

**THE EFFECT OF FACILITATOR TEACHING STYLE
TOWARDS READING COMPREHENSION AT
THE TENTH GRADE STUDENTS OF
MAN 1 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Education (S. Pd) in English*

Written by

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STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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to:
Dean Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Khairunnisa Harahap*, entitled "*The Effect of Facilitator Teaching Style Towards Reading Comprehension at The Tenth Grade Students of MAN 1 Padangsidimpuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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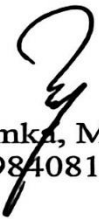
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ABSTRACT

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Title of Thesis : **The Effect of Facilitator Teaching Style Toward Reading Comprehension at The Tenth Grade Students of MAN 1 Padangsidimpuan**

This objectives of this research were: 1) To know the students' reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan before using facilitator teaching style. 2) To know the students' reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan after using facilitator teaching style. 3) To know whether there is a significant effect of facilitator teaching style on reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan or not. This research was quantitative research with experimental method with pre-test, post-test control group design. The population of this research were all the tenth grade students of MAN 1 Padangsidimpuan. The sample of this research was 68 students by using random sampling technique. The instrument of this research was multiple choice test (pre-test and post-test). Data were collected through pre-test and post-test in the form of multiple choice questions and analyzed using T-test formula. The result of this research, it was found that the mean score of experimental class higher than control class. The mean score using facilitator teaching style was 72.00 and mean score of control class was 68.11. It can be concluded that facilitator teaching style is very useful on reading comprehension. In addition, $t_{count} > t_{table}$ ($7002 > 1.689$). It means facilitator teaching style significantly affects on reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan.

Keywords: *Facilitator Teaching Style, Reading Comprehension*

ABSTRAK

Nama : Khairunnisa Harahap
Nim : 18 20 00024
Judul Skripsi : Pengaruh Gaya Mengajar Fasilitator Terhadap Pemahaman Membaca pada Siswa Kelas Sepuluh MAN 1 Padangsidempuan

Penelitian ini bertujuan antara lain: Untuk mengetahui pemahaman membaca kelas sepuluh MAN 1 Padangsidempuan sebelum menggunakan gaya mengajar fasilitator. 2) Untuk mengetahui pemahaman membaca kelas sepuluh MAN 1 Padangsidempuan setelah menggunakan gaya mengajar fasilitator. 3) Untuk mengetahui apakah ada pengaruh yang signifikan gaya mengajar fasilitator terhadap pemahaman membaca kelas sepuluh MAN 1 Padangsidempuan. Jenis penelitian ini adalah penelitian quantitative metode experimental dengan pre-test, post-test control grup. Populasi dalam penelitian ini adalah seluruh siswa kelas sepuluh MAN 1 Padangsidempuan. Penelitian ini mengambil 68 murid sebagai sampel dengan menggunakan teknik random sampling. Instrumen penelitian ini adalah tes pilihan ganda (pre-test dan post-test). Data dikumpulkan melalui pre-test dan post-test berupa soal pilihan ganda dan dianalisis menggunakan rumus uji T. Hasil dari penelitian ini adalah, bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas control. Nilai rata-rata setelah menggunakan fasilitator teaching style adalah 72.00 dan nilai rata-rata kelas control adalah 68.11. Dapat disimpulkan bahwa fasilitator gaya belajar sangat berpengaruh terhadap pemahaman membaca. Selain itu, $t_{hitung} > t_{table}$ ($7.002 > 1.689$). Itu artinya efek dari fasilitator gaya belajar sangat signifikan terhadap pemahaman membaca murid di kelas sepuluh MAN 1 Padangsidempuan.

Kata kunci: *Gaya Mengajar Fasilitator, Pemahaman Membaca*

ملخص البحث

| | |
|-------------|--|
| الاسم | :خير النساء حراهب |
| رقم التسجيل | :١٨٢٠٠٠٠٢٤٠ |
| عنوان البحث | :تأثير أسلوب تدريس الميسر على الفهم القرائي لدى تلاميذ الصف العاشر في مدرسة علياء نيجيري ١ بادانغسيديمبوان |

تركز هذه الدراسة على التأثير بين أسلوب تدريس الميسر وفهم القراءة لدى طلاب الصف العاشر في مدرسة علياء نجي ١ بادانغسيديمبوان. هناك العديد من المشاكل الطلابية في هذه الدراسة مثل: عدم فهم العديد من الطلاب للنص بشكل جيد بسبب عدم امتلاكهم الكثير من المفردات ونقص الدافعية للقراءة. صياغات المشكلة في هذه الدراسة هي (١) كيف يكون فهم القراءة لدى طلاب الصف العاشر في مدرسة مان ١ بادانغسيديمبوان قبل استخدام أسلوب التدريس الميسر؟ (٢) كيف يكون فهم القراءة لدى طلاب الصف العاشر في مدرسة علياء نيجيري ١ بادانغسيديمبوان بعد استخدام أسلوب التدريس الميسر؟ (٣) هل هناك تأثير كبير لأسلوب التدريس الميسر على فهم القراءة لدى الطلاب في الصف العاشر من مدرسة علياء نيجيري ١ بادانغسيديمبوان؟ الغرض من هذا البحث هو معرفة ما إذا كان أسلوب التدريس الميسر له تأثير كبير على فهم القراءة لدى الطلاب في الصف العاشر في مان ١ بادانغسيديمبوان. هذا النوع من البحث هو بحث كمي من النوع التجريبي. وكان مجتمع هذه الدراسة هو الصف العاشر بأكمله في الصف العاشر في مان ١ بادانغسيديمبوان. أخذت هذه الدراسة ٦٨ طالباً كعينات باستخدام تقنية أخذ العينات العشوائية. وكانت الأداة المستخدمة هي الاختبار. أظهرت نتائج هذه الدراسة أن متوسط درجات الفصل التجريبي كان أعلى من متوسط درجات الفصل الضابطة. وكان متوسط الدرجات بعد استخدام أسلوب التدريس الميسر ٧٢,٠٠ درجة ومتوسط الدرجات في الفصل الضابطة ٦٨,١١ درجة. وبالإضافة إلى ذلك، كان متوسط الدرجات بعد استخدام أسلوب التدريس الميسر (١,٦٨٩ > ١٠٠٢). ويمكن أن نستنتج أن أسلوب التدريس الميسر له تأثير كبير على فهم القراءة لدى الطلاب في الصف العاشر من مان ١ بادانغسيديمبوان.

الكلمات المفتاحية أسلوب تدريس الميسر، فهم المقروء، الفهم القرائي

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Padangsidimpuan, March 2025
Writer,

Khairunnisa Harahap
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading comprehension is important for the students to become effective reader. Basically, reading comprehension is an ability to understand what the readers read where words have context and texts have meaning. It means that reading comprehension is the ability to understand information that presented in written form. It is the process by which the reader understand the texts the reader read.

The purpose of reading comprehension is to add meaning to what is read, making reading enjoyable, fun, and informative. The comprehension will help the readers to develop a more complete picture of things they read and lead them into a deep understanding of the text. Understanding information on the text is, of course the whole purpose of reading. The readers who understand what they are reading can more easily go beyond the given information on the page.

There are several essentials things why students should have ability in reading comprehension. First, able to understand, analyze, and respond to texts and written communication at school. Second, improve the ability to be seen clearly and effectively. Third, subject can improve reading focus for a long time.

The goverment has done some efforts to increase the quality of education, such as curriculum development, teacher quality improvement,

and textbook selection. The school has done some efforts to increase education, such as prepare school facilities for the teaching process of teaching. The teacher is an important part in increasing the quality of education, and also to teaching the teacher's job to monitor and supply feedback on student's learning. Of the efforts that have been done, but after we observed with the teacher, it turns out that their reading still low. Students are expected to develop their reading comprehension.

Based on interview to the English teacher in MAN 1 Padangsidempuan she stated, "There are still many students who do not understand the text well because of lack of vocabulary and lack of motivation, therefore they difficult to comprehend the text."¹ Another time with some of students in MAN 1 Padangsidempuan, it was known that they have difficulties in comprehending the text. The teacher often uses the monotonous technique in teaching reading. The teacher presents and explains a text to the students. After presenting the text, the students read each paragraph one by one then they find the difficult words in the text to comprehend. They are also allowed to open their dictionary if that is needed. And the last, students answer the tasks that have been given before.² Based on interview it can be concluded the teacher still do not know how the teaching style is able to attract students' attention, so that most of students

¹ Erna Juita, S. Pd, *Private Interview to the English Teacher of MAN 1 Padangsidempuan*, (Padangsidempuan, September 5th, 2022)

² Students of MAN 1 Padangsidempuan. Private interview, on September 6th 2022

in the class are less interested in learning English due to monotonous teaching style of the teacher.

The factors affecting students' reading comprehension are interest, language and teaching style.³ There are five main teaching style, they are Expert Teaching Style, Formal Authority Teaching Style, Personal Teaching style and Facilitator Teaching Style.⁴ Facilitator teaching style promotes critical thinking and collaboration, which enhances comprehension of complex ideas in the text.⁵ It means among the five main teaching styles, the Facilitator Teaching Style stands out for its ability to enhance reading comprehension by actively promoting critical thinking and collaboration. This style is particularly effective in helping students navigate and understand complex ideas presented in various texts.

The facilitator teaching style is an activity-based style of teaching that encourages self-learning in the classroom through peer-to-teacher learning. It involves teachers asking students to questioning rather than simply having the answer given to them. This style makes the use of activities to promote self-discovery and facilitates the development of

³ Louise Mariz Antoinette G. Nobles, and Ruth Ortega-Dela Cruz. "Making Connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension." *Journal of English Education*, Volume 5, No. 1, 2020, p. 49-61.

⁴ Yalçın Dilekli and Erdoğan Tezci, "The Relationship among Teachers' Classroom Practices for Teaching Thinking Skills, Teachers' Self-Efficacy towards Teaching Thinking Skills and Teachers' Teaching Styles," *Thinking Skills and Creativity* 21 (September 2016): 144–51, <https://doi.org/10.1016/j.tsc.2016.06.001>.

⁵ Anthony F. Grasha, "A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator." *College teaching*, Volume 42, No. 4, 1994, p. 142-149. <http://www.jstor.org/stable/27558675>

problem-solving skills. This way of teaching leads students to develop a much deeper understanding of the topic being taught to them.

The role of facilitator teaching style in teaching reading comprehension is important to help the students understand the text easier. The facilitator teaching style in teaching reading comprehension revolves around creating an interactive, student-driven learning experience that nurtures critical thinking, active engagement, and a deeper understanding of the material. Moreover, the facilitator style creates a supportive and inclusive atmosphere where students feel comfortable expressing their opinions, asking questions, and seeking clarification. This positive learning environment contributes to improved comprehension by fostering open communication and collaboration. By implementing the facilitator teaching style in reading comprehension instruction, teachers can foster active engagement, critical thinking, and metacognitive skills among students.

Based on the explanation above, it is essential to do research entitled “The Effect of Facilitator Teaching Style Towards Reading Comprehension at the Tenth Grade Students of MAN 1 Padangsidempuan”.

B. The Identification of the Problem

Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information.

As mentioned above that the factors affecting reading comprehension are interest, language and teaching style. In this case the teaching style means facilitator teaching style.

C. The Limitation of the Problem

From the identification of problems above, the factors affecting reading comprehension are interest, language and teaching style. There are some teaching styles that could be used in teaching-learning reading. The teaching style are Expert Style, Formal Authority Style, Personal Style and Facilitator Style. These are some teaching styles that suitable to teaching reading comprehension.

This research did not discuss all the teaching styles; instead, this research selects one of the teaching styles. Facilitator teaching style is what the teaching style refers to.

This research focused on facilitator teaching style in reading comprehension because some factors. First, students are lack of interested in learning English. Second, the students are lack of vocabulary and motivation. Third, the students have any difficulty to comprehend of the text.

D. The Formulations of the Problem

Based on the background of the study above, the formulation of this research can be formulated as follows :

1. How is the students' reading comprehension at the tenth grade students of MAN 1 Padangsidempuan, before using Facilitator Teaching Style?

2. How is the students' reading comprehension at the tenth grade students of MAN 1 Padangsidempuan, after using Facilitator Teaching Style?
3. Is there any significant effect of Facilitator teaching Style on reading comprehension at the tenth grade students of MAN 1 Padangsidempuan?

E. The Purposes of the Research

Based on the formulation of the research above, the researcher determined the purposes of the research are:

1. To describe the students' reading comprehension at the tenth grade students of MAN 1 Padangsidempuan before using facilitator teaching style.
2. To describe the students' reading comprehension at the tenth grade students of MAN 1 Padangsidempuan after using facilitator teaching style.
3. To analyze whether there is a significant effect of facilitator teaching style on reading comprehension at the tenth grade students of MAN 1 Padangsidempuan or not.

F. The Significances of the Research

The researcher hopes that this research will be useful for:

1. For Headmaster, to supervise and to give the significant theory and practice contribution to English teaching in learning process.
2. For English teachers, as an additional information related teaching reading that can be applied in the class to make learning English more effective.

3. For researcher, as a reference in the learning process in the future and as a comparison.

G. The Outline of the Thesis

The systematic of this research were divided into five chapters. Each chapter consist of many subs chapter with the following explanation:

The first chapter is introduction that consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research, and outline of the thesis.

The second chapters consist of theoretical description which explain about reading comprehension, facilitator teaching style, related finding, conceptual framework and the hypothesis.

The third chapter consist of research and methodology, which explain about the place and time of the research the research design, population and sample, instrument of the research, validity and realibility, technique of collecting data, and the technique of analysis the data.

The fourth chapter consist of the data description, hypothesis testing, discussion and the threats of the research. The fifth chapter consisted of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.⁶ Grabe and Stoller said that reading comprehension is the ability to understand information in a text and interpret it appropriately.⁷ So, reading comprehension is the ability to understand the written text to get the intended meaning from it.

Based on Klingner, reading Comprehension is refers to reading for meaning, understanding and entertainment. There should be an interaction between reader and the text.⁸ Brown said that reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies.⁹ So, the readers

⁶ Nurdiana and Rizki Amelia, *Interpretive Reading*, (Pekanbaru: Kreasi Edukasi Publishing And Consulting Compony, 2017), p. 8

⁷ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edi (London and New York: Routlege, 2011), p. 11.

⁸ Jenette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (US: The Guilford Press, 2007), p. 2, e-book retrieved from <https://goo.gl/hD98Ke>.

⁹ H. Douglass Brown, *Teaching by Principle an Interactive Approach to Language Pedagog* (New Jersey: Prentice Hall, Inc Englewoods Cliffs, 1994), p. 291.

should be able to reconstruct the meaning of the text which the authors wrote.

Grellet states that reading comprehension is understanding a written text, it means extracting the required information from it as efficiently as possible.¹⁰ Besides, Roehl says that reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.¹¹ Then, based on the Merdeka Curriculum,

Reading comprehension is understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologues, especially those in the form of descriptive, narrative, recount, procedure, report, exposition, discussion, commentaries and reviews.¹²

From several explanation above it can be concluded that reading comprehension is a process to comprehending and understanding meaning of knowledge, idea, information, message from the text. It occurs in the human brain and involves many components. Those components are the reader, the text, and the previous knowledge in which they interact one another in order to reconstruct, evaluate, and compare the meaning of the text based on the readers' prior knowledge.

¹⁰ Francoise Grellet, *Developing Reading Skills; A Practical Guide to Reading Comprehension Exercises* (London and New York, 2000), p. 3

¹¹ K.M. Roehl, *Developing Reading Comprehension Skill in EFL University Level Student*, (Taiwan: St. Jhon's University, 2003), p. 177.

¹² Nining Suryaningsih, *Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*, (2022), Pusat Kurikulum dan Perbukuan, Balitbang, kemendikbud.

b. Purposes of Reading Comprehension

Reading becomes an evolving interaction between the text and the background knowledge of the reader. According to King and Stanley in Nurdiana and Rizki state there are five purposes of reading comprehension, such as:

- 1) Finding factual information
- 2) Finding main idea
- 3) Finding the meaning of vocabulary
- 4) Identifying reference
- 5) Making inference.¹³

According to Nunan, there are several purposes of reading comprehension :

- 1) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works).
- 2) To act in a play, play a game, do a puzzle.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available.
- 5) To know what is happened (as reported in newspaper, magazine, reports).
- 6) For enjoyment or excitement.¹⁴

Based on information above it can be concluded the purposes of reading comprehension are: finding factual information, finding main idea, finding the meaning of vocabulary, identifying reference,

¹³ Nurdiana and Rizki Amalia, *Interpretive Reading*, (Pekanbaru: Kreasi Edukasi Publishing And Consulting Compony, 2017), p. 9.

¹⁴ David Nunan, *Practical English Language Teaching*, first Addition (New York: McGraw. Hill Companies, 2003), p.68.

making inference, to obtain instruction, to keep in touch with friends, enjoyment and excitement.

Based on English Merdeka curriculum, the purpose of reading comprehension as follow :

- 1) Can respond to graphic symbols in writing, such as punctuation, capitalization, italics.
- 2) Can understand the elements of language in written discourse, such as morpheme/word structures, sentences, word links in sentences, sentence links in paragraphs.
- 3) Can understand the meaning of words and sentences according to the context of written discourse.
- 4) Can understand the main ideas, supporting and detailed information in written discourse.
- 5) Draw conclusions and inferences from written discourse.
- 6) Knowing the author's style and intent in conveying ideas in written discourse.¹⁵

From the explanation above that the purposes of reading comprehension is to make it easier for the reader and help to find information quickly and the reader is easy to conclude the text that has been read.

c. Types of Reading Comprehension

In general there are two types of reading comprehension namely intensive reading and extensive reading. According to Muchtar, intensive reading is only limited to the short text and carried out with the aim of understanding the whole content of

¹⁵Nining Suryaningsih, Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X, (2022), Pusat Kurikulum dan Perbukuan, Balitbang, kemendikbud

reading. Extensive reading is to read widely and in large quantities, with the main aim to enjoy reading activities.¹⁶

According to Nurdiana and Amalia, there are two types of reading comprehension are:

- 1) Extensive Reading
Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text.
- 2) Intensive Reading
Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.¹⁷

According to Fatmasari and Fitriyah there are two types of reading, are:

- 1) Reading Aloud
Reading aloud is the activity of reading with making sounds or the activity of pronouncing symbols language sounds loud enough for listeners to catch or understand information, thoughts and feelings of an author
- 2) Silent Reading
Silent reading is reading without sound, without lip movement, no head movement, no whispering, understanding reading material silently or silently.¹⁸

Based on explanation above, it can be concluded that types of reading are intensive, extensive reading, reading aloud and silent reading. So, reading is complex process that involved the features of parts of success ability and failure.

¹⁶ Naely Muchtar, "Intensive and Extensive Reading in Improving Teaching Reading Comprehension", *Lingua Pedagogia, Journal of English Teaching Studies*, Vol. 1, No. 2, September 2019, p. 2, <https://journal.uny.ac.id/index.php/lingua-pedagogia/index>

¹⁷ Nurdiana and Rizki Amalia, *Interpretive Reading*, (Pekanbaru: Kreasi Edukasi Publishing And Consulting Compony, 2017) , p. 5-6.

¹⁸ Ria Kristia Fatmasari and Husniyatul Fitriyah, *Keterampilan Membaca*, (Bangkalan: STKIP PGRI Bangkalan, 2010), p. 22-24.

d. Principles of Reading Comprehension

Principle reading to make better reading comporehension in reading activity. According to Brown, there are many principles in teaching reading comprehension, they are stated in following :

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, and other) to determine meaning.
- 4) Guess at meaning (of words, idioms, and other) when you are not certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading technique for rapid processing.
- 8) Use marginal notes, outlines, charts or semantic map for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.¹⁹

Based on the statement above shows that there are some principles for teaching reading comprehension. The principles of reading can help the students to have more understanding in reading text and the students will be easy to obtain information from the text.

e. Process of Reading Comprehension

There are some processes of reading comprehension. According to Patel and Jain the procces of reading can be broadly classified into three stages, as follows:

¹⁹ H. Douglas Brown, Language assessment: Principles and Classroom Practices, (United States of America: Longman, 2004), p. 188-189

- 1) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- 2) The second stage is 'the structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The third stage is 'the interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.²⁰

Based on explanation above, it can be concluded the recognition stage is the process of recognizing word in a text, the structuring stage is the process of understanding the meaning and the interpretation stage is the process to get information. The process of reading must follow this process, which structuring step process will make students to understand about structure text and comprehend the meaning of the text.

f. Narrative Text

Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.²¹ Pardiyono said that

²⁰ M.F. Patel and Praveen M. Jain, *English language Teaching: Methods, Tools & Technique*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 114-115

²¹ Rayendriani Fahmei Lubis, *Writing Narrative Text*, *English Education: English Journal for Teaching and Learning*, 02, No.01 (Januari, 2014), p.68, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.²² Narrative text tells about what is happening or what has happened.

From the explanation above, it can be concluded that narrative text is a form of text that is used to tell or relate the story of acts or events, some usually tell about person, place, animal and thing. Narrative also has purposes to teach the reader, and show the moral of a story. Even though the main purpose of narrative text to entertain, but there is a lesson that the reader can get from the story to be applied in real live.

The example of Narrative text :

My Sphinx Cat

My sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My sphinx has a normal cat proportion. I like his tail although my mom say that it is like a rats tail. I love his usual color verities including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. he is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice command. He is really funny as well as my friends get a joke. I love him so much as I love my family.²³

g. Materials of Reading Comprehension

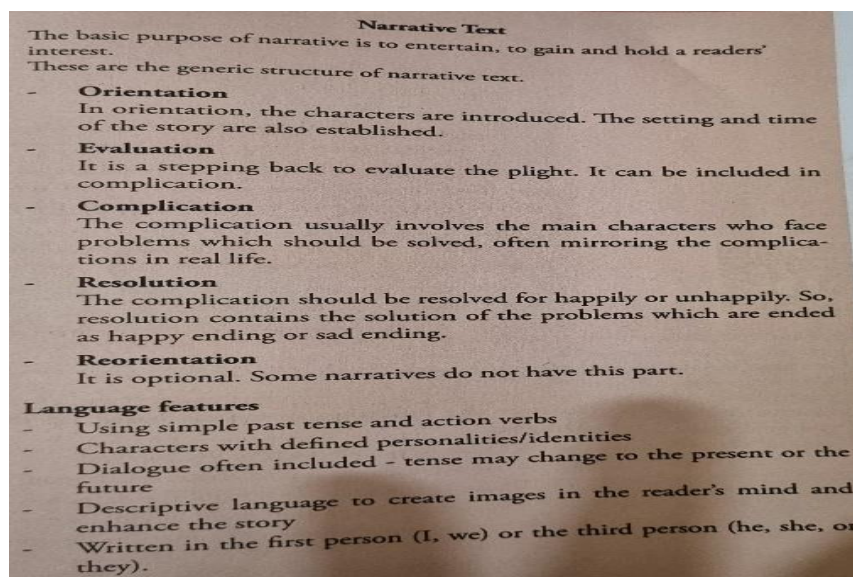
There are common topics in English book that used for tenth grade Senior High School, it divides into twelve unit. Such as: Hi, My Name is, What's Up, Congratulation, You Deserved It, What Do

²² Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi OFFSET, 2007), p.94

²³Nurdiono, *Purpose and Example Descriptive Text*, 2017,<http://nurdiono.com>,accessed on 22nd February 2025

You Plan, The Traditional Rumah Gadang, The Suramadu Bridge, Announcement, Past Events, He Has Cooked, Some Historical Events, Once Upon A Time, and Performing Arts.²⁴ Based on the syllabus curriculum for tenth grade, this research took Once Upon A Time in narrative text on unit XI.

- 1) The example of reading comprehension in narrative text on the handbook.



Source : English Textbook X Grade of Senior High School

²⁴ Bambang Sugeng, Fatyana Rachma Saputri, and Anindyka Sekar Trisnasih, *Contextual English 1 (Enriched with Character Building Education) for Grade X of Senior High Schools Regular Program* (PT Tiga Serangkai Pustaka Mandiri, 2018).

This is an example of narrative text. Read the story and answer the questions.

Chinese Dragon

There was once a man who wanted to live forever. He lived in fear of dying. One day he was walking along and saw a Chinese dragon.

"Oh dragon," he said

"I live in fear of dying, I hear that you live forever. I wish I was you."

Then the dragon spoke, "Kind man, you shall not like living forever. I will show you what it feels like."


The dragon carried him to an island where nobody died. The man lived there and was amazed at how the people would buy poison. Then after a while he understood, the people did not enjoy living forever.

He called the dragon. "Take me back," he commanded. The dragon said "I see you have learned your lesson."

From that time on, in China when people see dragons they say "We are happy as we are, oh Dragon."

Source : English Textbook X Grade of Senior High School

2) The exercises of reading comprehension in narrative text

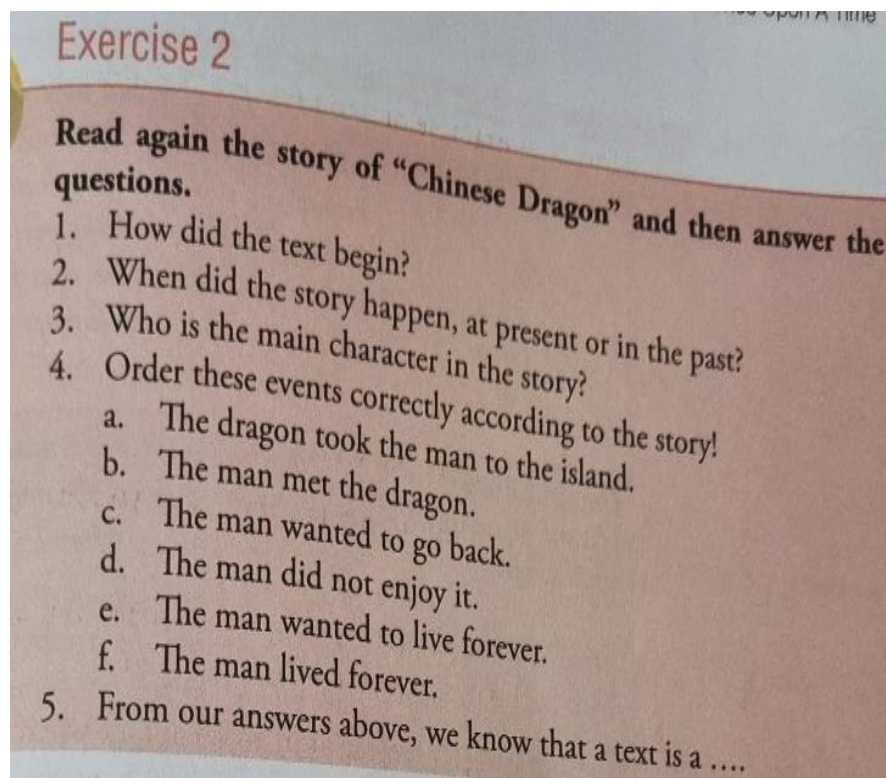


Exercise 1

Answer the following questions based on the story of "Chinese Dragon".

1. Why did the man want to live forever?
2. What did the man know about the dragon?
3. What did the man want from the dragon?
4. Why did people in the island buy poison?
5. What happened to the man after the dragon take him to the island?
6. Why did the man want the dragon take him back?
7. What can we learn from the story?
8. Give a title to the story!

Source : English Textbook X Grade of Senior High School



Source : English Textbook X Grade of Senior High School

2. Facilitator Teaching Style

a. Definitions of Facilitator Teaching Style

Every teacher has a different style in teaching and learning process, although they have a same purpose, it is called as teachers' teaching style. Style is the particular way in which something is done.²⁵ So, style in teaching refers to the specific approach or methodology a teacher uses to deliver instruction and facilitate learning.

²⁵ *Oxford Learners Pocket Dictionary*, New York: Oxford University Press, 2000

According to Grasha, the teaching styles are the pattern of belief, knowledge, performance and behavior of teachers when they are teaching.²⁶ Schneider says teaching style refers to methods used plus the use of certain types of rhetoric.²⁷ Beside, Herrera & Carballo state that teaching style is a method of acting or doing learning in the classroom that is carried out by the teacher.²⁸ So, teaching style is the way teachers teach and transfer their information to the students and manage the situation in the class while teaching.

Facilitator teaching style is the personal nature of teacher-student interactions.²⁹ Campbell states that the facilitator teaching style is a teacher activity that focus on how teacher organized the learning activities and the students were responsible for their own learning.³⁰ Beside, Sheikh and Mahmood says that facilitator teaching style is student-centered method. In this style, the teacher acts as a facilitator and the students are responsible to attain goals

²⁶ Anthony F. Grasha, "A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator." *College teaching*, Volume 42, No. 4, 1994, p. 142-149.

²⁷ Schneider. D. K. (2009). Teaching Style. Retrieved at http://edutechwiki.unige.ch/en/Teaching_style

²⁸ Herrera, P.C & Carballo, H.S. (2010). Teaching Beliefs and Teaching Styles of Mathematics Teachers and Their Relationship with Academic Achievement. Paper presented at the 2010 AERA meeting.

²⁹ Anthony F. Grasha, "A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator." *College teaching*, Volume 42, No. 4, 1994, p. 142-149.

³⁰ Jack Campbell, "A Comparison of Teacher-Efficacy for Pre- and In-Service Teachers in Scotland and America". *Journal of Education*, Volume 117, No. 1, 1996, p. 2-12.

for different tasks.³¹ So, facilitator teaching style emphasize the role of the teacher as a facilitator and the students are responsible to attain goals for various tasks.

The facilitator teaching style is the active communication between teachers and students. Through this communication, the teacher asks questions that arouse students' interest and curiosity, and encourages students to build their knowledge by using a variety of learning resources.³² In addition, the curriculum currently focuses on student activity in learning, where students learn from experience and critical thinking, so the teacher's teaching style is emphasized on the facilitator teaching style³³ it means the facilitator's teaching style does not make the teacher the main source of learning. The teacher guides and encourages students to explore actively, independently and responsibly.

In conclusion, the facilitator teaching style is an activity between teacher and students that emphasizes the teacher as a facilitator of the learning process. This style prioritizes the personal interactions between teachers and students, fostering independent and collaborative learning.

³¹ Aneela Sheikh and Nasir Mahmood, Effect Of Different Teaching Styles On Students' Motivation Towards English Language Learning At Secondary Level, Vol. 26, No. 2, 2014. p. 826.

³² Sural, S. (2019). The investigation of primary and secondary teachers' in-class approach in terms of teaching styles and comparing it with their classroom management approach. *Journal Turkish Studies*, 14(1),651-666. doi: 10.7827/TurkishStudies.14825

³³ Mega Rahmawati, and Edi Suryadi. "Guru sebagai fasilitator dan efektivitas belajar siswa." *Jurnal Pendidikan Manajemen Perkantoran*, Volume 4, No. 1, 2019, p, 49-54.

b. The Purpose of Facilitator Teaching Style

Facilitator teaching style aims to develop students' abilities to act independently, take initiative, and take responsibility. Work with students on projects using a consultative model and try to provide as much support and encouragement as possible. Facilitator teaching style able to facilitate the students in making decisions whether they want to follow what they think or what they feel in turn influencing their behavior.³⁴ According to Gregory, there are several purposes of facilitator teaching style, those are:

- 1) Empowerment: The facilitator teaching style aims to empower students by placing them at the center of the learning process, encouraging them to take active responsibility for their education.
- 2) Independence: Through this approach, students are guided to develop independence in their learning, allowing them to explore, think critically, and take ownership of their educational journey.
- 3) Collaborative Learning: The facilitator teaching style promotes collaborative learning by designing activities that require students to work together, fostering a sense of teamwork and shared knowledge acquisition.
- 4) Active Communication: Emphasizing active communication between teachers and students, this teaching style encourages the exchange of ideas, questions, and discussions, creating an engaging learning environment.
- 5) Critical Thinking: The facilitator style prioritizes the development of critical thinking skills, challenging students to analyze information, solve problems, and apply knowledge in real-world scenarios.³⁵

³⁴ Abdullah, Salhah. (2005). Guru sebagai Fasilitator. Sem Malaysia: PTS Professional. <https://books.google.co.id/books?id=Ca4noKpe95AC&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

³⁵Josie Gregory, *The Theory and Practice of Teaching*, (New York: Routledge, 2002), p. 79-93.

Based on explanation above, that the purpose of facilitator teaching style is to empower students by placing them at the center of the learning process, encouraging active responsibility and independence in their education.

c. The Advantages of Facilitator Teaching Style

Facilitator teaching style emphasize on the teacher-student interaction. They encourage students to be innovative and develop independence and responsibility. According to Putri, the advantage of this teaching style is emphasizes student centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.³⁶

There are several advantages of facilitator teaching style.

They are:

- 1) Personal Flexibility, facilitator teaching allows instructors to adapt their teaching methods to accommodate diverse learning styles. Recognizing that each student learns differently, this approach enables personal flexibility in tailoring instruction to meet individual preferences.³⁷
- 2) Focus on Students' Needs and Goals, the facilitator teaching style prioritizes understanding the unique needs and goals of each student. By recognizing and addressing individual requirements, instructors can tailor their approach, ensuring that the learning experience is relevant and meaningful for every learner.³⁸

³⁶ Nurul nabila riesna putri, analysis of teaching style used by erin gruwel in freedom writer movie, thesis, (UIN Surakarta, 2023).

³⁷ Grasha, A. F. A Matter of Style: *The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. Published by Heldref Publications.

³⁸ Josie Gregory, *The Theory and Practice of Teaching*, (New York: Routledge, 2002), p. 79-93.

- 3) Willingness to Adapt, facilitators demonstrate a willingness to adapt their teaching strategies based on student feedback and the evolving dynamics of the learning environment. This adaptability ensures that instruction remains responsive and relevant to the changing needs of the students.³⁹

Based on information above it can be resumed, the advantages of facilitator teaching style offers personal flexibility by adapting to diverse learning styles, focuses on students' unique needs and goals, and demonstrates a willingness to adapt based on student feedback and the evolving learning environment, ensuring a responsive and relevant learning experience for every student.

d. The Disadvantages of Facilitator Teaching Style

The disadvantages of facilitator teaching style are often time consuming and can be ineffective when a more direct approach is needed. It can make students uncomfortable if it is not used in a positive and affirming manner.⁴⁰

- 1) Often Time Consuming, the facilitator teaching style, while offering personalized instruction, can be time-consuming. Providing individualized attention to each student's needs may require additional time for preparation, one-on-one interactions, and feedback, potentially impacting the overall pace of the curriculum.⁴¹

³⁹ Baleghizadeh, S., & Shakouri, M. (2017). Investigating the relationship between teaching styles and teachers self-efficacy among some Iranian ESP University Instructor. *Innovations in Education and Teaching International*, 54(4), 394-402. doi: 10.1080/14703297.2015.1087329

⁴⁰ Grasha, A. F. *A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. Published by Heldref Publications.

⁴¹ Baleghizadeh, S., & Shakouri, M. (2017). Investigating the relationship between teaching styles and teachers self-efficacy among some Iranian ESP University Instructor. *Innovations in Education and Teaching International*, 54(4), 394-402. doi: 10.1080/14703297.2015.1087329

- 2) Ineffective When a More Direct Approach is Needed, for certain complex or abstract concepts, a more direct instructional approach might be more effective. Facilitator teaching, with its emphasis on student exploration, may struggle to efficiently convey intricate information or foundational knowledge that requires a structured presentation.⁴²
- 3) Can Make Students Uncomfortable if Not Used Positively, If the facilitator style is not employed with clarity and positive affirmation, it can make students uncomfortable. The open-ended nature of facilitation may leave some students feeling uncertain or anxious about the expectations and structure of the learning environment.⁴³

Based on the explanation above it can be concluded, often time consuming, ineffective when a more direct approach is needed, can make students uncomfortable if not used positively.

e. The Procedures of Facilitator Teaching Style

Facilitator teaching emphasizes the development of critical thinking and problem-solving skills. The procedure of facilitator teaching style are hands-on activities, discussion, collaborative projects, encouraging critical thinking, analyzing information, evaluating evidence and developing solutions to real-world problems.⁴⁴

1) Hands-on Activities

⁴²Josie Gregory, *The Theory and Practice of Teaching*, (New York: Routledge, 2002), p. 79-93.

⁴³ Grasha, A. F. A Matter of Style: *The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. Published by Heldref Publications.

⁴⁴Achmnad, D., Muslem, A., Rahmanita, T., & Khan, H. I. (2023). *Investigating students' expectations of the lecturers' styles in teaching English*. English Review: Journal of English Education, 11(1), 301-314. <https://doi.org/10.25134/erjee.v11i1.7972>

Facilitators incorporate hands-on activities to engage students actively in the learning process. These activities can include experiments, simulations, or practical exercises, allowing students to apply what they have learned in a tangible way. This approach fosters a deeper understanding of the subject matter and enhances retention.⁴⁵ So, facilitators use hands-on activities like experiments, simulations, and practical exercises to engage students actively, fostering deeper understanding and enhancing retention.

2) Discussions

Facilitators promote discussions to encourage active participation and peer-to-peer learning. Through discussions, students can share their perspectives, ask questions, and gain different insights into a topic. These interactions help in developing critical thinking skills, as well as improving communication and collaboration abilities.⁴⁶ So, Facilitators promote discussions to encourage active participation and peer-to-peer learning, enhancing critical thinking, communication, and collaboration skills.

⁴⁵ Rezaul K. Chowdhury, "Learning and teaching style assessment for improving project-based learning of engineering students: A case of United Arab Emirates University." *Australasian Journal of Engineering Education* Volume 20, No. 1, 2015, p. 81-94.

⁴⁶ Grasha, A. F. *A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. Published by Heldref Publications.

3) Collaborative Projects

Collaborative projects involve students working together on tasks or assignments. This approach enhances teamwork, problem-solving skills, and communication abilities. It also simulates real-world scenarios where people often need to collaborate to achieve common goals.⁴⁷ So, Collaborative projects enhance teamwork, problem-solving skills, and communication abilities by simulating real-world scenarios where collaboration is essential.

4) Encouraging Critical Thinking

Facilitators inspire students to think critically by asking thought-provoking questions and presenting challenges that require analysis and problem-solving. Critical thinking involves evaluating information, identifying patterns, and making informed decisions, all of which are essential skills for academic and real-world success.⁴⁸ So, facilitators inspire critical thinking by asking thought-provoking questions and presenting challenges, fostering essential skills like evaluating information, identifying patterns, and making informed decisions, crucial for both academic and real-world success.

⁴⁷Josie Gregory, *The Theory and Practice of Teaching*, (New York: Routledge, 2002), p. 79-93.

⁴⁸Josie Gregory, *The Theory and Practice of Teaching*, ... p. 79-93.

5) Analyzing Information

Students are encouraged to analyze information, which involves breaking down complex data or concepts into smaller components to understand them better. This process helps them grasp the underlying principles and relationships within a subject.⁴⁹ So, analyzing information helps students break down complex data or concepts into manageable parts, enabling them to grasp underlying principles and relationships, leading to a deeper understanding of the subject.

6) Evaluating Evidence

Facilitators guide students in evaluating evidence, teaching them to assess the reliability and credibility of sources, data, and information. This skill is crucial for making informed judgments and decisions, both in academic research and in everyday life.⁵⁰ So, facilitators teach students to evaluate evidence, assessing the reliability and credibility of sources, data, and information, a skill essential for making informed judgments and decisions in both academic research and everyday life.

⁴⁹ Abdullah, Salhah. (2005). Guru sebagai Fasilitator. Sem Malaysia: PTS Professional. <https://books.google.co.id/books?id=Ca4noKpe95AC&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false>

⁵⁰ Rezaul K. Chowdhury, "Learning and teaching style assessment for improving project-based learning of engineering students: A case of United Arab Emirates University." *Australasian Journal of Engineering Education* Volume 20, No. 1, 2015, p. 81-94.

7) Developing Solutions to Real-World Problems

Facilitators incorporate real-world problems into the curriculum, challenging students to apply their knowledge and skills to find practical solutions. This approach helps bridge the gap between theoretical learning and its practical application, preparing students for future challenges and careers.⁵¹ So, facilitator bridges the gap between theoretical learning and practical application, preparing students for future challenges and careers.

Based on the explanation above the procedure of facilitator teaching style are: hands-on activities, discussions, and collaborative projects, students are encouraged to think critically, analyze information, evaluate evidence, and develop solutions to real-world problems.

f. Teaching Reading Comprehension by Using Facilitator Teaching Style

Teaching reading comprehension using the facilitator teaching style involves guiding students to actively engage with texts, encouraging critical thinking, and fostering a deeper understanding of the material. The implementation of the facilitator teaching style in teaching reading comprehension can be describe in table below:

⁵¹Josie Gregory, *The Theory and Practice of Teaching*, p. 79-93.

Table II. 1

**Teaching Reading Comprehension by Using Facilitator
Teaching Style**

| Teacher Activity | Procedures | Students Activity |
|--|----------------------|---|
| A. Pre-Teaching 1. Teacher open the class by getting and prepare the students to pray before learn. | | 1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn. |
| 2. Teacher checks the students attendance list. | | 1. Students listen to the teacher. 2. Students state the attendance by saying presents. |
| 2. Teacher asks the students about the last material and relate it with the new material | | 1. Students answer the teacher questions. |
| 3. Teacher tells about the new material | | 1. Students listen carefully to the teacher. 2. Students add some notes from the teacher. |
| B. While-teaching 1. Teacher directs students to observe the text given to students 2. Teacher give some question to students | 1. Hands-on activity | 1. Students pay attention to the teacher. 2. Students observe the text given by the teacher. 3. Students answer the question from the teacher |
| 1. Teacher ask the students to make groups 2. Teacher give some text to each group 3. Teacher ask students to discuss the text given | 2. Discussion | 1. Students are divided into some groups 2. The students are given a text to each group 3. Each group do discussion through the text given by the teacher |

| Teacher Activity | Procedures | Students Activity |
|--|--|--|
| 1. Teacher ask students to make the generic structures from the text given before | 3.Collaborative projects | 1.Students working together on assignments that given by teacher 2.Students make a generic structures from the text given by the teacher |
| 1.Teacher ask students to make a questions about the text 2.Teacher ask students to answer question about the text | 4.Encouraging critical thinking | 1.Each group make questions about the text 2.Each group give their question to other group, and then answer the questions |
| 1. Teacher ask students to analyze information from the text they make | 5.Analyzing information | 1.Students analyze the information from the text that made before 2.Students make the information into the table |
| 1. Teacher ask students to give the task to other group 2. Teacher ask each group to check and avaluate the task from other group 3.Teacher ask one of students from each group presents the result of the text evaluation | 6.Evaluating evidence | 1. Students give the task to other group 2.Students check and evaluate the task from other group 3.One of students from each group presents the results of the text evaluation |
| 1. Teacher develop all the answer of the group and tell the students the importance of applying their knowledge to find solutions. | 7.Developing solution to real-world problems | 1. Students listen to the teacher |

| Teacher Activity | Procedures | Students Activity |
|---|------------|---|
| C. Post-Teaching 1. Teacher ask students about their understanding about the material | | 1. Students answer the teacher's question. |
| 2. The teacher conclude or summarize the lesson by herself or together with the students | | 1. The students make a summarize while the teacher concludes the lesson |
| 3. Teacher closes the teaching-learning activity | | 1. Students give the greeting to the teacher. |

B. Review of Related Findings

This research is not the first research that had been done. There are some researches that related to this research, as follow:

The First, Indriyaswri found that the results of pre-test are the students' learning achievement of class X.6 is categorized into fair with the percentage obtained in the fair category (52.5%), while the students' learning achievement of class X.7 is categorized into good category (45%), the results of post-test are the students' learning achievement of class X.6 after the treatment is categorized into fair category (55%), while the students' learning achievement of class X.7 is categorized into good category (67.5%) and there is significant difference: the teacher who employs personal model teaching style can improve the students' learning

achievement in reading comprehension more than the teacher who employs facilitator teaching style.⁵²

The second, Fatimtuzuhroh, based on the findings that have been discussed in this research the product moment correlation showed that Pearson correlation = 0,000 and Sig. (2-tailed) = 0,322. That result indicates that there is correlation between English teacher's teaching style and students' academic engagement at SMK Sepuluh Nopember Sidoarjo but weak correlation between them. It is because of some factors that affect the teaching style. The value correlation coefficient of personal style was 0,311. It is because personal style encourages the students' involvement in the class and teachers adapt their presentation to include various learning style.⁵³

The third research is Ahmed et al, has done the research and found that Female students had achieved higher grades in the class than that of male class fellows. Female students rated that teachers use formal authority, role model, delegator and facilitator as most frequent used teachers' styles. The level of classes had an impact on the formal authority, role model, delegator and facilitator teaching styles. So, he concludes that Expert teaching style has weak positive correlation with role model, moderate

⁵² Ratih Indriyaswari, The effectiveness of teachers' achievement in reading Comprehension (a Case of The Tenth Grade Students of SMAN 3 Demak in the Academic Year of 2009/2010), Thesis, p. 49.

⁵³ Siti Fatimtuzuhroh, The Correlation Between English Teacher's Teaching Style and Students' Academic Engagement at SMK Sepuluh Nopember Sidoarjo, Thesis, p. 45.

correlation with formal authority and facilitator teaching styles and strong positive correlation with delegator teaching style.⁵⁴

Based on related findings above, the researcher wants to research the effect of facilitator teaching style toward reading comprehension at the tenth grade students of MAN 1 padangsidempuan but this research is different with the research above. It can be seen from methodology, place and time of research.

C. Conceptual Framework

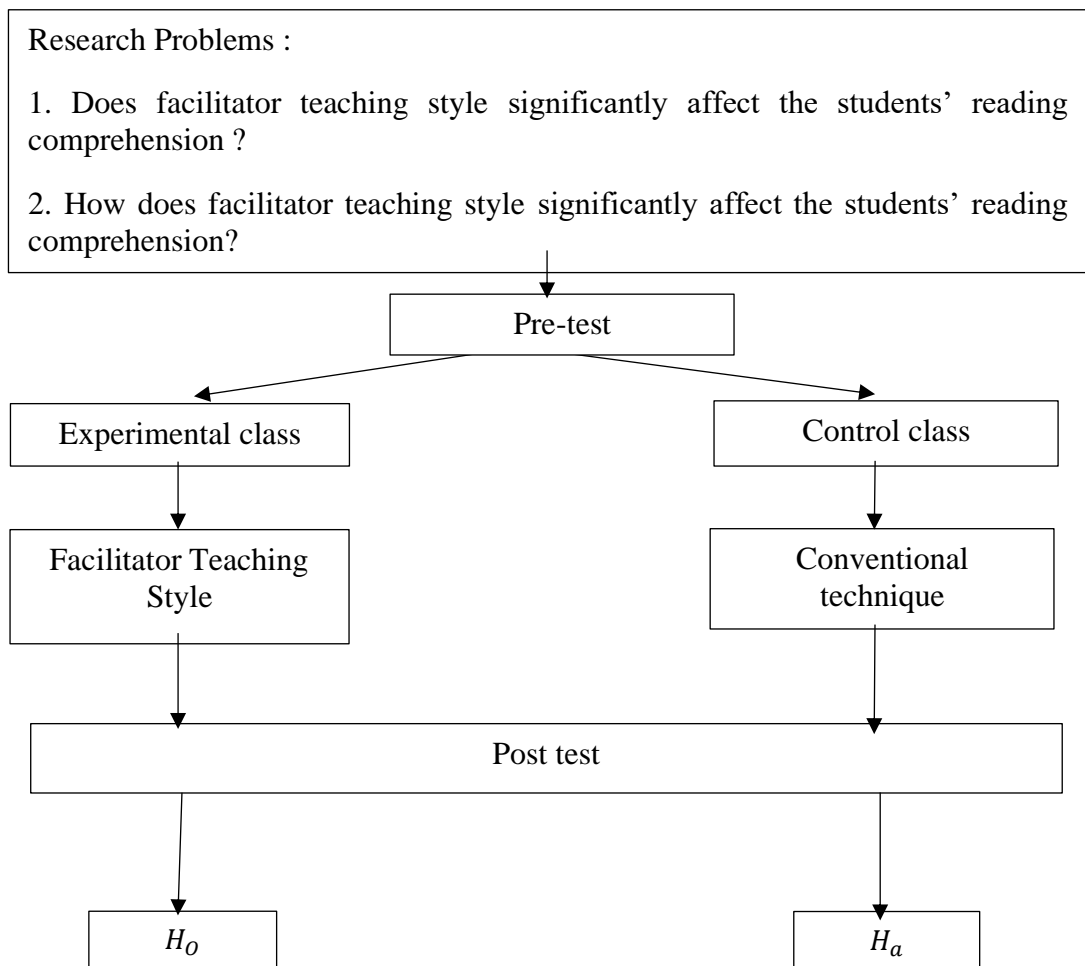
Many students of MAN 1 Padangsidempuan feel difficult in reading comprehension, especially at the tenth grade students. They have problems in reading comprehension, for instance difficult to comprehend the text and to conclude the idea by them self, lack of vocabulary, and the teacher teaches his students monotonously teach reading in the classroom.

Reading is the most difficult activities among the four skills. To solve the problem teachers should be able to find the right style in teaching reading. So, the researcher believe that using facilitator teaching style will has a significant effect to student's reading comprehension. Because facilitator teaching style will make students easier to get information from the text.

In order to get the data in this research, three procedures took in this research, they are pre-test, treatment and post-test. The pre-test was given

⁵⁴ Dr. Shehzad Ahmed, Dr. Muhammad Tahir Khan Farooqi, & Asif Iqbal. (2023). A Study of Teachers' Teaching Styles and Students' Performance. *Elementary Education Online*, 19(4), 5418–5426. Retrieved from <https://ilkogretim-online.org/index.php/pub/article/view/5742>

to the control class and experimental class before treatment to know the mean score. After the pre-test, treatment was given only to experimental class with facilitator teaching style. The last, post-test was given to the control class and experimental class to know mean score whether the facilitator teaching style has significant effect on students' reading comprehension.



D. Hypothesis

The researcher formulates the hypothesis of the research stated that:

1. Alternative hypothesis (H_a) : There is a significant effect of facilitator teaching style towards reading comprehension at the tenth grade students' of Man 1 Padangsidimpuan.
2. Null hypothesis (H_0) : There is no significant effect of facilitator teaching style towards reading comprehension at the tenth grade students' of Man 1 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time

This research was conducted at MAN 1 Padangsidempuan. It is located in Jl. Sutan Soripada Mulia, Wek II, Padangsidempuan, North Sumatera. The research started from September 2022 until 2025.

B. The Research Design

The kind of this research was quantitative research with experimental form. According to Nunan, “experimental is designed to collect data in such a way that threats to the reliability and validity of the research is ministered”.⁵⁵ So, it concludes experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables.

This research used true experimental design with pretest-posttest control group design. There are two classes in this model, first is experiment class and the second is control class. The experiment class taught by using Facilitator Teaching Style, as a treatment. Meanwhile the control class taught by using conventional technique or without treatment to know the comparison of using treatment or not in those classes. The research design can be figured out as follow:

⁵⁵ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

Table III. 1**Pretest-Posttest Control Group Design**

| Class | Pre- test | Treatment | Post-test |
|--------------------|-----------|-----------|-----------|
| Experimental Class | O1 | X | O2 |
| Control Class | O3 | X | O4 |

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

In which :

O1: Pre-test in experimental class

O2: Post-test in experimental class

X: Treatment

O3: Pre-test in control class

O4: Post-test in control class⁵⁶

C. The Population and Sample

1. Population

The population as the data source of this research was all of the tenth grade students of MAN 1 Padangsidempuan. The population of research consist of 10 classes with 350 students. It consists of classes, the population number is shown on the table below:

Table III. 2**The Population of X Grade Students of MAN 1 Padangsidempuan**

| No | Class | Total |
|----|-------|-------|
| 1 | X A | 36 |
| 2 | X B | 35 |
| 3 | X C | 35 |
| 4 | X D | 36 |
| 5 | X E | 33 |

⁵⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

| No | Class | Total |
|----|--------------|------------|
| 6 | X F | 35 |
| 7 | X G | 36 |
| 8 | X H | 33 |
| 9 | X I | 35 |
| 10 | X J | 36 |
| | TOTAL | 350 |

Source : the teacher of MAN 1 Padangsidempuan

2. Sample

Sampling is the process of selecting number of individuals for a study in such a way that they represent the larger group from which they were selected. “A sample comprises individuals, items, or events selected from a larger group referred to as population”.⁵⁷ The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, the sample taken by randomly by using random sampling technique. This research used the way by using lottery. Where the name of all classes at tenth grade students of MAN 1 Padangsidempuan were written on a piece of a paper. Then the paper put into the small box, shaken then out as much as need and take two of the piece of paper, one as experimental class and the other one as a control class.

⁵⁷ L. R. Gay, *Educational Research: Competencies for Analysis and Application*, ed. Cristie Robb, 10th ed. (USA: Kevin Davis, 2000).

Table III. 3
Sample of the Reseach

| Experimental Class | Control class | Total |
|---------------------------|----------------------|--------------|
| X E 33 students | X C 35 students | 68 students |

D. The Definition of Operational Variable

To avoid misunderstanding, this research was consisted of two variables, the key term of this researcher are defined as follow:

1. Facilitator Teaching Style

Facilitator teaching style is an activity between teacher and students that emphasizes the teacher as a facilitator of the learning process. This style prioritizes the personal interactions between teachers.

1. Reading Comprehension

Reading comprehension is the ability of the student to understanding of the text and comprehend the meaning of the text.

E. The Instrument of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. This research used test to get the data in this research. Test is one of a tool that contains a number of question to measure knowledge, intelligence, and ability. This research uses the multiple choice test. According to Brown “multiple choice items which

may on the surface appear to be simple items to construct”.⁵⁸ It means that multiple choice test is suitable to test reading comprehension.

Multiple choice forms that consist of four chosen use the test, they are a, b, c, and d. The test is divided to two parts. The first is pre test consist of 50 number and the second is post test consist of 50 number. The test is consist of identify the topic, identify the vocabulary, identify information that needed, identify the main idea, identify grammar and identify conclusion. The test gives for each students to find out the scores for each students answer. The researcher gives 2 scores for each items and maximum score of test is 100.⁵⁹

Table III. 4
Indicators of Reading Comprehension Pre-Test

| No | Indicator | Items | Number of items | Score | Total Score |
|----|---|-------|--|-------|-------------|
| 1 | Students are able to identify the topic from the text. | 2 | 4,26 | 2 | 4 |
| 2 | Students are able to identify vocabulary from the text. | 7 | 8,14,23,29,43,45,48 | 2 | 14 |
| 3 | Students are able to identify information that needed | 19 | 5,7,10,11,12,19,20,30,32,33,34,35,36,37,39,40,41,44,47 | 2 | 38 |
| 4 | Students are able to identify main idea from the text | 6 | 1,6,9,13,27,31 | 2 | 12 |
| 5 | Students are able to identify grammar from | 14 | 2,3,15,16,17,18,21 | 2 | 28 |

⁵⁸H. Douglas Brown, *Language Assessment Practical and Language Practice*, (San Francisco: Longman, 2003, p.67)

⁵⁹M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi, Pengajaran*, (Bandung: Remaja Rosda Karya,1990)

| No | Indicator | Items | Number of items | Score | Total Score |
|----|--|-------|-------------------------------|-------|-------------|
| | the text | | ,22,24,28 ,38,42,46 ,49 | | |
| 6 | Students are able to identify conclusion from the text | 2 | 25,50 | 2 | 10 |
| | Total | | | | 100 |

Table III. 5**Indicators of Reading Comprehension Post-Test**

| No | Indicator | Items | Number of items | Score | Total Score |
|----|---|-------|---|-------|-------------|
| 1 | Students are able to identify the topic from the text. | 3 | 3,14,26 | 2 | 6 |
| 2 | Students are able to identify vocabulary from the text. | 10 | 5,7,19,24 ,25,37,44 ,45,48,49 | 2 | 20 |
| 3 | Students are able to identify information that needed | 23 | 1,2,4,6,8, 13,15,17, 18,20,21, 23,27,29, 30,32,33, 35,36,39, 40,41,47 | 2 | 46 |
| 4 | Students are able to identify main idea from the text | 4 | 10,12,28, 34 | 2 | 8 |
| 5 | Students are able to identify grammar from the text | 8 | 11,16,22, 31,38,42, 43,46 | 2 | 16 |
| 6 | Students are able to identify conclusion from the text | 2 | 9,50 | 2 | 4 |
| | Total | | | | 100 |

Based on the indicator of reading comprehension that used by the school. According to English teacher the indicator of reading comprehension in MAN 1 Padangsidempuan identifying topic, information that needed, main idea, grammar, vocabulary and conclusion from the text.⁶⁰

F. The Validity and Reability of the Instrument

1. Validity

A good test must be valid. It means that every good test must have validity. In this research, the researcher will use construct validity to get validity of the instrument. Construct validity is determined by expert judgment of item and sample validity.⁶¹ In this case, expert gave opinion about the instrument, whether instrument can be used or still need improving, or maybe the instrument is failed to be used. The researcher used multiple choice test to test the students' reading comprehension. To make it sure, the researcher will validate the test to the English teacher of MAN 1 Padangsidempuan.

2. Reliability

Reliability need to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable

⁶⁰English Teacher of MAN 1 Padangsidempuan, Private Interview, On Monday 13 Agustus 2024 at 13 p.m

⁶¹ L. R. Gay and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applicatons*, (Prentice Hall Inc: New Jersey, 2003), p. 161.

when the instrument is believable to use as an instrument of collecting data because the instrument is good.

G. The Technique of Collecting Data

The technique of collecting the data the researcher giving two test to the students, pre-test and post-test. The process of collecting the data as follow:

1. Pre-test

Pre-test is a test that is given before doing the treatment to the students. It is needed to know the students' ability in experiment and control class before the researcher gives the treatment to experiment class. The researcher used some steps in giving pre-test. They were:

a) The researcher prepares the test that will be fills by the students.

It consists of 50 questions.

b) The researcher distributes the test paper to both classes, experiment and control class.

c) The researcher explains what the students need to do.

d) The researcher gives the times to the students to answer the questions.

e) The researcher collects the test paper.

f) The researcher checks the answer and counts the students' score.

2. Treatment

In the treatment, the researcher did the different way in teaching reading comprehension between experimental and control class. Treatment would be given to experimental class by using Facilitator teaching style. Meanwhile, in control class would be taught by using the teacher ways. Here is the steps of the treatment by using facilitator teaching style in teaching reading:

- a) Teacher directs students to observe the text given to students.
- b) Teacher give some question to students.
- c) Teacher ask the students to make groups.
- d) Teacher ask students to discuss the text given.
- e) Teacher ask students to make the generic structures from the text given before.
- f) Teacher ask students to make a questions about the text.
- g) Teacher ask students to answer question about the text.
- h) Teacher ask students to analyze information from the text they make.
- i) Teacher ask each group to check and avaluate the task from other group
- j) Teacher ask one of students from each group presents the result of the text evaluation

- k) Teacher develop all the answer of the group and tell the students the importance of applying their knowledge to find solutions.

3. Post-test

Post-test is a test that is given after the researcher gives the treatment to experiment class. It is use to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not. This research use some steps in giving post-test. They were:

- a) The researcher prepares the test that will be fills by the students.
It consists of 50 questions.
- b) The researcher distributes the test paper to both class experimental and control class.
- c) The researcher explains what the students need to do.
- d) The researcher gives the times to the students to answer the questions.
- e) The researcher collects the test paper.
- f) The researcher checks the answer and counts the students' score.

H. The Technique of Data Analysis

After doing tests, data was collected. To analyze the data, it used independent sample t-test. There are two tests had to be done before analyzing the data. They are normality test and homogeneity test.

1. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used Chi-Quadrat formulas and SPSS v.24 using the shapiro-wilk test with a significant level of 5% or 0.05 with criteria. If the value is significant <0.05, the students pre-test and post-test were normally distributed. The form of Chi-Quadrat, as follow:⁶²

$$x^2 = \sum \left[\frac{f_0 - f_h}{f_h} \right]$$

Where:

x^2 = Chi-Quadrat

f_0 = Obtained Frequency

f_e = Expected Frequency

2. Homogeneity Test

Homogeneity test was sed to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used Harley test and SPSS v.24 to calculated the data.

⁶² Anas Sudijono, *Pengantar Statistik Pendidikan*, 1st ed. (Jakarta: PT Raja rafindo Persada, 2006).

The test criteria are :

If the significant value (sig)>0.05, the data variance of two classes is homogeneous. If the significant value (sig) <0.05, the data variance of two classes is not homogeneous. The form of Harley test, as follow:⁶³

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmalletvariant}}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

3. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used T-test by using SPSS v.24. The result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control classs and experimental class. The researcher made the hypothesis from the data that habe been analyzed by looking at the tcount and compare it to ttable. The form of t-test can be seen below:⁶⁴

$$Tt = \frac{M1 - M2}{\left(\frac{\sum X_{12} + \sum X_{22}}{n1 + n2 - 1}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}$$

Where:

T = The value which the statistical significance

⁶³ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010) , p.140

⁶⁴ Prof. Dr. Suharsimi Arikunto Cepi Safruddin Abdul Jabar M.Pd., *Evaluasi Program Pendidikan*, 2nd ed. (Jakarta: Bumi Aksara, 2018).

M_1 = The average score of the experimental class

M_2 = The average of the control class

X_1^2 = Deviation of the experimental class

X_2^2 = Deviation of the control class

N_1 = Number of experimental

N_2 = Number of control

If $t_{count} > t_{table}$ then H_0 : Denied and H_a : Accepted

If $t_{count} < t_{table}$ then H_0 : Accepted and H_a : Denied

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of facilitator teaching style on students' reading comprehension. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Data Description of Pre-test in Experimental Class

The researcher took class X E as experimental class. Based on the students' test result in pre-test, the researcher has calculated the students' score as the table below:

Table IV. 1

The Score of Experimental Class in Pre-Test

| No. | Statistics | Variable X |
|-----|--------------------|------------|
| 1. | Total score | 2030 |
| 2. | The highest Score | 82 |
| 3. | The lowest Score | 40 |
| 4. | Range | 42 |
| 5. | Interval | 7 |
| 6. | Mean Score | 61.51 |
| 7. | Median Score | 62.00 |
| 8. | Mode | 58.00 |
| 9. | Standard Deviation | 9.5135 |
| 10. | Variant | 90.508 |

Based on the table above, the total score was 2030, the highest score was 82, the lowest score was 40, mean was 61.51, median was 62.00, modus was 58.00, range was 42, interval was 7, standard deviation 9.5135 and variant was 90.508. Then, the

calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV. 2
Frequency Distribution of Experimental Class in Pre-Test

| Interval class | Frequency | Mid. Point | Percent |
|----------------|-----------|------------|---------|
| 42 – 48 | 3 | 45 | 9 % |
| 49 – 55 | 5 | 52 | 15.2 % |
| 56 – 62 | 10 | 59 | 30.4 % |
| 63 – 69 | 8 | 66 | 24.3 % |
| 70 – 76 | 5 | 73 | 15.1 % |
| 77 – 83 | 2 | 76 | 6 % |
| I = 7 | 33 | | 100% |

From the table above, the students' frequency in class interval between 42-48 was 3 students (9 %), class interval between 49-55 was 5 students (15.2 %), class interval between 56-62 was 10 students (30.4%), interval class between 63-69 was 8 students (24.3%), interval class between 70-76 was 5 students (15.1%), interval class between 77-83 was 2 students (6%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

Frequency

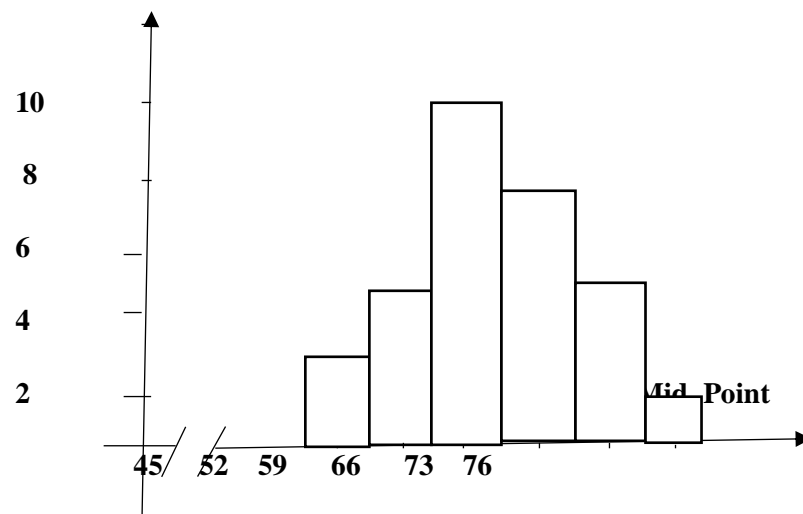


Figure IV.1
Description of Pre-Test in Experimental Class

2. Data Description of Pre-Test in Control Class

The researcher took class X C as control class. Based on the students' test result in pre-test, the researcher has calculated the students' score as the table below:

Table IV. 3
The Score of Control Class in Pre-Test

| No. | Statistics | Variable X |
|-----|--------------------|------------|
| 1. | Total score | 2136 |
| 2. | The highest Score | 82 |
| 3. | The lowest Score | 46 |
| 4. | Range | 36 |
| 5. | Interval | 6 |
| 6. | Mean Score | 61.02 |
| 7. | Median Score | 60.00 |
| 8. | Mode | 58.00 |
| 9. | Standard Deviation | 8.3224 |
| 10. | Variant | 69.264 |

Based on the table above, the total score was 2136, the highest score was 82, the lowest score was 46, mean was 61.02, median was 60.00, modus was 58.00, range

was 36, interval was 6, standard deviation 8.3224 and variant was 69.264. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV. 4
Frequency Distribution of Pre-Test in Control Class

| Interval class | Frequency | Mid. Point | Percent |
|----------------|-----------|------------|---------|
| 46 – 51 | 4 | 48.5 | 11. 5% |
| 52 – 57 | 6 | 54.5 | 17.2 % |
| 58 – 63 | 12 | 60.5 | 34.3 % |
| 64 – 69 | 8 | 66.5 | 22. 7 % |
| 70 – 75 | 3 | 72.5 | 8.5 % |
| 76 – 81 | 2 | 78.5 | 5.7 % |
| I = 6 | 35 | | 100% |

From the table above, the students' frequency in class interval between 46-51 was 4 students (11.5%), class interval between 52-57 was 6 students (17.2%), class interval between 58-63 was 12 students (34.3%), interval class between 64-69 was 8 students (22.7%), interval class between 70 - 75 was 3 students (8.5 %), interval class between 76 -81 was 2 students (5.7%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

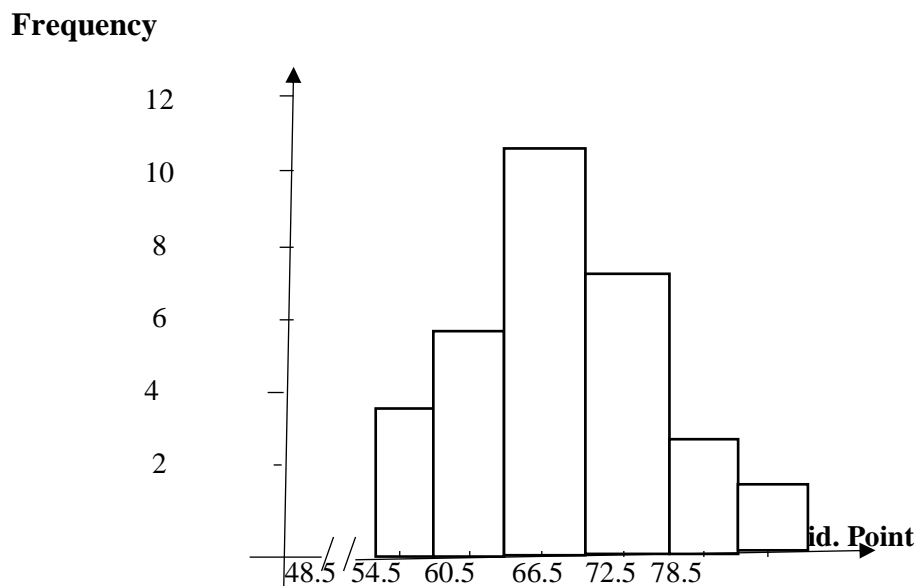


Figure IV. 2

Description of Control Class in Pre-Test

3. Data Description of Post-Test in Experimental Class

The researcher took class X E as experimental class. Based on the students' test result in pre-test, the researcher has calculated the students' score as the table below:

Table IV. 5

The Score of Experimental Class in Post-Test

| No. | Statistics | Variable X |
|-----|--------------------|------------|
| 1. | Total score | 2376 |
| 2. | The highest Score | 96 |
| 3. | The lowest Score | 44 |
| 4. | Range | 52 |
| 5. | Interval | 9 |
| 6. | Mean Score | 72.00 |
| 7. | Median Score | 74.00 |
| 8. | Mode | 74.00 |
| 9. | Standard Deviation | 11.022 |
| 10. | Variant | 121.500 |

Based on the table above, the total score was 2376, the highest score was 96, the lowest score was 44, mean was 72.00, median was 74.00, modus was 74.00, range

was interval was 9, standard deviation was 11.022 and variant was 121.500. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV. 6
Frequency Distribution of Experimental Class in Post-Test

| Interval | Frequency | Mid. Point | Percent |
|----------|-----------|------------|---------|
| 44 – 52 | 1 | 48 | 2.9 % |
| 53 – 61 | 4 | 57 | 11.4 % |
| 62 – 70 | 7 | 66 | 24.2 % |
| 71 – 79 | 14 | 75 | 42.5 % |
| 80 – 88 | 5 | 84 | 14.3 % |
| 89 – 97 | 2 | 93 | 5.7 % |
| I = 9 | 33 | | 100 % |

From the table above, the students' frequency in class interval between 44 - 52 was 1 student (2.9%), class interval between 53 – 61 was 4 students (11.4%), class interval between 62 - 70 was 7 students (24.2%), interval class between 71 - 79 was 14 students (42.5%), interval class between 80 - 88 was 5 students (14.3%), interval class between 89 - 97 was 2 students (5.7%). order to get description of the data clearly and completely, it had been presented in the histogram below:

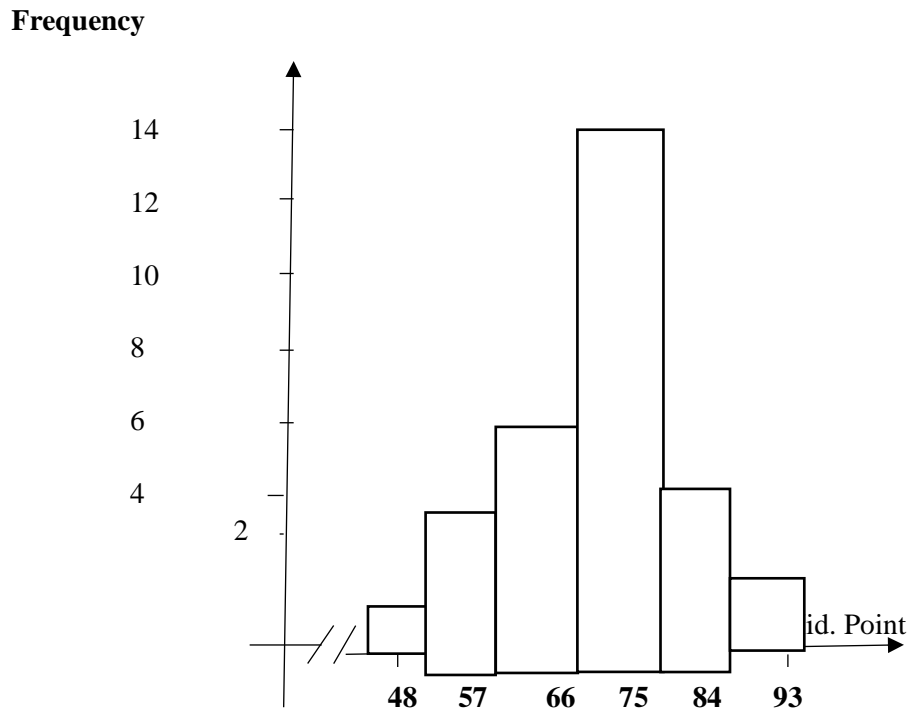


Figure IV. 3
Description of Experimental Class in Post-Test

4. Data Description of Post-Test in Control Class

The researcher took class X C as control class. Based on the students' test result in pre-test, the researcher has calculated the students' score as the table below:

Table IV. 7
The Score of Control Class in Post-Test

| No. | Statistics | Variable X |
|------------|--------------------|-------------------|
| 1 | Total score | 2384 |
| 2. | The highest Score | 90 |
| 3. | The lowest Score | 48 |
| 4. | Range | 42.00 |
| 5. | Interval | 7 |
| 6. | Mean Score | 68.11 |
| 7. | Median Score | 70.00 |
| 8. | Mode | 74.00 |
| 9. | Standard Deviation | 9.566 |
| 10. | Variant | 91.516 |

Based on the table above, the total score was 2384, the highest score was 90, the lowest score was 48, mean was 68.11, median was 70.00, modus was 74.00, range was 42.00, interval was 7, standard deviation was 9.566 and variant was 91.516. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV. 8
Frequency Distribution of Control Class in Post-Test

| Interval | Frequency | Mid. Point | Percent |
|----------|-----------|------------|---------|
| 48 – 54 | 3 | 51 | 8.7 % |
| 55 – 61 | 6 | 58 | 17 % |
| 62 – 68 | 8 | 65 | 22.7 % |
| 69 – 75 | 12 | 72 | 34.3 % |
| 76 – 82 | 4 | 79 | 11.6 % |
| 83 – 91 | 2 | 55 | 5.8 % |
| I = 7 | 35 | | 100 % |

From the table above, the students' frequency in class interval between 48 - 54 was 3 students (8.7%), class interval between 55 - 61 was 6 students (17%), class interval between 62 - 68 was 8 students (22.7%), interval class between 69 - 75 was 12 students (34.3%), interval class between 76-82 was 4 students (11.6%), interval class between 83-91 was 2 students (5.8%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

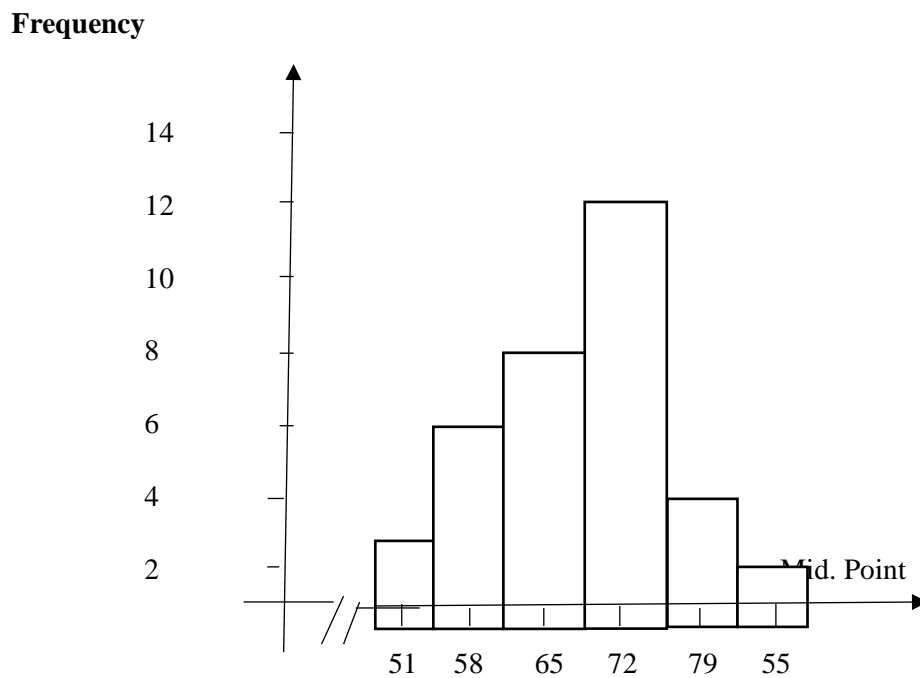


Figure IV. 4
Description of Control Class in Post-Test

5. Description of Score in Experimental Class and Control Class

In comparing the sample used, the research interpreted the paired samples t-test by using SPSS v.24 version as below:

Table IV.9
Paired Sample Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|------------------------------|-------|----|----------------|-----------------|
| Pair 1 | Pre-test experimental class | 61.51 | 33 | 9.513 | 1.656 |
| | Pre-test control class | 61.02 | 35 | 8.322 | 1.407 |
| Pair 2 | Post-test experimental class | 72.00 | 33 | 11.022 | 1.918 |
| | Post-test control class | 68.11 | 35 | 9.566 | 1.617 |

Based on the table IV.8, it can be seen that summary of the result of reading statistic of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class was 61.51 and 72.00 was in post-test experimental class. Meanwhile, the mean score in pre-test control class was 61.02 and 68.11 was post-test control class. The participant consisted of 33 students for experimental class and 35 students or control class. Then Standard Deviation in pre-test experimental class was 9.513 and 11.022 post-test experimental class. Standard Deviation in pre-test control class was 8.322 and 9.566 in post-test control class. Because the mean score in pre test was lower then post test, it means descriptively there is the different mean score.

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre-Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using Shapiro Wilk test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that was tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with Shapiro Wilk test using SPSS v.24 it was obtained that the experimental class was 0.998 and the control class was 0.749. In other word, $0.998 > 0.05$ in experimental class and $0.749 > 0.05$ in control class.

Table IV. 10
Normality in Pre-Test

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Experimental | .068 | 33 | .200* | .992 | 33 | .998 |
| Control | .091 | 33 | .200* | .979 | 33 | .749 |

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

a. Lilliefors Significance Correction

From the calculation it was found that Shapiro Wilk > 0.05 . So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation, obtained a significance value (sig) was 0.368. Based on criteria for testing data homogeneity using SPSS v.24, it was obtained that a value significance (sig)

based on $\text{mean} > 0.05$ or $0.368 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table IV. 11
Homogeneity in Pre-test

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| Pre-Test | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .821 | 1 | 66 | .368 |

b. Post-Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using Shapiro Wilk test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with Shapiro Wilk test using SPSS v.24 it was obtained that the experimental class was 0.910 and the control class was 0.320. In other word, $0.910 > 0.05$ in experimental class and $0.320 > 0.05$ in control class.

Table IV. 12
Normality in Post-Test
Tests of Normality

| | Tests of Normality | | | | | |
|--------------|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| Experimental | .136 | 33 | .124 | .985 | 33 | .910 |
| Control | .124 | 33 | .200* | .963 | 33 | .320 |

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

From the calculation it was found that Shapiro Wilk > 0.05. So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation, obtained a significance value (sig) was 0.656. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.656 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

Table IV. 13
Homogeneity of Post-Test

| Test of Homogeneity of Variances | | | |
|---|-----|-----|------|
| Control Class | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .200 | 1 | 66 | .656 |

2. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.24. The hypothesis that was tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of Facilitator Teaching Style towards reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan. If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of Facilitator Teaching Style towards reading comprehension at the tenth grade students of MAN 1 Padangsidimpuan.

Based on the calculation in Pre-test by using Independent Sample T-test, it was found tcount 0.940 with ttable 1.689. It means tcount < ttable (0.940 < 1.689). It can be concluded that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both class. However in Post-test, it was found that tcount > ttable or 7.002 > 1.689. Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students' reading comprehension in experimental class using facilitator teaching style increased than average of students' reading

comprehension in control class. It can be concluded that “ facilitator teaching style significantly affection reading comprehension at the tenth grade students of MAN 1 Padangsidempuan. The result of T-test is as below:

Table IV. 14
The result of T-test from the Both Averages

| Pre-Test | | Post-Test | |
|----------|---------|-----------|---------|
| t-count | T table | T count | T table |
| .940 | 1.689 | 7.002 | 1.689 |

In addition, it was gotten that the mean score of experimental class in pre-test was 61.51 and in post-test was 72.00. Then the mean score of control class in pre-test was 61.02 and in post-test was 68.11. The gain score was 3.40. It can be seen as below:

Table IV. 15
Gain score Experimental Class and Control Class

| Class | Pre-Test | Post-Test | Enhancement | Gain Score |
|--------------|----------|-----------|-------------|------------|
| Experimental | 61.51 | 72.00 | 10.49 | 3.40 |
| Control | 61.02 | 68.11 | 7.09 | |

C. Discussion

The result of this research found that facilitator teaching style gives the significant effect for students in the tenth grade. It can be seen from the research hypothesis that there is a significant effect of Facilitator Teaching Style Towards Reading comprehension at the Tenth grade students of MAN 1 Padangsidempuan. It means facilitator teaching style can help students to

comprehend reading easily. Then, facilitator teaching style can be used as a good style in teaching reading comprehension to students.

Based on above result, the researcher's result with the related finding. Grasha state that facilitator teaching style promotes critical thinking and collaboration, which enhances comprehension of complex ideas in the text.⁶⁵ The facilitator teaching style promotes collaborative learning by designing activities that require students to work together, fostering a sense of teamwork and shared knowledge acquisition.⁶⁶ So, it has proven that facilitator teaching style was suitable to teach reading comprehension.

The researcher also provided the similar cases with this research. The first researcher was conducted by Indriyaswari⁶⁷, the writer found that the results of pre-test are the students' learning achievement of class X.6 is categorized into fair with the percentage obtained in the fair category (52.5%), while the students' learning achievement of class X.7 is categorized into good category (45%), the results of post-test are the students' learning achievement of class X.6 after the treatment is categorized into fair category (55%), while the students' learning achievement of class X.7 is categorized into good category (67.5%) and there is significant difference, alternative hypothesis accepted.

⁶⁵ Anthony F. Grasha, "A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator." *College teaching*, Volume 42, No. 4, 1994, p. 142-149. <http://www.jstor.org/stable/27558675>

⁶⁶ Josie Gregory, *The Theory and Practice of Teaching*, (New York: Routledge, 2002), p. 79-93.

⁶⁷ Ratih Indriyaswari, *The effectiveness of teachers' achievement in reading Comprehension (a Case of The Tenth Grade Students of SMAN 3 Demak in the Academic Year of 2009/2010)*, Thesis, p. 49.

The second researcher was conducted by Fatimatuzuhroh⁶⁸, the findings that have been discussed in this research, the pearson Product Moment Correlation showed that Pearson correlation = 0,000 an Sig. (2-tiled) = 0,322. That result indicate that there is correlation between English teacher's teaching style and students' academic engagement at SMK Sepuluh Nopember Sidoarjo but weak correlation between them. The value correlation coefficient of personal style was 0,311. It means alternative hypothesis accepted.

The last is done by Ahmed⁶⁹, the writer found that the top most teaching style of teachers was role model. Female students had achieved higher grades in the class than that of male class fellows. Female students rated that teachers use formal authority, role model, delegator and facilitator as most frequent used teachers' styles. The level of classes had an imPpact on the formal authority, role model, delegator and facilitator teaching styles. Expert teaching style has weak positive correlation with role model, moderate correlation with formal authority and facilitator teaching styles and strong positive correlation with delegator teaching style. It is suggested that students should train to get more benefit of teachers teaching styles.

⁶⁸ Siti Fatimtuzuhroh, The Correlation Between English Teacher's Teaching Style and Students' Academic Engagement at SMK Sepuluh Nopember Sidoarjo, Thesis, p. 45.

⁶⁹ Dr. Shehzad Ahmed, Dr. Muhammad Tahir Khan Farooqi, & Asif Iqbal. (2023). A Study of Teachers' Teaching Styles and Students' Performance. *Elementary Education Online*, 19(4), 5418–5426. Retrieved from <https://ilkogretim-online.org/index.php/pub/article/view/5742>

D. The Threats of the Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data and from arranging proposal until finishing thesis, so the research knew that was far from the excellent thesis. The researcher found the threats of this research as follow:

1. The research did not know whether the students answered the test based on their ability or not.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the others students' concentration.
3. There were some students that were lack of serious to do the pre-test and post-test. It can be threat of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. Before using facilitator teaching style, the mean score of pre-test for experimental class was 61.51 and predicated enough. It means that the students' reading comprehension before using facilitator teaching style is in enough category.
2. After using facilitator teaching style, the mean score of experimental class was higher than before using facilitator teaching style. The mean score of post-test for the experimental class was 72.00 and predicated good. It means that the students' reading comprehension after using facilitator teaching style is in good category.
3. The researcher found the research result of t-test where t_{count} was higher than t_{table} . T_{table} was 1.689 and t_{count} was 7.002. It means that H_a was accepted, so there was a significant effect of facilitator teaching style toward students reading comprehension at the tenth grade students of MAN 1 Padangsidempuan.

B. Implication

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the Effect of Facilitator Teaching Style Towards Students Reading Comprehension at

The Tenth Grade Students of MAN 1 Padangsidempuan. Based on the result of this research, it is known that Facilitator Teaching Style is a good style to develop or increase students' reading comprehension. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this style in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the style it can use by English teacher, because this style is very easy to practice in the classroom when learned reading comprehension in the class. Therefore, this style to provide more information to English teacher that's a style of learning process to be used. So, is not make learning process monotonous style.
2. Based on the theory that has formulated by researcher, it can be seen that facilitator teaching style towards students' reading comprehension that has improvement after using facilitator teaching style.

C. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. For Headmaster, to supervice and to give the significant theory and practice contribution to English teaching in learning process.
2. For English teacher, as an additional information realated teaching reading that can be applied in the class to make learning English more effective.

3. For researcher, as a reference in the learning process in the future and as a comparison.

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APPENDIX 1

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|----------------|-------------------------|
| Sekolah | : MAN 1 Padangsidimpuan |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : X /Ganjil |
| Materi | : Teks Narrative |
| Alokasi Waktu | : 2 X 45 menit |
| Skill | : Reading Comprehension |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Kompetensi Dasar

1. Kompetensi dasar
 - a. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- b. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana.
2. Indicator
 - a. Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative lisan dan tulis pendek dan sederhana.
 - b. Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
 - c. Mengkomunikasikan teks narrative dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative lisan dan tulis pendek dan sederhana.
2. Peserta didik dapat menganalisis teks naratif lisan pendek dan sederhana terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
3. Peserta didik dapat menampilkan (to perform) teks narrative dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok.

D. Media dan Sumber Pembelajaran

1. Buku mata pelajaran
2. Spidol
3. Kamus
4. Papan tulis
5. Kertas

E. Materi pembelajaran

1. Narrative Text

F. Metode Pembelajaran

1. Facilitator Teaching Style

G. Langkah-langkah pembelajaran

| Teacher Activity | Procedures | Students Activity |
|--|----------------------|---|
| A. Pre-Teaching 1. Teacher open the class by getting and prepare the students to pray before learn. | | 1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn. |
| 2. Teacher checks the students attendance list. | | 1. Students listen to the teacher. 2. Students state the attendance by saying presents. |
| 3. Teacher asks the students about the last material and relate it with the new material | | 1. Students answer the teacher questions. |
| 4. Teacher tells about the new material | | 1. Students listen carefully to the teacher. 2. Students add some notes from the teacher. |
| B. While-teaching 1. Teacher directs students to observe the text given to students 2. Teacher give some question to students | 1. Hands-on activity | 1. Students pay attention to the teacher. 2. Students observe the text given by the teacher. 3. Students answer the question from the teacher |

| Teacher Activity | Procedures | Students Activity |
|--|----------------------------------|---|
| 4. Teacher ask the students to make groups 5. Teacher give some text to each group 6. Teacher ask students to discuss the text given | 2. Discussion | 1. Students are divided into some groups 2. The students are given a text to each group 3. Each group do discussion through the text given by the teacher |
| 1. Teacher ask students to make the generic structures from the text given before | 3. Collaborative projects | 1. Students working together on assignments that given by teacher 2. Students make a generic structures from the text given by the teacher |
| 1. Teacher ask students to make a questions about the text 2. Teacher ask students to answer question about the text | 7. Encouraging critical thinking | 1. Each group make questions about the text 2. Each group give their question to other group, and then answer the questions |
| 1. Teacher ask students to analyze information from the text they make | 5. Analyzing information | 1. Students analyze the information from the text that made before 2. Students make the information into the table |

| Teacher Activity | Procedures | Students Activity |
|---|--|--|
| <ol style="list-style-type: none"> 1. Teacher ask students to give the task to other group 2. Teacher ask each group to check and avaluate the task from other group 3. Teacher ask one of students from each group presents the result of the text evaluation | 6.Evaluating evidence | <ol style="list-style-type: none"> 1. Students give the task to other group 2. Students check and evaluate the task from other group 3. One of students from each group presents the results of the text evaluation |
| <ol style="list-style-type: none"> 1. Teacher develop all the answer of the group and tell the students the importance of applying their knowledge to find solutions. | 7.Developing solution to real-world problems | <ol style="list-style-type: none"> 1. Students listen to the teacher |
| C. Post-Teaching <ol style="list-style-type: none"> 1. Teacher ask students about their understanding about the material | | <ol style="list-style-type: none"> 2. Students answer the teacher's question. |
| <ol style="list-style-type: none"> 2. The teacher conclude or summarize the lesson by herself or together with the students | | <ol style="list-style-type: none"> 1. The students make a summarize while the teacher concludes the lesson |
| <ol style="list-style-type: none"> 3. Teacher closes the teaching-learning activity | | <ol style="list-style-type: none"> 1. Students give the greeting to the teacher. |

1. Penilaian

| Sub Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen Soal |
|--|------------------|------------------|--|
| 1. Topic of the text. 2. Main idea 3. Vocabulary 4. Grammar 5. Finding the information 6. Deciding the conclusion | Test Tertulis | Multiple Choice | Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d. |

Padangsidempuan, 2024

Mengetahui,

Guru Bahasa Inggris

Peneliti

Irian Ani Hutabarat, S.Pd
NIP. 197409252006042025

Khairunnisa Harahap
NIM. 18 203 00024

APPENDIX 2

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 1 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas dan Semester : X/ Ganjil

Materi Pembelajaran : Narrative Text

Alokasi Waktu : 2 x 45 menit

Skill : Reading Comprehension

Kompetensi Inti (KI)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Kompetensi Dasar

1. Kompetensi dasar
 - a. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi, pendek dan sederhana, sesuai dengan konteks penggunaannya
 - b. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana.

2. Indicator

- a. Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative lisan dan tulis pendek dan sederhana.
- b. Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
- c. Mengkomunikasikan teks narrative dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

1. Siswa mampu memahami teks naratif dengan baik dengan bantuan metode yang diberikan guru.
2. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam teks, moral atau kesimpulan) dalam teks naratif.

D. Materi Pembelajaran

1. Narrative Text

E. Metode Pembelajaran

1. Conventional Technique

F. Sumber Pembelajaran

- a. Buku Mata Pelajaran

G. Langkah-Langkah Pembelajaran

| Process of Teaching | Teacher Activity | Student Activity |
|---------------------|---|-----------------------------------|
| Pre teaching | 1. Teacher open the class | 1. Students listen to the teacher |
| | 2. Teacher ask the students to pray before start the lesson | 1. Students pray together |
| | 3. Teacher check students attendance list | 1. Students listen to their name |
| | 4. The teacher tell the goal of the reading narrative text | 1. Students listen to the teacher |

| Process of Teaching | Teacher Activity | Student Activity |
|---------------------|---|---|
| While teaching | 1. The teacher explain about the reading narrative text, like definition, purpose, generic structure and language features of narrative text. | 1. Student listen to the teacher explanation. 2. The student write the material that the teacher given |
| | 1. The teacher ask the student who want to ask about the narrative text that they were not understand | 1. Some of the student ask the teacher about the material that they were not understand |
| | 1. The teacher tell answer students question | 1. Student listen to the teachers answer |
| | 1. The teacher explain the example of the narrative text | 1. Student listen to the teachers explanation |
| | 1. The teacher tell to the student to answer the question. | 1. The student listen to the teacher instruction. 2. The student answer the question |

| Process of Teaching | Teacher Activity | Student Activity |
|---------------------|---|--|
| | 4. The teacher ask to the student to collect their answer sheet | 1. The student collect their answer sheet to the teacher |
| Post teaching | 2. The teacher check student result. | 1. The student show their result to the student. |
| | 2. The teacher close the lesson by saying hamdalah | 1. The student say hamdalah together. |

H. Penilaian

| Sub Indikator Kompetensi | Pencapaian | Teknik Penilaian | Bentuk Instrumen | Instrumen Soal |
|---|------------|------------------|------------------|--|
| 1.Topic of the text. 2. Main idea 3. Vocabulary 4. Grammar 5. Finding the information 6. Deciding the conclusion | | Test Tertulis | Multiple Choice | Multiple Choice Question (chosen the best answer by crossing (x) a, b, c, or d. |

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APPENDIX 3

Instrument For Pre-Test

Name:

Class:

Instruction: choose the correct answer by crossing (X) a, b, c, or d !

Text 1

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

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." One of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Read the text, then choose the best choice to each question!

1. The main idea in paragraph 1 is...
 - a. Snow white
 - b. She lived with her Aunt an Uncle because her parents were dead
 - c. One day she heard her Uncle
 - d. They didn't have enough money to take Snow White
4. She ... this little cottage.
 - a. Seen
 - b. Sees
 - c. Saw
 - d. Sees
5. Snow White ... with her aunt and uncle.
 - a. Lives
 - b. Lived
 - c. Were living
 - d. Have lived
6. Paragraph 1 is talking about ...
 - a. Snow white lived with her uncle
 - b. Snow white lived with her aunt
 - c. Snow white life
 - d. Snow white's parents died

7. Where did Snow White run away in paragraph 2?
 - a. Castle
 - b. Rice field
 - c. Village
 - d. Wood
8. The main idea of paragraph 2 is ...
 - a. Aunt and Uncle were having breakfast
 - b. Snow white ran away into wood
 - c. Snow white's uncle wanted to America
 - d. Snow white lived alone
9. Who helped Snow White during her difficult time?
 - a. The magical doll
 - b. The wicked step mother
 - c. The Tsar
 - d. The seven dwarfs
10. She ran away into the woods. The synonym of ran away is?
 - a. Escape
 - b. Stay
 - c. Remain
 - d. Wait
11. The main idea of paragraph 3 is ...
 - a. The seven dwarfs were coming home from work
 - b. Snow white slept
 - c. Snow White woke up
 - d. Snow White and the 7 dwarfs lived happily ever after
12. What did the seven dwarfs offer to Snow White?
 - c. A place to stay
 - d. A magical ring
 - c. A magical broom
 - d. A magical book
13. When did Snow White run away from home?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. At night
14. Who found Snow White sleeping in the little cottage?
 - a. The seven dwarfs
 - b. Snow White's Uncle and Aunt
 - c. The Tsar
 - d. A magical creature
15. Main idea of the text is..
 - a. Snow white lived with 7 dwarfs
 - b. Snow white went home
 - c. Snow white lived with her aunt and uncle happily
 - d. Snow white slept
16. The word "wood" has synonym...
 - a. Forest
 - b. Castle
 - c. Mountain
 - d. Beach
17. She lived with her Aunt and Uncle because her parents were dead. The underline word refers to...
 - a. Snow white
 - c. Snow White's Aunt

- b. Snow white's uncle
d. Dwarf
18. Snow white ... away into wood.
a. Runned
b. Ran
c. Runs
d. Run
19. They went inside. The underline word refers to...
a. Uncle and aunt
b. The dwarfs
c. Snow white and dwarfs
d. Snow White's parents
20. She ... it would be best if she ran away.
a. Decides
b. Has decided
c. Decided
d. Decide
21. Who has the little cottage in the wood?
a. Snow white
b. Snow white's uncle
c. Snow white's aunt
d. The dwarfs
22. How many dwarfs did they live in the cottage?
a. 8
b. 6
c. 9
d. 7
23. They both wanted to go to America. The underline word in paragraph 1 refers to...
a. Snow white and dwarf
b. Dwarf and Snow white's uncle
c. Snow white and her aunt
d. Snow White's uncle and aunt
24. She...inside and fell asleep.
a. Went
b. Going
c. Had gone
d. Were going
25. Then she saw this little cottage. The underline word is similar with...
a. Hotel
b. House
c. Lodge
d. Village
26. Snow White and the 7 dwarfs ... happily ever after.
a. Lives
b. Lived
c. Was living
d. Were living
27. The conclusion of the text is...
a. Snow White and the 7 dwarfs lived happily ever after
b. Snow white slept forever
c. The seven dwarfs were coming home from work
d. The snow white went out from the home

Text 2

Once upon a time in Russia, there lived Vasilisa and her parents. They lived in a peaceful life. One day, her mother died. Before she passed away, the mother

gave Vasilisa a doll. She said that Vasilisa must take care of the doll. She must give foods and drinks to the doll, so it can solve all Vasilisa's problem.

The father remarried again. This time, Vasilisa got a cruel stepmother and two stepsisters. At one day, the lights were off. The stepmother shouted to Vasilisa to go to Baba Yaga's house to ask for a light. Baba Yaga is a witch lived at the edge of the forest. She walked there crying. She feed the doll and asked for the doll's advice. The doll calmed her down and said everything will be okay.

She came and met with Baba Yaga. Vasilisa must serve all things said by Baba Yaga. Vasilisa couldn't get out from Baba Yaga's house because there were a scary tree, a dog, a cat, and a gate that cannot be opened without Baba Yaga's command. Vasilisa served Baba Yaga along with black browed woman.

Baba Yaga looked at Vasilisa. She wanted to eat her. So, she commanded the black browed woman to heat the furnace. Vasilisa pleaded to the black browed woman to spare her life. The black browed woman agreed. She tricked Baba Yaga to sleep and gave her a bread, a grease, a ribbon, and a pie. She gave the ribbon to the tree. The tree let her go. She gave the pie to the cat. The cat let her go. She gave a bread to the fox. The fox let her go. She greased the gate. The gate opened and let her go. Vasilisa then ran away by picking a skull from Baba Yaga's front house.

Vasilisa grew tired of living with her stepmother and stepsisters. So, she went to town and lived with an old woman. She worked as a tailor. She asked the old woman to sell the cloth made by her. The cloth was too good, so the old woman came to the Tsar to give the cloth as a present. The Tsar was amazed with the cloth. He demanded to meet the tailor who made that cloth. Then, Vasilisa came to the Tsar's palace. The Tsar fell in love with Vasilisa and her sad story. Then, they married happily ever after.

Answer the following question based on the text!

28. What does the text talk about?
- | | |
|--------------|---------------------------|
| a. The witch | c. The Tsar |
| b. Baba Yaga | d. Vasilisa the beautiful |
29. The main idea of paragraph 1 is ...
- | |
|--|
| a. Vasilisa's journey to find a light from Baba Yaga and her subsequent escape from Baba Yaga's house. |
| b. Vasilisa's struggle with her cruel stepmother and stepsisters, and her eventual marriage to the Tsar. |
| c. The magical doll given to Vasilisa by her mother, which helps her solve all her problems. |
| d. Vasilisa's transformation from a poor tailor to a wealthy queen. |
30. Baba Yaga ... a witch.
- | | |
|---------|-------|
| a. Were | c. Am |
|---------|-------|

- b. Was
 - d. Is
31. Vasilisa got a cruel stepmother. The antonym of cruel is ...
- a. merciful
 - c. evil
 - b. wicked
 - d. mean
32. What did Vasilisa do when the lights were off?
- a. She went to bed
 - b. She went to Baba Yaga's house to ask for a light
 - c. She lit a candle
 - d. She read a book
33. The main idea of paragraph 2 is ...
- a. She walked there crying
 - b. The father remarried again
 - c. Vasilisa got a cruel stepmother and two step sisters
 - d. The doll calmed her down
34. What was given by Vasilisa's mother before her death?
- a. A doll
 - c. A gold
 - b. A treasure
 - d. None of them are true
35. Where did Baba Yaga live?
- a. At the edge of the forest
 - b. In the middle of the forest
 - c. In the hut
 - d. In a Tsar's house
36. What did Vasilisa find at Baba Yaga's house?
- a. A magical broom
 - c. A scary tree, a dog, a cat, and a gate
 - b. A magical ring
 - d. A royal crown
37. Why did the Tsar fall in love with Vasilisa?
- a. Because of her beauty
 - b. Because of her sad story
 - c. Because of her skills as a tailor
 - d. Because of her kindness
38. The paragraph three tells us about...
- a. Vasilisa served Baba Yaga
 - b. The father remarried again
 - c. The doll calmed Vasilisa down
 - d. The Tsar fell in love with Vasilisa
39. Who is Baba Yaga?
- a. A kind old woman
 - b. A witch who lives at the edge of the forest
 - c. A merchant
 - d. A prince

40. Baba Yaga at Vasilisa.
- a. Look
 - b. Looked
 - c. Looking
 - d. Was looking
41. What did Vasilisa do in the town?
- a. She worked as a seller
 - b. She worked as a tailor
 - c. She worked as a teacher
 - d. She worked as a nurse
42. The conflict happens at paragraph....
- a. 1
 - b. 2
 - c. 3
 - d. 4
43. How many sisters that Vasilisa has ?
- a. 1 sister
 - b. 2 sisters
 - c. 3 sisters
 - d. No one
44. She a bread to the fox.
- a. Gave
 - b. Give
 - c. Giving
 - d. Given
45. There were a scary tree, a dog, a cat, and a gate. The antonym of scary is...
- a. Terrifying
 - b. Horrible
 - c. Calming
 - d. Terrible
46. What things that vasilisa's mother said before she died about the doll ?
- a. She said that vasilisa must take care of the doll
 - b. She said that vasilisa must throw the doll into the river
 - c. She said that vasilisa must take care of his stepmother
 - d. She said nothing
47. She went to town and lived with an old woman. The synonym of town is...
- a. Country
 - b. Village
 - c. Mountain
 - d. City
48. She as a tailor.
- a. Worked
 - b. Working
 - c. Work
 - d. was working
49. Who is the main character in this story ?
- a. The father
 - b. Vasilisa
 - c. Baba Yaga
 - d. Yaga
50. The Tsar fell in love with Vasilisa and her sad story. Then, they married happily ever after. The underline word refers to...
- a. Stepmother and father
 - b. The Tsar
 - c. Vasilisa
 - d. Vasilisa and the Tsar
51. The tsar ...the owner of the palace.
- a. Is
 - b. Am
 - c. Are
 - d. Shall

52. The conclusion of the text is...

- a. Vasilisa and the Tsar are married happily ever after
- b. Vasilisa being rich as a Taylor
- c. The Tsar's palace is getting large and beautiful
- d. The stepsisters are getting married with the Tsar

APPENDIX 4

Instrument For Post-Test

Name:

Class:

Instruction: choose the correct answer by crossing (X) a, b, c, or d !

Text 1

One day a lion slept in the jungle. A tiny mouse ran over the lions head and down his nose. The lion awoke with load roar. He was very angry. The lions opened his huge jaws the mouse.

“Pardon me , O kind, beg of you” cried the frightened mouse. “if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn’t want to disturb your majesty. If you will spre ma live, perhaps I may be able odo you a good turn, too. “The Lion began to laugh, laugh, and laughed.” How cold a tiny creature like you ever do anything t help me? And the shook with laughter. “Oh well, “ he shrugged, looking down at the frightened mouse, “ you are not so much meal any way. “He took his paw off the poor little prisoner and the mouse quickly anything scampered away. Sometimes after this, some hunters, trying to capture the lion alive. They set up rope nets in the jungle. The tiny mouse heard the Lion’s roars. “that my be who once freed me, “he said, remembering his promise. And he ran to see whether he could help.

Discovering the sad state the Lion was in, the mouse said to him, “stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out this trap. With his sharp little teeth the mouse gnawed at the ropes until they broke. The lion was stepped out of the net and was free. Then the mouse said, ” now, I was not right?”. “Thank you, good mouse”, said Lion gently. “You did help me even through I’m big and you so little I see now what kindness is always worth while”.

Answer the following questions based on the text!

1. What is the type of the text ?
 - a. Procedure
 - b. Description
 - c. Narrative
 - d. Report
2. The communicative purpose of this text is ?
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - d. To persuade readers to accept his/her opinions
3. The text tell the story about....
 - a. Lion
 - c. King of forest

- b. Mouse
d. Lion and Mouse
4. What is the moral lesson from this text ?
 a. Don't look someone because of his clothes
 b. It's best to prepare for the days of necessity
 c. Common people may prove great ones
 d. United we stand, divided we fall
5. "Pardon me, O king, beg of you" cried the frightened Mouse. The word "king" refers to....
 a. The lion
 b. The king
 c. The tree
 d. the Mouse
6. To tell the story, writer use....
 a. Simple past tense
 b. Simple present tense
 c. Simple continue tense
 d. Perfect tense
7. "The lions opened his huge jaws to the mouse" the underline word means ?
 a. Tiny
 b. Enormous
 c. Expensive
 d. Little
8. At the end of story, lion...
 a. Say thanks to the mouse
 b. Killing by the hunter
 c. Eat the mouse
 d. Kill the hunter
9. From the text concluded that....
 a. Mouse help the lion
 b. Lion eat the hunter
 c. Lion help the mouse
 d. Lion wasn't trap
10. The first paragraph tell us about...
 a. A lion slept in the jungle
 b. Eat the mouse
 c. Lion eat the hunter
 d. A tiny mouse
11. And he to see whether he could help.
 a. Ran
 b. Run
 c. Running
 d. Was running
12. The second paragraph tell us about...
 a. Lion
 b. King of forest
 c. Mouse
 d. Lion and mouse
13. I'll get you out this trap. The sentence use tenses...
 a. Present tense
 b. Continuous tense
 c. Past tense
 d. Future tense
14. What is the topic of the text ?
 a. A lion slept in the jungle
 b. The lion opened his huge jaws to the mouse
 c. The lion began to laugh, laugh and laugh
 d. The lion awoke with loud roar

15. What did the lion do to the mouse?
- He let the mouse go
 - He opened his huge jaws to eat the mouse
 - He laughed at the mouse
 - He ignored the mouse
16. They up rope nets in the jungle.
- Set
 - Setting
 - Was setting
 - Were setting
17. How did the mouse help the lion get out of the net?
- By using his sharp teeth to gnaw at the ropes.
 - By using his sharp claws to climb up the net.
 - By using his powerful legs to kick the net.
 - By using his loud voice to scare away the hunters.
18. What the mouse said to lion ?
- Stop, stop! You must not roar
 - Now, I saw not right
 - You did help me though I'm big and you so little I see now what kindness is always worth while
 - If you will only forgive me this time, I shall never forget your kindness
19. Discovering the sad state the Lion was in. the underline is similar with...
- Finding
 - Searching
 - Looking for
 - Starting
20. Who was sleeping in the jungle?
- Mouse
 - Lion
 - Hunter
 - Mouse and lion
21. Why did some hunters try to capture the lion alive?
- To study him
 - To keep him as a pet
 - To sell him
 - To eat him
22. The tiny mouse the Lion's roars.
- Heard
 - Hear
 - Hearing
 - Have heard
23. Why is the lion angry?
- Because tiny mouse ran over the lions head and down his nose.
 - Because it is hungry
 - Because the hunter hunted it
 - The hunter killed its child.
24. A tiny mouse ran over the lions head. The opposite of underline word is...
- Small
 - Little
 - Huge
 - Very small

25. How cold a tiny creature. The underline word can be replaced with...

- | | |
|----------|-----------|
| a. Hot | c. Freeze |
| b. Spicy | d. Salty |

Text 2

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed. Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk. Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Read the text, then choose the best choice to each question!

26. What is the story about ?

- | | |
|--------------------------|---------------------------------|
| a. Jack and butcher | c. Jack and the bean stalk |
| b. Jack and the giantess | d. The giantess and her husband |

27. What is the type of the text ?

- | | |
|----------------|----------------|
| a. Narrative | c. News item |
| b. Descriptive | d. Report Text |

28. The main idea in paragraph 1 is...

- | |
|--|
| a. Jack |
| b. They were so poor that they didn't have anything except a cow |
| c. His mother sent Jack to the market |
| d. Jack met a butcher |

29. What is the generic structure of the text “ Once upon a time there was a poor widow who had only son named Jack”?
- Jack’s mother was a furious mother
 - Poverty makes people hopeless
 - The giantess pity on Jeck
 - Jack was innocent boy
30. The purpose of the text is....
- To persuade the reader to be a hermit
 - To tell the past experience of Jack
 - To entertain the readers
 - To describe Jack’s experience
31. “His mother became so angry that she threw the beans out of the window” the infinitive of underlined word is?
- Became
 - Become
 - Was come
 - Came
32. Who is the main character in the story ?
- Jack
 - Mother
 - Father
 - Cow
33. How many people in the text ?
- 1
 - 2
 - 3
 - 4
34. The paragraph two tell us about
- His mother became so angry that she threw the beans out of the window
 - He climbed and climbed till at last he reached the sky
 - Jack met a butcher who had some beautiful beans in his hand
 - Jack very hungry
35. What did Jack's mother send him to sell?
- The family's house
 - The only cow they had
 - The family's garden
 - The family's furniture
36. Where did the giantess hide Jack?
- In a very big cupboard
 - In a small closet
 - Under the bed
 - Behind the door
37. There was a poor widow. The antonym of the underline word is...
- Rich
 - Hard
 - Striken
 - Beggarly
38. They were so poor. The underline word in paragraph 1 line 2 refers to...
- The widow and Jack
 - The widow and Cow
 - Jack and beans
 - Jack and cow
39. Why did Jack climb up high enough to see what was there?
- To reach the sky and see what was there
 - To sell more beans at the market
 - To visit his friends who lived in the sky

- d. To escape from his mother's anger
40. Who did Jack meet on his way to the market?
- | | |
|--------------|---------------|
| a. A farmer | c. A merchant |
| b. A butcher | d. A traveler |
41. What did Jack see when he climbed up high enough?
- | | |
|-----------------------|-----------------------|
| a. A very huge castle | c. A group of animals |
| b. A beautiful garden | d. A big tree |
42. Jack ... them, happily.
- | | |
|-----------|---------------|
| a. Buys | c. Had buying |
| b. Buying | d. Brought |
43. When the cow had grown too old, his mother sent Jack to the market to sell it.
The underline word refers to...
- | | |
|----------|---------|
| a. Jack | c. Cow |
| b. Widow | d. Bean |
44. But all the rest was quite dark and shady. The underline can be replaced into...
- | | |
|----------|------------|
| a. Calm | c. Crowded |
| b. Noisy | d. Light |
45. He felt the sun shining into a pan of his room. The opposite of the underline word is...
- | | |
|-----------|---------|
| a. Bright | c. Dark |
| b. Quite | d. Calm |
46. His mother Jack to the market to sell it.
- | | |
|----------|------------|
| a. Sends | c. Sending |
| b. Sent | d. Send |
47. What did jack see in the sky?
- | | |
|-----------|-----------------------|
| a. A bean | c. A very huge castle |
| b. Star | d. Moon |
48. While looking around, he saw a very huge castle. The underline can be replaced into...
- | | |
|----------|-----------|
| a. House | c. Hotel |
| b. Villa | d. Palace |
49. He was very amazed. The underline word can be replaced into...
- | | |
|--------------|-----------|
| a. Surprised | c. Missed |
| b. Sad | d. Afraid |
50. What can be inferred about Jack's future after being hidden by the giantess?
- | |
|---|
| a. He will be discovered and captured by the giant |
| b. He will escape and return home with treasure |
| c. He will become friends with the giantess and giant |
| d. His adventure will end in tragedy |

APPENDIX 5

Key Answer for Pre-Test

| | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 11. B | 21. D | 31. B | 41. B |
| 2. C | 12. A | 22. A | 32. A | 42. A |
| 3. B | 13. A | 23. C | 33. A | 43. C |
| 4. C | 14. A | 24. B | 34. C | 44. A |
| 5. D | 15. A | 25. A | 35. B | 45. D |
| 6. B | 16. B | 26. D | 36. A | 46. A |
| 7. D | 17. B | 27. C | 37. B | 47. B |
| 8. A | 18. C | 28. D | 38. B | 48. D |
| 9. A | 19. D | 29. A | 39. B | 49. A |
| 10. C | 20. D | 30. B | 40. D | 50. A |

Key Answer for Post-Test

| | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 11. A | 21. C | 31. B | 41. A |
| 2. B | 12. D | 22. A | 32. A | 42. D |
| 3. D | 13. D | 23. A | 33. D | 43. C |
| 4. A | 14. A | 24. C | 34. A | 44. A |
| 5. A | 15. C | 25. C | 35. B | 45. C |
| 6. B | 16. A | 26. C | 36. A | 46. B |
| 7. B | 17. A | 27. A | 37. A | 47. C |
| 8. A | 18. A | 28. A | 38. A | 48. D |
| 9. A | 19. A | 29. A | 39. A | 49. A |
| 10. A | 20. B | 30. C | 40. B | 50. B |

APPENDIX 6

Score of Experimental Class in Pre-Test

| No. | Initial of Students | Score |
|-----|---------------------|-------|
| 1 | AWBH | 42 |
| 2 | ATHS | 46 |
| 3 | AM | 48 |
| 4 | AFH | 50 |
| 5 | AFS | 52 |
| 6 | BSS | 52 |
| 7 | DAS | 54 |
| 8 | DHH | 50 |
| 9 | DA | 56 |
| 10 | DK | 58 |
| 11 | EA | 58 |
| 12 | FAS | 60 |
| 13 | FAH | 62 |
| 14 | FKD | 56 |
| 15 | FSN | 58 |
| 16 | HN | 60 |
| 17 | KIL | 62 |
| 18 | MA | 58 |
| 19 | MS | 64 |
| 20 | ML | 66 |
| 21 | MDT | 68 |
| 22 | MTS | 64 |
| 23 | MRUS | 66 |
| 24 | MRD | 68 |
| 25 | NASH | 66 |
| 26 | OST | 64 |
| 27 | RM | 70 |
| 28 | RAR | 72 |
| 29 | SH | 74 |
| 30 | SAHH | 70 |
| 31 | SRD | 76 |
| 32 | YAS | 78 |
| 33 | ZTSP | 82 |
| | Total | 2030 |

APPENDIX 7

Score of Control Class in Pre-Test

| No. | Initial of Students | Score |
|-----|---------------------|-------|
| 1 | AAS | 66 |
| 2 | AAF | 46 |
| 3 | AR | 48 |
| 4 | AB | 50 |
| 5 | AFRS | 52 |
| 6 | AK | 52 |
| 7 | AAN | 54 |
| 8 | AR | 56 |
| 9 | AAS | 56 |
| 10 | AHS | 56 |
| 11 | DZP | 58 |
| 12 | DS | 58 |
| 13 | DAL | 60 |
| 14 | FPH | 58 |
| 15 | FAR | 60 |
| 16 | IPN | 62 |
| 17 | LM | 62 |
| 18 | MJD | 58 |
| 19 | MS | 60 |
| 20 | MUH | 60 |
| 21 | M | 58 |
| 22 | NZ | 62 |
| 23 | NAD | 64 |
| 24 | NF | 64 |
| 25 | NRP | 66 |
| 26 | NA | 68 |
| 27 | NH | 66 |
| 28 | NAS | 68 |
| 29 | NAF | 68 |
| 30 | NIH | 46 |
| 31 | RAAH | 70 |
| 32 | RBT | 72 |
| 33 | SQH | 74 |
| 34 | SAI | 76 |
| 35 | SPL | 82 |
| | Total | 2136 |

APPENDIX 8

Score of Experimental Class in Post-Test

| No. | Initial of Students | Score |
|-----|---------------------|-------|
| 1 | AWBH | 72 |
| 2 | ATHS | 54 |
| 3 | AM | 56 |
| 4 | AFH | 58 |
| 5 | AFS | 60 |
| 6 | BSS | 62 |
| 7 | DAS | 62 |
| 8 | DHH | 64 |
| 9 | DA | 64 |
| 10 | DK | 66 |
| 11 | EA | 68 |
| 12 | FAS | 70 |
| 13 | FAH | 72 |
| 14 | FKD | 44 |
| 15 | FSN | 74 |
| 16 | HN | 72 |
| 17 | KIL | 74 |
| 18 | MA | 76 |
| 19 | MS | 76 |
| 20 | ML | 78 |
| 21 | MDT | 76 |
| 22 | MTS | 74 |
| 23 | MRUS | 74 |
| 24 | MRD | 74 |
| 25 | NASH | 72 |
| 26 | OST | 78 |
| 27 | RM | 80 |
| 28 | RAR | 82 |
| 29 | SH | 84 |
| 30 | SAHH | 86 |
| 31 | SRD | 88 |
| 32 | YAS | 90 |
| 33 | ZTSP | 96 |
| | Total | 2376 |

APPENDIX 9

Score of Control Class in Post-Test

| No. | Initial of Students | Score |
|-----|---------------------|-------|
| 1 | AAS | 48 |
| 2 | AAF | 50 |
| 3 | AR | 54 |
| 4 | AB | 56 |
| 5 | AFRS | 56 |
| 6 | AK | 58 |
| 7 | AAN | 60 |
| 8 | AR | 60 |
| 9 | AAS | 58 |
| 10 | AHS | 62 |
| 11 | DZP | 64 |
| 12 | DS | 66 |
| 13 | DAL | 66 |
| 14 | FPH | 64 |
| 15 | FAR | 68 |
| 16 | IPN | 68 |
| 17 | LM | 68 |
| 18 | MJD | 70 |
| 19 | MS | 70 |
| 20 | MUH | 72 |
| 21 | M | 72 |
| 22 | NZ | 72 |
| 23 | NAD | 74 |
| 24 | NF | 74 |
| 25 | NRP | 74 |
| 26 | NA | 70 |
| 27 | NH | 72 |
| 28 | NAS | 74 |
| 29 | NAF | 74 |
| 30 | NIH | 78 |
| 31 | RAAH | 80 |
| 32 | RBT | 82 |
| 33 | SQH | 76 |
| 34 | SAI | 84 |
| 35 | SPL | 90 |
| | Total | 2384 |

APPENDIX 10

Score of Pre-Test and Post-Test at Experimental Class

| No. | Initial of Students | Pre-Test | Post-Test |
|-----|---------------------|----------|-----------|
| 1 | AWBH | 42 | 44 |
| 2 | ATHS | 46 | 54 |
| 3 | AM | 48 | 56 |
| 4 | AFH | 50 | 58 |
| 5 | AFS | 52 | 60 |
| 6 | BSS | 52 | 62 |
| 7 | DAS | 54 | 62 |
| 8 | DHH | 50 | 64 |
| 9 | DA | 56 | 64 |
| 10 | DK | 58 | 66 |
| 11 | EA | 58 | 68 |
| 12 | FAS | 60 | 70 |
| 13 | FAH | 62 | 72 |
| 14 | FKD | 56 | 72 |
| 15 | FSN | 58 | 74 |
| 16 | HN | 60 | 72 |
| 17 | KIL | 62 | 74 |
| 18 | MA | 58 | 76 |
| 19 | MS | 64 | 76 |
| 20 | ML | 66 | 78 |
| 21 | MDT | 68 | 76 |
| 22 | MTS | 64 | 74 |
| 23 | MRUS | 66 | 74 |
| 24 | MRD | 68 | 74 |
| 25 | NASH | 66 | 72 |
| 26 | OST | 64 | 78 |
| 27 | RM | 70 | 80 |
| 28 | RAR | 72 | 82 |
| 29 | SH | 74 | 84 |
| 30 | SAHH | 70 | 86 |
| 31 | SRD | 76 | 88 |
| 32 | YAS | 78 | 90 |
| 33 | ZTSP | 82 | 96 |
| | Total | 2030 | 2376 |

APPENDIX 11

Score of Pre –Test and Post-Test at Control Class

| No. | Initial of Students | Pre-Test | Post-Test |
|-----|---------------------|----------|-----------|
| 1 | AAS | 46 | 48 |
| 2 | AAF | 46 | 50 |
| 3 | AR | 48 | 54 |
| 4 | AB | 50 | 56 |
| 5 | AFRS | 52 | 56 |
| 6 | AK | 52 | 58 |
| 7 | AAN | 54 | 60 |
| 8 | AR | 56 | 60 |
| 9 | AAS | 56 | 58 |
| 10 | AHS | 56 | 62 |
| 11 | DZP | 58 | 64 |
| 12 | DS | 58 | 66 |
| 13 | DAL | 60 | 66 |
| 14 | FPH | 58 | 64 |
| 15 | FAR | 60 | 68 |
| 16 | IPN | 62 | 68 |
| 17 | LM | 62 | 68 |
| 18 | MJD | 58 | 70 |
| 19 | MS | 60 | 70 |
| 20 | MUH | 60 | 72 |
| 21 | M | 58 | 72 |
| 22 | NZ | 62 | 72 |
| 23 | NAD | 64 | 74 |
| 24 | NF | 64 | 74 |
| 25 | NRP | 66 | 74 |
| 26 | NA | 68 | 70 |
| 27 | NH | 66 | 72 |
| 28 | NAS | 68 | 74 |
| 29 | NAF | 68 | 74 |
| 30 | NIH | 66 | 78 |
| 31 | RAAH | 70 | 80 |
| 32 | RBT | 72 | 82 |
| 33 | SQH | 74 | 76 |
| 34 | SAI | 76 | 84 |
| 35 | SPL | 82 | 90 |
| | Total | 2136 | 2384 |

APPENDIX 12

Result of Normality and Homogeneity in Pre-Test

A. Experimental Class in Pre-Test

Highest = 82

Lowest = 40

R (Range) = highest score- lowest score

$$= 82 - 40$$

$$= 42$$

Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (33)$$

$$= 1 + 3.3 (1.518)$$

$$= 1 + 5.0094$$

$$= 6.0094$$

$$= 6$$

Length of Classes = range / total classes

$$= 42 / 6$$

$$= 7$$

| Interval class | Frequency | Mid. Point | Percent |
|----------------|-----------|------------|---------|
| 42 – 48 | 3 | 45 | 9 % |
| 49 – 55 | 5 | 52 | 15.2 % |
| 56 – 62 | 10 | 59 | 30.4 % |
| 63 – 69 | 8 | 66 | 24.3 % |
| 70 – 76 | 5 | 73 | 15.1 % |
| 77 – 83 | 2 | 76 | 6 % |
| I = 7 | 33 | | 100% |

B. Control Class in Pre-Test

Highest = 80

Lowest = 46

R (Range) = highest score- lowest score

$$= 80-46$$

$$= 34$$

Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (35)$$

$$= 1 + 3.3 (1.544)$$

$$= 1 + 5.0952$$

$$= 6.0952$$

$$= 6$$

Length of Classes = range / total classes

$$= 34/6$$

$$= 5.667$$

$$= 6$$

| Interval class | Frequency | Mid. Point | Percent |
|----------------|-----------|------------|---------|
| 46 – 51 | 4 | 48.5 | 11. 5% |
| 52 – 57 | 6 | 54.5 | 17.2 % |
| 58 – 63 | 12 | 60.5 | 34.3 % |
| 64 – 69 | 8 | 66.5 | 22. 7 % |
| 70 – 75 | 3 | 72.5 | 8.5 % |
| 76 – 81 | 2 | 78.5 | 5.7 % |
| I = 6 | 35 | | 100% |

APPENDIX 13

Result of Normality and Homogeneity in Post – Test

A. Experimental Class in Post-Test

Highest : 96

Lowest : 44

R (Range) = highest score – lowest score

$$= 96 - 44$$

$$= 52$$

Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (33)$$

$$= 1 + 3.3 (1.518)$$

$$= 1 + 5.0094$$

$$= 6.0094$$

$$= 6$$

Length of Classes = range / total classes

$$= 52/6$$

$$= 8.66$$

$$= 9$$

| Interval | Frequency | Mid. Point | Percent |
|----------|-----------|------------|---------|
| 44 – 52 | 1 | 48 | 2.9 % |
| 53 – 61 | 4 | 57 | 11.4 % |
| 62 – 70 | 7 | 66 | 24.2 % |
| 71 – 79 | 14 | 75 | 42.5 % |
| 80 – 88 | 5 | 84 | 14.3 % |
| 89 – 97 | 2 | 93 | 5.7 % |

| | | | |
|-------|----|--|-------|
| I = 9 | 33 | | 100 % |
|-------|----|--|-------|

B. Control Class in Post-Test

Highest : 90

Lowest : 42

R (Range) = highest score – lowest score

$$= 90 - 42$$

$$= 48$$

Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (35)$$

$$= 1 + 3.3 (1.544)$$

$$= 1 + 5.0952$$

$$= 6.0952$$

$$= 6$$

Length of Classes = range / total classes

$$= 48/6$$

$$= 7$$

| Interval | Frequency | Mid. Point | Percent |
|----------|-----------|------------|---------|
| 48 – 54 | 3 | 51 | 8.7 % |
| 55 – 61 | 6 | 58 | 17 % |
| 62 – 68 | 8 | 65 | 22.7 % |
| 69 – 75 | 12 | 72 | 34.3 % |
| 76 – 82 | 4 | 79 | 11.6 % |
| 83 – 91 | 2 | 55 | 5.8 % |
| I = 7 | 35 | | 100 % |

APPENDIX 14

Table Distribution T

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|-----------|-------------|-------------|-------------|--------------|-------------|--------------|--------------|
| Df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 | 2.83136 | 3.52715 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 | 2.81876 | 3.50499 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 | 2.80734 | 3.48496 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 | 2.79694 | 3.46678 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 | 2.78744 | 3.45019 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 | 2.77871 | 3.43500 |
| 27 | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 | 2.77068 | 3.42103 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 | 2.76326 | 3.40816 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 | 2.75639 | 3.39624 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 | 2.75000 | 3.38518 |
| 31 | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 | 2.74404 | 3.37490 |
| 32 | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 | 2.73848 | 3.36531 |
| 33 | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 | 2.73328 | 3.35634 |

| | | | | | | | |
|-----------|---------|---------|---------|---------|---------|---------|---------|
| 34 | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 | 2.72839 | 3.34793 |
| 35 | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 | 2.72381 | 3.34005 |
| 36 | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 | 2.71948 | 3.33262 |
| 37 | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 | 2.71541 | 3.32563 |
| 38 | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 | 2.71156 | 3.31903 |
| 39 | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 | 2.70791 | 3.31279 |
| 40 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

APPENDIX 15

The Result of Hypothesis Analysis

A. Pre-Test

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|------------------------|--------------------|----------------|-----------------|---|---------|------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Experimental – Control | 1.57576 | 3.56222 | .62010 | .31265 | 2.83886 | .940 | 32 | .016 |

B. Post-Test

Paired Samples Test

| Paired Samples Test | | | | | | | | | |
|---------------------|---------|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | XE – XC | 5.03030 | 4.12678 | .71838 | 3.56701 | 6.49360 | 7.002 | 32 | .000 |

APPENDIX 16

Documentations

A. Control Class



B. Experimental Class



CURRICULUM VITAE



I. Identity

- 1. Name** : Khairunnisa Harahap
- 2. Reg. Numb** : 18 203 00024
- 3. Gender** : Female
- 4. Place/Birth** : Medan, 14 Agustus 2024
- 5. Child** : 3
- 6. Nationality** : Indonesia
- 7. Status** : Not Married
- 8. Religion** : Islam
- 9. Address** : Jl. H. Agus Salim, Kota Padangsidempuan
- 10. Phone Number** : 083156319680
- 11. E-mail** : nisaahrp14@gmail.com

II. Parents

a. Father

- 1. Name** : Alm.Ir. Khairuddin Harahap
- 2. Job** : Pedagang

b. Mother

- 1. Name** : Diana Sari
- 2. Job** : Pedagang

III. Educational Background

- 1. Elementary School** : SD Negeri 060862 Medan
- 2. Junior High School** : MTsN 1 Padangsidempuan
- 3. Senior High School** : MAN 1 Padangsidempuan
- 4. S.1** : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan



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Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala MAN 1 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Khoirunnisa Harahap
NIM : 1820300024
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. H. Agus Salim No.19

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **The Effect of Facilitator Teaching Style Toward Reading Comprehension at The Tenth Grade Students of MAN 1 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. Liliyanti Syafrida Siregar, S.Psi, M.A
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SURAT KETERANGAN

Nomor : 222/Ma.02.20.01/PP.00.6/02/2025

Yang bertanda tangan di bawah ini,

Nama : Dra. Hj. Waslih Lubis, S.Pd, MA
NIP : 196507081991032003
Pangkat /Gol : Pembina Tk. I / IV-b
Jabatan : Kepala Madrasah
Alamat : Jalan Sutan Soripada Mulia No. 31 C Padangsidimpun

Dengan ini menerangkan bahwa:

Nama : Khoirunnisa Harahap
NIM : 1820300024
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : "The Effect of Facilitator Teaching Style Toward Reading Comprehension at The Tenth Grade Students of MAN 1 Padangsidimpun".

Sesuai dengan surat Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary (UIN Syahada) Padangsidimpun Nomor : B-5453/Un.28/E.1/TL.00.9/08/2024 tanggal 30 Agustus 2024 hal izin penelitian penyelesaian skripsi, benar telah selesai melaksanakan penelitian untuk penyelesaian penyusunan skripsi di Madrasah Aliyah Negeri 1 Padangsidimpun pada tanggal 21 September 2024 s.d 21 Oktober 2024.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya, atas perhatiannya kami ucapkan terima kasih.



Padangsidimpun, 25 Februari 2025

Kepala

Waslih Lubis