TEACHING NARRATIVE READING BY USING PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE (PORPE) STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 3 BETUNG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements for obtaining the title of Sarjana Pendidikan (S.Pd)

By

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Hal : Pengantar Skripsi

Kepada Yth.
Bapak Dekan Fakultas Tarbiyah
UIN Raden Fatah
Di
Palembang

Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan di adakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"TEACHING NARRATIVE READING BY USING PREDICT, ORGANIZE, REHEARSE, PRACTICE, AND EVALUATE STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 3 BETUNG"**, di tulis oleh saudari **Ita Lestari** telah dapat di ajukan dalam sidang munaqosyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikian terima kasih

Wassalamu'alaikum Wr. Wb.

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MOTTO AND DEDICATION

This thesis is dedicated to:

- *Allah SWT for His blessing, His mercies, His messenger and everything given to me*
- *My Special thanks to my beloved parents, mother (Maisyaro) and father (Abdul Hamid Saleh), who constantly always pray for me, always gives me spirit, support, and motivation,thanks for everything.*
- *My lovely sisters, Kiki Sapira, Alini Sapitri, and Annisa Uljannah who always give me support, motivation, smile, laugh and our togetherness*
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- *All members of Phoenix Class*
- *My Religion and my Almamater UIN Raden Fatah Palembang.*

MOTTO

"DON'T THINK TO BE THE BEST, BUT THINK TO DO THE BEST WHEREVER YOU LIFE"

"WHERE THERE IS A WILL THERE IS A WAY"

STATEMENT PAGE

I hereby,

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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 or 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 cancellation of my magister degree that I have received through this thesis.

Palembang, December 2017
The writer,

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Palembang, November 2017
The Writer

ABSTRACT

The objectives of the study were to find out whether or not there was a significant improvement on the eighth grade students' narrative reading achievement who were taught by using PORPE strategy at SMPN 3 Betung before and after treatment and to find to find out whether or not there was a significant difference on the eighth grade students' narrative reading achievement between those who were taught by using PORPE strategy and those who were not at SMPN 3 Betung. In this study, the researcher used Quasi Experimental Design using pretest-posttest nonequivalent group design. There were 62 students taken as the sample. In collecting the data, the test was used. The test was multiple choice test that consisted of 40 items. The test was given twice to both control and experimental groups as a pretest and posttes. To verity the hypotheses, the data of pretest and posttest were analyzed by using paired sample t-test and independent sample t-test in SPSS program. The findings showed that the p-outpu rom paired sample t-test (sig2-taied) was 0.000 which was lower than 0.05 and t-value 35.856 was higher than t-table with df=30 (2.0423). The result of p-output from independent sample t-test was 0.001 which was lower than 0.05 level and t-value 3.451 was higher than t-table with df=60 (2.0003). Therefore, it means that teaching narrative reading by using PORPE strategy had significant improvement and showed significant difference on the students' reading comprehension score.

Keywords: *Teaching, Narrative Reading, PORPE Strategy.*

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CHAPTER I
INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study

1.1. Background

Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. According to Smith (2004, p. 20), language, naturally, constitutes a substantial part of any person's theory of the world. Its means that learning a language is trying to get a good mastery of the language for the purpose of communication. People use language as a tool to connect to each other. Brown (2000, p. 5), stated that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. By using language, human can communicate with other people to express the ideas, to facilitate the thinking process, and to recall the information. One of languages that have an important role in the world is English.

English, as the international language, is very important to be mastered by people in this era. In this globalization era, people have to collect and follow a lot of information in order not to be left behind by the development. A lot of information is presented in written materials such as newspaper, magazines, online article, and textbooks. Therefore, Patel and Jain (2008, p. 20), state that English as a foreign language has a very complex system of vowels. In Indonesia,

the government has considered English as the most important foreign language and the compulsory foreign language subject that must be learnt by students in every school level. According to Khamkhien (2010, p. 184), teaching and learning English as a foreign language is important for communicative purposes in order to face the global economics, growing local, national and international demand for English skill. Teaching English means teaching the four language skills which are speaking, listening, reading and writing. Students are required to possess English skills in order to be able to communicate with people from other countries.

Among the four language skills, reading is the most important. Reading can increase our science and knowledge because it will give wide information for the reader, reading also can easily be defined as the process in which a person receives and interprets a message from printed material. According to Grellet (1981, p. 7), reading is a constant process of guising, and what one brings to the text is often more important than what one finds in it. Moreover, according to Smith (2004, p. 191), reading is thinking that is partly focused on the visual information of print, its thinking that is stimulated and directed by written language. Furthermore, reading is a cognitive process of interaction with printed material. By reading books, learners can access any references or source in order to gain knowledge or idea. Cline, Johnston, and King (2006, p. 2), said that reading is decoding and understanding text for particular reader purpose. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive process to make text meaningful, which is the end goal. Reading is the process of

constructing meaning and a complex process which involves interaction between the reader and the language ideas of the text.

However, according to Moreilon (2007, p. 10), reading is a complex activity. When the students read, it means they should use their ability to pronounce and "read" the combining information from a text and own background knowledge to build meaning. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text that they have read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restriction imposed by the material.

Unfortunately, some students in Indonesian still have difficulties in comprehending the text. The program for International Student Assessment (PISA) 2015 reported that the students' reading ability in indonesia was in the 62rd placed out of 70 countries with the reading score 397 (OECD, 2016). Another survey which was conducted by Progress in International Reading Literacy Study (PIRLS, 2016) revealed that from 45 countries surveyed, Indonesia was placed in the ranked 42nd in reading achievement with the mean score 428 far below the international mean score 500. This evidence obviously indicated low achievement of indonesian students to comprehend the text.

One of the texts that must be learned by students is narrative text. Narrative text is story in the past which purpose is to amuse or entertain the reader

and provide moral value for reader or listener. According to Priyana (2008, p. 150), a narrative text focused on a pattern of events with a problematic and unexpected outcome that entertains and educates the reader. Narrative texts consist of action or event in the past which entertains the reader or listener.

A preliminary study was conducted by interviewing the teacher of English at SMPN 3 Betung. It was found some students' face some problems in learning reading especially the narrative text.The teacher explained that there were some obstacles while teaching reading especially the narrative reading, the students were not interested in reading narrative text because the text is too long and they tend to lose the ideas of the story. Furthermore, the teacher said that the students difficulty to find the main idea and did not get the information from the text because they were lack of vocabulary, and they did not understand the generic structure of the text. The English teacher also said that when the teacher asked about their conclusion of the text, they could not provide a good answer. (See App A)

Considering these problems, a suitable strategy is needed to improve the students reading comprehension.Predict, Organize, Rehearse, Practice, Evaluate (PORPE) is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation (Simpson, 1986). With PORPE, students are involved in *Predicting,* potential essay questions to guide subsequent study; *Organizing,* key ideas using their own words, structure, and methods; *Rehearsing,* the key ideas to examine the students' memory;

Practicing, the recall of the key ideas in self-assigned writing tasks that require analytical thinking, and *Evaluating* the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question.

These five steps of PORPE are synergistic in that they build upon each other and guide students through the processes necessary to read, study, and learn content area material. According to Simpson (1988, p. 152), PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. Moreover, Brunner (2012, p. 152), state that targeted reading grade levels appropriate for upper elementary until post-secondary and one of the appropriate text for this strategy is narrative text.

The previous research related to this study was done by Kurniawan in (2011), the result of the study showed that there is significant effect of using PORPE strategy toward students reading comprehension the second year students at SMPN 1 Bantan, Bengkalis Regency. The second researcher was done by Trianawati (2013), its found that there was a difference in students achievement in texts between students taught by using PORPE strategy and those who are not, the students' achievement of experiment class was better than the control class. The last researcher was done by Sinaga (2013), its showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group. The finding indicated that using PORPE strategy significantly affected the students' reading comprehension.

In accordance with the above descriptions, the writer is interested in applying PORPE strategy for the eighth grade students of SMPN3 Palembang in teaching reading comprehension especially narrative reading.

1.2. Problems of The Study

Based on the background above, the problems of the study are formulated in the following questions:

1. Was there any significant improvement on the eighth grade students' narrative reading who were taught by using PORPE strategy at SMPN 3 Betung before and after treatment?
2. Was there any significant difference on the eighth grade students' narrative reading between those who were taught by using PORPE strategy and those who were not at SMPN 3 Betung?

1.3. Objectives of The Study

The objectives of this study are to find out:

1. whether or not there was a significant improvement on the eighth grade students' narrative reading who were taught by using PORPE strategy at SMPN 3 Betung before and after treatment
2. whether or not there was a significant difference on the eighth grade students' narrative reading between those who were taught by using PORPE strategy and those who are not at SMPN 3 Betung

1.4. Significance of The Study

The study is expected to give beneficial information to some parties. First, this study is expected to be useful for the students of SMPN 3 Betung to improve their achievement in narrative reading. Second, this strategy is expected as one of the strategy that teachers will use in teaching English, especially narrative reading. Third, this study is expected to enrich the writer's experience in educational reseach, especially in experimental research and also the writer want to conduct this strategy when the writer become a teacher. And the last, this study is expected to be a reference for other researchers in their study.

CHAPTER II
LITERATURE REVIEW

This chapter presents: (1) theoritical description (2) previous related study, (3) hypothesis testing, (4) criteria of hypothesis testing, and (5) research setting

2.1. Theoretical Description

2.1.1. The Concept of Reading Comprehension

Reading becomes very important in the educational field because students can get more information widely and it can increase knowledge without going anywhere. Reading is about a process of understanding and comprehending a written text. Everyone needs reading, because they must get information and knowledge from what they read. Smith (2004, p. 178), argues that reading is never abstract, meaningless activity. Readers always read something, they read for a purpose, and reading its recollection always involves feelings as well as knowledge and experience.

Al-qur'an that explains about reading is:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meaning: "Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet".(Al-alaq, verse 1-5)

There are three important reasons why reading needs to be learned. Firstly, reading many texts might help students master other skills. It will be a good model for listening, speaking, or writing. Secondly, it can also increase the students' vocabulary size from the reading text and make them become familiar

with the grammar usage which also helps their language acquisition. Thirdly, reading an interesting reading text might stimulate students to learn much.

Reading involves a complex process of decoding written symbols in order to construct meaning or comprehension. In reading, comprehension is needed. Without comprehension, the readers cannot get the information. Reading comprehension is essential, but it may be problematic for some readers. In order to get information from a text, the readers need to comprehend the text. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. In addition, Brassell and Rasinski (2008, p. 15) state that reading is a broad process that involves the eye, the ears, the mouth, the brain. It means that the reader should have full concentration and focus of text. As the important skill at the school, reading is the process interaction between the reader and the author to find the information of texts. According to Klinger (2007, p. 8), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and brings to the text as well as variable related to the text itself. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency. In reading comprehension, they do not only read the symbols but also be able to understand what they read.

Linse (2005, p. 88), state that reading comprehension means read for the meaning as well as analyze and synthesize what the students have read. To

comprehend a text, a reader has to construct the meaning of a written text. According to Grellet (1981, p. 3), reading comprehension is an activity to understand a written text. It means extracting the required information from it as efficient as possible to do. By comprehending the text, the readers can get the points, messages, or information from what the author wrote. Any information that the readers can absorb from the text should be connected to their experience or prior knowledge that they have.

According to Snow (2002, p. 11), reading comprehension is a complex activity that involves interaction between the readers and the text. Its means that the reader reading comprehension is a process to know whether reader understand or not about a text that reader read. Similarly, Kruidenier and Curtis (2005, p. 9) describe that reading comprehension is the process of constructing meaning from what is read. Furthemore, Duffy (2009, p. 14) also explain that reading comprehension depends on prior knowledge or knowledge about the word. Prior knowledge is expressed with words. In conclusion, reading comprehension is process to comprehend a text when during reading to seek more information and knowledge.

2.1.2. The Principles of Reading Comprehension

According to Brown (2000, p. 306-308), there are some principle strategies for reading comprehension. The principle strategies are as follow:

1. The readers have to identify your purpose in reading text

2. The readers have to apply spelling rules and conventions for bottom-up decoding
3. The readers have to use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
4. The readers have to guess at meaning of (words, idioms, etc) when they are not certain
5. The readers have to skim the text for the gist and main ideas
6. The readers have to scan the text for specific information (names, dates, keywords)
7. The readers have to use silent reading techniques for rapid processing

2.1.3. The Concept of Narrative Text

According to Priyana (2008, p. 150), a narrative text focused on a pattern of events with a problematic and unexpected outcome that entertains and educates the reader. Narrative texts consist of action or event in the past it entertains the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Wardiman (2008, p. 98), argues that narrative text is an imaginative story to entertain people. Usually, the narrative text contains the story whether fiction, non-fiction stories, fairy tales, folk tales, animal stories or fables.

The purpose is to amuse or entertain the readers and to tell a story. Wardiman (2008, p. 98), proposed three generic structures of narrative text: *Orientation*, is the opening paragraph where the characters of the story are

introduced; *Complication*, where the problems in the story developed; *Resolution*, where the problems in the story is solved.

According to Zaida (2009, p. 82), narrative text has some language feature, there are :

1. The use of noun phrases that identify the characters as specific participants (e.g. stepsister, Goldilock, etc.)
2. The use of adjectives to form noun phrases, for example: long black hair, two red apples, etc
3. The use of time connectives to order the events, for example: then, before, that, soon, etc
4. The use of adverbs and adverbial phrases, for example: here, in the mountain, happily ever after, etc
5. The use of action verbs in past tense, for example: killed, went, etc
6. The use of saying verbs in past tense, for example: said, told, promised, etc

The example of narrative text:

The Prince and His Best Friends

Orientation

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

Complication

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Resolution

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Taken from: Wardiman, A. et. al. (2008). English in Focus For Grade VIII Junior High School Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

2.1.4. The Concept of PORPE Strategy

Predict, Organize, Rehearse, Practice, Evaluate (PORPE) is a study strategy that can be used in any content area course that uses the essay exam to measure learning or any test format that encourages higher levels of thinking such as synthesis, application, and evaluation Basically, PORPE strategy is aimed to understand a reading. According to Simpson (1988, p. 152), PORPE is an

independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. PORPE helps students in the process constructing the meaning, build knowledge. Students more active in learning this process, automatically train students more creative to understand reading material. Caverly (1997, p. 36) said that PORPE is sought to determine whether students train to create and rehearse their own explicit and implicit test question, and will improve their understanding of content area concept in reading comprehension.

Moreover, according to Brunner (2012, p. 152), PORPE is study strategy to assist students in learning content material. This strategy help students in the process constructing the meaning, build knowledge. Students more active in learning this process, automatically train students more creative to understand reading material. PORPE is a study strategy that can be incorporated into teachers' instructional routines without jeopardizing the time reserved for teaching content area concepts.

2.1.5. The Benefits of the PORPE Strategy

Simpson (1988) purpose some benefits of PORPE strategy:

1. PORPE can stimulate students to synthesize, analyze, and think about key concepts. The students trained in PORPE who participated in the two research studies cited wrote essays significantly better in content, organization, and cohesion than the control group's essays.
2. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information

to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-choice questions.

3. PORPE can have a durable and long-term impact upon student learning. This condition held for both the multiple-choice and essay questions.

Furthemore, Brunner (2012, p. 154), proposed some benefits of PORPE strategy: (1) Can be done individually, with a small group, or with the whole class, (2) Requires moderate advance preparation from the teacher, (3) Provides a novel method of studying content, (4) Easily adapted for independent studying, (5) Serves a study guide for students that lack a successful method of study, (6) Helps students monitor comprehension.

2.1.6. Teaching Procedure by Using PORPE Strategy

Brunner (2012, p. 152-153) purposed the procedures of PORPE strategy as follow:

1. Divide class into small groups
2. After studying unit content, ask students to predict possible essay question
3. Ask students to share their possible question with classmate.
4. Tell students to organize possible answer to the essay question by brainstorming individually or with a friend
5. Instruct students to rehearse the possible answer until such time as it goes into their memory
6. Have students practice recalling the answers to the possible essay question

7. Tell students to self-evaluate the quality of their essay answer

2.2. Previous Related Studies

There are some studies which are related to the writer's present study. The first study was written by Kurniawan in 2011. The objective of this study is to find out if there is any significant difference between students' reading comprehension taught by using PORPE method and taught without PORPE method. And the result of the study showed that there was significant effect of using PORPE method toward students' reading comprehension the second year students at SMPN 1 Bantan, Bengkalis Regency. The similarity between the previous' study with the writer's study are in independent and dependent variables namely it use PORPE strategy in teaching reading comprehension. While, the different is in the population of the study.

The second study was written by Trianawati in 2013. The objective of this research is to find out whether PORPE method is effective in improve narrative reading comprehension of the tenth grade students of MA An-Nawawi Salaman in the academic year 2012/2013. The result of the study found that there was a significant difference between students' reading comprehension taught by using PORPE strategy and the students' achievement of experimental class was better than the control class. The similarity between the previous' study with the writer's study are in independent and dependent variables namely it use PORPE strategy in teaching reading comprehension. While, the different is in the population of the study.

The last study was written by Sinaga in 2013 the objective of this research is to find out whether the effect of applying Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy on students' reading comprehension to the eleventh grade students of SMA Negeri 1 Lumbanjulu. The result of the study showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group. The finding indicated that using PORPE strategy significantly affected the students' reading comprehension. The similarity between the previous' study with the writer's study are in independent and dependent variables namely it use PORPE strategy in teaching reading comprehension. While, the different is in the population of the study.

2.3. Hypotheses of the Study

The hypotheses is formulated in the following question:

$(H_0)_1$: There was no significant improvement on the eighth grade students' narrative reading who were taught by using PORPE strategy at SMPN 3 Betung before and after treatment.

$(H_a)_1$: There was significant improvement on the eighth grade students' narrative reading who were taught by using PORPE strategy at SMPN 3 Betung before and after treatment.

$(H_0)_2$: There was no significant difference on the eighth grade students' narrative reading between those who were taught by using PORPE strategy and those who were not at SMPN 3 Betung

$(H_a)_2$: There was significant difference on the eighth grade students narrative reading between those who were taught by using PORPE strategy and those who were not at SMPN 3 Betung.

2.4. Criteria for Testing Hypothesis

To prove the research problems, the testing of research hypothesis is formulated below:

1. In measuring improvement, paired sample t-test was used
   a. If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (2.0423), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.
   b. If the p-output (Sig.2 tailed) is lower than 0.05, and t-obtained is higher than t-table (2.0423), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected
2. In measuring a significant difference, an independent sample t-test was used
   a. If the p-output (Sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table (2.0003), the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.
   b. If the p-output (Sig.2 tailed) is lower than 0.05 and t-obtained is higher than t-table (2.0003), the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected.

2.5. Research Setting

The research was conducted at SMPN 3 Betung. It is located at Jl. Perjuangan, Kelurahan Desa Talang Jaya Indah, Kecamatan Betung Kabupaten Banyuasin, South Sumatera. The number phone is 082179944564 with postal code 30758. SMPN 3 Betung's building is in front of SDN 16 Betung. SMPN 3 Betung is leadered by Abadi, M.Pd.I. The boarding school established in 2012.

There are some data about headmaster, teachers, and facilities of the school. The first table shows about the condition of the teachers of SMPN 3 Betung.

Table 1
Teachers and Staffs of SMPN 3 Betung

No	Name	M/F	Subject
1	Abadi, M.Pd.I	M	Headmaster
2	Aan Ubaidillah, S.Pd.I	M	Waka, PAI
3	Magdalena Sinaga, S.Pd	F	Matematika
4	Restu Yandra, S.Pd	M	IPA
5	Junita Anggraini, S.Pd	F	PKN
6	Sherly Novita Sari, S.Pd	F	Matematika
7	Sosilo, SE	M	IPS
8	Ahmad Nugroho, S.Pd	M	IPA
9	Ria Anjelina, S.Pd	F	PAI, Mulok
10	Uci Niarsih, S.Pd	F	Matematika
11	Haryadi, S.Pd	M	PAI
12	Henny Susilawati, S.Pd	F	B. Inggris
13	Sunir, S.Pd	M	Penjas
14	Herlan Aryanto, S.Pd	M	B. Inggris
15	Aidil Fitri, S.Pd	M	B. Inggris
16	Mia Audri	F	TU
17	Pipin Pransiska	F	Operator
18	Lena Marlena, S.Pd	F	Sejarah
19	Nining Wijayanti, S.Pd	F	Seni Budaya
20	Erik Estrada, S.Pd	M	Penjas, Prakarya
21	Yauwiro, S.Pd	M	B. Indonesia
22	Riyani, S.Pd	F	TIK
23	Monaria Putrijaya, S.Pd	F	IPA

24	Isa Ria, S.Pd	F	B. Indonesia
25	Jenni Palem, S.Pd	F	B. Indonesia

The second table shows the condition of the students at SMPN 3 Betung. SMPN 3 Betung consists of 6 classess which are devide into three grades. The seventh grade is devide into two classess, and the eighth grade is devide into two classess, and the ninth grade is devide into two classess.

Table 2
The Condition of the Students

No	Class	Total of Class	Gender		Total
			Male	Female	
1	VII	2	34	28	62
2	VIII	2	29	33	62
3	IX	2	29	28	57
Total					**181**

The third table shows data of the rooms at SMPN 3 Betung. There are 16 which consists of several rooms, which are shown on the table below,

Table 3
The Data of the Rooms

No	Type of the Rooms	Total
1	Classroom	6
2	Teachers' Room	1
3	Headmaster's Room	1
4	TU	1
5	Students' Toilet	2
6	Teachers' Toilet	1
7	Headmaster Toilet	1
8	Library	1
9	Musholla	1
10	Science Laboratory	1
Total		**16**

CHAPTER III
METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) research Variable, (3) operational definition, (4) population and samples, (5) data Collection, (6) research instrument analysis, (7) scoring, and (8) data analysis.

3.1. Research Design

In this research, quasi-experimental design will be used. Quasi-experimental designs do not include the use of random assignment in selecting sample of research (Fraenkel, J. R., Wallen, N. E., & Hyun, H. H, 2012, p. 275).

In this study, the writer will be used the pre-test post-test non equivalent group design. This design, one of the most commanly used quasi experimental design in educational research. The experimental group was taught by using PORPE strategy, while the control will not be taught by using PORPE strategy. Cohen, Mannion, and Marrison (2007, p. 283) purpose model of the pretest posttest non-equivalent group design as follow

O1	X	O2
- - - - - - - - - - - -		
O3		O4

O_1: Pre-test in experimental group

X : Treatment in experimental group by using PORPE strategy

O_2 : Post-test in experimental group

O_3 : Pre-test in control group

O_4 : Post-test in control group

---- : dashed line indicates non-random assignment to comparison groups

3.2. Research Variable

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. According to Fraenkel, et. al. (2012, p. 87), a variable is any characteristic or quality that varies among the member of a particular group.

There are two kinds of variable. They are independent variable and dependent variable. Creswell (2012, p. 115-116), state that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Therefore, the independent variable in this study was PORPE Strategy and the dependent variable was the students' narrative reading comprehension.

3.3. Operational Definition

In order to avoid misunderstanding, some terms used in this study is necessary to define.

1. **Teaching**

   Teaching is a process of activity to inform knowledge from someone to another. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. On the other hand, teaching is showing or helping someone to learn how to do something, giving

instruction, guiding something providing with Knowledge causing to know or understanding.

2. ReadingComprehension

Reading is the process where the students read the books or article to get the meaning or information from what they read. Reading comprehension means that students' reading ability to get information from the text, to find detail and factual information, to identify main idea, reference word, synonym and antonym in the text, and purpose of the text. It also can be describe as the ability of readers to understand deeper what has been read from the text.

3. Narrative Text

Narrative is one of the text which tell an imaginative story in the past for example legend, fables, folktales, fairy tales, etc. the purpose of narrative text is to amuse or entertain the readers or listeners.

4. Predict, Organize, Rehearse, Practice, Evaluate (PORPE)

PORPE is a reading strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material.

3.4. Population and Sample

3.4.1. Population

Fraenkel, et. al. (2012, p. 29) state that population is the groups of the interest to the researcher, the group to whom the researcher would like to generalize the result of the study. Furthermore, Creswell (2012, p. 142),

argue that a population is a group of individuals who have the same characteristic.

The population of this study was the Eighth grade students of SMPN 3 Betung. There were 62 students which are divided into two classes. Class VIII 1 consists of 31 students (15 male, 16 female), and the class VIII 2 which consists of 31 students (14 male, 17 female). The total number of the population is 62 students. The population of the study will be described in table 4.

Table 4
Population of the Study

No	Class	Students		Total
		Male	Female	
1	VIII 1	15	16	31
2	VIII 2	14	17	31
Total of students				**62**

(Source: SMPN 3 Betung in academic year 2016/2017)

3.4.2. Sample

Creswell (2012, p. 142) state that a sample is a subgroup of the target population that the researcher plans to study for generalizing sampling. Total sampling method will be used in selecting the sample. According to Sugiyono (2012, p. 85), total sampling is a sampling technique where the number of samples equal to the population. Total sampling will be used because the total of students less than 100 and member of the population only consists of two classes. So, the total of sample were 62 students. The sample of the study will be described in table 5.

Table 5

The Sample of the Study

No	Class	Students		Total
		Male	Female	
1	VIII 1 (Experimental group)	15	16	31
2	VIII 2 (Control group)	14	17	31
Total of Students				**62**

3.5. Data Collection

In collecting the data, the researcher were given a test to the students. According to Fraenkel, et. al. (2012, p. 127), a test measure an individual's knowledge or skill in a given area or subject. The test was a multiple choice reading comprehension test. The purpose of the test was to know the result of teaching reading by using PORPE strategy. There were two parts of test in this study, they were pretest and posttest. The test items in pre-test and post-test were the same, because the purpose was to know the progress of students reading comprehension before and after treatment.

3.5.1. Pre-test

Pretest was done before the treatments in both groups, experimental and control group. According to Cresswell, (2012, p. 297) A pretest provides a measure on some attributes or characteristic that is assessed for participants in experiment before they receive a treatment. The pretest was given both in experimental and control group. The purpose of giving pretest to the students

was to know the students' narrative reading achievement before implementing PORPE strategy.

In pretest for experimental and control groups, the students will be test to answer the question and they did it in around 80 minutes. The type of test was multiple choice question items test. The result of pretest was checked to decide experimental and control groups in this research.

3.5.2. Post-test

Posttest was done after the treatments in both groups, experimental and control group. Creswell (2012, p. 297) states that a posttest is a measure on some attributes or characteristic that is assessed for participants in an experiment after a treatment. This test was also given to the both of sample, experiment and control group. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to know the students' narrative reading achievement after implementing PORPE strategy.

The same as pretest, the students will be test to anwer the questions and they did it in around 80 minutes. The type of test was multiple choice item test. The result of this test compared with the result of pretest in order to know the effect of teaching narrative reading by using PORPE strategy to students' reading achievement. From the posttest, the data will be use to measure the students' progress taught by using PORPE strategy.

3.6. Research Instruments Analysis

3.6.1. Validity Test

The validity is the most important idea to consider when preparing or selecting an instrument for use. According to Fraenkel, et. al. (2012, p. 275), the validity of a test is the extent to which each measures what it is supposed to measure and nothing else. The scores of validity items are obtained from tryout analysis which was done by using the sample from another school.

Validity test in this study will be done to know whether the instruments which are going to be used for pretest and posttest are valid or not. Validity refers to the appropriateness, meaningfulness, and usefulness of any inferences of researcher draws base on the data obtained through the used of instrument. There are three kind validities to be used, they are construct validity, validity of each question items and content validity.

a. Construct Validity

Construct validity of the instrument is consulted with some experts to evaluate whether the components of the instrument are valid or not to be applied in research activities. The construct validity of the research instruments involves two types. They are question items for pretest and posttest activities, and lesson plans for experimental groups. In this part, The researcher asks the lecturers as validators to estimate the instruments and lesson plan. There are some criteria for expert judgments or validators, such as English educational background, English lecture, and minimum score TOEFL 500. The validators will be the lectures of

English at UIN Raden Fatah Palembang. There are three lectures as validator I, II and III. The virst validator gave score B for lesson plan and B for instrument. After that the second validator gave B for lesson plan and B for instrument. Then, the third validator gave A for lesson plan and A for instrument. From three validators, the results of instrument test and lesson plan form could be used with slight revision.

b. Validity of Each Question Items

Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To find out the validity of each question items, the tryout will be conducted. The tryout of the test was held on Monday, 31st of July 2017 at 10.00 – 11.50 a.m. The instrument of the test were tested to 31 students to the eighth grade (VIII.1) students of SMPN 31 Palembang. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. If the result of the test shows that r_{count} is higher than r_{table} (with N = 31) 0.355 with sample (N) 31 students, it means that the item is valid. Then, the result of the test is analyzed by using *SPSS Statistics Program Version 16.0* with the correct answer is labeled 1 and the wrong answer is labeled 0.

In this research, there were 70 multiple choice items given to the students. It was found that 41 test items from 70 test items could be used as the instrument since the scores of significance were higher than 0.355. the result indicate that 29 items were invalid and 41 items were valid.

Table 6

Analysis of Each Question Item on Reading Comprehension Test

Validity of Each Question Items	Sig. (2-tailed) of Pearson Correlation (r-output)	r-table score	Result
Item1	0	0.355	Invalid
Item2	0.447	0.355	**Valid**
Item3	0.048	0.355	Invalid
Item4	0.051	0.355	Invalid
Item5	0.091	0.355	Invalid
Item6	0.002	0.355	Invalid
Item7	0.516	0.355	**Valid**
Item8	0.002	0.355	Invalid
Item9	0.516	0.355	**Valid**
Item10	0.436	0.355	**Valid**
Item11	0.051	0.355	Invalid
Item12	0.405	0.355	**Valid**
Item13	0.588	0.355	**Valid**
Item14	0.260	0.355	Invalid
Item15	0.048	0.355	Invalid
Item16	0.008	0.355	Invalid
Item17	0.594	0.355	**Valid**
Item18	0.745	0.355	**Valid**
Item19	0.366	0.355	**Valid**
Item20	0.012	0.355	Invalid
Item21	0.594	0.355	**Valid**
Item22	0.048	0.355	Invalid
Item23	0.048	0.355	Invalid
Item24	0.819	0.355	**Valid**
Item25	0.490	0.355	**Valid**
Item26	0.006	0.355	Invalid
Item27	0.405	0.355	**Valid**
Item28	0.022	0.355	Invalid
Item29	0.113	0.355	Invalid
Item30	0.745	0.355	**Valid**
Item31	0.002	0.355	Invalid
Item32	0.436	0.355	**Valid**
Item33	0.745	0.355	**Valid**
Item34	0.490	0.355	**Valid**
Item35	0.022	0.355	Invalid
Item36	0.892	0.355	**Valid**
Item37	0.113	0.355	Invalid
Item38	0.006	0.355	Invalid

Item39	0.670	0.355	**Valid**
Item40	0.537	0.355	**Valid**
Item41	0.537	0.355	**Valid**
Item42	0.646	0.355	**Valid**
Item43	0.091	0.355	Invalid
Item44	0.537	0.355	**Valid**
Item45	0.819	0.355	**Valid**
Item46	0.022	0.355	Invalid
Item47	0.405	0.355	**Valid**
Item48	0.646	0.355	**Valid**
Item49	0.035	0.355	Invalid
Item50	0.712	0.355	**Valid**
Item51	0.537	0.355	**Valid**
Item52	0.012	0.355	Invalid
Item53	0.436	0.355	**Valid**
Item54	0.594	0.355	**Valid**
Item55	0.745	0.355	**Valid**
Item56	0.670	0.355	**Valid**
Item57	0.002	0.355	Invalid
Item58	0.436	0.355	**Valid**
Item59	0.113	0.355	Invalid
Item60	0.516	0.355	**Valid**
Item61	0.002	0.355	Invalid
Item62	0.051	0.355	Invalid
Item63	0.709	0.355	**Valid**
Item64	0.819	0.355	**Valid**
Item65	0.670	0.355	**Valid**
Item66	0.447	0.355	**Valid**
Item67	0.190	0.355	Invalid
Item68	0.594	0.355	**Valid**
Item69	0.447	0.355	**Valid**
Item70	0.447	0.355	**Valid**

c. Content Validity

A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has the content validity, a specification of the skills or structures was made based on the curriculum and syllabus.

Table 7

Table of Specification Test

No	Objectives	Text Title	Indicator	Number of Items	Total of Test	Types of Test	Answer Key
1	To measure the students' comprehension in reading text focus on narrative text	The Old grandfather and his grandson	The students are able : • To determine moral value • To identify information details	1 2	2	Multiple Choice	a, d
2	To measure the students' comprehension in reading text focus on narrative text	A Stupid Man and His Cows	The students are able : • To determine moral value • To identify information details	3 4, 5, 6	6	Multiple Choice	b, c, d, b
3	To measure the students' comprehension in reading text focus on narrative text	Snow White	The students are able : • To find main idea of the text • To identify information details	7 8	2	Multiple Choice	a c
4	To measure the students' comprehension in reading text focus on narrative text	Cinderella	The students are able : • To determine moral value • To identify information details	9, 10 11	3	Multiple Choice	c, b a

5	To measure the students' comprehension in reading text focus on narrative text	The Grasshopper and The Ants	The students are able : • To find main idea of the text • To identify information details	12, 13, 14, 15	4	Multiple Choice	a, b, b, d
6	To measure the students' comprehension in reading text focus on narrative text	The lion and the mosquito	The students are able : • To find main idea of the text • To identify information details	16, 17 18, 19	4	Multiple Choice	b, b e, a
7	To measure the students' comprehension in reading text focus on narrative text	The Ant and The Dove	The students are able : • To identify information details	20, 21, 22, 23, 24, 25, 26	7	Multiple Choice	c, b b, c c, a a
8	To measure the students' comprehension in reading text focus on narrative text	The Wind and The Sun	The students are able : • To determine moral value • To find main idea of the text • To identify information details	27, 28 29 30, 31, 32	6	Multiple Choice	c, b a c, a b
9	To measure the students' comprehension in reading text focus on narrative text	The Donkey and The Wolf	The students are able : • To find main idea of the text • To	33, 34, 35, 36	4	Multiple Choice	a, a b, c

			determine moral value				
10	To measure the students' comprehension in reading text focus on narrative text	The Smart Parrot	The students are able : • To determine moral value • To find kind of text • To identify information details	37, 38, 39 40	4	Multiple Choice	c, c a, c,

3.6.2. Reliability Test

Reliability means determination or stability. According to Fraenkel, et. al. (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether or not research instrument used for activities of pretest and posttest are reliable. To know the reliability of the test is used in this study, the writer calculated the students' score by using *Split Half* procedure found in *SPSS Statistics Program Version 16.0*. Fraenkel, et. al (2012, p. 156) state that split-half involves scoring two halves of a test separately for each person and then calculating a correlation coefficient for the two sets scores, the score is considered reliable if the score of significance is at least or preferably higher than 0.70. The analysis result of reliability test is described in table 8.

Table 8
Result of Reliability Analysis Measured Using Split Half

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.529
		N of Items	20[a]
	Part 2	Value	.188
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.617
Spearman-Brown Coefficient	Equal Length		.763
	Unequal Length		.763
Guttman Split-Half Coefficient			.742

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.

3.6.3. Readability Test

Readability test was done to know the appropriate level of reading texts for students' level in comprehending the reading texts. The name of application is Readability Formula. Readability formula test can be measured by using online readability test which can be accessed from *http//www.readabilityformula.com*.

There are some categories in reading text level. They are (1) very easy level whenever the result of flesh reading ease score is within 90-100, (2) easy text level whenever the result of flesh reading ease score is within 80-89, (3) fairly easy text level whenever the result of flesh reading ease score is within 70-79, (4) standard text level whenever the result of flesh reading ease

score is within 60-69, (5) fairly difficult text level whenever the result of flesh reading ease score is within 50-59, (6) difficult text level whenever the result of flesh reading ease score is within 30-49, and (7) very confusing text level whenever the result of flesh reading ease score is within 0-29. There are two kind of readabilites that will be used, they are readability test for instrument and readability for treatment.

3.6.3.1. Readability Test for Research Instrument

There were ten texts that the researcher used in this study. The ten texts were taken from some books, such as Practice your English competence written by Zaida (2009), English in Focus written by Wardiman (2008), and Scaffolding English for Junior High School written by Priyana (2008). The result of the readability for the research instrument is provided in the following table.

Table 9

Result of Readability Test for Research Instrument

No	Text Title	Text Type	Word per sentence	Character per word	Flesh reading ease score	Text level
1	Snow white	**Narrative Text**	11	4	68.9	Standard
2	Cinderella		10	4.3	68.2	Standard
3	The Smart Parrot		14	3.9	68.1	Standard
4	A Stupid Man and His Cows		9	3.7	67.3	Standard
5	The Lion and The Mosquito		9	4	67.3	Standard
6	The Grasshopper and The Ants		10	3.7	67.2	Standard

7	The Donkey and The Wolf		12	3.7	66.6	Standard
8	The Wind and the sun		13	3.9	64.4	Standard
9	The Old Grandfather and His Son		11	4.1	64.2	Standard
10	The Ant and The Dove		9	4.1	62.8	Standard

3.6.3.2. Readability Test for Research Treatment

There were twelfh texts that the researcher used in this study. The twelve texts were taken from some books, such as Practice your Contextual Teaching and Learning written by Widiati (2008), English in Focus written by Wardiman (2008), and Scaffolding English for Junior High School written by Priyana (2008). The result of the readability for the research treatment is provided in the following table.

Table 10
Result for readability test for research treatment text

No	Text Title	Type Text	Word Per sentence	Character Per word	Flesch Reading Ease Score	Text Level
1	The Caliph and The Clown	**Narrative Text**	10	4.1	68.2	Standard
2	The Legend of Nyi Roro Kidul		8	4.2	68.1	Standard
3	Babu and The Lion		8	3.7	67.3	Standard
4	Telaga Warna		8	4.3	67.2	Standard
5	Little Red Riding Hood		10	4.2	67.2	Standard
6	Little Brother and Little Sister		16	4	66.6	Standard
7	The Legend of Banyuwangi		10	4.4	64.6	Standard
8	The Lion and The Shepherd		9	4.1	64.4	Standard

9	Roro Anteng Jaka Seger		10	4.8	64.4	Standard
10	Redfathers The Hen		19	3.8	64.2.	Standard
11	The Prince and His Best Friends		12	4.4	62.8	Standard
12	Mantu's Little Elephant		9	3.7	62.8	Standard

3.6.4. ResearchTeaching Schedule

The researcher did the treatments to the experimental group students suitable with the teacher of English schedule for the eighth grade students of SMPN 3 Betung. The study was conducted in 12 meetings. There were two meetings for a pretest and posttest. So the total meetings were 14 meetings.

Table 11
Research teaching Schedule

No	Teaching Schedule	Text Title	Kinds of Text	Meeting	Time allocation
1	14-08-2017 (10.55-12.15)	Pre-test	Narrative	1st	2x40
2	15-08-2017 (08.40-10.00)	The Caliph and The Clown	Narrative	2nd	2x40
3	21-08-2017 (10.55-12.15)	The Legend of Nyi Roro Kidul	Narrative	3rd	2x40
4	22-08-2017 (08.40-10.00)	Babu and The Lion	Narrative	4th	2x40
5	28-08-2017 (10.55-12.15)	Telaga Warna	Narrative	5th	2x40
6	29-08-2017 (08.40-10.00)	Little Red Riding Hood	Narrative	6th	2x40
7	04-09-2017 (10.55-12.15)	Little Brother and Little Sister	Narrative	7th	2x40
8	05-09-2017 (08.40-10.00)	The Legend of Banyuwangi	Narrative	8th	2x40
9	11-09-2017 (10.55-12.15)	The Lion and The Shepherd	Narrative	9th	2x40
10	12-09-2017 (08.40-10.00)	Roro Anteng Jaka Seger	Narrative	10th	2x40
11	18-09-2017 (10.55-12.15)	Redfathers The Hen	Narrative	11th	2x40
12	19-09-2017	The Prince and	Narrative	12th	2x40

	(08.40-10.00)	His Best Friends			
13	25-09-2017 (10.55-12.15)	Mantu's Little Elephant	Narrative	13th	2x40
14	26-09-2017 (08.40-10.00)	Post-test	Narrative	14th	2x40

3.7. Scoring

Scoring is a result, usually expressed numerically of a test or examination.

$$\text{Final Scoring} = \frac{\text{Total correct answer}}{\text{Total items}} \times 100$$

After testing the validity and reliability, it has gotten some questions used for pretest and posttest. There were 40 question in the form of multiple choice. The point of each question item is 2.5, so the total score that the students got if they aswer all questions correctly is 100 points. The score categorized would be present in table 12.

Table 12
The classification of students' score

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Good	B
56-74	Fair	C
< 55	Poor	D

3.8. Data Analysis

This part describes the method of data analysis employed in the present study. Data were obtained from the test (pre-test and post-test). In analyzing the obtained data, the writer used the following stages:

3.8.1. Data Description

In analyzing the data description, two analyses will be done. They are distribution of frequency data and descriptive statistics.

a. Distribution of Frequency Data

In distribution of frequency data, the students' score interval, frequency, percentage will be obtained. The distribution of frequency data will be obtained from students' pretest score in experimental group, students' posttest score in experimental group, the students' pretest score in control group, and the students' posttest score in control group.

b. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean will be obtained. Descriptive statistics will be obtained from student's pretest and posttest score in control and experimental groups.

3.8.2. Pre-requisite Analysis

Before analyzing the obtained data, pre-requisite analysis will be done to see whether or not the data were normal and homogenous. The procedures in pre-requisite analysis as follow:

a. Normality Test

Normality test is conducted to know whether the data obtain is normal or not. The data can be classified into normal whenever a value less than 0.05. In measuring normality test, *1-sample Kolmogronov Smrinow* is used. The normality test is used to measure students' pretest and posstest scores in control and experimental groups..

b. Homogeneity test

Homogeneity test is used to measure whether the data obtained are homogenous or not. The scores is categorized homogen when the p-output was higher than mean significant differences at 0.05 levels. In measuring homogeneity test, *levene statistics* in SPSS is used. The homogeneity test is used to measure students' pretest scores and postest scores in control and experimental groups.

3.8.3. Hypotheses Testing

In measuring the significant improvement and significant difference on students' narrative reading by using PORPE strategy, as follows:

a. In measuring a significant improvement, the paired sample t-test will be used for testing students' pretest to posttest score in experimental groups. The significant of experimental group is accepted whenever the

p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.0423). while, the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.0423)

b. In measuring a significant difference, independent sample t-test will be used for testing students' pretest to posttest score in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.0003). While, the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.0003).

CHAPTER IV
FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings and (2) the interpretation of this study.

4.1. Findings

The finding of this research were to analyze: (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

4.1.1. Data Descriptions

In data description, there were two analyses conducted. They were distribution of frequency data and descriptive statistic.

4.1.1.1. Descriptive Statistic

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standar deviation were analyzed. The scores were acquired from: (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

4.1.1.1.1. Students' Pretest and Posttest Scores in Control Group

In descriptive statistics of students' pretest scores in control group, it was found that the minimum score was 37.50, the maximum score was 77.50, the mean score was 58.3871, and the score of standar deviation was 11.71801. The result analysis of descriptive statistics of students' pretest in control group is described in table 13.

Table 13
Descriptive Statistics of Pretest Score in Control Group

Students' Score	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Scores	31	37.50	77.50	58.3871	11.71801

Then, In descriptive statistics of students' posttest scores in control group, it was found that the minimum posttest score was 37.50, the maximum score was 85.00, the mean score was 58.7097, and the standar deviation was 15.86231. The result analysis of descriptive statistics of students' posttest in control group is described in table 14.

Table 14
Descriptive Statistics of Posttest Score in Control Group

Students' Score	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Scores	31	37.50	85.00	58.7097	15.86231

4.1.1.1.2. Students' Pretest and Posttest Scores in Experimental Group

In descriptive statistics of students' pretest scores in experimental group, it was found that the minimum score was 30.00, the maximum score was 75.00, the mean score was 56.0645, and the score of standar deviation was 11.73864. The result analysis of descriptive statistics of students' pretest in experimental group is described in table 15.

Table 15
Descriptive Statistics of Pretest Score in Experimental Group

Students' Score	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Scores	31	30.00	75.00	56.0645	11.73864

Then, In descriptive statistics of students' posttest scores in experimental group, it was found that the minimum posttest score was 45.00, the maximum score was 87.50, the mean score was 70.9677, and the standar deviation was

11.80885. The result analysis of descriptive statistics of students' posttest in experimental group is described in table 16.

Table 16
Descriptive Statistics of Posttest Score in Experimental Group

Students' Score	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Scores	31	45.00	87.50	70.9677	11.80885

4.1.1.2. Distributions of Frequency Data

In distribution of frequency data, it describes (1) the result of students' pretest scores in control group, (2) the result of students' posttest score in control group, (3) the result of students' pretest score in experimental group, and (4) the result of students' posttest scores in experimental group.

4.1.1.2.1. Students' Pretest Scores in Control Group

Based on the result analysis of students' pretest scores in control group, it showed that there were two students (6.5%) who got 37.5, one student (3.2%) who got 40, three students (9.7%) who got 45, three students (9.7%) who got 47.5, two students (6.5%) who got 50, one student (3.2%) who got 52.5, one student (3.2%) who got 55, three students (9.7%) who got 60, one student (3.2%) who got 62.5, four students (12.9%) who got 65, three students (9.7%) who got 67.5, four students (12.9%) who got 70, one student (3.2%) who got 72.5, one student (3.2%) who got 75, one student (3.2%) who got 77.5. In distribution of frequency data, the result of the pretest scores in control group is described in table 17.

Table 17
Frequency Data of Students' Pretest Scores in Control Group

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.5	2	6.5	6.5	6.5
	40	1	3.2	3.2	9.7
	45	3	9.7	9.7	19.4
	47.5	3	9.7	9.7	29.0
	50	2	6.5	6.5	35.5
	52.5	1	3.2	3.2	38.7
	55	1	3.2	3.2	41.9
	60	3	9.7	9.7	51.6
	62.5	1	3.2	3.2	54.8
	65	4	12.9	12.9	67.7
	67.5	3	9.7	9.7	77.4
	70	4	12.9	12.9	90.3
	72.5	1	3.2	3.2	93.5
	75	1	3.2	3.2	96.8
	77.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there were 13 students (42%) who are in poor category (score <55), 16 students (52%) who are in fair category (score between 56-74), and 2 students (6%) who are in good category (score between 75-84).

Furthermore, the interval score, category, frequency, and percentage from the result of the pretest scores in control group are described. The description is displayed in this following table.

Table 18
The Percentage of Students' Pretest Scores in Control Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	0	0%
75-84	Good	2	6%
56-74	Fair	16	52%
<55	Poor	13	42%
Total		**31**	**100%**

4.1.1.2.2. Students' Posttest Scores in Control Group

Based on the result analysis of students' posttest scores in control group, it showed that there were one student (3.2%) who got 37.5, five students (16.1%) who got 40, one student (3.2%) who got 42.5, three students (9.7%) who got 45, one student (3.2%) who got 50, one student (3.2%) who got 52.5, three students (9.7%) who got 55, five students (16.1%) who got 57.5, one student (3.2%) who got 60, six students (19.4%) who got 75, and four students (12.9%) who got 85. In distribution of frequency data, the result of the posttest scores in control group is described in table 19.

Table 19
Frequency Data of Students' Posttest Scores in Control Group

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.5	1	3.2	3.2	3.2
	40	5	16.1	16.1	19.4
	42.5	1	3.2	3.2	22.6
	45	3	9.7	9.7	32.3
	50	1	3.2	3.2	35.5
	52.5	1	3.2	3.2	38.7
	55	3	9.7	9.7	48.4
	57.5	5	16.1	16.1	64.5

	60	1	3.2	3.2	67.7
	75	6	19.4	19.4	87.1
	85	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

Based on the result analysis of students' posttest scores in control group, it showed that there were 15 students (49%) who are in poor category (score <55), 6 students (19%) who are in fair category (score between 56-74), 6 students (19%) who are in good category (score between 75-84), and 4 students (13%) who are in excellent category (score between 85-100).

Furthermore, the interval score, category, frequency and percentage from the result of the posttest scores in control group are described. The description is displayed in following table:

Table 20
The Percentage of Students' Posttest Scores in Control Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	4	13%
75-84	Good	6	19%
56-74	Fair	6	19%
<55	Poor	15	49%
Total		**31**	**100%**

4.1.1.2.3. Students' Pretest Scores in Experimental Group

Based on the result analysis of students' pretest scores in control group, it showed that there ware one student (3.2%) who got 30, one student (3.2%) who got 32.5, one student (3.2%) who got 35, one student (3.2%) who got 37.5, one student (3.2%) who got 40, one student (3.2%) who got 42.5, one student (3.2%) who got 50, three students (9.7%) who got 52.5, one student (3.2%) who got 55,

one student (3.2%) who got 55.5, six students (19.4%) who got 57.5, four students (12.9%) who got 60, three students (9.7%) who got 65, two students (6.5%) who got 67.5, two student (6.5%) who got 70, one student (3.2%) who got 72.5, and one student (3.2%) who got 75.

In distribution of frequency data, the result of the pretest scores in experimental group is described in table 21

Table 21
Frequency Data of Students' Pretest Scores in Experimental Group

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.2	3.2	3.2
	32.5	1	3.2	3.2	6.5
	35	1	3.2	3.2	9.7
	37.5	1	3.2	3.2	12.9
	40	1	3.2	3.2	16.1
	42.5	1	3.2	3.2	19.4
	50	1	3.2	3.2	22.6
	52.5	3	9.7	9.7	32.3
	55	1	3.2	3.2	35.5
	55.5	1	3.2	3.2	38.7
	57.5	6	19.4	19.4	58.1
	60	4	12.9	12.9	71.0
	65	3	9.7	9.7	80.6
	67.5	2	6.5	6.5	87.1
	70	2	6.5	6.5	93.5
	72.5	1	3.2	3.2	96.8
	75	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the result analysis of students' pretest scores in experimental group, it showed that there were 12 students (39%) who are in poor category (score <55), 18 students (58%) who are in fair category (score between 56-74), and 1 student (3%) who are in good category (score between 75-84).

Then, the interval score, category, frequency, percentage from the result of the pretest scores in experimental group are described. The description is displayed in following table:

Table 22
The Percentage of Students' Pretest Scores in Experimental Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	0	0%
75-84	Good	1	3%
56-74	Fair	18	58%
<55	Poor	12	39%
Total		**31**	**100%**

4.1.1.2.4. Students' Posttest Scores in Experimental Group

Based on the result analysis of students' posttest scores in experimental group, it showed that there were one student (3.2%) who got 45, one student (3.2%) who got 50, one student (3.2%) who got 55.5, four students (12.9%) who got 57.5, three students (9.7%) who got 60, three students (9.7%) who got 70, nine students (29.0%) who got 75, one student (3.2%) who got 77.5, one student (3.2%) who got 80, six students (19.4%) who got 85, and one student (3.2%) who got 87.5.

In distribution of frequency data, the result of the posttest scores in control group is described in table 23.

Table 23
Frequency Data of Students' Posttest Scores in Experimental Group

Posttest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.2	3.2	3.2
	50	1	3.2	3.2	6.5
	55	1	3.2	3.2	9.7
	57.5	4	12.9	12.9	22.6
	60	3	9.7	9.7	32.3
	70	3	9.7	9.7	41.9
	75	9	29.0	29.0	71.0
	77.5	1	3.2	3.2	74.2
	80	1	3.2	3.2	77.4
	85	6	19.4	19.4	96.8
	87.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the result analysis of students' posttest scores in control group, it showed that there were 3 students (10%) who are in poor category (score <55), 10 students (32%) who are in fair category (score between 56-74), 11 students (35%) who are in good category (score between 75-84), and 7 students (23%) who are in excellent category (score between 85-100).

Furthermore, the interval score, category, frequency and percentage from the result of the posttest scores in experimental group are described. The description is displayed in following table:

Table 24
The Percentage of Students' Posttest Scores in Experimental Group

Interval Score	Category	Pretest Control	
		Frequency	Percentage
85-100	Excellent	7	23%
75-84	Good	11	35%
56-74	Fair	10	32%
<55	Poor	3	10%
Total		**31**	**100%**

4.1.3. Prerequisite Analysis

In prerequisite analysis, two analyses should be done, they were normality and homogeneity test.

4.1.3.1. Normality Test

In measuring normality test, *Kolmogorov_Smirnov* was used. The normality test is used to measure students' pretest and posttest in control and experimental groups.

4.1.3.1.1. Students' Pretest Scores in Control and Experimental Groups

The computation of normality used the computation in SPSS 16.0. Based on the result analysis, it showed that the significance value of the students' pretest in control group was 0.365, while the experimental group was 0.393. Based on the result, it could be stated that the students' pretest score in experimental and control groups were considerd normal since the result of *the I-sample Kolmogorov Smirnov* were higher than 0.05. The result of analysis is figured out in table 25 below.

Table 25
The Result of Normality Test of Students' Pretest in Control and Experimental Groups

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	0.921	0.365	Normal
2	Experimental Group	31	0.900	0.393	Normal

4.1.3.1.2. Students' Posttest Scores in Control and Experimental Groups

The computation of normality used the computation in SPSS 16.0. Based on the result analysis, it was showed that the significance value of the students' posttest in control group was 0.295, while the experimental group was 0.166. From the result, it could be stated that the students' posttest scores in experimental and control groups were considerd normal since the result of the *I-sample Kolmogorov Smirnov* were higher than 0.05. The result of analysis is figured out in table 26 below.

Table 26
The Result of Normality Test of Students' Posttest in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	0.977	0.295	Normal
2	Experimental Group	31	1.193	0.166	Normal

4.1.3.2. Homogenity Test

To find out the homogeneity, the students' pretest and posttest scores in control and experimental groups were analyzed by using *Levene Statistics* analysis. *Levene Statistics* is a formula used to analyze the homogeneity data. The computation of homogeneity used computation in SPSS 16.0.

4.1.3.2.1. Students' Pretest Scores in Control and Experimental Groups

Homogeneity test is used to find whether the group is homogeneous or not. Based on the result analysis, it was found that the p-output is 0.401. From the result, it could be stated that the obtained score from students' pretest in control and experimental groups are homogeneous, because it is higher than 0.05. The result of homogeneity test of students' pretest is figured out in table 27 below:

Table 27
The Result of Homogeneity Test of Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	31	0.716	0.401	Homogenous
2	Experimental Group	31			

4.1.3.2.2. Students' Posttest Scores in Control and Experimental Groups

Homogeneity test is used to find whether the group is homogeneous or not. Based on the result analysis, it was found that the p-output is 0.084. From the result, it could be stated that the obtained score from students' posttest in control and experimental groups are homogeneous, because it is higher than 0.05. The result of homogeneity test of students' posttest is figured out in table 28 below:

Table 28
The Result of Homogeneity Test of Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	31	3.080	0.084	Homogenous
2	Experimental Group	31			

4.1.2. Hyphothesis Testing

In this research, paired sample t-test and independent sample t-test are used to measure a significant improvement and a significant difference on students'

narrative reading score taught by using PORPE strategy and those who are not by the teacher at SMPN 3 Betung.

4.1.2.1. Result Analysis in Measuring Significant Improvement on Students' Pretest to Posttest Scores in Experimental Group

In this research, the measure of significant improvement is presented. The analysis result of paired-sample t-test is figured out in table 27 below:

Table 29
Result Analysis in Measuring Significant Improvement on Students' Pretest and Posttest Score in Experimental Group

PORPE Strategy	Paired Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed		
	35.856	30	0.000	Rejected	Accepted

Based on the table analysis above, it was found that the p-output was 0.000 with df=30 (2.0423), and t-obtained= 35.856. it could be stated the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, the research question number one had been answered that there was significant improvement from students' pretest to posttest scores in experimental group who are taught by using PORPE strategy since p-output was lower than 0.05 and t-obtained (35.856) was higher than t-table (2.0423).

4.1.2.2. Result Analysis in Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Groups

In this research, the measurement of the significant difference is presented. The analysis result of independent sample t-test is figured out in table 28 below:

Table 30
Result Analysis in Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Groups

PORPE Strategy and strategy that is usually used by the teacher of English at SMPN 3 Betung	independent Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed		
	3.451	60	0.001	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.001 with df=60 (2.0003), and the t-obtained was 3.451. It could be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Since the p-output was lower than 0.05 and the t-obtained (3.541) was higher than t-table (2.0003). It can be stated that the second research problem had been answered that there was significant difference on students' narrative reading score who are taught by using PORPE strategy and those who were not at SMPN 3 Betung.

4.2. Interpretation

In the experimental group the students were given a treatment by using PORPE strategy. During the treatment, there were 12 meetings excluding pretest and posttest in experimental group. In the first and second meetings, the students still confused about PORPE strategy. Also, in the third meetings the students were still confused in understanding the material, they could not find the main idea. Moreover, they did not have enough vacabulary to comprehend the text. Between fourth and seventh meeting, they slowly could manage to find main idea, and they could understand vocabulary used in the text. Finally, on the eighth to twelfth meetings they understood the material well by applying PORPE strategy.

Therefore, this strategy can be as an alternative strategy for students in understanding narrative text.

Furthemore, students narrative reading achievement in the experimental group was improved after they were being taught by using PORPE strategy. This condition happened because of some reason. The students were more motivated in learning reading, the students were interested in predicting possible essay question it could make them easier to comprehend detailed information of the text, Helps students monitor comprehension because in the last step of PORPE strategy the students self-evaluate the quality of their essay answer. Simpson (1988, p. 152) state that PORPE is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area material. With PORPE, students are involved in *Predicting,* potential essay questions to guide subsequent study; *Organizing,* key ideas using their own words, structure, and methods; *Rehearsing,* the key ideas to examine the students' memory; *Practicing,* the recall of the key ideas in self-assigned writing tasks that require analytical thinking, and *Evaluating* the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question.

At the same time, these research finding are not contrary to other previous related studies. A study conducted by Kurniawan in 2011 support that there was significant difference on the eighth grade students' reading comprehension who taught by using PORPE strategy and those who are not at SMPN 1 Bantan, Bengkalis Regency. Then, Trianawati who conducted her study in 2013, found

that there was a significant difference on students narrative achievement between students taught by using PORPE strategy and those who are not.

Finally, based on the result in the research, there was significant improvement and difference on students' narrative reading taught by using PORPE strategy. PORPE strategy was successfully applied to the eighth grade students of SMPN 3 Betung. PORPE strategy could help the students in comprehending the text. Therefore, it could be assumed that PORPE strategy is effective in teaching reading comprehension especially in narrative reading.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions

5.1. Conclusions

Based on the findings and interpretation in the previous chapter, some conclusions are drawn as follow. First, from the result of pretest and posttest of the experimental group, there was a significant improvement on the eighth grade students' narrative reading achievement who are taught by using PORPE strategy at SMPN 3 Betung. It could be seen that the p-output (0.000) was lower than 0.05 and t-obtained= 35.856 was higher than t-table (df 30=2.0423). It could be concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Second, there was a significant difference on the eighth grade students' narrative reading achievement who were taught by using PORPE strategy and those who were not at SMPN 3 Betung. It could be seen that p-output (0.001) which was lower than 0.05 and t-obtained = 3.451 was higher than t-table (df 60= 2.0003). Therefore, it could be included that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

5.2. Suggestions

Some suggestions are offered in order to develop the teaching and learning in EFL classroom. First, English teacher especially English teacher at SMPN 3

Betung can apply PORPE strategy as an alternative strategy to improve students' narrative reading achievement.

Second, the students should motivate themselves in improving their skill of reading. They should also improve their understanding of the aspects of language, such as vocabulary and grammar, to improve not only their reading skill but also other skills such as listening, speaking and writing.

Hopefully, this research can be useful for theoretical and practical references for other researchers who do similar studies which focused on the aspect of reading comprehension.

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APPENDICES

Appendix A

Informal Interview with English Teacher of the Eighth Grade of SMPN 3 Betung

(This interview was taken on February, 13rd 2017. The informal interview between the writer and the teacher is in Bahasa Indonesia)

Writer : Selamat pagi, pak.

Teacher : Selamat pagi.

Writer : Pak, apa pendapat bapak tentang kemampuan bahasa Inggris di SMPN 3 Betung, khususnya kelas 8?

Teacher : Menurut saya, kemampuan Bahasa Inggris di sekolah ini, khususnya kelas 8 kurang memuaskan.

Writer : Tidak memuaskan bagaimana, pak?

Teacher : Seperti yang kita ketahui, rata-rata siswa tidak tertarik atau malah menanggap bahasa Inggris adalah pelajaran yang menakutkan. Tetapi, di balik itu ada juga sebagian siswa yang suka pelajaran bahasa Inggris dan nilainya bagus.

Writer : Menakutkan bagaimana maksudnya, pak?

Teacher : Ya menakutkan karena kan bahasa Inggris itu bahasa asing. Siswa siswa kebanyakan tidak mengerti kosakata dalam bahasa Inggris.

Writer : Lalu bagaimana motivasi siswa dalam belajar bahasa Inggris, pak?

Teacher : Seperti yang saya katakan sebelumnya. Hanya sebagian siswa saja yang mempunyai motivasi bagus dalam belajar bahasa Inggris. Ada juga yang termotivasi, tapi mereka tidak mendapatkan nilai yang bagus karena keterbatasan pengetahuan.

Writer : Kalau dengan nilai nilai reading mereka, pak? Bagus atau tidak?

Teacher : Nilai reading mereka agak kurang dari rata-rata. Karena seperti yang kita tahu bahwa kebanyakan siswa tidak terlalu tertarik dalam membaca dan juga tidak mempunyai kosakata yang banyak, jadi ketika mereka membaca teks dalam bahasa Inggris, mereka susah untuk tahu informasi dari yang mereka baca.

Writer : Jadi, kendala bapak dalam mengajar reading itu adalah kosakata yang kurang ya, pak?

Teacher : Ya betul sekali, siswa tidak mempunyai vocabulary yang cukup, jadi mereka susah untuk mengartikan makna dari apa yang mereka baca sehingga mereka sulit untuk menjawab pertanyaan pertanyaan seputar teks tersebut.

Writer : Selanjutnya pak. Apakah siswa-siswa kelas 8 di semester 2 ini belajar tentang teks narrative?

Teacher : Iya, belajar.

Writer : Bagaimana kemampuan siswa dalam memahami teks narrative tersebut, pak? Seperti yang kita tahu kan siswa suka membaca cerita-cerita. Apakah siswa juga mempunyai kesulitan dalam memahai teks narrative?

Teacher : Ya, tentu saja. Memang siswa suka membaca cerita, tapi berbeda dengan cerita dalam bahasa Inggris. Tetap saja mereka sulit untuk memahami nya karena seperti yang saya katakan sebelumnya, vocabulary mereka kurang dan juga teks nya panjang sehingga mereka cenderung kehilangan ide cerita .

Writer : Baik pak, terimakasih atas waktu dan informasinya, pak.

Teacher : Ya, Sama-sama

Appendix B

INSTRUMENTS

School : SMPN 3 Betung

Class : VIII

Skill : Reading

Petunjuk Menjawab Soal:

1. *Write your name on your answer sheet.*
2. *Read the directions from each text.*
3. *Fill the correct answer by crossing (X) from four option (a),(b),(c),(d) given in the following questions.*

Text 1. Read the text and answer the questions 1-2

The old grandfather and his grandson

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the table cloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could not only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Source: Priyana, J. et al. 2008. Scaffolding English for Junior High School grade VIII. Jakarta: Pusat

1. How did the old grandfather feel about his son's and his son's wife's behavior toward him?

   a. He felt very sad about it c. He was really angry with them

b. He felt satisfied about it d. He was always complaining about it

2. Which of the following words is the synonym of **"enough"**?

   a. Less c. Many

   b. Correct d. Adequate

Text 2. Read the text and answer the questions 3-6

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cow he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Source: Priyana, J. et al. 2008. Scaffolding English for Junior High School grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

3. On his way home, how many cows did he see?

   a. One c. Six

   b. Five d. Seven

4. Which of the following statements is true according to the text?

   a. The stupid man spent much money on cows

   b. The stupid man was scolded by his wife

   c. The stupid man thought that he had lost one of his cows

   d. The stupid man lost one cow on his way home

5. Which of the following words is the synonym of **stupid**?

   a. Unlucky c. Bright

   b. Diligent d. Dull

6. Which of the following words is the antonym of "**certain**"?

   a. Sure c. Positive

   b. Unsure d. Clear

Text 3. Read the text and answer the questions 7-8

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents had passed away.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Source: Wardiman. A. 2008. English in Focus. Klaten: PT. Macana Jaya Cemerlang

7. How many dwarfs that lived with Snow white?

   a. Seven dwarves
   b. Five dwarves
   c. Six dwarves
   d. Eight dwarves

8. She knocked but no one answered so she **went**… (Paragraph 4 line 11). What is the antonym of the word went?

   a. Left
   b. Ran away
   c. Came
   d. Walked

Text 4. Read the text and answer the questions 9-11

Cinderella

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

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

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

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

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

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

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

Source: Wardiman. A. 2008. English in Focus. Klaten: PT. Macana Jaya Cemerlang

9. Why did the king hold the event at his palace?
   a. To celebrate his birthday
   b. To celebrate his wedding
   c. To find his crown prince a wife
   d. To entertain his people
10. What time should Cinderella come back home from the party?
   a. After midnight
   b. Before midnight
   c. At midnight
   d. In the morning
11. What is the main idea of the last paragraph?
   a. The prince did not find the Cinderella
   b. The prince find Cinderella
   c. The Cinderella is dead
   d. The prince did not happy

Text 5. Read the text and answer the questions 12-15

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are strong away food for the winter," they explained, "You should do the same." The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Furthumore, he knocked at the ants ' door, "Can you spare me some seeds?" he begged "I'm could and hungry!"

We worked hard all summer to store away food," they answered "What were you doing?" I was busy singing and dancing," he said. "Then sing and dance for us now!" they told him. "It's time you work for your dinner."

Source: Zaida. N. 2009. Practice you English Competence for SMP/MTs Class VIII. Jakarta: Erlangga

12. What is the main idea of the first paragraph?
   a. A grasshopper singing and dancing
   b. A grasshopper laughed and sad
   c. A grasshopper eating
   d. A grasshopper busy

13. The grasshopper laughed at the ants because?

a. The ants were very funny
c. He taught the ants were dull
b. The ants made some joke
d. The ants danced and sang song

14. What did the ants want the grasshopper to do for this dinner?

a. To hop away
c. To collect the food
b. To sing and dance
d. To knock at the door

15. "…He laughed at the ants said, "How dull! Why don't you…" What did the word **how dull** mean in paragraph 1 line 3?

a. Fun
b. Exhausting
c. Annoying
d. Boring

Text 6. Read the text and answer the questions 16-19

The Lion and the Mosquito

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

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

"I'm not afraid of you," teased the mosquito. "You may be called the king of the beasts, but I 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 sharp nails, drawing blood.

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

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

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

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

Source: Zaida. N. 2009. Practice you English Competence for SMP/MTs Class VIII. Jakarta: Erlangga

16. What id the mousquito do to lion?

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

17. The main idea of the last paragraph is...?

a. The lion won the fight
c. The mosquito was afraid of the spider

b. The mosquito regretted his manner
d. The lion was sad to see the mosquito dead

18. 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

19. What type of this text?
    a. Narrative text
    c. Recount text
    b. Description text
    d. An anecdote text

Taxt 7. Read the text and answer the questions 20-25

The Ant and the Dove

One hot day, an ant was searching for some water. After making around for some time, she came to a spring.

To reach the spring she had to climb up blade of grass. While making her way up, she slipped and feel into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up tree. Soon, it carried her safety to dry ground.

Just as that 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 him net. Quickly, the dove flied away to safety.

Source: Zaida. N. 2009. Practice you English Competence for SMP/MTs Class VIII. Jakarta: Erlangga

20. What did the dove do to save the ant?
    a. It climbed the nearby tree
    c. It dropped a leaf
    b. It saw the ant struggling
    d. It carried the ant to dry ground

21. What did the hunter do to dove?
    a. He was hoping to eat it
    c. He was trying to shoot
    b. He was trying to trap it
    d. He was running toward it

22. Which statement is TRUE according to the text?
    a. The dove bit the hunter on the heel
    c. The hunter killed the dove

b. Both animals were finally save
d. The ant bit the dove

23. What is the purpose of the text?
    a. To inform the readers about an ant
    c. To entertain the readers
    b. To describe the job of a hunter
    d. To describe a dove

24. What can we learn from the story?
    a. One good turn deserves another
    c. When te is a will, there is a way
    b. Don't be greedy, or you may lose
    d. It is wise to plan ahead for hard time

25. "Soon, **it** carried her safely….." (paragraph 3 line 8), the underlined word means…
    a. Ant
    c. Dove
    b. Leaf
    d. Spring

Text 8. Read the text and answer the questions 26-31

The wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can 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 as hard as he could. He blew from behind and blew from in front of the boy. The harder he 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. 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.

Source: Zaida. N. 2009. Practice you English Competence for SMP/MTs Class VIII. Jakarta: Erlangga

26. Who had the idea of getting the coat off the boy's back?
    a. The sun
    c. The wind
    b. The boy
    d. The writer

27. 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 Blutton it
d. He blew it

28. "**It** came out from…" (paragraph 4 line 13). The underline word refers to…
    a. The sun
    b. The wind
    c. The boy
    d. The cloud
29. "...the sun **argued about which**…", the underlined means….(paragraph 1 line 1)
    a. To make somebody understand
    b. To make somebody angry
    c. To express agreement
    d. To express love
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 had 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. Which of the following words is the antonym of **"strongest"**?
    a. Powerful b. Weakest c. Happiest d. Quickly

Text 9. Read the text and answer the questions 32-35

The Donkey and the Wolf

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thingking 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 carekess this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you cat me." He warned, "so you don't prick your mouth." "I'll try," answered the wolf lipted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. The donkey ran away as the wolp 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."

Source: Zaida. N. 2009. Practice you English Competence for SMP/MTs Class VIII. Jakarta: Erlangga

32. What is the main idea of the last paragraph?
    a. The wolf felt very silly for being tricked so easily

b. The donkey eating grass in a meadow

c. The wolf come closer

d. The donkey angry with the wolf

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

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

34. Which of the following words is the antonym of **"came"**?

a. Arrive
c. Visit
b. Go
d. Injure

35. Which of the following words is the synonym of **"warn"**?

a. Came
c. Admonish
b. Close
d. Started

Text 9. Read the text and answer the questions 36-40

The Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrots like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" But the parrot would not say it. Then the man got so angry that the shouted over and over, "Say Catano, or I'll kill you!" But the bird would not talk.

One day, after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Source: Wardiman. A. 2008. English in Focus. Klaten: PT. Macana Jaya Cemerlang

36. What is the main idea of the first paragraph?

a. Bird try so hard to say catano

b. The man got very angry with the bird

c. The man wanna kill the bird, if the bird cannot say catano

d. The bird scream the chickens

37. How often did the owner teach the bird how to say the word?

a. Always
c. Many times

b. Everyday
d. Every second

38. What type of this text?

a. Narrative text
c. Recount text

b. Description text
d. An anecdote text

39. "The parrot was **screaming** at the fourth chicken" (paragraph 5 line 19) what does the underlined word means?

a. Smiling
c. Shouting

b. Crying
d. Laugh

40. Which of the following words is the synonym of **"stupid"**?

a. Wooden
c. Dilligent

b. Smart
d. Delicious

"Good Luck" ☺

Appendix C

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skor			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan rumusan.				
	2. Kelengkapan 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. Keruntutandan sistematika materi.				
	4. Kesesuaian materi dengan alokasi waktu.				
III.	**Pemilihan Sumber Belajar/Media Pembelajaran**				
	1. Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang diinginkan.				
	2. Kesesuaian sumber media belajar/ media pembelajaran dengan materi pembelajaran.				
	3. Kesesuaian sumber belajar/ media dengan karakteristik peserta 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. Kelengakapan 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. Kebakuan struktur kalimat.				
	4. Bentuk huruf dan angka baku.				
VII.	**Penilaian Validasi Umum**				
	Penilaian atau validasi umum terhadap instrumen.	a	b	c	D

Palembang, Juli 2017
Validator III

Aisyah Shahab, M.Pd

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas				
	2. Kriteria skor dinyatakan jelas				
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas				
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif				
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar				
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami				
IV	**Penilaian validasi umum**	**a**	**b**	**c**	**D**

Kesimpulan:

…….

…….

Palembang, Juli 2017
Validator III

Aisyah Shahab, M.Pd

Appendix D

Critical Value r-table of Pearson Product Moment

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.226	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.181
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.380	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

Appendix E

Descriptive Statistic of Pretest and Posttest in Control and Experimental Group

1. Desriptive Statistics of Pretest Control Group

```
DESCRIPTIVES VARIABLES=Pretest_Control
  /STATISTICS=MEAN STDDEV MIN MAX.
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Descriptives

```
[DataSet0]
```

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	31	37.50	77.50	58.3871	11.71801
Valid N (listwise)	31				

2. Desriptive Statistics of Posttest Control Group

```
DESCRIPTIVES VARIABLES=posttest_control
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

```
[DataSet0]
```

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_control	31	37.50	85.00	58.7097	15.86231
Valid N (listwise)	31				

3. Desriptive Statistics of Pretest Experimental Group

```
DESCRIPTIVES VARIABLES=pretest_experimental
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	31	30.00	75.00	56.0645	11.73864
Valid N (listwise)	31				

4. Desriptive Statistics Posttest Experimental Group

```
DESCRIPTIVES VARIABLES=posttest_experimental
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	31	45.00	87.50	70.9677	11.80885
Valid N (listwise)	31				

Appendix F

Distribution of Frequency Data of Pretest and Posttest in Control and Experimental Group

1. Distribution of Frequency Data of Pretest in Control Group

```
FREQUENCIES VARIABLES=Pretest_Control
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet0]

Statistics

Pretest_Control

N	Valid	31
	Missing	0

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.5	2	6.5	6.5	6.5
	40	1	3.2	3.2	9.7
	45	3	9.7	9.7	19.4
	47.5	3	9.7	9.7	29.0
	50	2	6.5	6.5	35.5
	52.5	1	3.2	3.2	38.7
	55	1	3.2	3.2	41.9
	60	3	9.7	9.7	51.6
	62.5	1	3.2	3.2	54.8
	65	4	12.9	12.9	67.7
	67.5	3	9.7	9.7	77.4
	70	4	12.9	12.9	90.3

	72.5	1	3.2	3.2	93.5
	75	1	3.2	3.2	96.8
	77.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

2. Distribution of Frequency Data of Posttest in Control Group

```
FREQUENCIES VARIABLES=Posttest_Control
  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet0]
```

Statistics

Posttest_Control

N	Valid	31
	Missing	0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.5	1	3.2	3.2	3.2
	40	5	16.1	16.1	19.4
	42.5	1	3.2	3.2	22.6
	45	3	9.7	9.7	32.3
	50	1	3.2	3.2	35.5
	52.5	1	3.2	3.2	38.7
	55	3	9.7	9.7	48.4
	57.5	5	16.1	16.1	64.5
	60	1	3.2	3.2	67.7
	75	6	19.4	19.4	87.1
	85	4	12.9	12.9	100.0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.5	1	3.2	3.2	3.2
	40	5	16.1	16.1	19.4
	42.5	1	3.2	3.2	22.6
	45	3	9.7	9.7	32.3
	50	1	3.2	3.2	35.5
	52.5	1	3.2	3.2	38.7
	55	3	9.7	9.7	48.4
	57.5	5	16.1	16.1	64.5
	60	1	3.2	3.2	67.7
	75	6	19.4	19.4	87.1
	85	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

3. Distribution of Frequency Data of Pretest in Experimental Group

```
FREQUENCIES VARIABLES=Pretest_Experiment
  /ORDER=ANALYSIS.
```

Frequencies

```
[DataSet0]
```

Statistics

Pretest_Experiment

N	Valid	31
	Missing	0

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.2	3.2	3.2

	32.5	1	3.2	3.2	6.5
	35	1	3.2	3.2	9.7
	37.5	1	3.2	3.2	12.9
	40	1	3.2	3.2	16.1
	42.5	1	3.2	3.2	19.4
	50	1	3.2	3.2	22.6
	52.5	3	9.7	9.7	32.3
	55	1	3.2	3.2	35.5
	55.5	1	3.2	3.2	38.7
	57.5	6	19.4	19.4	58.1
	60	4	12.9	12.9	71.0
	65	3	9.7	9.7	80.6
	67.5	2	6.5	6.5	87.1
	70	2	6.5	6.5	93.5
	72.5	1	3.2	3.2	96.8
	75	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

4. Distribution of Frequency Data of Posttest in Experimental Group

```
FREQUENCIES VARIABLES=Posttest_Experiment
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet0]

Statistics

Posttest_Experiment

N	Valid	31
	Missing	0

Posttest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.2	3.2	3.2
	50	1	3.2	3.2	6.5
	55	1	3.2	3.2	9.7
	57.5	4	12.9	12.9	22.6
	60	3	9.7	9.7	32.3
	70	3	9.7	9.7	41.9
	75	9	29.0	29.0	71.0
	77.5	1	3.2	3.2	74.2
	80	1	3.2	3.2	77.4
	85	6	19.4	19.4	96.8
	87.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Appendix G

Normality of Pretest and Posttest in Control and Experimental Groups

1. Normality of Pretest in Control Group

```
NPAR TESTS
  /K-S(NORMAL)=Pretest_Control

  /MISSING ANALYSIS.
```

NPar Tests

```
[DataSet0]
```

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		31
Normal Parameters[a]	Mean	58.3871
	Std. Deviation	11.71801
Most Extreme Differences	Absolute	.165
	Positive	.118
	Negative	-.165
Kolmogorov-Smirnov Z		.921
Asymp. Sig. (2-tailed)		.365

a. Test distribution is Normal.

2. Normality of Posttest in Control Group

```
NPAR TESTS
  /K-S(NORMAL)=Posttest_Control

  /MISSING ANALYSIS.
```

NPar Tests

```
[DataSet0]
```

One-Sample Kolmogorov-Smirnov Test

		posttest_control
N		31
Normal Parameters[a]	Mean	58.7097
	Std. Deviation	15.86231
Most Extreme Differences	Absolute	.176
	Positive	.176
	Negative	-.170
Kolmogorov-Smirnov Z		.977
Asymp. Sig. (2-tailed)		.295

a. Test distribution is Normal.

3. Normality of Pretest in Experimental Group

```
NPAR TESTS
  /K-S(NORMAL)=Pretest_Experiment

  /MISSING ANALYSIS.
```

NPar Tests

```
[DataSet0]
```

One-Sample Kolmogorov-Smirnov Test

		Pretest_Experiment
N		31
Normal Parameters[a]	Mean	56.0645
	Std. Deviation	11.73864
Most Extreme Differences	Absolute	.162
	Positive	.078
	Negative	-.162
Kolmogorov-Smirnov Z		.900
Asymp. Sig. (2-tailed)		.393

a. Test distribution is Normal.

4. Normality of Posttest in Experimental Group

```
NPAR TESTS
  /K-S(NORMAL)=Posttest_Experiment

  /MISSING ANALYSIS.
```

NPar Tests

```
[DataSet0]
```

One-Sample Kolmogorov-Smirnov Test

		Posttest_Experiment
N		31
Normal Parameters[a]	Mean	70.9677
	Std. Deviation	11.80885
Most Extreme Differences	Absolute	.214
	Positive	.146
	Negative	-.214
Kolmogorov-Smirnov Z		1.193
Asymp. Sig. (2-tailed)		.116

a. Test distribution is Normal.

Appendix H

Homogeneity of Pretest and Posttest in Control and Experimental Groups

1. Homogeneity of Pretest in Control and Experimental Group

```
ONEWAY ss_score BY categories
  /STATISTICS HOMOGENEITY

  /MISSING ANALYSIS.
```

Oneway

```
[DataSet0]
```

Test of Homogeneity of Variances

ss_score

Levene Statistic	df1	df2	Sig.
.716	1	60	.401

ANOVA

ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	83.613	1	83.613	.608	.439
Within Groups	8253.226	60	137.554		
Total	8336.839	61			

2. Homogeneity of Posttest in Control and Experimental Group

```
ONEWAY ss_score BY categories
  /STATISTICS HOMOGENEITY

  /MISSING ANALYSIS.
```

Oneway

```
[DataSet0]
```

Test of Homogeneity of Variances

ss_score

Levene Statistic	df1	df2	Sig.
3.080	1	60	.084

ANOVA

ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2329.032	1	2329.032	11.911	.001
Within Groups	11731.855	60	195.531		
Total	14060.887	61			

Appendix I

Result of Hypothesis Testing

1. Result of Paired Sample T-Test on Students' Pretest to Posttest Score in Experimental Group

```
T-TEST PAIRS=Pretest_Experiment WITH Posttest_Experiment  (PAIRED)
  /CRITERIA=CI(.9500)

  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet0]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_exp	63.5161	31	13.88476	1.76337
	Post_exp	1.5000	31	.50408	.06402

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_exp & Post_exp	31	.541	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_exp – Post_exp	6.20161E1	13.61863	1.72957	58.55765	65.47461	35.856	30	.000

2. Result of Independent Sample T-Test on Students' Posttest Score in Control and Experimental Group

```
T-TEST GROUPS=categories(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=ss_score

  /CRITERIA=CI(.9500).
```

T-Test

```
[DataSet0]
```

Group Statistics

	categories	N	Mean	Std. Deviation	Std. Error Mean
ss_score	posttest control	31	58.7097	15.86231	2.84896
	posttest experiment	31	70.9677	11.80885	2.12093

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ss_score	Equal variances assumed	3.080	.084	-3.451	60	.001	-12.25806	3.55175	-19.36261	-5.15352
	Equal variances not assumed			-3.451	55.439	.001	-12.25806	3.55175	-19.37465	-5.14147

Appendix L

Students' Score Pretest-Posttest in Control and Experimental Group

Control Group (VIII.2)

No	Name	Pretest	Posttest
1	Student 1	65	57.5
2	Student 2	60	57.5
3	Student 3	70	75
4	Student 4	45	45
5	Student 5	47.5	57.5
6	Student 6	65	75
7	Student 7	65	45
8	Student 8	67.5	55
9	Student 9	75	75
10	Student 10	70	60
11	Student 11	55	40
12	Student 12	47.5	52.5
13	Student 13	65	75
14	Student 14	67.5	55
15	Student 15	50	50
16	Student 16	45	42.5
17	Student 17	45	45
18	Student 18	37.5	40
19	Student 19	72.5	85
20	Student 20	77.5	85
21	Student 21	52.5	75
22	Student 22	67.5	55
23	Student 23	70	75
24	Student 24	47.5	57.5
25	Student 25	40	37.5
26	Student 26	60	85
27	Student 27	37.5	40
28	Student 28	70	57.5
29	Student 29	50	40
30	Student 30	62.5	85
31	Student 31	60	40

Experimental Group (VIII.1)

No	Name	Pretest	Posttest
1	Student 1	52.5	75
2	Student 2	52.5	70
3	Student 3	57.5	85
4	Student 4	57.5	75
5	Student 5	60	75
6	Student 6	67.5	87.5
7	Student 7	60	75
8	Student 8	55.5	57.5
9	Student 9	60	75
10	Student 10	40	55
11	Student 11	57.5	77.5
12	Student 12	35	45
13	Student 13	60	70
14	Student 14	55	60
15	Student 15	65	80
16	Student 16	57.5	70
17	Student 17	70	85
18	Student 18	42.5	57.5
19	Student 19	30	57.5
20	Student 20	70	85
21	Student 21	75	85
22	Student 22	32.5	57.5
23	Student 23	57.5	60
24	Student 24	65	75
25	Student 25	52.5	60
26	Student 26	72.5	85
27	Student 27	67.5	75
28	Student 28	57.5	75
29	Student 29	65	85
30	Student 30	50	75
31	Student 31	37.5	50

Appendix M

Students' Improvement from Pretest to Posttest in Control and Experimental Groups

1. Students' Improvement from Pretest to Posttest in Control Group

No	Name	Control Group		Improvement (%)
		Pretest	Posttest	
1	Student 1	65	57.5	-7.5 %
2	Student 2	60	57.5	-2.5 %
3	Student 3	70	75	5 %
4	Student 4	45	45	0 %
5	Student 5	47.5	57.5	10 %
6	Student 6	65	75	10 %
7	Student 7	65	45	-20 %
8	Student 8	67.5	55	-12.5 %
9	Student 9	75	75	0 %
10	Student 10	70	60	-10 %
11	Student 11	55	40	-15 %
12	Student 12	47.5	52.5	5 %
13	Student 13	65	75	10 %
14	Student 14	67.5	55	-12.5 %
15	Student 15	50	50	0 %
16	Student 16	45	42.5	-2.5 %
17	Student 17	45	45	0 %
18	Student 18	37.5	40	2.5 %
19	Student 19	72.5	85	12.5 %
20	Student 20	77.5	85	7.7 %
21	Student 21	52.5	75	22.5 %
22	Student 22	67.5	55	-12.5 %
23	Student 23	70	75	5 %
24	Student 24	47.5	57.5	10 %
25	Student 25	40	37.5	-2.5 %
26	Student 26	60	85	25 %
27	Student 27	37.5	40	2.5 %
28	Student 28	70	57.5	-12.5 %
29	Student 29	50	40	-10 %
30	Student 30	62.5	85	22.5 %
31	Student 31	60	40	-20 %

From the analyses above, it was found that there were 14 students who got improvement from 2.5% to 22.5%, and 17 students had no improvement.

2. Students' Improvement from Pretest to Posttest in Experimental Group

No	Name	Experimental Group		Improvement (%)
		Pretest	Posttest	
1	Student 1	52.5	75	22.5 %
2	Student 2	52.5	70	17.5 %
3	Student 3	57.5	85	27.5 %
4	Student 4	57.5	75	17.5 %
5	Student 5	60	75	15 %
6	Student 6	67.5	87.5	20 %
7	Student 7	60	75	15 %
8	Student 8	55.5	57.5	2 %
9	Student 9	60	75	15 %
10	Student 10	40	55	15 %
11	Student 11	57.5	77.5	20 %
12	Student 12	35	45	10 %
13	Student 13	60	70	10 %
14	Student 14	55	60	5 %
15	Student 15	65	80	15 %
16	Student 16	57.5	70	12.5 %
17	Student 17	70	85	15 %
18	Student 18	42.5	57.5	15 %
19	Student 19	30	57.5	27.5 %
20	Student 20	70	85	15 %
21	Student 21	75	85	10 %
22	Student 22	32.5	57.5	25 %
23	Student 23	57.5	60	2.5 %
24	Student 24	65	75	10 %
25	Student 25	52.5	60	7.5 %
26	Student 26	72.5	85	12.5 %
27	Student 27	67.5	75	7.5 %
28	Student 28	57.5	75	17.5 %
29	Student 29	65	85	20 %
30	Student 30	50	75	25 %
31	Student 31	37.5	50	12.5 %

From the result analyses above, it was found that all of the students in experimental group got improvement from 2% to 27.5%.

Appendix N

SILABUS PEMBELAJARAN

Sekolah : **SMPN 3 Betung**
Kelas : **VIII (Delapan)**
Mata Pelajaran : **Bahasa Inggris**
Semester : **2 (Dua)**
Standar Kompetensi : **Membaca**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan	1. Teks Essai berbentuk *narrative / recount* 2. Ciri kebahasaan Teks Essai berbentuk *narrative / recount* 3. Tujuan komunikatif teks essai *narratif / recount* 4. Langkah retorika *narrative / recount* 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru 4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi	• Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount* • Mengidentifikasi tujuan komunikatif teks *narrative / recount*	Tes lisan Tes tulis Tes Tulis Tes Tulis	Membaca nyaring Pilihan ganda Isian singkat Pertanyaan tertulis	*Read the story aloud.* *Choose the right answer based on the text.* *Complete the following sentences using the information from the text.* *Answer the following questions based on*	2 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima yang berkaitan dengan lingkungan sekitar 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative*	1.Teks fungsional : - undangan - pengumuman - pesan - iklan 2.Tujuan komunikatif 3.Ciri kebahasaan	yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative / recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative / recount* yang di baca 8. Menentukan ciri kebahasaan teks *narrative / recount* yang di baca 9. Membaca teks *narrative / recount* lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional	• Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount* • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional	Tes tulis Tes tulis Tes tulis	PG Jawaban singkat Jawaban singkat	*the text.* *Choose the best option, a,b,c or d* *Answer the following questions* *Give short answers !*	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	• Mengidentifikasi ciri kebahasaan teks fungsional					
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Appendix O

LESSON PLAN

School	: SMPN 03 Betung
Subject/skill	: English/Reading
Time Allocation	: 2x40 minutes
Topic	: Narrative Text

I. STANDARD COMPETENCE

11. Understanding the meaning of written text and short functional text in the form of *Recount* and *narrative* with regard to the surrounding environment

II. BASIC COMPETENCE

11.1. Reading aloud the meaning of functional text and simple short essay in the form of *recount* and *narrative* with speech, pressure, intonation and acceptable with regard to the surrounding environment

III. INDICATOR

The students are able to:

- Identify the main idea
- Identify vocabulary
- Find detail information
- Find inference

IV. LEARNING OBJECTIVE

At the end of learning, the students are able to;

- Identify the main idea
- Identify vocabulary
- Find detail information
- Fine inference

V. LEARNING STRATEGY

Predict, Organize, Rehearse, Practice and Evaluate (PORPE) Strategy

VI. LEARNING MATERIAL

a. Narrative Text

- Social function : To amuse or entertain the readers and listener in the Past even
- Generic structure : a) Orientation, b) Complication, c) Resolution
- Language feature : use past tense, adjectives, adverb, etc.

b. Example of narrative text

Babu and the lion

One day, there was a slave whose name is babu. His master was very bad. You know, he often punched babu and did not offer him food for days. Poor babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, there was a very big lion. You see, babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like:"Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

VII. TEACHING AND LEARNING ACTIVITIES

No	Activities	Time
1	**Pre Activities** a. Teacher greets students b. Teacher checks the students' attendence list	5 minutes
2	**Whilst Activities** a. The teacher assigns the students to make groups. b. The teacher explains about the use of PORPE strategy. c. The teacher explains about the generic structure and language feature of narrative text. d. The teacher asks the students to read the text. After studying unit content, ask students to predict possible	55 minutes

	essay questions from the information contained in the text. e. After that the teacher ask students to share their possible question with classmate. f. The teacher tell students to organize possible answer to the essay question by brainstorming individually or with a friend. g. The teacher instruct students to rehearse the possible answer until such time as it goes into their memory. This step helps students to place the key ideas, examples, and overall organization in students' long-term memory. h. The teacher ask students practice recalling the answers to the possible essay question. In practicing, the students' answer the students' predicted essay questions from memory. i. The teacher tell students to self-evaluate the quality of their essay answer. Evaluate the students' work by asking the following question: Do I have enough clear examples? Is my answer complete, truthful, and suitable?	
3	**Post Activity** a. The teacher asks the student to summary about the text b. The teacher asks some students to read their summary in front of the class	20 minutes

VIII. Media/Source

Source: Wardiman, A. Jahur, M. B. & Djusma, M. S. (2008). *English in focus: For grade VIII Junior High School.* Jakarta, Indonesia: Pusat Perbukuan Departemen Pendidikan Nasional.

Media: Students' worksheet

IX. Scoring

Reading test essay consist of five questions.

No	Questions	Score
1.	Whose is the first character on "Babu and The Lion?	10
2.	How was babu help the lion?	10
3.	Why he escape into forest and sleep in a cave?	10
4.	What did babu see on the mouth cave next morning?	10

5.	How did the story end?	10

True answer x 2 = Total score

Palembang, Agustus 2017

English Teacher

Herlan Aryanto, S.Pd

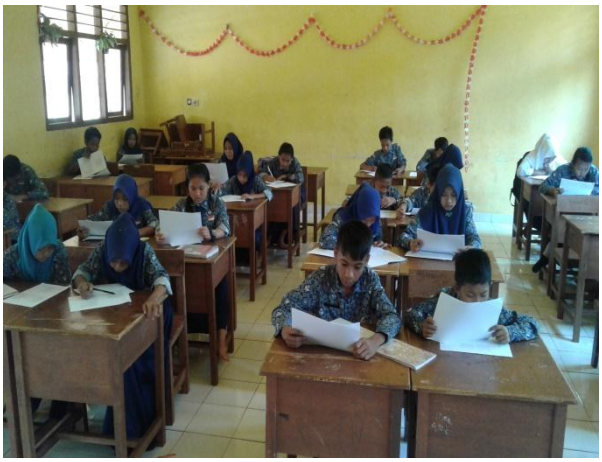
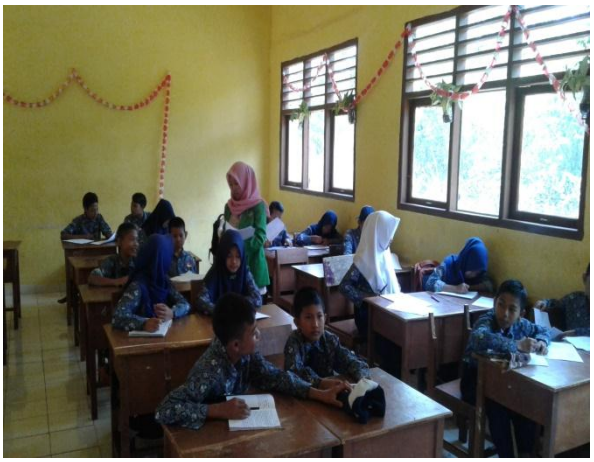
Researcher

Ita Lestari
NIM. 12250061

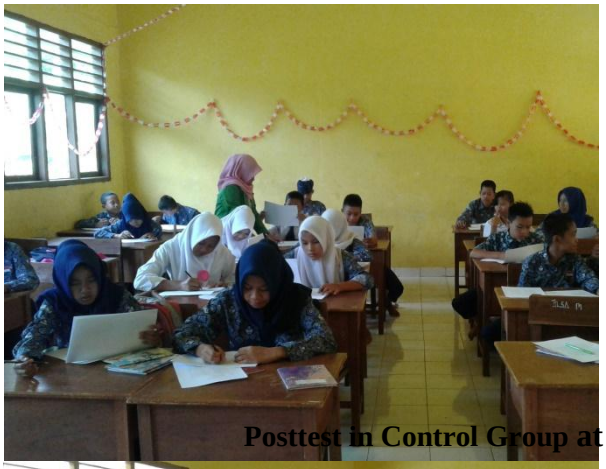
Appendix P

Research Photo Gallery

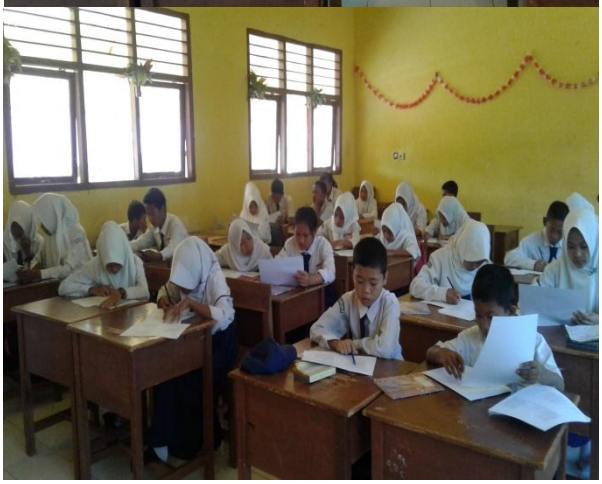
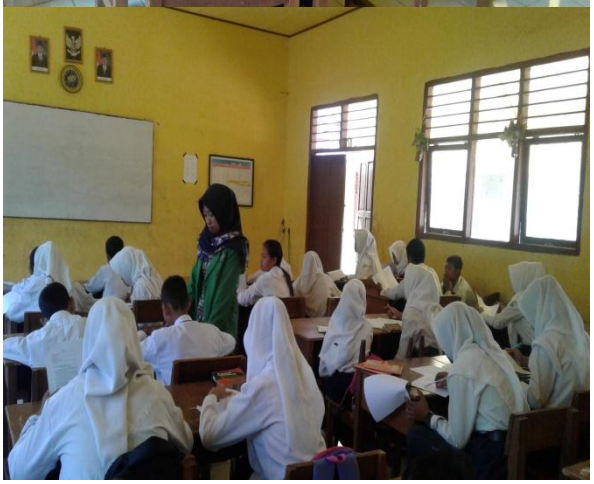
Pretest in Control Group at SMPN 3 Betung

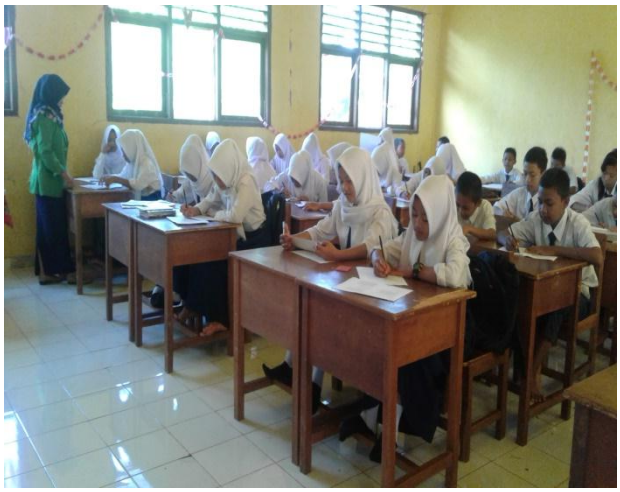
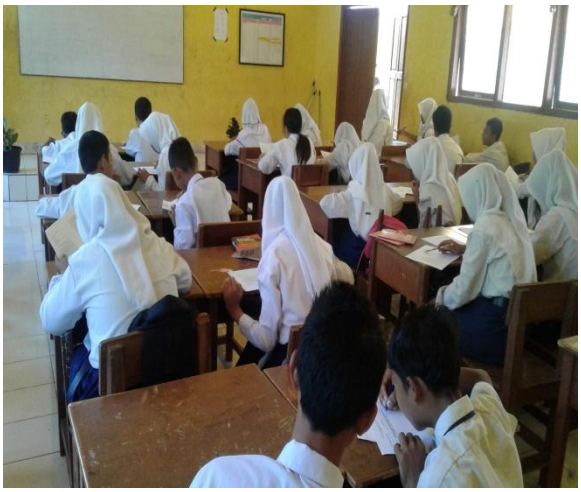
Pretest in Experimental Group at SMPN 3 Betung



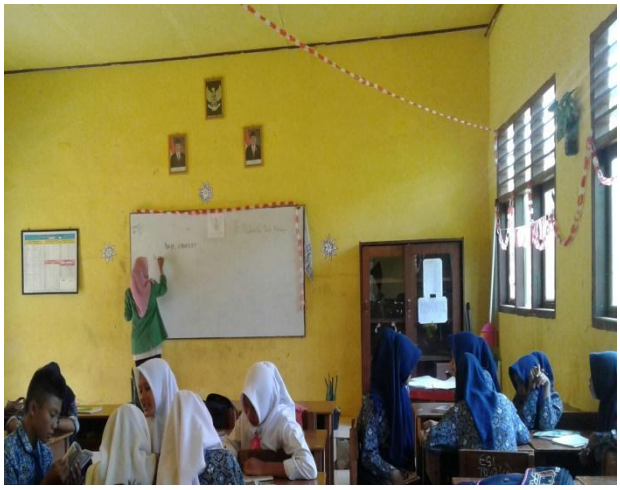
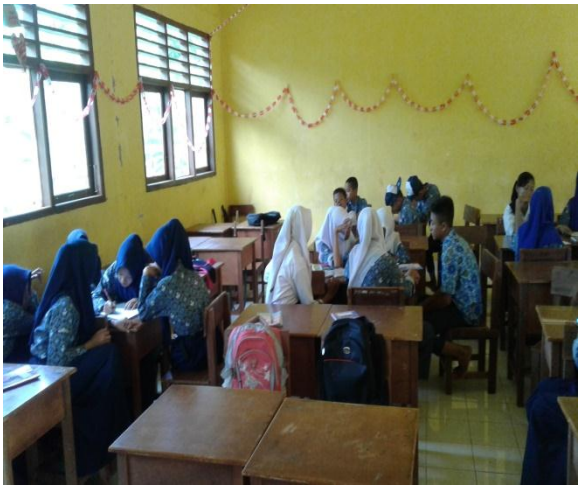

Posttest in Control Group at SMPN 3 Betung

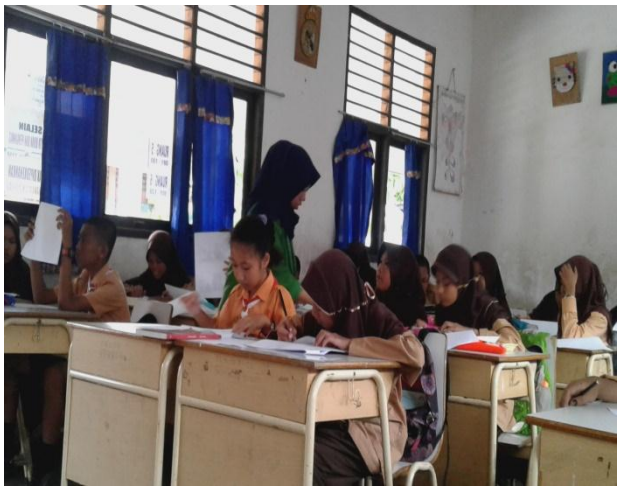
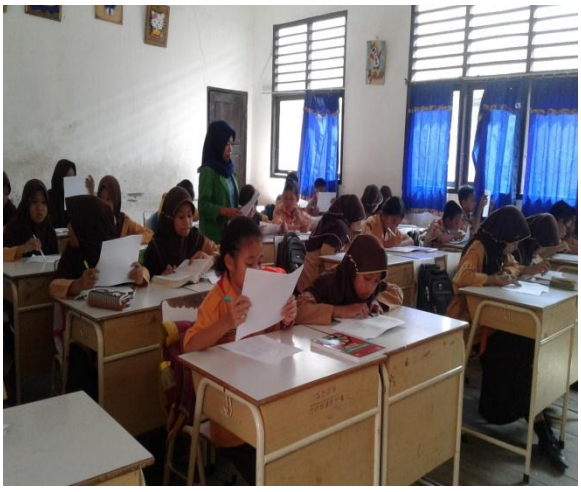
Posttest in Experimental Group at SMPN 3 Betung

Treatment in Experimental Group at SMPN 3 Betung

Tryout at SMPN 31 Palembang

Appendix Q

Critical Value t-table

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981
43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342

87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329
89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

Source: http://davidlane.com/hyperstat/t-table.html