................................
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Palembang, Desember 2016

Validator III,

Deta Desvita Sari, M.Pd

# CONTOH LEMBAR VALIDASI INSTRUMEN TES

**Petunjuk:**

5. Anda akan diminta untuk memberikan penilaian atau validasi terhadap instrumen tes.
6. Pengisian instrumen validasi ini dilakukan dengan memberikan tanda cek (✔).

| No | Uraian | Validasi | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| **I.** | **Aspek Petunjuk** | | | | |
| | e. Petunjuk tes, dinyatakan jelas. | | | | |
| | f. Kriteria skor yang diberikan, dinyatakan jelas. | | | | |
| **II.** | **Aspek Cakupan Tes Prestasi Kognitif** | | | | |
| | i. Butir-butir pertanyaan pada prestasi kognitif, dinyatakan jelas. | | | | |
| | j. Pilihan jawaban pada tes prestasi, dinyatakan dengan jelas. | | | | |
| | k. Pilihan materi sesuai dengan kemampuan siswa. | | | | |
| | l. Pilihan topic pada soal menulis sesuai dengan materi dan dinyatakan dengan jelas. | | | | |
| **III.** | **Aspek Bahasa** | | | | |
| | g. Menggunakan bahasa yang sesuai dengan kaidah bahasa yang benar. | | | | |
| | h. Rumusan pernyataan komunikatif. | | | | |
| | i. Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | | |
| **IV.** | **Penilaian atau validasi umum terhadap instrumen.** | **a** | **b** | **c** | **d** |

**Keterangan:**

1 = Kurang baik        a = Dapat digunakan tanpa revisi.

2 = Cukup baik        b = Dapat digunakan dengan sedikit revisi.

3 = Baik                          c = Dapat digunakan dengan banyak revisi.

4 = Baik Sekali                   d = Belum dapat digunakan.

**Catatan:**

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Palembang,
Desember 2016

Validator III,

Deta Desvita Sari, M.Pd

**Research Teaching Schedule**

| No | Teaching schedule | meeting | Teaching Material | Time allocation |
|---|---|---|---|---|
| 1 | Tuesday, 14$^{th}$ of February 2017 | 1$^{st}$ | Pretest | 12.45-13.35 |
| 2 | Friday, 17$^{th}$ of February 2017 | 2$^{nd}$ | The Rats And The Elephants | 16.00-17.20 |
| 3 | Tuesday, 21$^{th}$ of February 2017 | 3$^{rd}$ | The Lion and the Hare | 12.45-13.35 |
| 4 | Friday, 24$^{th}$ of February 2017 | 4$^{th}$ | The Wind and the Sun | 16.00-17.20 |
| 5 | Tuesday, 28$^{th}$ of February 2017 | 5$^{th}$ | Glory Morning | 12.45-13.35 |
| 6 | Friday, 03$^{rd}$ of March 2017 | 6$^{th}$ | Cinderella | 16.00-17.20 |
| 7 | Tuesday, 07$^{th}$ of March 2017 | 7$^{th}$ | The Wrestling Match | 12.45-13.35 |
| 8 | Friday, 10$^{th}$ of March 2017 | 8$^{th}$ | A Selfish Fox | 16.00-17.20 |
| 9 | Tuesday, 14$^{th}$ of March 2017 | 9$^{th}$ | The Eragon | 12.45-13.35 |
| 10 | Friday, 17$^{th}$ of March 2017 | 10$^{th}$ | A Poor Boy | 16.00-17.20 |
| 11 | Tuesday, 21$^{nd}$ of March 2017 | 11$^{th}$ | Golden Eggs | 12.45-13.35 |
| 12 | Friday, 24$^{rd}$ of March 2017 | 12$^{th}$ | Posttest | 16.00-17.20 |

**The result of posttest scores between Control and Control Experiment**

| No | Control Group (X.₁) | | Experiment Group (X.₂) | |
|---|---|---|---|---|
| | Name | Score | Name | Score |
| 1 | Agung pratama | 62.50 | A Hadi Wijaya | 77.50 |
| 2 | Ahmad Imamudin | 57.50 | Ades Saputra Dewa | 70.00 |
| 3 | Bib Ferendi | 67.50 | Anisa Syadida | 65.00 |
| 4 | Dian Sulastri | 60.00 | Anton Sudarwo | 72.50 |
| 5 | Dewi Ana | 65.00 | Bayu Sangara | 72.50 |
| 6 | Fitri | 57.50 | Billy Miftahuddin | 70.00 |
| 7 | Hesti Novita | 67.50 | Dya Sanova | 80.00 |
| 8 | Indra Putra | 60.00 | Hanira | 70.00 |
| 9 | Juliantika | 62.50 | Lisa Wulandari | 77.50 |
| 10 | Juned | 67.50 | M. Hidayat | 70.00 |
| 11 | Kgs M. Iqbal | 70.00 | Malik | 80.00 |
| 12 | Lia Putrid Cahyani | 67.50 | Mareta Maharani | 70.00 |
| 13 | M. Deni | 50.50 | Mega Safitri | 77.50 |
| 14 | M. Febri | 55.00 | Merry Lestari | 82.50 |
| 15 | M. Gilang Alfua Tri | 45.00 | Muhammad Apriani | 82.50 |
| 16 | M. Jaya Wardana | 62.50 | Mulyati | 70.00 |
| 17 | M. Nur Fitriansyah | 67.50 | Nanda Hafizin | 75.00 |
| 18 | Mahdad Ali Akbar | 60.00 | Putri Darmayanti | 80.00 |
| 19 | Nandra Awalia | 52.00 | Regina Ramadhona | 75.00 |
| 20 | Nurisma | 67.50 | Ridwan | 72.50 |
| 21 | Nyayu Yulia Saputri | 55.00 | Rika Febriana | 67.50 |
| 22 | Oktari Nanda | 52.50 | Rilly Septa Sari | 67.50 |
| 23 | Oki Apriliansyah | 52.50 | Romiantari | 52.50 |
| 24 | Putri | 50.00 | Siti Tiara Sukma | 80.00 |
| 25 | Riko Andesta | 45.50 | Sri Murni Putri | 65.00 |
| 26 | Ridho Riski | 67.50 | Sunengsih | 75.00 |
| 27 | Rahma Syintia | 70.00 | Suprantono | 55.00 |
| 28 | Sartika Putri | 50.00 | Tira Vidia | 70.00 |
| 29 | Wulan Puspita Sari | 65.00 | Voniar | 77.50 |
| 30 | Yahadi | 65.00 | Widiya Suherman | 70.00 |

Teacher of English                                        Palembang,    Maret 2017

Juniarti, S.Pd                                              Vera Namaya
                                                           Nim. 11250063

Validity test X2 Class MA Al-fatah Palembang



Reliability test X2 class MA Al-fatah Palembang



Treatment of experimental group class X2 SMA Nahdlatul ulama Palembang

Pretest of class X2 SMA Nahdlatul Ulama Palembang



Pretest of Class X1 SMA Nahdlatul ulama Palembang



Posttest experimental group class X2 SMA Nahdlatul ulama Palembang