

**IMPROVING THE EIGHTH GRADE STUDENTS'
NARRATIVE READING COMPREHENSION BY USING IT
SAYS I SAY AND SO STRATEGY AT SMP NURUL IMAN
PALEMBANG**



**UNDERGRADUATE THESIS
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by

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Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“IMPROVING THE EIGHTH GRADE STUDENTS’ NARRATIVE READING COMPREHENSION BY USING IT SAYS I SAY AND SO STRATEGY AT SMP NURUL IMAN PALEMBANG”**, ditulis oleh saudari **Sulung Susanti (12250135)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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Pembimbing II

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DEDICATION

This thesis is dedicated to:

- ❖ *Allah SWT for everything that have given to me, and for His blessing, His mercies, His Messengers, His books and His great helps.*
- ❖ *The prophet Muhammad SAW who always inspires me to the best.*
- ❖ *My beloved family, Lutpi (Father), Rusni (Mother), Maya Sari (Sister), Rizky Ramadhan (Brother), yai and nyai, neknang and nekno, and all of my family who are always support me and give me a great love, pray, motivation and help.*
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MOTTO:

*Whoever treads (walk) a path seeking knowledge. Allah will make easy for him the path to Paradise.
(HR Muslim no. 2699)*

*No matter how knowledgeable you are if not used in Islamic way, it won't benefit you at all.
(Islamic Tube)*

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21. Transkrip Nilai

ABSTRACT

The objectives of this study were to find out whether or not there was significant improvement on the eighth grade students' narrative reading comprehension achievement who were taught by using It Says I Say And So strategy at SMP Nurul Iman Palembang before and after the treatment, and to find out whether or not there was significant difference on the eighth grade students' narrative reading comprehension achievement between those who were taught by using It Says I Say And So strategy and those who were not at SMP Nurul Iman Palembang. This study used quasi-experimental design with non equivalent pretest-posttest design. The population of this study was all of the eighth grade students of SMP Nurul Iman Palembang which consisted of 152 students. There were 72 students taken as sample. Each class consisted of 36 students in Experimental group (VIII 1) and Control group (VIII 2). In collecting the data, reading test in the form of multiple choice questions was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by paired and independent sample t-test in SPSS program. The finding showed that the p-output from paired sample t-test (sig2.tailed) was 0.000 which was lower than 0.005 and t-value 17.813 was higher than t-table 2.0301 (with $df=35$). Then, p-output from independent sample t-test was 0.002 lower than 0.05 and t-value 3.207 was higher than t-table 1.9944 (with $df=70$). Therefore, it could be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It means that narrative reading by using It Says I Say And So strategy had a significant improvement on the students' narrative reading comprehension achievement. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of narrative reading text.

Keywords: *Reading comprehension, narrative text, It Says I Say And So strategy.*

CHAPTER I

INTRODUCTION

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

1.1 Background

Nowadays, English is global language that is used as communication device in many countries where it gives contribution in this life. It can be implemented in several aspects for example science, business, technology, and education. Nga (2008, p. 260) states that English is main language in communication which brings people on earth together and helps them understand each other in several aspects. Moreover, Crystal (2003, p. 4) argues that English is as global language divided into two reasons. Firstly, a language can be made the official language of a country, to be used in the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status.

Determining the importance of English, Hamra and Syatriana (2010, p. 27) explain that English is the first foreign language in Indonesia. Indonesian students should learn English because it is one of important subjects at the school. English in Indonesian curricula have changed for several times during the past fifty years including English subject from 1945's until now. Indonesian curriculum of

English education began to exist in 1945 (Sahiruddin, 2013, p. 568). It means that the position of English in Indonesia is very urgent in education development.

In learning English, there are four components of language skill. They are speaking, listening, reading and writing. According to Zhang (2013, p. 834), there are generally four basic skills involved in the language learning process. The processes of receiving are listening and reading. Moreover, Harmer (2003, p. 199) states that receptive skills are the ways how people acquire the meaning from the discourse that they see or hear. Whereas, Cooper (2015, p. 1) argues that the productive skills are those which enable language learners to communicate meaning effectively to others. The processes of production are speaking and writing.

Among those skills, reading is one of the most important skills in language learning and it needs comprehending. According to Patel and Jain (2008, p. 113), reading is the most useful important skill for people to update his/her knowledge. In reading, the reader should full concentration to understand text. In addition, Grabe (2009, p.14) states that reading is a main process for comprehending. As the important skill, reading brings the reader to get a lot of knowledge and information by comprehending.

In relation to the importance of learning reading, there are some roles of reading. Bruce and Robinson (1999) cited in Harland (2013, p. 3) remark that the role of reading is to develop vocabulary, syntactic knowledge and general knowledge. The roles of reading have given the students benefit in learning

English for example the students can improve vocabulary, knowledge and comprehending.

Reading gives contribution in many aspects one of them in students' academic life. Goodman (2001, p. 4) cited in Harland (2013, p. 3) proposes that teaching reading serves two major roles to have a psycholinguistic guessing game and to develop students linguistic and general knowledge. The roles involve an essential interaction between language, thought, and fun in reading. In academic settings, almost every major purpose for reading comes into play. Thus, English for Academic Purposes (EAP) in reading curriculum have multiple purposes for example (1) to search for information (2) for general comprehension (3) to learn new information (4) to synthesize and evaluate information (Grabe & Stoller, 2016, p. 86).

In learning reading, students face problem that is caused by many aspects and factors where it is very crucial for students in English subject. According to Ogano (2012, p. 13), reading may be described by difficulties in single word of reading, sounding out words/letters, reading sight words, comprehension, and they cannot understand that sentences consist of words, comprised of syllables which are also made up of single sounds or phoneme. In addition, Sadeghi (2007, p. 199) argues that there are two factors which may influence reading comprehension for example internal and external factor. Internal factor refers to everything related to the readers such as their cognitive abilities, strategies, knowledge, background, and effective characteristic. External factors called the text, content, and writer

variable. Reading is one of language skills which have problem and difficult to understand a text because it needs full concentration.

In relation to this, Indonesian students are still low in reading achievement. World Bank and IEA (2008) cited in Furqon (2014, p. 3) describes that in East of Asian, Indonesian people had the lowest level in reading English text. Indonesian student of reading skills is lower than other countries. The mean score of Indonesian students' was 397 while the OECD average score was 493 (OECD, 2016). The position rank of Indonesia in PISA reading is 62th out of 70 countries participating reported from Program for International Student Assessment (PISA) 2015 (OECD, 2016). The data showed that Indonesian's reading skill is still poor. It means that Indonesian students need strategy to improve their reading skill.

Based on curriculum and syllabus, reading is one of the language skills that must be taught at junior high school. Teaching reading is expected to enable students to master some functional texts in monologue or paragraph in form of descriptive, narrative, recount and procedure. In addition, based on Competency Standard - *Standar Kompetensi* (SK): Understand the meaning in short simple essay in recount, and narrative text to interact with the environment and Basic Competency - *Kompetensi Dasar* (KD): 11.2 Respond to the meaning and rhetorical step in a simple short essay accurately, fluently, and appropriately in the form of narrative text in the context of daily life. Narrative reading is type of text that is taught at the eighth grade. According to Wardiman, et. al, (2008, p. 93), narrative text is an imaginative story to entertain people. Narrative is written according to forms, or story grammars (Yimwilai, 2009, p. 8).

Narrative text is useful for the students to refresh the stories in the past to be knowledge which has positive effect in learning English. Abbott (2002, p. 3) argues that narrative is the principal way in which our species organizes its understanding of time. Narrative is fundamentally important in education, culture and life. According to the educational psychologist, Bruner (2007) cited in Hall (2010), narrative is about the most generic thing we have. It has an astonishing range of uses: confessions, excuses, justifications, just to know what happened. In addition, Zaida (2011, p. 142) narrative text is a story to entertain the readers or listeners. In short, narrative is series of the story that shows important thing which contains information and knowledge.

In teaching and learning process, the teacher is not easy to teach the students to get ability in reading and to comprehend narrative text. In learning reading, the students faced many difficulties to comprehend of a text especially narrative text. Septiani (2015, p. 3) revealed that the students at junior high school had problem in narrative text such as they were not really enthusiastic in following the lesson that the teacher gave them. On the other hand, Amalia (2015, p. 4) reported that most of students did not feel satisfy with their narrative reading text because the students could not get some information in the text or passage. Moreover, Gahagan (2007, p. 1) also added that students in today's society have difficulties in understanding meaning of the words and the content of the text because they had poor vocabulary.

In relation to problems above, a preliminary study was conducted in SMP Nurul Iman Palembang. Many students at SMP Nurul Iman especially at the

eighth grade had problems in learning English especially in reading skill. when the writer did observation in SMP Nurul Iman Palembang, the eighth grade students still had difficulties in comprehending reading narrative text and it was convinced by students' daily score in learning narrative text in the first semester that was still under the standard of curriculum score 75. It was proved by the data taken from the teacher that showed the average score of reading competency achievement of 72 students of eighth grade are 70 from VIII.2 and 65 from VIII.1 in learning narrative reading text. It means that the students' achievement needs to be improved.

Moreover, it was supported by interviewing and giving the students questionnaires. After conducting an informal interview with one of the teachers of English at SMP Nurul Iman Palembang, it was found that students had problems in learning reading especially in narrative text (see appendix A). First, the students were not really interested in learning reading, so the students were difficult to comprehend the text, and still confused to find the meaning of difficult word because the students were lack of vocabulary. It was proved interview guidelines the teacher of English in question number 3, 4, and 5. Second, the students were difficult to find the information in a text such as to get main idea, content and conclusion in a text because the students got confused. It was proved interview guidelines the teacher of English in question number 5. Third, the students were lazy to read texts narrative because the texts are quite long and the students were difficult in grammar and spelling when during reading text. It was proved interview guidelines the teacher of English in question number 9. It is supported

by 10 item questionnaires that were given to 30 students (see appendix B). Based on the result of questionnaire, it can be concluded that what the teacher stated about the students' difficulties in reading narrative was true and confirmed by the students.

Considering the problems faced by the students in learning narrative reading, the teacher must apply appropriate strategy that is effective to solve the students' problems. By applying appropriate strategy, the students can have motivation in learning reading especially narrative text in order the students can improve their reading comprehension. Koosha, Abdollahi and Karimi (2016, p. 70) argue that strategy is one of the most beneficial solutions which is needed for improving students comprehension. It means that an appropriate strategy is needed to improve students' reading comprehension in teaching and learning process in narrative reading.

One of the appropriate strategies to solve the problems above is by using It Says I Say And So strategy. Preszler (2006, p. 22) states that It Says I Say And So is a reading strategy that requires students to consider questions linked to textual material, find information in the text that responds to the question, interpret the text using inference skills, and combine the information from the text and their own thinking to create an answer. This strategy works in fiction or non-fiction text and this strategy is appropriate for fourth until twelfth grade students. In short, this strategy is to help students to make inference or to draw conclusion by using It Says I Say And So chart.

Sari (2012) showed that It Says I Say And So strategy gave positive effect to the eleventh grade students in reading comprehension achievement in narrative text. Iqbal (2013) reported that It Says I Say And So Strategy gave positive effect which can help students in reading comprehension achievement on narrative text and recount text. In accordance with the problems above, the implementation of It Says I Say And So Strategy to the eighth grade students of SMP Nurul Iman Palembang in teaching reading comprehension would be applied.

1.2 Problems of the Study

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

- 1) Is there significant improvement on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So Strategy at SMP Nurul Iman Palembang before and after treatment?
- 2) Is there significant difference on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are not at SMP Nurul Iman Palembang?

1.3 Objectives of the Study

Based on previous problems, the objectives of this study are:

- 1) To find out whether or not there is significant improvement on the eighth grade students' narrative reading comprehension who are taught by using It

Says I Say And So Strategy at SMP Nurul Iman Palembang before and after treatment.

- 2) To find out whether or not there is significant difference on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are not at SMP Nurul Iman Palembang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contributions for some sides:

- 1) The teachers of English

The writer hopes that this study will be beneficial for English teacher to develop and improve learners' reading comprehension by using It Says I Say And So strategy when teaching reading especially narrative text. This strategy can be used as a reference to enrich teachers' knowledge in teaching process.

- 2) The students

The writer hopes that this study can help the students become interested in learning reading and to solve the students' problems in narrative reading comprehension.

- 3) The writer

This study is expected to add and enrich the writer's knowledge and understanding in teaching narrative reading comprehension by using It Says I Say And So strategy in the future time and conducting education research.

4) The future researcher

This study will give source or references and information about It Says I Say And So strategy for the next researcher to conduct similar further research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of reading comprehension; (2) the concept of teaching reading comprehension; (3) the principle of reading comprehension; (4) the concept of narrative text; (5) the concept of It Says I Say And So strategy; (6) procedures of It Says I Say And So strategy; (7) previous related studies; (8) hypotheses of the study; (9) criteria of testing hypotheses; and (10) research setting.

2.1 The Concept of Reading Comprehension

Reading is an important language skill that should be mastered by the students. According to Collins and Collins (2005, p. 14), reading is an essential skill, perhaps the most important skill, taught in the schools. Similarly, Patel and Jain (2008, p. 114) explain that reading is certainly an important activity for expanding knowledge of a language. In addition, Brassell and Rasinski (2008, p. 15) state that reading is a broad process that involves the eyes, 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.

In relation to definition above, reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare & Othman, 2013, p. 188). On the other hand, Patel and Jain (2008, p. 114) state that

reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. In short, reading is as an activity to know a means of text and knowledge of language.

Islam has explained about reading, actually there are many surah of Al-Qur'an explained about reading one of them is surah *Al-alaq*, verse 1-5 as bellows:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

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)

Based on the verses above, Allah SWT requires His worshipers to be able to read and learn science that they do not know before. Allah says many things in His Qur'an that can be used by people as guiding in his life. It means that the source of knowledge is from Allah SWT. It has been clearly stated by Him. Therefore, Surah Al alaq verse 1-5 has relation in education, by reading holy Qur'an the people can learn anything that they do not know before.

In understanding of the content of reading, Harmer (2003, p. 201) argues that there are two methods of understanding the content of reading in English, both methods of reading are *bottom-up and top-down*. *Bottom-up* method is a way of reading is done by first recognize the various signs of linguistics, such as letter, morphemes, syllable, word, phrase, discourse markers, and the use of the

mechanism of the process of linguistic data that will be used as cues. *Top-down* method is a process of reading, which focuses on an overview and understands the text content in general or as a whole.

During reading, it needs comprehension. The goal of reading is comprehending (Harmer (2007, p. 99 and Nunan, 2003 p. 68). According to Kruidenier and Curtis (2005, p. 9), comprehension is an active process; readers must interact and be engaged with a text. The readers should comprehend when during reading to get information and knowledge, because it is important thing. Collins and Collins (2005, p. 14) argue that comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning. Therefore, the activity of reading is the process to get information and knowledge. Nunan (2003, p. 68) explains that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Without background knowledge, without the vocabulary that comes with various experiences, there is no comprehension (Duffy, 2009, pp. 14-15).

According to Snow (2002, p. 11), reading comprehension is a complex activity that involves interaction between the readers and the text. It 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. Furthermore, Duffy (2009, p. 14) also explain that reading comprehension depends on prior knowledge or knowledge about the world. 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.

Many people learn something new for some purposes such as in learning reading comprehension. The purpose in reading comprehension, Grabe and Stoller (2002, p. 14) mention that general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading. In addition, Richard and Renandya (2002, p. 277) demonstrate that reading comprehension is the primary purpose in reading. In short, if the readers know the basic purpose of reading means that they have understood in their reading.

Shanahan (2005) states that there are five components of effective reading identified:

1. Phonemic awareness

Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. For example, the word cat is made up of three sounds (phonemes) /c/a/ and /t/.

2. Phonics

Phonics is the relationship between a specific letter and its sound, only as it relates to the written word. Phonics is used, for example, when a reader comes across an unknown word.

3. Fluency

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural-much like speaking.

4. Vocabulary

Vocabulary means that understanding the word in the word when during reading. The reader need to know number of word.

5. Text comprehension.

Text comprehension is the interaction that happens between reader and text.

2.2 The Concept of Teaching Reading Comprehension

Teaching is the process to transfer knowledge, information, and experience to the students. Furthermore, teacher is guiding and helping the student to understand what the students do not understand yet. According to Harmer (2004, p. 57), teaching is a teacher gives some knowledge or instruct to the students and to make students smart and understand. Cooper, Kiger, Robindon, and Slansky (2012, p. 12) describe that teaching is the process of imparting knowledge, a skill, or a strategy to someone. It involves the teacher knowing how model the skill, strategy, or process for students and being able to tell when students has learned what is being taught. It means that teaching is the process challenging of teachers to give knowledge and information by applying strategy to the students in teaching and learning process.

In teaching reading, both teacher and students should give full concentration on this subject because teaching reading is not easy, when teacher teaches reading should know the way to make students to comprehend a text and concentration in a text. Pang, Muaka, Bernhardt, and Kamil (2003, p. 21) demonstrate that teaching reading is difficult word where teachers must be aware of the progress

that students are making and adjust instruction to the changing abilities of students. Teaching reading is the process teacher to guide and give instruction about some ways in reading to comprehend well in a text. According to Shanahan (2005, p. 30) teaching reading comprehension strategies to students at all grade levels is complex. Teaching reading comprehension is the important activity to the students in learning process. In teaching reading the teacher should find some strategies to make students easy to understand in learning English.

2.3 The Principle of Reading comprehension

According to Brown (2000, pp. 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.

2.4 The Concept of Narrative Text

In learning English, the students at the eighth grade of junior high school should know kinds of the text. Narrative text is one of them. Wardiman, et. al (2008, p. 94) state that a narrative text is an imaginative story to entertain people. Another definition, Coffman and Reed (2010, p. 5) argue that narrative has been described as having several common components including a setting, plot (series episodes based on goals attempts, outcomes), resolution or story ending.

In addition, Narrative text is one of fiction text mainly to entertain the reader. The kinds of text happened in the past. Yimwilai (2009, pp. 9-10) describes that narrative text genres include Realistic fiction, such as tales about children, Fantasy, Fairy tales, folk tales, and tall tales, Fables, Mysteries, Humor (language play), Historical fiction (set in a period in the past), Plays, Narrative poetry (poems that tell stories), Real-life adventures, Biographies and autobiographies. Therefore, Zaida (2009, p. 81) explains that a narrative is mainly used to entertain the readers.

Narrative is fundamentally important in education, culture and life. According to the educational psychologist, Bruner (2007) cited in Hall (2010), narrative is about the most generic thing we have. It has an astonishing range of uses: confessions, excuses, justifications, just to know what happened. Cihodariu (2012, p. 27) adds also narrative is the most important means of fixing the meaning of events and of the social and cultural construction of reality. People can learn from narrative story because it is important in every aspects and it can be a variety of uses.

In learning narrative text, the students should know generic structure. Wardiman, et. al (2008, p. 98) explain that there are three generic structures of narrative text. To make it clear, it can be seen in figure 1.

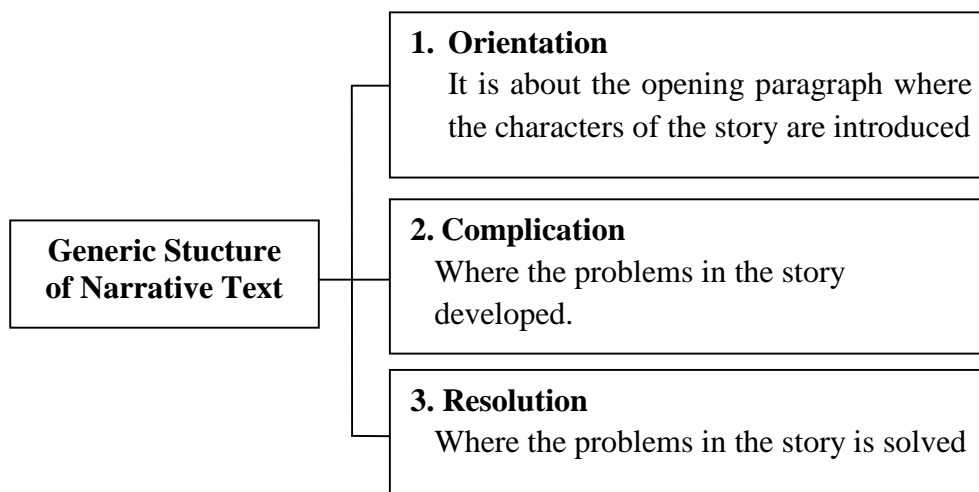


Figure 1. Generic Structure of Narrative Text

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

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, drunk, etc.
6. The use of saying verbs in past tense, for example: said, told, promised, etc.

7. The use of thinking verbs in past tense, for example: thought, understood, felt, etc.

The explanations above, generic structure and language feature in learning narrative text should be understood by students in learning reading skill. To make it clear about narrative text, the example of narrative text can be seen as follows.

A Stupid Man and His Cows	
One day, a stupid man went to market. He bought six cows.	} Orientation
After that, he rode one cow home and made the others walks 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.	} Complication
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 know how it could happen. He was very careful.	
Then, his wife asked him how many cows 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.	} Resolution
<i>Source: Priyana, J., irjayanti, A. R., Renitasari, F. 2008. Scaffolding. Jakarta: Pusat Perbukuan.</i>	

Example of Narrative Text

2.5 The Concept of It Says I Say And So Strategy

It Says I Say And So strategy is one of an effective strategy in reading comprehension, Preszler argues that this strategy is appropriate for students 4-12

grade. This strategy helps students to understand and creates meaning in drawing conclusion from text (Houts, 2008, p. 102). According to Preszler (2006, p. 22):

It Says I Say And So is a reading strategy that requires students to consider questions linked to textual material, find information in the text that responds to the question, interpret the text using inference skills, and combine the information from the text and their own thinking to create an answer. The strategy works well with nonfiction and fiction texts.

Meanwhile, Guzzardo (2005, p. 23) defines that It Says I Say And So is a strategy that helps students organize their thoughts, existing knowledge and prior knowledge to make inference. It Says I Say And So strategy can be said that where the prior knowledge will connect with existing knowledge to collaborate information into a conception which can lead the students to comprehension. Even though, Sethna (2011, p.13) describes that It Says I Say And So strategy is the teacher poses 3-4 questions that require the students to draw inferences rather than just find the answers in the text. Afterward, Putra (2014, p. 6) comments that It Says I Say And So strategy will require the students to find some information based on the text that given by the teacher.

From several explanations above, the writer can conclude that It Says I Say And So strategy is to make inference through answer the questions from the text and students' thinking or from students' background knowledge by using chart.

Iqbal (2013, p. 3) analyzes that It Says I Say And So is a strategy that appropriate to be applied in teaching reading, because by using this strategy the teachers guide the students to find some information and obtain meanings from

the text. This strategy is to make the students interesting and understanding in learning reading.

There are some advantages which are explained by many experts. Guzzardo (2005, p. 23) says that this strategy can make students to activate their background knowledge about a topic, which can be shared with existing knowledge to gain information. On the other hand, Zweirs (2004, p. 102) argues that It Says I Say And So strategy helps students to look critically at the text and making inference. It means that this strategy is very effective for the students in reading comprehension to make inference from students' existing knowledge and prior knowledge.

2.6 Procedures of It Says I say and So Strategy

There are some procedures of It Says I Say And So strategy. Preszler (2006, p. 22) mentions about the steps of It Says I Say And So Strategy that can be applied by the teacher in teaching reading process, such as:

1. The strategy works best when a teacher has spent time modeling the process prior to apply it to content material. Consider using a short text to teach the strategy. Teachers who use the strategy are suggested to begin with fairy tales, folklore, or legends. After modeling the strategy, the teachers apply it to a relevant piece of content area text.
2. Provide students with a copy of the It Says I Say And So strategy chart.

3. Brainstorm possible questions based on the topic to be read. (In the beginning, the teacher may choose to actually provide the questions. Sometimes questions found at the end of textbook reading selections are appropriate).
4. Consider allowing students to work in groups as students learn the strategy.
5. Students follow the steps in the sample chart below:

Question	It says	I say	And So
Read the question.	Find information from the text to help answer each question—paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.

2.7 Previous Related Studies

In relation to other previous studies, there are two previous studies which are related to the writer's present study.

The first study entitled "The Effect of Using It Says I Say and So Strategy toward the Reading Comprehension of Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency" written by Sari (2012). The purpose of this study is to find out whether or not It Says I Say And So strategy effective in reading comprehension of the second year students at State Senior High School. The result of the study is there is significant effect of It Says I Say and So Strategy toward reading comprehension of the second year. The similarity between her study with the writer's study are in independent and dependent

variables namely it used It Says I Say And So strategy in teaching narrative reading comprehension. On the other hand, the difference is in the population of the study and the sample. The population of this study is the eighth grade students of SMP Nurul Iman Palembang while in Sari's study was the second year students at State Senior High School 1 Kampar Timur Kampar Regency.

The second study entitled "The Effect of It Says I Say And So Strategy Towards Students' Reading Comprehension, A Study at Eighth Grade Students of SMP Negeri 2 Panti, Pasaman" written by Iqbal (2013). The purpose of this study is to find out whether or not It Says I Say And So strategy effective in reading comprehension. The result of the study is this strategy has positive effect to the students' in learning reading. The similarity between his study with the writer's study are in independent and dependent variables namely it use It says I say and So strategy in teaching reading comprehension. However, the difference is in the population of the study. In the writer's study, his study used two text narrative and recount text. The writer only used narrative text. The population of this study is the eighth grade students of SMP Nurul Iman Palembang while in Muhammad Iqbal's study was the eighth grade students of SMP Negeri 2 Panti, Pasaman. It means that It Says I Say And So strategy is effective to use to the eighth student in reading.

2.8 Hypotheses of the Study

The writer formulates the hypotheses in the following:

1. (H_0): There is no significant improvement on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say

And So strategy at SMP Nurul Iman Palembang before and after treatment.

(H_a): There is significant improvement on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy at SMP Nurul Iman Palembang before and after treatment.

2. (H_o): There is no significant difference on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are not at SMP Nurul Iman Palembang before and after treatment.

(H_a): There is significant difference on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are not at SMP Nurul Iman Palembang before and after treatment.

2.9 Criteria of Testing Hypotheses

The criteria for testing hypotheses are formulated as follows:

1) If the p-output (Sig. 2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0301 (with df = 35), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0301 (with df 35), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

2) If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 1,9944 (with $df = 70$), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.

If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 1,9944 (with $df = 70$), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

2.10 Research setting

Junior high school of Nurul Iman is one of Junior high school in Palembang city which has created good moral and located at JL. Mayor Salim Batu Bara No. 358 Kebon Semai, Sekip Jaya. The accreditation of the school is A (Very Good). SMP Nurul Iman Palembang was supported by good facilities and teachers. There are 12 Classrooms, Headmaster Room, Library, Teacher Room, Administration Staff, Computer Library, Language Library, Mosque, language laboratory and Health Clinic. The name of headmaster in SMP Nurul Iman Palembang is Zulkifni, S. Ag. In this school there are more 43 Teachers and more 8 Administration staffs. This school has many students and many classes at each grade, there are 517 students which consist of VII class, VIII class, IX class academic year 2016/2017.

CHAPTER III

METHODS AND PROCEDURES

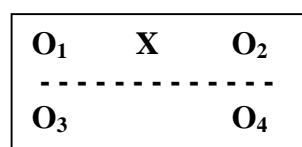
This chapter presents: (1) research design; (2) research variables; (3) operational definitions; (4) population and sample; (5) data collection; (5) research instrument analysis; and (6) data analysis.

3.1 Research Design

This study was conducting by using an experiment research. According to Fraenkel, Wallen, and Hyun (2012, p. 265), experimental research is one of the most powerful research mythology that researcher can use. This study used quasi experimental design. Meanwhile, Fraenkel et al. (2012, p. 275) state that quasi-experimental designs do not include the use of random assignment. One of quasi experimental design is pretest-posttest non-equivalent group design which is applied in this study.

In this design, there were two groups as sample: experimental and control group which both of them was given pretest and posttest. The experimental group was given treatments by using It Says I Say And So strategy, but the control group was not.

Cohen, Manion, and Morrison (2007, p. 283) formulate the figure of Pretest-Posttest Non-equivalent Groups Design as follows:



Where:

- ... : Dash line indicates that the experimental and control group have not been equated by randomization
- O₁ : Pretest in experimental group
- O₃ : Pretest in control group
- X : Treatment in experimental group using It Says I Say And So strategy
- O₂ : posttest in experimental group
- O₄ : posttest in control group

3.2 Research Variables

According to Cohen et al. (2007, p. 504), a variable can be considered as a construct, operational construct or particular property in which the researcher is interested. There are two kinds of research variables; they are independent variable and dependent variable. Fraenkel et al. (2012, p. 87) explain that an independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable, and dependent variable depends on what the independent variable does to it, how it affects it.

Therefore, the independent variable in this study is It Says I Say And So strategy and the dependent variable in this study is students' narrative reading comprehension.

3.3 Operational Definitions

The title of this study is “Improving the Eighth Grade Students’ Narrative Reading Comprehension by Using It Says I Say And So Strategy at SMP Nurul Iman Palembang.” To avoid misunderstanding about the terms used in this study, it is necessary to define them in this study. They are:

1) Reading comprehension

Reading comprehension is students’ reading ability to get information and knowledge. To measure students’ reading comprehension is by using reading test.

2) Narrative Text

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

3) It Says I Say And So Strategy

It Says I Say And So strategy is reading strategy which is drawing conclusion of text through question and combining students’ background knowledge by using chart to guide students to answer and get the information from written text.

3.4 Population and Sample

3.4.1 Population

Fraenkle, et al. (2012, p. 91) describe that population is the large group to which information one hopes to apply the results. Meanwhile, Creswell (2012, p. 142) explains that a population is a group individuals who have same characteristic. It means that population is some elements that used by writer to do

research and to know the result. The population in this study is all of the eighth grade students of SMP Nurul Iman Palembang. There are 152 students divided into four classes. The total of population in this study is shown in the table below.

Table 1
The Population of the Study

No	Class	Male	Female	Total
1	VIII 1	23	13	36
2	VIII 2	20	16	36
3	VIII 3	22	18	40
4	VIII 4	14	26	40
Total				152

(Source: Administration SMP Nurul Iman Palembang in academic year 2016/2017)

3.4.2 Sample

Fraenkle et al. (2012, p. 91) argue that a sample is one of the most important steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals. Meanwhile, Creswell (2012, p. 142) describes that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In doing this study, two classes were taken as the experimental and the control group. To get the sample of this study, purposive sampling was used.

According to Cohen et al. (2007, p. 115), purposive sampling is the way to build up a sample that is satisfactory to their specific needs and as its name suggests, the sample has been chosen for a specific purpose.

After obtaining the information from the teacher, there were two groups used as sample VIII.1 and VIII.2. Thus, the total numbers of the students were 72 students from 2 classes to be sample in this study. These classes were chosen

because the total of the student had the same and was taught by the same teacher of English. The numbers of the students for experimental group was 36 and the control group was 36 students. The sample of this study presented below.

Table 2
The Sample of Study

No	Group class	Number of students		Total
		Male	Female	
1	VIII. 1 (Experiment Class)	23	13	36
2	VIII. 2 (Control Class)	22	14	36
Total				72

3.5 Data Collection

3.5.1 Test

Brown (2004, p. 3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. This study used test in collecting the data. This study used reading comprehension instrument test. The kind of the test was multiple-choice reading comprehension. All of questions were about narrative text. All of texts were checked to obtain their readability score (www.readability-score.com). The results of the text were appropriate for the eighth grade (i.e.: standard level). The texts were taken from students' book and internet script. The total of items test were sixty questions and by administered around eighty minutes. Before test was given to the sample, the writer tried out in SMP Muhammadiyah 1 Palembang. After that, the validity and reliability of test

items were estimated first before being given to the samples. The valid items test were used in this study. To make easy in scoring the students, 40 items were used.

The purpose of the test was to measure students' reading comprehension achievement before and after treatments in the experimental group by using It Says I Say And So strategy. In this study, the test items in pre-test were the same post-test. The first time, it was given before teaching learning activities (pre-test) and the second time was given after teaching activities (post-test) in order to find out whether or not the implementing of It Says I Say And So Strategy significantly improved students' achievement in narrative reading comprehension.

1. Pre-test

Pre-test is done before the treatments in both groups, experimental and control group. Creswell (2012, p. 297) states that provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Pre-test was given both in experimental and control group in order to identify the students' master of reading comprehension in each number of sampling carrying out the experiment. It was done before treatment was given.

In pretest for experimental and control groups, the students were tested by using multiple choice items and the total of questions in pretest were 40 questions. The students did test around 80 minutes. All of questions were about narrative text. The texts were taken from students' book for the eighth grade and internet script. Then, the result of students' score in pretest was checked and scored by the writer (see appendix C and D).

2. Post-test

In this study, post-test was given to the experimental and the control group after conducting treatments. Creswell (2012, p. 297) states that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment which was given to the experimental group is It Says I Say And So strategy.

The type of posttest was the same as the pretest. The aim of giving posttest to the students was to know the significant improvement and the significant difference after implementing teaching reading comprehension by using It Says I Say And So Strategy. Same as pretest in posttest the students were tested by using multiple choice questions and the total of questions in pretest were 40 questions. The students did test in around 80 minutes. All of questions were about narrative text. The sources of the test were taken from students' book for the eighth grade and internet script.

The result of this test was compared with the result of pretest in order to know the effect of teaching reading by using It Says I Say And So strategy to students' reading comprehension. From the posttest, the data that were used to measure the students' progress taught by using It Says I Say And So strategy were obtained. The result of students' score in posttest (see appendix C and D).

3.6 Research Instrument Analysis

3.6.1 Test Validity

According to Fraenkel, et. al. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use. Validity test is carried out to measure whether the instruments for pretest or post-test activities are valid or not. To know the test items are valid or not, the writer will do the tryout. There are three kinds of validity to be used. They are as follows:

1) Construct Validity

According to Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. The construct validity of this study involves two types. They were items for pre-test and post-test and lesson plans for experimental group.

After constructing the instruments related to some aspect measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. There were some characteristics for expert judgments or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500.

In relation to the statement above, the writer asked the lecturers of English Education Study Program at UIN Raden Fatah Palembang as validators in this study. There were three validators to validate the research instruments and lesson plan. Based on the assessment carried out by validators I, II, and III, the

instruments and lesson plan can be used with little revision. The first validators gave B both instrument and lesson plan. The second validator gave A for instrument and B for lesson Plan. The third validator gave B for instrument and A for lesson plan. From the validators, it could be assumed that the instrument and lesson plan were appropriate to apply in this research.

2) 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 know the validity of each question items, the tryout was done. The tryout of the test was on Wednesday, 30th December 2016 at 07.15 p.m – 8.35 p.m. The instruments of the test were tested to 27 students (VIII E) to the eighth grade students at SMP Muhammadiyah 1 Palembang.

The result of the test was analyzed by using (Statistical Package for Social Science) SPSS version 20. To know whether it was valid or not, the score of significance (r -output) was compared with the score of “ r -table” product moment. If the result of the test showed that r_{output} was higher than r_{table} (0.381) with sample (N) was 27 students, it means that the item was valid. The r -table of product moment for a certain number of samples (see appendix M).

In this part, there were 60 multiple choice items given to 27 students at SMP Muhammadiyah 1 Palembang. The instruments can be seen in (appendix N). It was found that there were 17 questions were considered invalid. It means that 17 items test could not be used as the instrument since the scores of significance were lower than 0.381. Then, 43 questions item were considered valid. It means that 43

items test could be used as the instrument since the scores of significance were higher than 0.381. There were only 40 valid questions items to be instruments of pretest and posttest (see appendix O).

3) Content Validity

According to Creswell (2005, p. 164), content validity is extent to which the question on the instrument and the score from these questions are representative of all the possible questions that a writer could ask about the content or skills. In order to judge whether or not a test had content validity, a specification of the skills or structures has made based on the curriculum and syllabus. The instrument focused on narrative text. The specification of the test is described in table 3.

Table 3
Specification of the Test

Objectives	Test Materials	Indicators	Number of Items	Type of test	Answer Key
The students are able to understand the meanings in short simple essays in the term of narrative text to interact with surrounding environment	Narrative Text	The students are able:			
		1. To find the detail and factual information	1, 2, 3, 6, 7, 11, 12, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 32, 35, 36, 37, 38	Multiple choice	A, D, C, C, C, B, C, B, C, A, D, B, A, D, A, D, A, A, A, B, D, A
		2. To detect the main idea	26, 30, 34		B, A, B
		3. To identify the reference word	4, 5, 8, 13, 23, 28, 31		B, C, B, B, A, D, B
		4. To recognize the synonym of word	10, 15, 40		D, D, B
5. To identify the antonym of the word	9, 14, 39	B, C, A			

		6. To deduce the moral lesson	25, 29, 33		A, C, D
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3.6.2 Test Reliability

Fraenkel, et al. (2012, p. 154) state that 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. Fraenkle et al. (2012, p. 157) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher.

To know the reliability of the test, internal consistency reliability in Split half reliability coefficient with Spearman-Brown formula was used. The calculation was done by using SPSS 20.0 program. The scores of reliability were obtained from tryout.

To measure the reliability test using split half method, it was found that the p-output of Gutman Split-Half Coefficient was 0.741 which was higher than 0.70. It can be stated that the reliability of reading test items was reliable since the p-output of Gutman Split-half Coefficient was higher than 0.70. The result analysis of reliability test is described in table 4 below:

Table 4
Result of Reliability Analysis Measure Using Split Half

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.112
		N of Items	20 ^a
	Part 2	Value	.351
		N of Items	20 ^b
	Total N of Items		40
Correlation Between Forms			.590
Spearman-Brown	Equal Length		.742
Coefficient	Unequal Length		.742
Guttman Split-Half Coefficient			.741

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. Test Readability

Readability test was done to know the level of reading texts if it is appropriate for students' class level in comprehending the reading texts. The name of application is Readability Formula which measures using online readability test. It can be accessed from www.readabilityformula.com. In readability test, there are research instrument and research treatment.

According to Fielding (2006, p. 205), there are some categories of flesh reading ease score and flesch reading grade level. For more detail the category can be seen on the following table 5 and result of readability test for research instrument can be seen on the following table below.

Table 5
Reading Ease Score and Flesch Reading Grade Level

Reading ease score	Interpretation	Grade
90-100	Very easy	5 th grade students of elementary school
80-90	Easy	6 th grade of elementary school
70-80	Fairly easy	7 th grade of junior high school
60-70	Standard	8 th -9 th grade of junior high school
50-60	Fairly difficult	10 th -11 th grade of senior high school
30-50	Difficult	Post school / college
0-30	Very difficult	University graduate

1) Readability of Instrument Texts

There were eight results got after checking readability test for research instrument texts in flesch kincaid reading score and the text statistic. For readability test for research instrument, the writer used some books. The first book is entitled *Scaffolding: English for Junior High School Students VIII* Published by Pusat Perbukuan Departemen Pendidikan Nasional and the author are Joko Priyana, Arnys R Irjayanti and Virga Renitasari. The second book is entitled *English in Focus for grade VIII junior High School* Published by Pusat Perbukuan Departemen Pendidikan Nasional written by Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma. The third book is entitled *Detik-Detik UN Bahasa Inggris*, by Intan Pariwara and internet script. It can be seen on the following table:

Table 6
Result of Readability Test for Research Instrument

No	Text Title	Text Type	Text Statistic			Flesh Reading Ease Score	Text Category
			Character per Word	Syllable per Word	Word per Sentence		
1	The Story of the Smart Parrot	Narrative text	4.0	1.0	13.0	69.4	Standard
2	A stupid Man and His Cows		4.1	2.0	14.0	69.4	Standard
3	The Old Grandfather and His Grandson		4.4	1.4	9.0	69.3	Standard
4	Little Brother, Little Sister		4.3	2.0	8.0	69.2	Standard
5	The story of Bawang Merah and Bawang Putih		4.6	2.0	6.0	68.9	Standard
6	Lake Toba		4.5	2.0	10.0	67.2	Standard
7	Roro Anteng and Joko Seger		4.7	2.0	11.0	66.7	Standard
8	The singer and the dolphin		4.3	1.0	21.0	64.9	Standard

2) Readability of Research Treatment Texts

There were twelve results got after checking readability test for research treatment texts in flesch kincaid reading score and the text statistic. For readability test for research treatment, the writer used some books. The books is entitled Scaffolding: English for Junior High School Students VIII Published by Pusat Perbukuan Departemen Pendidikan Nasional and the author are Joko Priyana, Arnys R Irjayanti and Virga Rénitasari, English in Focus for grade VIII junior High School Published by Pusat Perbukuan Departemen Pendidikan Nasional written by Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma, and internet script. It can be seen on the following table:

Table 7
Result of Readability Test for Research Treatments Texts

No	Text Title	Text type	Text Statistic			Flesh Reading Ease Score	Text Category
			Character per Word	Syllable per Word	Word per Sentence		
1	Goldilock and the Tree Bears	Narrative text	5.2	2.0	7.0	70.0	Standard
2	Peter Pan and Tinker Bell		4.5	1.0	14.0	69.3	Standard
3	The Story of Sangkuriang and Tangkuban Perahu Mount		4.5	2.0	6.0	68.7	Standard
4	The legend of Banyu Wangi		4.3	2.0	8.0	68.2	Standard
5	Mantu's Little Elephant		4.4	2.0	7.0	68.0	Standard
6	Turtle's flute		4.4	2.0	10.0	67.9	Standard
7	Malin Kundang		4.6	2.0	8.0	67.2	Standard
8	The Legend of Nyai Roro Kidul		4.4	2.0	6.0	66.9	Standard
9	Litle red riding hood		4.5	2.0	4.0	66.9	Standard
10	The Lion and the Shepherd		4.5	2.0	5.0	67.8	Standard
11	Roro Anteng and Joko Seger		4.7	2.0	11.0	66.7	Standard
12	The singer and the dolphin		4.3	1.0	21.0	64.9	Standard

3.7 Data Analysis

In analyzing the data, some techniques were used and described in this study, as follows:

3.7.1 Scoring

Scoring is a result, usually expressed numerically a test or examination. According to Thissen and Wainer (2001, p. 1) a test score is summary of evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.

$$\text{Final Score} = \frac{\text{Total Correct Answer}}{\text{Total item}} \times 100$$

The highest score is 100 points if students answer all questions correctly.

The score categorized as presented in table 8

Table 8
The Classification of Students' Score

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

(Source: School Administration of SMP Nurul Iman Plembang in Academic year 2016/2017)

After obtaining the data from both of groups experimental and control groups, the writer analyzed the data from the test (pre-test and post-test) between two groups (experimental and control groups). The data were analyzed by using t-test. It was run in SPSS (statistical package for the social science) version 20.0. There were two types of t-test, paired and independent sample t-test to answer the research problems. The paired sample t-test measured whether or not there was significant improvement on the eighth grade students' reading comprehension before and after treatment. Meanwhile, the independent sample t-test measured whether or not there were significant difference on the eighth grade students' reading comprehension who were taught by using It Says I Say And So Strategy and those who were not. In analyzing the data, the writer described some techniques as follows:

3.7.2 Data Description

Before the data were analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data is described as follow:

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage were achieved. The distributions of frequency data were obtained from students' pretest -posttest scores in experimental and control group.

2) Descriptive Statistics

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

3.7.3 Prerequisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtain were normal and homogenous. The procedures in pre-requisite analysis as follow:

1) Normality Test

Normality test was used to measure whether the obtained data was normal or not. According to Flynn (2003, p. 17) states that a value less than 0.05 indicate that the data are non-normal. In measuring normality test, the writer used *1-Sample Kolmogorov Smirnov* in SPSS version 20.0 program. The normality test was used to measure students pretest and posttest scores in control and

experimental groups. Then, the result analysis in measuring the normality test of the students pretest scores in control and experimental groups.

2) Homogeneity Test

Homogeneity test was used to measure whether the obtained data were homogenous or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. The homogeneity test was used to measure students' pretest and posttest scores in both groups (experimental and control). In measuring homogeneity test, *Levene Statistics* in SPSS program software version 20.0 was used.

3.8 Hypothesis Testing

In measuring significant improvement and significant difference on students' narrative reading comprehension by using It Says I Say And So Strategy, as follows:

- a. In measuring significant improvement, paired sample t-test is used for testing the students' pre-test to post-test scores in narrative reading comprehension by using It Says I Say And So Strategy in experimental groups. Significant improvement is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2,0301 (with $df = 35$).
- b. In measuring significant difference, independent sample t-test is used for testing the students' post-test scores in narrative reading in control and experimental groups. Significant difference is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 1,9944 (with $df = 70$).

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretation.

4.1 Findings

The findings of this research cover: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, there were two analyses. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distributions of Frequency Data

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were acquired from: (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest score in experimental group, and (4) posttest scores in experimental group (see appendix R).

(1) Students' Pretest Scores in Control Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in control group is described in table 9 below:

Table 9
Frequency Data of Students' Pretest Scores in Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32.5	1	2.8	2.8	2.8
35	1	2.8	2.8	5.6

40	2	5.6	5.6	11.1
45	4	11.1	11.1	22.2
50	4	11.1	11.1	33.3
52.5	1	2.8	2.8	36.1
55	4	11.1	11.1	47.2
60	6	16.7	16.7	63.9
62.5	4	11.1	11.1	75.0
65	4	11.1	11.1	86.1
67.5	1	2.8	2.8	88.9
70	2	5.6	5.6	94.4
72.5	1	2.8	2.8	97.2
77.5	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the table above, it was found that there were one student (2.8%) who got 32.5, one student (2.8%) who got 35, two students (5.6%) who got 40, four students (11.1%) who got 45, four students (11.1%) who got 50, one students (2.8%) who got 52.5, four students (11.1%) who got 55, six students (16.7%) who got 60, four students (11.1%) who got 62.5, four students (11.1%) who got 65, one student (2.8%) who got 67.5, two students (5.6%) who got 70, one student (2.8%) who got 72.5 and one student (2.8%) who got 77.5.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension categories students' pretest score in control group can be seen from the following table below:

Table 10
The Classification of Reading Comprehension Categories
Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
85-100	0	0%	Excellent
75-84	1	2.8%	Good
56-74	18	50.1%	Fair
<55	17	43.7%	Poor
Total	36	100%	

Based on the table above, it was found that the total number of sample was 36 students. There were one student (2.8%) in good category, eighteen students (50.1%) in fair category, and seventeen students (43.7%) in poor category.

(2) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in table 11 below:

Table 11
Frequency Data of Students' Posttest Scores in Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	5.6	5.6	5.6
50	6	16.7	16.7	22.2
52.5	2	5.6	5.6	27.8
55	3	8.3	8.3	36.1
57.5	1	2.8	2.8	38.9
60	3	8.3	8.3	47.2
62.5	1	2.8	2.8	50.0
65	7	19.4	19.4	69.4
70	4	11.1	11.1	80.6
75	6	16.7	16.7	97.2

80	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the table above, it was found that there were two student (5.6%) who got 40, six students (16.7%) who got 50, two students (5.6%) who got 52.5, three students (8.3%) who got 55, one student (2.8%) who got 57.5, three students (8.3%) who got 60, one student (2.8%) who got 62.5, seven student (19.4%) who got 65, four students (11.1%) who got 70, six students (16.7%) who got 75, and one student (2.8%) who got 80.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension categories students' posttest score in control group can be seen from the following table below:

Table 12
The Classification of Reading Comprehension Categories
Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
85-100	0	0%	Excellent
75-84	7	19.5%	Good
56-74	16	44.4%	Fair
<55	13	36.4%	Poor
Total	36	100%	

Based on the table above, it was found that the total number of sample was 36 students. There were seven students (19.5%) in good category, sixteen students (44.4%) in fair category, and thirteen students (36.4%) in poor category.

(3) Students' Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group is described in table 13 below:

Table 13
Frequency Data of Students' Pretest Scores in Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	5.6	5.6	5.6
32.5	2	5.6	5.6	11.1
35	2	5.6	5.6	16.7
40	2	5.6	5.6	22.2
45	3	8.3	8.3	30.6
50	3	8.3	8.3	38.9
52.5	1	2.8	2.8	41.7
55	2	5.6	5.6	47.2
57.5	2	5.6	5.6	52.8
60	5	13.9	13.9	66.7
62.5	1	2.8	2.8	69.4
65	4	11.1	11.1	80.6
67.5	2	5.6	5.6	86.1
70	1	2.8	2.8	88.9
72.5	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Based on the table above, it was found that there were two students (5.6%) who got 30, two students (5.6%) who got 32.5, two students (5.6%) who got 35, two students (5.6%) who got 40, three students (8.3%) who got 45, three students (8.3%) who got 50, one student (2.8%) who got 52.5, two students (5.6%) who got 55, two students (5.6%) who got 57.5, five students (13.9%) who got 60, one student (2.8%) who got 62.5, four students (11.1%) who got 65, two students (5.6%) who got 67.5, one student (2.8%) who got 70, and four students (11.1%) who got 72.5.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension categories students' pretest score in experimental group can be seen from the following table below:

Table 14
The Classification of Reading Comprehension Categories Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
85-100	0	0%	Excellent
75-84	0	0%	Good
56-74	19	52.9%	Fair
<55	17	47.4%	Poor
Total	36	100%	

Based on the table above, it was found that the total number of sample was 36 students. There were nineteen students (52.9%) in fair category and seventeen students (47.4%) in poor category.

(4) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in table 15 below:

Table 15
Frequency Data of Students' Posttest Scores in Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	8.3	8.3	8.3
52.5	1	2.8	2.8	11.1
55	3	8.3	8.3	19.4
60	3	8.3	8.3	27.8
65	3	8.3	8.3	36.1
67.5	1	2.8	2.8	38.9

70	6	16.7	16.7	55.6
75	3	8.3	8.3	63.9
77.5	3	8.3	8.3	72.2
80	6	16.7	16.7	88.9
85	3	8.3	8.3	97.2
87.5	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the table above, it was found that there were three students (8.3%) who got 50, one student (2.8%) who got 52.5, three students (8.3%) who got 55, three students (8.3%) who got 60, three students (8.3%) who got 65, one student (2.8%) who got 67.5, six students (16.7%) who got 70, three students (8.3%) who got 75, three students (8.3%) who got 77.5, six students (16.7%) who got 80, three students (8.3%) who got 85, and one student (2.8%) who got 87.5.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension categories students' posttest score in experimental group can be seen from the following table below:

Table 16
The Classification of Reading Comprehension Categories
Students' Posttest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
85-100	4	11.1%	Excellent
75-84	12	33.3%	Good
56-74	13	36.1%	Fair
<55	7	19.4%	Poor
Total	36	100%	

Based on the table above, it was found that the total number of sample was 36 students. There were four students (11.1%) in excellent category, twelve

students (33.3%) in good category, thirteen students (36.1%) in fair category, and seven students (19.4%) in poor category.

4.1.1.2 Descriptive Statistics

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

(1) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 17 below:

Table 17
Descriptive Statistic on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	36	32.50	77.50	56.3194	10.68186
Valid N (listwise)	36				

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 36 students. The minimum Pretest scores was 32.50, the maximum score was 77.50, the mean score was 56.3194 and the standard deviation was 10.68186.

(2) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in Table 18 below:

Table 18
Descriptive Statistic on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Control	36	40.00	80.00	61.5278	10.47578
Valid N (listwise)	36				

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 36 students. The minimum Posttest scores was 40, the maximum score was 80.00, the mean score was 61.5278 and the standard deviation was 10.47578.

(3) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest in Experimental group is described in Table 19 below:

Table 19
Descriptive Statistic on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	36	30.00	72.50	54.3056	13.34449
Valid N (listwise)	36				

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 36 students. The minimum Pretest scores was 30, the maximum score was 72.50, the mean score was 54.3056 and the standard deviation was 13.34449.

(4) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' posttest in Experimental group is described in table 20 below:

Table 20
Descriptive Statistic on Students' Posttest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experiment	36	50.00	87.50	69.7222	11.19276
Valid N (listwise)	36				

In descriptive statistics of students' posttest scores in Experimental group, it showed that the total number of sample was 36 students. The minimum Posttest scores was 50.00, the maximum score was 87.50, the mean score was 69.7222 and the standard deviation was 11.19276.

4.1.2 Prerequisite Analysis

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

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* is used. The normality test was used to measure students' pretest and posttest in control and experimental group (see appendix T).

(1) Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 21 below.

Table 21
The Result of Normality Test of Students' Pretest in Control and Experimental Groups

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	36	0.975	0.297	Normal
2	Experimental Group	36	0.825	0.505	Normal

Based on the table above, the result showed that the significance value of the students' pretest in control group was 0.297, while the experimental group was 0.505. From the score, it could be stated that the students' pretest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

(2) Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result of analysis is figured out in table 22 below:

Table 22
The Result of Normality Test of Students' Posttest in Control and Experimental Groups

No	Students' Posttest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	36	0.779	0.579	Normal
2	Experimental Group	36	0.755	0.619	Normal

Based on the table above, the result showed that the significance value of the students' posttest in control group was 0.579, while the experimental group was 0.619. From the score, it could be stated that the students' posttest score in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

4.1.2.2 Homogeneity Test

In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula that used to analyze the homogeneity data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups (see appendix U).

(1) Students' Pretest Scores in Control and Experimental Group

Table 23
Homogeneity Test of Students' Pretest Scores in Control and Experimental group

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	36	2.642	0.109	Homogenous
2	Experimental Group	36			

Based on table above, it was found that the p-output is 0.109. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05.

(2) Students' Posttest Scores in Control and Experimental Group

Table 24
Homogeneity Test of Students' Posttest Scores in Control and Experimental group

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	36	0.096	0.758	Homogenous
2	Experimental Group	36			

Based on table above, it was found that the p-output was 0.758. From the result, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

4.1.3 The Result of Hypotheses Testing

In this study, Paired sample t-test used to measure significant improvement on students' narrative reading comprehension score taught by using It Says I Say And So strategy at SMP Nurul Iman Palembang before and after treatment. Independent sample t-test was used to measure a significant difference on students' narrative reading comprehension score taught by using It Says I Say

And So strategy and those who were not at SMP Nurul Iman Palembang (see appendix V).

4.1.3.1 Measuring Significant Improvement on Students' Reading Comprehension in Experimental Group

In this study, paired sample t-test was used to measure the significant improvement on the eighth grade students' narrative reading comprehension achievement taught by using It Says I Say And So strategy the result of students' pretest and posttest scores. The result analysis of paired sample t-test describe in table 25.

Table 25
Result Analysis of Measuring Significant Improvement from Students' Pretest to Posttest Scores in Experimental Group

It Says I Say And So Strategy	Paired Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	17.813	35	0.000	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.000 with $df=35$ (2.0301), and $t\text{-value}= 17.813$. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It could be assumed that there was significant improvement on students' narrative reading comprehension score taught by using It Says I Say And So strategy at SMP Nurul Iman Palembang before and after treatment since p-output was lower than 0.05 and the t-value (17.813) was higher than t-table (2.0301).

4.1.3.2 Measuring Significant Difference on Students' Posttest Score in Control and Experimental Groups

In this study, independent sample t-test was used to measure the significant difference on students' narrative reading comprehension scores taught by using It Says I Say And So strategy and those who were taught by using teacher's method at SMP Nurul Iman Palembang. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant difference on students' narrative reading score taught by using It Says I Say And So strategy and those who were taught by using teacher's method at SMP Nurul Iman Palembang. The result of independent sample t-test is described in table 26.

Table 26
Result Analysis of Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Groups

Using It Says I Say And So Strategy and Strategy that is used by the teacher of English at SMP Nurul Iman Palembang	Independent Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	3.207	70	0.002	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.002 with $df=70$ (1.9944), and $t\text{-value}= 3.207$. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be stated that there was significant difference on students' narrative reading comprehension score taught by using It Says I Say And So strategy and those who were not at SMP Nurul Iman Palembang since the p-output was lower than 0.05 and the t-value (3.207) was higher than t-table (1.9944).

4.2 Interpretation

Based on the findings which have been described in the previous section, it was found that there were two conclusions. First, there was significant improvement from students' pretest to posttest scores in experimental group taught by using It Says I Say And So strategy since p-output is lower than 0.05. Second, there was significant difference between students' posttest score in control and experimental groups since the p-output was lower than 0.05 and t-obtained was higher than t-table. The result indicated that It Says I Say And So strategy could be used as good strategy in teaching narrative reading comprehension.

Before the students were given the treatment, the students in experimental and control groups were given pretest. Then, students' pretest score in experimental and control groups were obtained. In doing the pretest the students felt confused and difficult in answering the question both of classes. It could be seen in the table of students' pretest scores in control (table 9) and experimental groups (table 13). The result showed that VIII 1 got lower than VIII 2. It was proved by the mean score of pretest in VIII 2 which was higher than VIII 1. It could be assumed that experimental group was VIII 1 and control group was VIII 2. In this case, the experimental group needed treatment by using It Says I Say And So strategy to get better than before.

During the treatment, there were 12 meetings excluding pretest and posttest in experimental group. In the first meeting, the students were confused about learning narrative reading because it was the first time. In the second and the

third meeting, the students were still confused. So the students were helped by demonstrating It Says I Say And So strategy during the treatment. In the fourth meeting the students were still confused in comprehending text. They did not know vocabulary, main idea and conclusion. Between fifth and eighth meeting, they slowly could manage to find main idea, they could know the new vocabulary and they could know how to make conclusion in a text. Finally, on the tenth to twelfth meeting they could understand the material of narrative well by applying It Says I Say And So chart, because it could help them to elaborate their idea and connect to text to find the conclusion of a text. It is in line with what Preszler (2006, p. 22) states that It Says I Say And So is a reading strategy that requires students to consider questions linked to textual material, find information in the text that responds to the question, interpret the text using inference skills, and combine the information from the text and their own thinking to create an answer.

After conducting the treatment, both control and experimental groups were given posttest. It was found students' pretest and posttest score in experimental and control groups. Then, the data from both of groups in pretest and posttest were analyzed by SPSS. In analyzing normality, 1-sample kolmogoronov smirnov were used. The result students' pretest and posttest score in experimental and control groups were normal since the significant of normality test was higher than 0.05. To analyze homogeneity, Levene statistics was used. The result students' pretest and posttest score in experimental and control groups were homogenous since the significant of homogeneity test was higher than 0.05. In conclusion, the

data showed that the abilities of the students were same. Then, the data were analyzed for hypothesis testing.

In analyzing hypothesis testing, paired sample t-test and independent sample t-test were used. The result of paired sample t-test shared that there was significant improvement between students' pretest and posttest in experimental and control group. The students of experimental group were taught by using It Says I Say And So strategy, and the students of control group were not taught by using It Says I Say And So strategy. Both of groups were taught narrative reading comprehension. It means that the students' narrative reading achievement in experimental group was improved after they were taught by using It Says I Say And So strategy. Moreover, students' narrative reading achievement in control group also got improvement but it was not as significant as the experimental group. Meanwhile, the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of experimental groups who were taught by using It Says I Say And So strategy and the control group who were taught by using strategy that was used by the teacher of English at SMP Nurul Iman Palembang. This result was consistent with many studies, some of them were conducted by Sari (2012) who found that It Says I Say And So strategy gave positive effect to the eleventh grade students in reading comprehension achievement in narrative text and Iqbal (2013) who reported that It Says I Say And So Strategy gave positive effect which can help students in reading comprehension achievement on narrative text and recount text.

Based on the data analysis, there were significant improvement and difference on students' narrative reading comprehension taught by using It Says I Say And So strategy. The findings proved theories explaining some advantages of this strategy could be accepted. Guzzardo (2005, p. 23) says that this strategy can make students activate their background knowledge about a topic, which can be shared with existing knowledge to gain information. Moreover, Iqbal (2013, p. 6) analyzed that It Says I Say And So strategy was effective to be applied in teaching reading because students enjoyed more and they were more active in the class, and eventually their reading comprehension increased. Therefore, this strategy is very effective for the students in reading comprehension to make inference from students' existing knowledge and prior knowledge.

Finally, it was inferred that the implementation of It Says I Say And So strategy showed significant improvement and significant difference on students' narrative reading comprehension at SMP Nurul Iman Palembang. It Says I Say And So strategy successfully motivated the students in learning narrative reading comprehension and made the students interested and active in learning English. It could be assumed that It Says I Say And So strategy is effective to teach reading comprehension to the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (a) conclusion; (b) suggestions; and (c) limitation of the study.

5.1 Conclusions

Based on the findings and interpretation, it could be concluded as follows: First, there was significant improvement on the eighth grade students' narrative reading comprehension achievement who were taught by using It Says I Say And So strategy. It can be seen from the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 17.813 was higher than $df=35$ (2.0301). It could be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Second, there was significant difference on the eighth students' narrative reading comprehension achievement between the students who were taught by using It Says I Say And So strategy and those who were taught at control group. It can be seen the students' pretest to posttest scores that p-output (0.002) was lower than 0.05 level and t-value 3.207 was higher than $df=70$ (1.9944). It could be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

5.2. Suggestions

There are some suggestions offered in order to develop the teaching and learning in EFL classroom. The first, the teachers of English especially teacher of

English at SMP Nurul Iman Palembang can use It Says I Say And So strategy as an alternative strategy to improve students' narrative reading achievement so that the teaching and learning process.

The second is for the students especially for the eighth grade students at SMP Nurul Iman Palembang. It Says I Say And So strategy is suggested that the students should learn more interesting and attractive in reading not only narrative reading but also another texts since It Says I Say And So strategy can be implemented in various texts.

Next is for the other researchers. Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of reading comprehension. The other researchers can also consider the weaknesses of the findings in this study, so that they can conduct better research.

5.3 Limitation of the Study

Based on the result of the research, the writer found some limitation of the study as follow: First, limitation time or meetings in conducting the research. The writer suggested for other researcher to take 12 meetings more in order students will deep understand in learning reading by applying It Says I Say And So strategy. Second, in this research It Says I Say And So strategy was focus on narrative text only. It Says I Say And So Strategy can be used others texts such as recount text etc. Third, the writer used It Says I Say And So Strategy focus at the eighth grade of Junior High School. It Says I Say And So strategy can be used

from the fourth until twelfth grade. So, for other researcher can used It Says I Say
And So strategy difference grade such as at Senior High School. Fourth, the
limitation in problem of the study the writer focuses this research on significant
improvement and significant difference or to answer research question. The writer
suggested for other researcher can use other research problem.

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Appendix A

Interview Guidelines for Interviewing the Teacher

- Researcher : Assalamu'alaikum wr. wb.
- Teacher : Wa'alaium salam wr. wb.
- Reacher : Apa Kabar ibu? Maaf mengganggu waktu ibu, saya sulung susanti dari jurusan PBI fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Adapun tujuan saya untuk mewawancarai ibu tentang preliminary study terkaitan penelitian saya.
- Teacher : Alhamdulillah baik, oh iya boleh.
- Researcher : Permasalahan apa yang ada terkait dengan kegiatan belajar mengajar bahasa Inggris?
- Teacher : Sebenarnya bahasa Inggris itu sudah dikenal sama siswa sejak di Sekolah Dasar, kita tau ya bahasa Inggris itu adalah salah satu mata pelajaran yang sulit, karena bahasa inggris itu bahasa asing permasalahan yang dihadapi oleh siswa kebanyakan siswa itu tidak tertarik atau kurangnya minat siswa dalam belajar bahasa Inggris sehingga mereka kurang mengatauhi vocabulary dalam bahasa Inggris dan juga cara pengucapan arau pronunciation nya.
- Researcher : Bagaimana proses pembelajaran bahasa Inggris di kelas?
- Teacher : Proses Pembelajaran Bahasa Inggris Alhamdulillah cukup efektif ya, Karena di SMP Nurul Iman ini sudah didukung oleh fasilitas seperti laboratorium dan kemuadian buku pinjaman dari sekolah.
- Researcher : Skill apa yang anda anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
- Teacher : Berkaitan dengan permasalahan tadi seperti permasalahan vocabulary dan pronunciation, jd bisa disimpulkan bahwa kedua permaslahan tersebut menekan ke permaslahan di Reading. Jadi siswa di SMP Nurul Iman mempunyai masalah atau sulit dalam memahami skill di reading.

- Researcher : Bagaimana hasil belajar siswa dalam pelajaran reading, apakah lebih rendah dibandingkan dengan hasil belajar skill dalam pelajaran bahasa Inggris lainnya?
- Teacher : Berkaitan dengan hasil belajar siswa di reading, kebanyakan dari pelajaran di bahasa Inggris itu terutama reading adalah tentang teks. Berkaitan dengan itu siswa agak bosan dan malas dalam membaca teks, jadi itu salah satu penyebab hasil belajar reading siswa rendah di bandingkan dengan yang lain.
- Researcher : Apa saja kendala yang dihadapi dalam kegiatan belajar reading?
- Teacher : Kendala siswa dalam kegiatan mengajar reading itu sebenarnya kurangnya minat siswa karena mereka tidak mengerti apa yang dimaksud oleh teks atau tidak paham isinya, ide pokok nya dan juga kesimpulannya itu karena siswa bingung dengan kata-kata yang sulit disebabkan vocabulary siswa kurang.
- Researcher : Aktivitas apa yang dilakukan dalam proses belajar mengajar reading?
- Teacher : Karena belajar reading berkaitan dengan beberapa jadi aktivitas yang biasa dilakukan siswa adalah membaca teks dan kemudian menterjemahkan teks kedalam bahasa indonesia menggunakan kamus biasanya supaya mereka tau is teks tersebut.
- Researcher : Apa saja media yang anda gunakan dalam mengajar reading?
- Teacher : Biasanya menggunakan beberapa media seperti buku, gambar dan juga scrip teks yang akan di ajarkan supaya siswa lebih mengerti dan tertarik.
- Researcher : Apa saja teknik atau strategi yang pernah anda terapkan dalam mengajar reading?
- Teacher : Memang kita memberikan beberapa tehnik seperti siswa membawa kamus dan meminta siswa aktif dalam berpartisipasi dalam belajar Bahasa Inggris terutama reading, tapi tetap yang namanya teknik seperti itu masih membuat siswa kurang berminat. Kurangnya minat siswa itu merupakan masalah yang sangta besar jadi walaupun mereka membawa kamus masih terasa sulit untuk siswa dan akhirnya berdampak pada nilai siswa.
- Researcher : Jenis teks yang mana yang paling sulit di pahami siswa?

Teacher : Di SMP itu ada beberapa jenis texts ya yang di pelajari oleh siswa tapi kebanyakan mereka sulit dalam belajar narrative text karena malas dalam membaca teks yang cukup panjang, dari grammar narrative text yang menggunakan past tense membuat mereka sulit dalam prnounciation contoh happen menjadi happened.

Reaseracher : Terima Kasih banyak ibu waktu nya.

Teacher : Iy Sama-sama. Goodluck ya...

Appendix B QUESTIONNAIRE FOR THE STUDENTS

PETUNJUK :

- Pertanyaan - pertanyaan berikut ini berkaitan dengan pengajaran membaca pada pelajaran bahasa Inggris. Mohon memberikan jawaban sesuai dengan kondisi yang ada
- Jawaban yang anda berikan sama sekali tidak akan mempengaruhi nilai.
- Berilah tanda silang (x) pada jawaban yang cocok dengan pendapat Anda.

1. Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?
 - a. Suka
 - b. Tidak suka.
 - c. Cukup suka
 - d. Ragu-ragu
2. Apakah pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk dipelajari oleh Anda?
 - a. Iya
 - b. Ragu-ragu
 - c. Tidak
 - d. Cukup
3. Apa motivasi anda dalam mempelajari bahasa inggris?
 - a. Agar dapat menguasai ketrampilan bahasa inggris.
 - b. Untuk mendapatkan nilai yang bagus dalam pelajaran bahasa inggris.
 - c. Agar bisa berkomunikasi dengan bule.
 - d. Mau tidak mau, karena diajarkan di sekolah
4. Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa Inggris, manakah yang anda anggap paling sulit?
 - a. Reading (membaca).
 - b. Writing (menulis).
 - c. Listening (mendengarkan/menyimak).
 - d. Speaking (berbicara).
5. Apakah anda termotivasi untuk menguasai ketrampilan membaca dalam bahasa Inggris?
 - a. Iya.
 - b. Cukup.
 - c. Kurang
 - d. Tidak
6. Diantara empat teks yang diajarkan dalam pelajaran membaca Bahasa Inggris, manakah yang anda anggap paling sulit?
 - a. Descriptive
 - b. Recount
 - c. Narrative
 - d. Procedur
7. Menurut anda, bagaimana tingkat kesulitan membaca dalam Bahasa Inggris?
 - a. Tinggi (sulit)
 - b. Sedang (cukup sulit)
 - c. Rendah (mudah)
 - d. Nol (tidak ada kesulitan)
8. Apakah anda menggunakan metode atau strategy dalam membaca teks bahasa Inggris?
 - a. Ya
 - b. Tidak
 - c. Ragu-ragu
 - d. Cukup
9. Seberapa sering anda berlatih atau mencoba membaca dalam bahasa inggris di luar waktu pelajaran bahasa Inggris?
 - a. Sering
 - b. Jarang
 - c. Sesekali
 - d. Tidak pernah
10. Apakah kesulitan yang paling sering anda hadapi ketika membaca teks dalam bahasa Inggris?
 - a. Malas membaca teks nya karena terlalu panjang
 - b. Penguasaan vocabulary (perbendaharaan kata) yang rendah.
 - c. Tidak tahu apa yang dimaksud oleh teks yang baik sehingga tidak tahu kesimpulan.

RECAPITULATION OF QUESTIONNAIRE FOR THE STUDENTS

No	Questions	Score				Percentage(%)			
		A	B	C	D	A	B	C	D
1	Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?	5	11	6	8	16,7	36,7	20	26,7
2	Apakah pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk dipelajari oleh Anda?	12	8	2	8	40	26,7	6,7	26,7
3	Apa motivasi anda dalam mempelajari bahasa inggris?	9	9	3	9	30	30	10	30
4	Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa Inggris, manakah yang anda anggap paling sulit?	9	6	8	7	30	20	26,7	23,3
5	Apakah anda termotivasi untuk menguasai ketrampilan membaca dalam bahasa Inggris?	8	8	7	7	26,7	26,7	23,3	23,3
6	Diantara empat teks yang diajarkan dalam pelajaran membaca Bahasa Inggris, manakah yang anda anggap paling sulit?	6	7	10	7	20	23,3	33.3	23.3
7	Menurut anda, bagaimana tingkat kesulitan membaca dalam Bahasa Inggris?	8	7	8	7	26,7	23,3	26,7	23,3
8	Apakah anda menggunakan metode atau strategy dalam membaca teks bahasa Inggris?	4	12	8	6	13,3	40	26,7	20
9	Seberapa sering anda berlatih atau mencoba membaca dalam bahasa inggris di luar waktu pelajaran bahasa Inggris?	8	13	5	4	26,7	43,3	16,7	13,3
10	Apakah kesulitan yang paling sering anda hadapi ketika membaca teks dalam bahasa Inggris?	11	10	9	0	36,7	33,3	30	0

Appendix C

Students' Scores from Pretest to Posttest in Control Group (VIII. 2)

No	Name	Score		Improvement (%)
		Pretest	Posttest	
1	Student 1	62.5	65	2.5
2	Student 2	62.5	65	2.5
3	Student 3	55	60	5
4	Student 4	70	75	5
5	Student 5	60	60	0
6	Student 6	55	60	5
7	Student 7	70	75	5
8	Student 8	60	75	15
9	Student 9	62.5	65	2.5
10	Student 10	65	70	5
11	Student 11	55	50	-5
12	Student 12	60	65	5
13	Student 13	50	50	0
14	Student 14	60	70	10
15	Student 15	72.5	75	2.5
16	Student 16	45	55	10
17	Student 17	45	50	10
18	Student 18	50	65	15
19	Student 19	65	70	5
20	Student 20	60	65	5
21	Student 21	77.5	75	-2.5
22	Student 22	52.5	55	2.5
23	Student 23	65	75	10
24	Student 24	65	70	5
25	Student 25	62.5	65	2.5
26	Student 26	45	50	5
27	Student 27	50	52.5	2.5
28	Student 28	40	52.5	12.5
29	Student 29	67.5	80	12.5
30	Student 30	32.5	40	2.5
31	Student 31	45	50	5
32	Student 32	35	40	5

33	Student 33	50	55	5
34	Student 34	55	57.5	2.5
35	Student 35	40	50	10
36	Student 36	60	62.5	2.5

Appendix D
Students' Scores Pretest to Posttest in Experimental Group (VIII. 1)

No	Name	Score		Improvement (%)
		Pretest	Posttest	
1	Student 1	35	55	20
2	Student 2	55	60	5
3	Student 3	45	60	15
4	Student 4	57.5	75	17.5
5	Student 5	60	70	10
6	Student 6	60	75	15
7	Student 7	50	70	20
8	Student 8	50	67.5	17.5
9	Student 9	40	55	15
10	Student 10	52.5	70	17.5
11	Student 11	65	80	15
12	Student 12	57.5	70	12.5
13	Student 13	62.5	77.5	15
14	Student 14	70	85	15
15	Student 15	30	55	25
16	Student 16	32.5	50	17.5
17	Student 17	65	80	15
18	Student 18	72.5	87.5	15
19	Student 19	60	75	15
20	Student 20	65	80	15
21	Student 21	72.5	77.5	5
22	Student 22	60	85	15
23	Student 23	60	80	10
24	Student 24	32.5	52.5	20
25	Student 25	67.5	70	2.5
26	Student 26	72.5	80	7.5
27	Student 27	50	70	20
28	Student 28	45	65	25
29	Student 29	35	50	7.5
30	Student 30	45	65	20
31	Student 31	65	80	15

32	Student 32	72.5	85	10
33	Student 33	40	60	20
34	Student 34	67.5	77.5	10
35	Student 35	30	50	20
36	Student 36	55	65	10

Appendix E

Teaching Schedule

No	Topic	Meeting	Type of Text	Time Allocation	Date
	PRE-TEST				10-January-2017
1.	Goldilock and the Tree Bears	1 st	Narrative Text	2 x 40 Miutes	11-January-2017
2.	Peter Pan and Tinker Bell	2 nd		2 x 40 Miutes	16- January-2017
3.	The Story of Sangkuriang and Tangkuban Perahu Mount	3 rd		2 x 40 Miutes	17-January-2017
4.	The legend of Banyu Wangi	4 th		2 x 40 Miutes	18-January-2017
5.	Mantu's Little Elephant	5 th		2 x 40 Miutes	23-January - 2017
6.	Turtle's flute	6 th		2 x 40 Miutes	24-January-2017
7.	Malin Kundang	7 th		2 x 40 Miutes	25- January - 2017
8.	The Legend of Nyai Roro Kidul	8 th		2 x 40 Miutes	30- January - 2017
9.	Litle red riding hood	9 th		2 x 40 Miutes	31-February-2017
10,	The Lion and the Shepherd	10 th		2 x 40 Miutes	01- February-2017
11.	Roro Anteng	11 th		2 x 40	06- February-

	and Joko Seger			Miutes	2017
12.	The singer and the dolphin	12 th		2 x 40 Miutes	07- February- 2017
	POST-TEST				08- February- 2017

Appendix J

LESSON PLAN

School : SMP Nurul Iman Palembang
 Subject : English
 Skill : Reading
 Grade / Semester : VIII / II
 Time Allocation : 2 x 40 Minutes (2nd meeting)

Standard Competency

11. Understand the meaning in short simple essay in recount, and narrative text to interact with the environment.

Basic competence

11.2 Responding the meaning and theoretical steps in simple short essay, accurately, fluently and acceptable with regard to the environment in the form of narrative.

I. Indicators

The students are able to:

1. Identify the information in narrative text
2. Identify the purpose and generic structure of narrative text
3. Identify the feature of narrative text
4. Identify the main idea and conclude in narrative text

II. Objectives of the study

After the process of teaching and learning, the students are expected to be able to:

1. Identify the information in narrative text
2. Identify the purpose and generic structure of narrative text

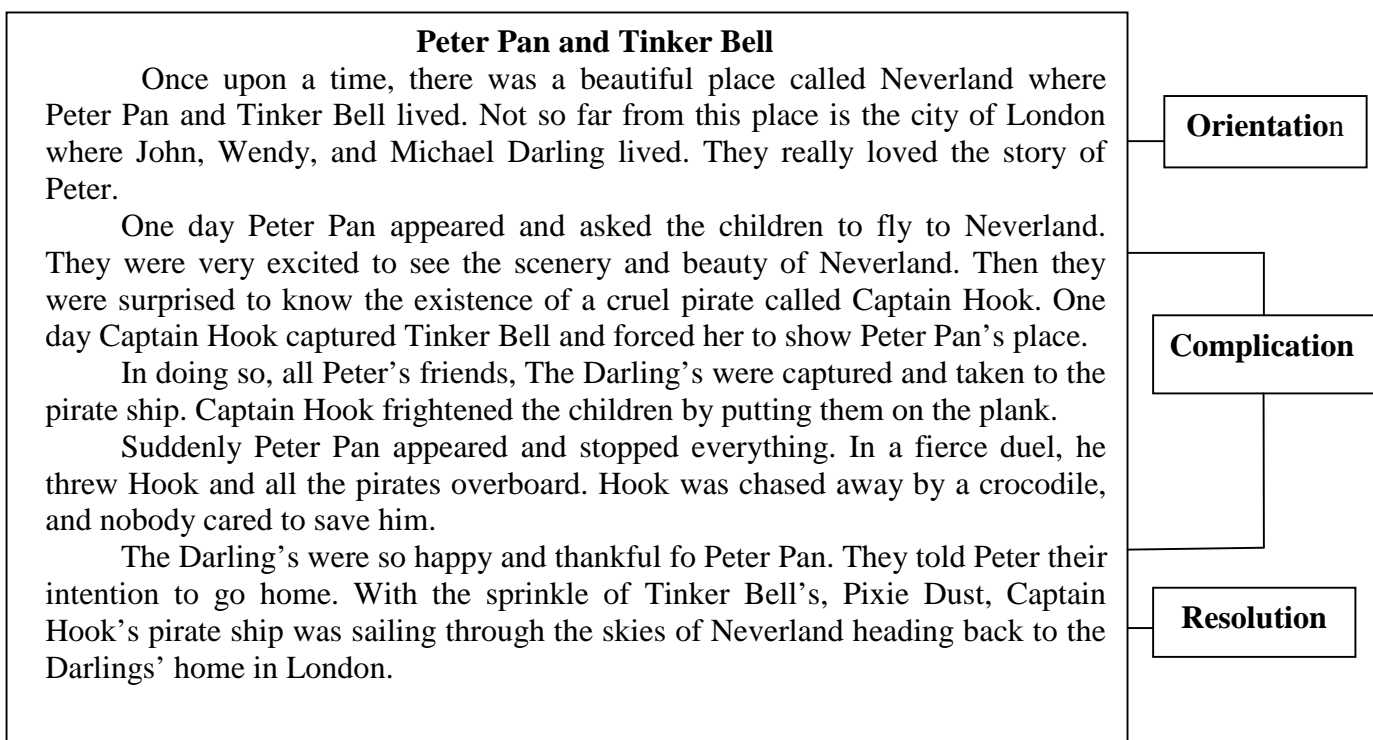
3. Identify the feature of narrative text
4. Identify the main idea and conclude in narrative text

III. Learning Materials

Narrative Text

Social function	: to give information in detail
Generic Structure	: 1) orientation 2) complication 3) resolution
Language Feature	: 1) noun phrase (e.g. Goldilock), 2) past tense (e.g. eaten), 3) adjective (e.g. long black hair), 4) adverb (e.g. happily), 5) time connectives or transational word (e.g. then)

Example of Narrative text:



(Source: <https://books.google.co.id/books?id>)

IV. Learning Strategy

It Says I Say And So strategy

V. Steps of Learning Activity

Phase	Activity	Time (minute)								
Engagement	Opening Activity									
Pre-Activity	<ol style="list-style-type: none"> 1. The Teacher greets the students. 2. The Teacher checks the students' attendance. 	5 minutes								
Whilst-Activity	<p>Exploration:</p> <ol style="list-style-type: none"> 1. The teacher explains about narrative text. 2. The teacher gives the text, <i>Peter Pan and Tinker Bell</i> story. <p>Elaboration:</p> <ol style="list-style-type: none"> 1. The teacher introduces the strategy using a short story in teaching narrative text. 2. The students listen what is modeled by the teacher. 3. The teacher provides students with a copy of the text of narrative text and It Says I Say And So chart. <table border="1" data-bbox="470 1048 1230 1267"> <thead> <tr> <th>Question</th> <th>It says</th> <th>I say</th> <th>And So</th> </tr> </thead> <tbody> <tr> <td>Read the question.</td> <td>Find information from the text to help answer each question—paraphrase or quote answers from text.</td> <td>Consider what you know about the information.</td> <td>Put together the information from the text with what you know, then answer the question.</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 4. The teacher explains the function of It Says I Say And So chart 5. The teacher brainstorms the questions to have the students to fill the chart and seek the answer in the text. 6. The teacher divides the students into groups. 7. The teacher asks the students to read the text. So, the students find support for what they know and find new information from the text to fill the chart. 8. The teacher asks students to complete It Says column and invite students' response to It Says from the text. 9. The teacher asks with the students to complete I Say from the students own thinking 10. The teacher asks students to complete And So column and invite students response to And So. <p>Confirmation:</p> <ol style="list-style-type: none"> 1. From chart of It Says I Say And So, the teacher asks the students to find the answer and important information facts in the text. 2. The teacher invites the students to answer the question on 	Question	It says	I say	And So	Read the question.	Find information from the text to help answer each question—paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.	55 minutes
Question	It says	I say	And So							
Read the question.	Find information from the text to help answer each question—paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.							

	the chart and discuss the question to make conclusion in the text.	
<i>Post Activity</i>	<ol style="list-style-type: none"> 1. The teacher asks the student to summary about ten words or more from their framework. 2. The teacher asks the students to submit their exercise. 3. The teacher closes the class 	20 minutes

VI. Media/Source

1. Media : It Says I Say And So Framework, and Peter Pan and Tinker Bell story.
2. Source : Wardiman, Artono et, al. 2008. *English in focus*. Jakarta, Indonesia: Pusat Perbukuan.
3. Dictionary
4. Blackboard
5. Other relevant books

VII. Scoring

Reading test to make inference (Five questions, essay)

Correct answer score is twenty

No	Questions	Score
1.	What the text tell about?	20
2.	What is main idea the first paragraph?	20
3.	What is the problem faced by Peter Pan?	20
4.	What did The Darlings feel when Peter ask them to go to Neverland?	20
5.	What we can learn from the story?	20
Total score		100

Palembang, 2016
Teacher

Sulung Susanti
12250135

Appendix M

The r-table of Product Moment for a certain Number of Samples

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	0.266	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	0.396	300	0.113	0.148
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	0.276	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			
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Source: Sugiono. (2012, p. 373). *Statistika untuk penelitian*. Bandung: Alfa Beta.

Appendix O

Validity Result of Each Questions Items

No	Validity test	Sig. (2-tailed) of Person Correlation	r-table score	Result
1	Item 1	0	0.381	Invalid
2	Item 2	0.558	0.381	Valid
3	Item 3	0.531	0.381	Valid
4	Item 4	0.345	0.381	Invalid
5	Item 5	0.876	0.381	Valid
6	Item 6	0.317	0.381	Invalid
7	Item 7	0.876	0.381	Valid
8	Item 8	0.792	0.381	Valid
9	Item 9	0.345	0.381	Invalid
10	Item 10	0.558	0.381	Valid
11	Item 11	0.792	0.381	Valid
12	Item 12	0.620	0.381	Valid
13	Item 13	0.359	0.381	Invalid
14	Item 14	0.404	0.381	Valid
15	Item 15	0.620	0.381	Valid
16	Item 16	0.792	0.381	Valid
17	Item 17	0.620	0.381	Valid
18	Item 18	0.792	0.381	Valid
19	Item 19	0.317	0.381	Invalid
20	Item 20	0.792	0.381	Valid
21	Item 21	0.250	0.381	Invalid
22	Item 22	0.792	0.381	Valid
23	Item 23	0.876	0.381	Valid
24	Item 24	0.404	0.381	Valid
25	Item 25	0.620	0.381	Valid
26	Item 26	0.707	0.381	Valid
27	Item 27	0.792	0.381	Valid

28	Item 28	0.531	0.381	Valid
29	Item 29	0.531	0.381	Valid
30	Item 30	0.707	0.381	Valid
31	Item 31	0.273	0.381	Invalid
32	Item 32	0.404	0.381	Valid
33	Item 33	0.620	0.381	Valid
34	Item 34	0.439	0.381	Valid
35	Item 35	0.452	0.381	Valid
36	Item 36	0.239	0.381	Invalid
37	Item 37	0.876	0.381	Valid
38	Item 38	0.345	0.381	Invalid
39	Item 39	0.620	0.381	Valid
40	Item 40	0.250	0.381	Invalid
41	Item 41	0.502	0.381	Valid
42	Item 42	0.692	0.381	Valid
43	Item 43	0.012	0.381	Invalid
44	Item 44	0.359	0.381	Invalid
45	Item 45	0.876	0.381	Valid
46	Item 46	0.250	0.381	Invalid
47	Item 47	0.404	0.381	Valid
48	Item 48	0.452	0.381	Valid
49	Item 49	0.016	0.381	Invalid
50	Item 50	0.277	0.381	Invalid
51	Item 51	0.439	0.381	Valid
52	Item 52	0.959	0.381	Valid
53	Item 53	0.558	0.381	Valid
54	Item 54	0.620	0.381	Valid
55	Item 55	0.404	0.381	Valid
56	Item 56	0.404	0.381	Valid
57	Item 57	0.620	0.381	Valid
58	Item 58	0.108	0.381	Invalid
59	Item 59	0.452	0.381	Valid
60	Item 60	0.404	0.381	Valid

Appendix P

INSTRUMENTS

School	: SMP Nurul Iman Palembang
Class	: VIII (Delapan)
Time	: 80 minutes
Skill	: Reading

Petunjuk Menjawab Soal:

1. Write your name on your answer sheet.
2. Read the directions for each text.
3. Fill the correct answer by crossing (X) from four options (a),(b),(c),(d) given in the following questions.
4. Each correct answer will be scored 2.5

Read the text and answer the questions 1 to 5

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot 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.

line The man tried to teach the parrot to say Catano. But the bird would not say the
(5) 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 to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

line One day after trying for many hours to make the bird say Catano, the man got
(10) 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 are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

line The next day the man came back to the chicken house. He opened the door and
(15) 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!"

(Taken from: detik-detik UN Bahasa Inggris, 2005/2006, Intan Pariwara)

1. What was the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
2. Why the man got angry to the bird?
 - a. Because the bird was very smart
 - b. Because the bird could say Catano
 - c. Because the bird was naughty
 - d. Because the bird could not say Catano

3. What is the story about?
- a. A parrot and a cat
b. A parrot and a chicken
c. A parrot and the owner
d. A parrot, the owner, and chickens
4. It was very, very smart. The word “**It**” in line 2 refers to?
- a. The man
b. The bird
c. The chicken
d. Puerto Rico
5. The parrot was screaming at the fourth chickens. What does the word “**screaming**” in line 16 mean?
- a. Smiling
b. Crying
c. Shouting
d. Laugh

Read the text and answer the questions 6 to 10

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 walks 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.

(5) 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 cows he bought. The **stupid** man answered that he bought six cows. However, he could only see five of them. His wife looked (10) him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

(Taken From: Priyana, J., irjayanti, A. R., Renitasari, F. 2008. Scaffolding. Jakarta: Pusat Perbukuan)

6. How many cows did the stupid man buy?
- a. One
b. Five
c. Six
d. Seven
7. 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.
8. What does the word “**them**” in paragraph 1 line 3 refer to?
- a. The theirs
b. The cows
c. The lost cows.
d. One of the cows.
9. Which of the following words is the antonym of “**certain**” in paragraph 1 line 4?
- a. Sure
b. Unsure
c. Positive
d. Clear
10. Which of the following words is the synonym of “**stupid**” in paragraph 3 line 8?
- a. Unlucky
b. Diligent
c. Bright
d. Dull

Read the text and answer the questions 11 to 15

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 tablecloth. Besides this, some of his soup would run back out of his mouth.

(5) 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.

(10) 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 only cry. Then, she bought him a wooden bowl and made him eat from it.

(15) 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.

(Taken From: Priyana, J., irjayanti, A. R., Renitasari, F. 2008. Scaffolding. Jakarta: Pusat Perbukuan)

11. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely.
 - b. They treated him very badly
 - c. They treated him like child
 - d. They treated him very carefully
12. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son
 - b. They let their son eat at the table
 - c. They let their father eat the table
 - d. They did not say anything
13. What does the word "**they**" in paragraph 5 line 16 refer to?
 - a. The man and the grandson
 - b. The man and the woman
 - c. The woman and the grandson
 - d. The man and the grandfather
14. Which of the following words is the antonym of "**weak**" in paragraph 3 line 9?
 - a. Feeble
 - b. Strong
 - c. Fragile
 - d. Frail
15. Which of the following words is the synonym of "**enough**" in paragraph 2 line 6?
 - a. Less
 - b. Correct
 - c. Many
 - d. Adequate

Read the text and answer the questions 16 to 20

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

line (5) However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from line any danger.

(10) One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into he cottage, where he found a young girl stroking the frightened animal. She was so line beautiful and gentle that the king fell in love with her at once. He asked her to be his (15) wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

(Taken from: Wardiman, Artono et, al. 2008. English in Focus. Jakarta: Pusat Perbukuan)

16. Why did the brother and sister flee into the woods?
- a. Because they felt very happy.
 - b. Because they had been maltreated by their stepmother.
 - c. Because they had been treated well their stepmother
 - d. Because they wanted to leak home
17. The young boy changed at once into?
- a. Dog
 - b. Cat
 - c. Fawn
 - d. Cow
18. What caused the young boy to change into a fawn?
- a. He was drinking something.
 - b. He was eating something.
 - c. He was saying something bad.
 - d. He was having cursed by someone.
19. How did he change back to be her brother?
- a. When he met the King.
 - b. When he walked like an animal.
 - c. When he met a frightened animal.
 - d. When one of her tears fell on the fawn.
20. Who asked her to be his wife?
- a. The Queen
 - b. The King
 - c. The Fawn
 - d. The Evil

Read the text and answer the questions 21 to 25

The Story of Bawang Merah and Bawang Putih

There was a girl named Bawang Putih. She lived with her step-mother and her stepsister named Bawang Merah. Bawang Putih's life was sad. Her step-mother and her stepsister treated Bawang Putih badly and always asked her to do all the household chores.

line (5) One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the

river flow to find the clothes. Finally, she met an old woman. The old woman returned the clothes. **She** also gave Bawang Putih a small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her step-mother and step-sister. They were all surprised when they found jewelry inside it. Bawang Putih's step-mother was greedy so she asked Bawang Merah to go to the river. She said, "Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin." In short, Bawang Merah found the old woman and got the pumpkin. When her step-mother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

(Taken from: <http://www.nurdiono.com/the-story-of-bawang-merah-and-bawang-putih.html>)

21. What is the story about?
 - a. Bawang Putih and Bawang Merah
 - b. Bawang Putih's kindness
 - c. Bawang Putih's family
 - d. Bawang Putih's honesty
22. Who was Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's older sister
 - c. Bawang Putih's sibling
 - d. Bawang Putih's step-sister
23. The underlined word "**She**" in paragraph 2 line 8 refers to ...
 - a. The old woman.
 - b. An old man.
 - c. A woman.
 - d. Bawang Merah.
24. Why were Bawang Merah and her mother screaming?
 - a. There was a snake inside the pumpkin.
 - b. They found jewelry.
 - c. The clothes fell down to the river.
 - d. There were a lot of snakes inside the pumpkin
25. What is the moral value of the text?
 - a. Don't be a greedy person.
 - b. Love your step-mother and step-sister.
 - c. Don't wash your clothes in a river.
 - d. Don't take the big pumpkin.

Read the text and answer the questions 26 to 29

Lake Toba

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala.

However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it. They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it.

When Sahala learnt what they had done with his meal, he got very angry. **He** shouted at them, saying, "You behaved exactly like the daughters of a fish." The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise. Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.

26. What is the text mainly about?
- It's about fisherman
 - It's about lake Toba
 - It's about fish
 - It's about Batakland
27. Why did the girls' mother get angry with Sahala?
- He broke his promise.
 - He did not get the food.
 - She apologized for the daughters.
 - The girls did not understand him.
28. He shouted at them.
- The underlined word "**He**" in paragraph 3 line 11 refers to
- Sahala's wife
 - Toba
 - Sahala's daughter
 - Sahala
29. What is the moral value of telling the story?
- Father has to care all his daughters.
 - Children must obey their mother.
 - It is not good to break our promise
 - We have to be good with our

Read the text and answer the questions 30 to 33

Roro Anteng and Joko Seger

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, **they** had not any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They had to sacrifice their youngest son to the Bromo crater.

(5) After sometime, Rara Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The Mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But, they did not want their youngest son, Raden Kusuma, to be sacrificed to the crater. Raden Kusuma learned about the deal his parents had made.

(10) Meanwhile, the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

line After that day, the Tengger people have given offering to the crater, as Raden
(15) Kusuma had sacrificed himself before.

(Taken from: indonesianfolklore.blogspot.com)

30. What is the main idea of paragraph 3?
- Raden Kusuma sacrificed himself.
 - Raden Kusuma could not stop the eruption.
 - Raden Kusuma went to the crater.
 - Raden Kusuma helped the villagers.
31. They had not any children. The word "**They**" in paragraph 1 line 2 refers to?
- Mount Bromo
 - Roro Anteng and Joko Seger
 - Raden Kusuma and joko seger
 - Roro Anteng and Raden Kusuma
32. Who sacrificed himself to the crater to stop eruption?
- Raden Kusuma
 - Rara Anteng
 - Joko Segar
 - His father
33. The moral of the story is
- We do not need to keep our promise.
 - All parents love their children.
 - We have to pray to God.
 - We have to fulfill our promise.

Read the text and answer the questions 34 to 40

The Singer and The Dolphin

Arion did not put up a struggle; instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voice that they were hardly aware what happened next. At the first notes of his song, a dolphin swam along side, attracted by the beautiful music.

(5) Immediately Arion jumped overboard onto the dolphin's back and he was carried back across the sea. In memory of this event, a statue, of a young man on the back of a dolphin, erected in the port of Corinth. This statue is still there today.

Arion was one of the most **famous** singers in the ancient world. On one occasion he won an important festival in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home to Corinth.

When the ship finally reached port in Corinth, the **wicked** sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at sea. They were struck dumb with amazement, however, when Arion arrived with a company of soldier to arrest them. Unfortunately, this huge treasure made the sailors very jealous, and in order to have it for themselves, they attacked the singer and were about to throw him overboard.

(Taken from: Wardiman, Artono et, al. 2008. English in Focus. Jakarta: Pusat Perbukuan)

34. What is the text mainly about?
- It is about Arion who was a singer
 - It is about Arion and the dolphin
 - It is about dolphin swam along side
 - It is about dolphin
35. What happened to Arion when he was at the first notes of his song?
- A dolphin swam along side, attracted by the beautiful music.
 - Arion jumped overboard onto the dolphin's back.
 - Arion was carried back across the sea.
 - A dolphin like his song.
36. Who was Arion?
- Arion was animal kipper.
 - Arion was one of the most famous singers in ancient world.
 - Arion was an singer.
 - Arion was the famous song writer.
37. Where did he win an important festival?
- In Corinth
 - In Ancient world
 - In Sicily and Corinth
 - In Sicily
38. What did Arion get for his prize?
- He received so many jewels and golden cups
 - He received so many jewels
 - He received so many golden cups
 - He received money, jewels and golden cups
39. Which of the following words is the antonym of "**wicked**" in paragraph 4 line 12?
- Kind
 - Ugly
 - Bad
 - Sweet

40. Which of the following words is the synonym of “famous” in paragraph 3 line 8?

- a. Bad
- b. Well-known
- c. Infamous
- d. Great

ANSWER KEY

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

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

21	A
22	D
23	A
24	D
25	A
26	B
27	A
28	D
29	C
30	A

31	B
32	A
33	D
34	B
35	A
36	B
37	D
38	A
39	A
40	B

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Observation at SMP Nurul Iman Palembang



Interview the teacher of English



The students answer the questionnaire

Try Out at SMP Muhammadiyah 1 Palembang



Pretest in Experimental Group (VIII. 1)



Posttest in Experimental Group (VIII.1)



Pretest in Control Group (VIII. 2)



Posttest in Control Group (VIII. 2)



Treatment in Experimental Group (VIII. 1)

