THE CORRELATION BETWEEN CONTEXT CLUES MASTERY AND READING NARARTIVE TEXT MASTERY AT THE VIII GRADE STUDENTS OF SMPN 9 PADANGSIDIMPUA

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Fulfillment of the requirement
For the Graduate Degree of Education (S.Pd)
In English Program

Written By :

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TARBIYAH AND TEACHER TRAINING FACULTY

PADANGSIDIMPUAN

2019

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AssalamualaikumWr.Wb

After reading, studying, and giving advice for necessary revision on thesis belongs to **Fitrianingsih** entitled **"The Correlation Between Context Clues Mastery and Reading Narrative Text Mastery at the VIII of SMP N 9 Padangsidimpuan".**we approved that the thesis has been acceptable to comlete the requirement to fulfill for the degree of Graduate of Education (S Pd) in English.

Therefore, we hope that thesis will soon be examined in front of the Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsisimpuan. Thank you.

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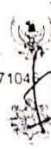
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In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon me in completing this thesis. Peace and blessing upon to the prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies (IAIN) as partial fulfillment of the requirement for degree of strata I (S1).

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May Allah, The almighty bless them all, Aamiin.

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ABSTRACT

This research focussed on The Corrrelation between context Clues Mastey and Readng Narrative Text Mastery at SMP N 9 Padangsidimpuan.There were some problems of the students in this research: 1) the students think that study English is hard. 2) students difficult to understand sentence. 3) difficult to understand paragraph, which include finding the main idea and topic sentence. Therefore, the objective of this research was to find out the significance The Corrrelation between context Clues Mastey and Readng Narrative Text Mastery at SMP N 9 Padangsidimpuan

The kind of this research was quantitative research with Descriptive method. The population of this research was the grade VIII students' SMP N 9 Padangsidimpuan which the total was 220 students from 10 classes. The researcher used VIII -1 and VIII -2 as the sample that consist of 44 students. Instrument of this research was test with multiple choices. To analyze the hypothesis researcher used Hypotesis test formula.

Based on the data, it found that context clues and reading narrative text has correlation. It could be seen from mean score of context clues was 80.26. Then, the score of reading narrative text has 77.38. Based on the calculation of hypothesis test, the researcher found that $r_{count} = 2.812$, and $r_{table} = 1.681$. It means $r_{count}>r_{table}$ (2.812>1.681). So, the researcher could concluded the hypothesis was accepted that there was the significance The Corrrelation between context Clues Mastey and Readng Narrative Text Mastery at SMP N 9 Padangsidimpuan. The contribution of students context clues mastery and reading narrative text mastery was 85,53%.

Keywords: Reading Narrative Text, Context Clues,

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CHAPTER I

INTRODUCTION

A. Background Of The Research

Reading is the window of the world. Reading is someone's ability in analyzing written text, the reader can add their knowledge from reading. Reading is also language skill besides speaking, listening, and writing. By reading students can reproducing mentally or vocally the words of an author, book, etc. because it I decoding written symbols and reconstructing the word writer had mind. If the student read many resources, they will get much knowledge and a lot information.

Generally, reading has a lot significances. First, reading can add the knowledge. Some students who likes reading has much information that they have saved in their mind. The information about education, business, religions, politics, and etc. So, reading is very important to enrich our knowledge. Second, reading comprehension can develop capacity of thinking. Reading is an activity or thinking process of cognition. Third, reading comprehension can help speaking ability well. Students who seldom read a text, can cause the ability of reading comprehension not so good.

The purpose of reading comprehension has a position as one of the aspect ability for students to master English. It can be seen from curriculum 2013, "one of the English teaching goal in junior high school is develop communicative competence of English in spoken or reading, and to grateful for

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opportunity can learn englissh as an international langgguage of communication."[1] The lack of knowledge of students reading comprehension makes the result in reading low.

Unfortunately, not all students are successful in English, especially in reading narrative text. Many students difficult for understanding the material and don't know the meaning from the text. It's also difficult in finding main idea from the text.

Nowadays, the condition of student reading narrative text in the field still poor. First, the students think that study English is hard. Second, difficult to understand sentence. Last, difficult to understand paragraph, which include finding the main idea and topic sentence, finding detail and drawing conclusion what they read. So, the students are still low to understand about reading comprehension.[2] It can be seen from their value. Most of students still get 60. Based on Minimal of Complete Criteria (KKM), passing grade of the school is 75 for English Subject.[3] Then, the students get difficulties in understand the meaning. So, it is all some problems that researcher find in the school.

There are some factor in students reading narrative text , such as Text and Content. "text refers to the words are written, while content is the surrounding of the text.[4]. in this research researcher used context clues mastery as a content, the students must know what is context clues which will

[1]Zaida nur, "kurikulum 2013 Bahasa Inggris", (http://www.academia.edu Retrived on Friday, 28 February 2019, at 13.30 WIB).

[2] Evita Rahayu, English Teacher at SMPN 9 Padangsidimpuan, private Interview, at SMPN 9 Padangsidimpuan, March 2018.

[3] SMP N 9 Padangsidimpuan, Kriteria Ketetapan Minimal (KKM) dan daftar kumpulan nilai SMPN 9 Padangsidimpuan 2017-2018.

[4] Cryll J, Weir, Communicative Langguage Testing, (New York: Prentice Hall,1990), 43

appliying in reading. Beside that, the existence of media such as picture, audio, video, cards, and other also give effect in reading narrative text.

Which Context clues are clues that the author gives intentionally or incidentally in the text to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words. Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby.[5]

Based on the explanation above, the researcher was interested to conduct the research to solve the students problems entitle "*The Correlation between Context Clues Mastery and Reading Narative Text Mastery at the VIII Grade off SMPN 9 Padangsidimpuan*".

B. Identification of Research

Based on the background above, Reading narrative text is a process of constructing a meaning from a written text that involves the interaction of the the reader's prior knowledge with the new given information.

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[5]Hartmann, P. & Blass, L. *Quest: Reading and writing* (New York: NY. McGraw-Hill) 2007, p.

There are some factor in students reading narrative text , such as Text and Content. "text refers to the words are written, while content is the surrounding of the text. in this research researcher used context clues mastery as a content. So, the students must know what is context clues which will appliying in reading.

C. Limitation of the Research

There are some factor in students reading narrative text , such as Text and Content. "text refers to the words are written, while content is the surrounding of the text.whether it is ctreated within text or describing the situation of the authors life in which the text was written

in this research researcher used context clues mastery as a content. So, the students must know what is context clues which will appliying in reading and how to answer questions which is the answer is explicit and implicit in the text.

There are some reason why the researcher want to relationship context clues and reading narrative text in this research. Because many things related to reading in context clues. And also it can help student to learn and understand the material easly and make a learning become fun.

D. Formulation of Research

In including the research, the researcher describe the formulation of the problems as follow:

1. How is the reading narrative text mastery at the VIII grade students of SMP N 9 Padangsidimpuan?

2. How is the context clues mastery at the VIII grade students of SMP N 9 Padangsidimpuan?

3. is there any significant correlation between context clues mastery and reading narrative text mastery at the VIII grade students of SMPN 9 Padangsidimpuan?"

E. Purpose of the Research

Based on the formulation of the research above, the purpose of this research are expected:

1. To know the reading narrative text mastery at the VIII grade students of SMP N 9 Padangsidimpuan?

2. To know the context clues mastery at the VIII grade students of SMP N 9 Padangsidimpuan?

3. to know the significant correlation between context clues mastery and reading narrative text mastery at the VIII grade students of SMPN 9 Padangsidimpuan.

F. Significances of The Research

The result of the research is expected give more information used to:

1. To headmaster , The result of the research is expected to be useful to develop the English learning processs where the headmaster can guide the English teacher to use these strategies in teacing English, even in reading.

2. To English teacher, to give information about reading strategies. So, it will be a teachers source as an important strategy to apply in improving students reading comprehension.

3. To researcher, it can be used as a reference for the future research.

G. The Outline Of Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow: The researcher divided this study into five chapters.

Chapter I is an introduction, it presents background of the study, Identification of the problem, formulation of the problem, research objectives, significances of the problem, definition of operasional variable and the outline of thesis.

Chapter II is the review of related literature ; it presents previous studies ,theoretical review and framework of the analysis.

Chapter III is the method of the study; it presents research design, research object, research variables , hypotheses, research instruments, method of collecting data, and method of analyzing data.

Chapter IV is an analysis of data and the result discussion. It presents the discussion of the experiment, the test result, the difference gain between pre-test and post-test of the two groups, T-test result, and the discussion of the research finding.

Chapter V consists of the conclusion and the suggestion. It presents the conclusion and also some suggestions according to the result of the study.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Description

1. Reading Narative Text

Reading originally is from root "read" +ing which become reading. It means to read. By reading people can conclude something that is intended. people can use a text as one of the ways to express their own. To be more , it will be explained in below:

a. Reading

1) Definition of Reading

According to David that , Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[1]

Whereas, Kristins say that "Reading is to process text meaning through some process of interaction with print. In line with that, reading is also defined as a process of understanding written texts." It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension.

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[1]Nunan, David. *Practical English Langguage Teaching*, (New York: McGraw-Hill Companies, 2003), p. 68

Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.[2]

Based on the curriculum of Junior High School, definition of reading is the process of constructing and extracting meaning through interaction and engagement with print.[3] It is a good way to find out about new ideas, facts, and experiences.

Based on explanation from the curriculum in junior high school , it can be conclude that reading is the process of extracting meaning from a written or printed text to comprehend specific information from a text.

2) **Purpose of Reading**

Reading   is very important   process by which a person understanding the meaning of written or spoken langguage. Tarigan stated there are some goals of reading such as:

a) Reading for identifying important information
b) Reading is for main idea
c) Reading is for finding specific information
d) Reading is for underlining the important information
e) Reading is to classify the difficult word
f) Reading is to evaluate
g) Reading is to compare and to contrast[4]

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[2] Kristin, Lems, Miller .LD, and Soro TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 65

[3] Departemen Pendidikan Nasional, Badan Standar Nasional Pendidikan Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus Mata Pelajaran Bahasa Inggris SMP. (Jakarta: Unpublished, 2013), pp. 13

[4] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 2005,p. 9

Reading very important for us, because with reading we can know information in this world.

Whereas, Lester and Alice Crow classify the purpose of reading in to two general purpose. The purpose include:

a) Leisure-Time reading, it's reading for enjoyment which way very in follow your favourite sport, article, comics, and movie program.

b) More serious reading, it's reading to study for a goal such as to obtain factual information and solve problem.[5]

The purpose of reading stated in Curriculum 2013 is that the students are able to understand monologue and functional texts.

a) Monologue text is a text that should be mastered and known by the students of Junior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text and report text while functional text is a text used for everyday information.

b) It is called functional because it helps the reader function in day-to-day life, it can be in form of invitation card, TV schedule, advertisement, a memo and a pamphlet notifying the public of grand opening.[6]

Based on explanation above , the purpose of reading is to make easy and fast to find the information in the text . It show that the Purpose of

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[5] Lester and Alice Crow, *How to Study: To Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillann Publisher, 1976), p. 53

[6] Departemen Pendidikan Nasional, Badan Standar Nasional Pendidikan Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus Mata Pelajaran Bahasa Inggris SMP. (Jakarta: Unpublished, 2013), pp. 8

reading in curriculum is available, because the student learn how to comprehend the text in reading.

3) Kinds of Reading

There are many kinds of reading, Patel and Jain devide reading into four types, such as silent reading, reading aloud, intensive reading, and extensive reading. It will be explained in the following:

a) Silent Reading

Reading is primarily a silent activity. The majority of reading that we do will be done silently. When the readers want to read the title book firstly, they will read it silently. For some reader, silent reading is very effective to the comprehensive completely. They consider silent reading helps them to be concentration in reading.

b) Reading Aloud

Reading aloud is the test-taker sees separate letters, words, and/or sort sentences and reads aloud, one by one, in the presence of an administrator.[7] In this modern era, the teachers still believe that oral reading is the best approach for teaching. It hels the reader either in pronounciation or understanding a text, they can do it in the same time.

c) Intensive Reading

Intensive reading is related to further progress in langguage learning under the teacher's guidance. Intensive reading provides a basis for understanding structure and for extending vocabulary and idioms. It also provides material for developing the skills of speech and writing.

d) Extensive reading

Extensive reading is reading for pleasure. The purpose of this reading is to train the students read directly and fluently in the target language for enjoyment, without the aid of the teacher.[8]

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[7] H.Douglas Brown, *Language Assessment Principle and Classroom Practice,* (San Fransisco State University: Longman, 2003), p. 190

[8] M.F. Patel and Praveen M. Jain, *English langguage Teaching: Methods, Tools &Technique,* (Jaipur: Sunrise Publisher & Distributors, 2008), p. 117

Based on the explanation above, it can conclude that From this kinds of reading usually use intensive reading to make students reading pay attention. Intensive reading in this to short the texts, to extract specific information. In this course, each text is read carefully to get detail information from the text.

4) Process of Reading

Patel and Jain suggest that the process of reading may be broadly classified into three stages, such as The recognition stage, Structuring stage, and Interpretation stage. It will be explained in the following:

a) The recognition stage

At this stage the learner simply recognizes the graphic counter parts of phonological items. For instance he recognizes the spoken words in its written from. Difficulty at this stage depends upon the difference between the script of the learners mother tongue and English and between the spelling conventions of two languages.

b) Structuring stage

The learner sees the syntactic relationship of the items and understand the structural meaning of the syntactical units.

c) Interpretation stage

This is the highest level in process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discard. In this stage, a person really read for information or for pleasure.[9]

So, from the explanation above can conclude that the process of reading must follow this process , which structuring step process will

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

make students to understand about structure text and comprehend the meaning of the text.

b. Narrative Text

1) Definition of Narative Text

Pardiyono, he states that Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to amuse and often intended to give moral lessons to the reader.[10]

Whereas Anderson and Anderson, they state that narrative is a piece of the text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bed time stories (spoken), historical fiction, and stories.[11] In others, Djuhari states that narrative text is kind of text about story or fairy tale which has purposed to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution.[12]

Based on the definitions above, narrative text is type text to telling the story past and its plot consist of climax of the story (complication) then followed by resolution. Narative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a

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[10] Pardiyono. *Teaching Genre-Based Writing* (Yogyakarta: Andi Yogykarta, 2007), p. 94
[11] Anderson, M., & Anderson, K. *Text Types in English* (South Yarra: Macmillian Education Australia, 1997), p. 8
[12] Djuharie, O. S. *Genre (*Bandung: Cv. Yrama Widya, 2008), p. 41

narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

2) **Sosial Function of Narrative Text**

Every text has the own social function . Narrative text is a text that tells story, beside that narrative text also has different sosial function, they are:

a) To entertain the reader or listener, it means that by reading or listening the story, the reader or listener will feel enjoy and entertained.
b) To give information about a story to the reader, it means that the reader or the listener will get lot information reading or listening the story[13]

Whereas, Linda Gerot and Eignell says that the function of narrative text is to amuse entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or tuning point of some kind, which I turn finds a resolution.[14]

It means that narrative text has same functioned to entertain or to amuse the reader and to deal with actual or imaginative experience in different ways which shows by problem and resolution as the way to solve the problem and resolution as the way to solve problem before.

3) **Generic Structure of Narative Text**

Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Anderson and Anderson , they state

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[13] Djuharie, O. S. *Genre…………………………….,* p.98
[14] Gerot, Linda and Peter Weignell, *The Genre-Grammar Connection*. (Australia: AEE, 1994), p 13

that the generic structure of narrative text consist of four parts. There are

orientation, complication, sequence of events, and resolution. This is detail:

a) Orientation is introducing of the text. It includes what is inside the text, what the text talks in general, who involves in the text such as the character, when and where it happen.
b) Complication, the text talks about what happens with the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social, or psychological conflict.
c) Sequence of event is where the narrator tells how the characters react to the complication. The events can be told chronological order (the order in which they happen) or with flashback. The audience is given the narrators point of view.
d) Resolution is the end of narrative text. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants success or fail. The point is the conflict becomes ended.[15]

Whereas ,The students must know the generic structure and language

features of narrative text in order they can understand and meaning of

narrative text. There are three characteristics of narrative text use in junior

high school, they are:

a) Orientation, it is about the opening paragraph where the characters of the story are introduced
b) Complication, where the problems in the story developed
c) Resolution, where the problems in the story is solved.[16]

Based on the explanation of generic structure narrative text are tell

about introduction in which the participant and informing the time and place,

[15] Anderson, M., & Anderson, K. *Text Types in English*. (South Yarra: Macmillian Education Australia,1997), p.8
[16] Wardiman, Artono, et.al,*English in Focus for Grade VIII: Junior High School (SMP/MTs)* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p. 133

describing the rising crises which the participant have to do with and the last to know how to solve the crises, better or worse.

4) Lexical Grammar of Narative Text

Every text has their characteristic. It is used to make the differentiation from the other text. These are the characters of narrative text:

a) It tells us about a story of event or events.
b) The events are usually arranged in chronological order.
c) The text tells the story in the past.
d) The purpose of the text is to entertain the reader with the story of it.[17]

The students have to know the generic structure and language features of narrative text in order they can understand andmeaning of narrative text.

So, from the explation above the researcher conclude that Reading Narative text is procces combining information and understanding written text to comprehend specific information from a text.

c. Reading Assesment

Assessment as a tool measure how far the students ability and comprehend of the material.[18] Types of reading assessment are multiple choice, matching task, editing task, piture-cued task, gap fillng tasks.[19] Assessing is very important for students to make their evaluation is useful. Brown state the

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[17] Wardiman,Antono,dkk."*English in Focus" for Grade VIII SMP/MTS* (Jakarta: Eureke., 2008),p. 98

[18] J,Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners,* (United Stated of America: Addison-Wesley Publisshing Company, 1996), p.98

[19] H,Douglas Brown, *Langguage Assessment*……………p. 194

reading text will be designed in order measure the students reading, the indicators are:

1) Identifying main idea

2) Identiying supporting sentence

3) Indentifying summarizing main point from the text

4) Identifying exclude facts written in the text

5) Identifying vocabulary in context[20]

Using of design reading indicators which avaible in syllabus junior high school to know students reading narrative text. In this research has some indicators in reading narrative text based on the test as follow:

1) Students are able to identify vocabulary of the text

2) Students are able to identify grammar of the text

3) Students are able in analizing generic structure

4) Students are able to identify langguage feature of the text

5) Students are able to identify the meaning of the text (words or sentence)[21]

Based on indicators of reading assessment above, it can be concluded that in assessing students' reading, a reading teacher should remember and bend on the fiveth points.

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[20] H.Douglas Brown, *Language Assessment Principle ………….,*p. 189

[21] Silabus, "Bahasa Inggris-Wajib SMP Kelas VIII", Kurikulum 2013, retrieved from www.jagoanbahasainggris.com on Sunday 28 July ,2019.

d. Material of Reading Narative Text

There are many materials in learning reading. One of them is genre text. So, the English learner can learn or understand of subjet matter while reading a passage, listening to a spoken English, and produce it when do speaking or writing activities.

There are some   kinds of genre text in reading comprehension. They are: Descriptive Text, Report Text, Narrative Text, Spoof Text, Exposition Text, Anecdote Text, Discussion Text, Explanation Text[22]

Based on the kinds of the genre text above, it is relevant with English lesson syllabus of Indonesian curriculum that place four activities whitin it. The book uses in SMP N 9 Padangsidimpuan is advanced Learning English. This book consist of many reading buildings, such as genre text, they are narrative text and description text, and recount text. So, in this research the researcher just focus in one genre text and appropriate with the material of students English book. That is Narartive text. There is example of material reading narrative text:

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

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[22] Otong Setiawan Djuharie, *Genre, Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV Yrama Widya, 2007),p. 26

Complication	The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.
Re-orientation	The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Exercise

1. Where does the story take place?
   a.   London
   b.   Jakarta
   c.   Puerto Rico
   d.   Buenos Aires
2. What is the word that the parrot cannot say?
   a.   Catano   c.   Canato
   b.   Tacano   d. Nacato
3. "It was very, very smart"
   The underlined word refers to ….
   a.   The man
   b.   The bird
   c.   The chicken
   d.   Puerto Rico
4. "The parrot was very, very smart"
   The word 'smart' means ….
   a.   Stupid   c. Stubborn
   b.   Clever   d. Beautiful
5. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?
a.   Smiling   c. Shouting
b.   Crying   d. Laugh

Complete this paragraph with the past tense of the verbs in the box.

Rob	Happen	Finish	Walk
grap	scream	push	take	escape

> Once upon a time, two bandits……….. an old lady. The robbery……………… near the old bridge over the river. The old lady……………. Shopping and …….. toward the bridge. When she was near the bridge, two bandits ………………. Towards her and ……………..her purse. She ……………… and they …………………..it. then, they ………………through the forest.

Find the words that go together.

1.	To knock	a.	One's word
2.	To iron	b.	A club
3.	To keep	c.	A play
4.	To join	d.	Clothes
5.	To perfume	e.	At the door
6.	To play	f.	In love
7.	To accept	g.	Bread
8.	To be	h.	An instrument
9.	To bake	i.	The questions
10.	To answer	j.	An invitation

Sourches : Wardiman,Antono,dkk.*"English in Focus" for Grade VIII SMP/MTS* .

2. Description of Context Clues Mastery

a. Defenition of Context Clues

According to Robinson, Context Clues are used to indicate a value and general way of searching the words surrounding an unknown word to see if the reader can guess at the meaning. In addition, the use of context clues does not always unlock meaning, particularly when the readers' experience is not matched to that of the writer, when a piece of writing is poorly organized, and/or when the writing lacks much redundancy.[23]

Besides, Pirozzi defines that the context refers to the surrounding words in a sentence that give a word its specific meaning. Thus, we can the context especially Context Clues to help us figure out the meanings of unknown or unfamiliar words without consulting a dictionary.[24]

And also, Nation said that context clue is a technique of inferring meaning of unfamiliar words based on the context. It can be done by combining our knowledge of English or simply look at the relationship between the unfamiliar words with the other words, clauses, sentences, or paragraphs. This is what we call guessing meaning from context.[25]

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[23] Robinson, H. Alan,*Teaching Reading and Study Strategies: The Content Areas* (Boston: Allyn and Bacon, Inc, 1976) , p. 59
[24] Pirozzi, Richard, *Critical Reading, Critical Thinking A Contemprary Issues Approach* (New York: Addison-Wesley Educational Publisher, Inc, 2003), p. 5
[25] Nation, I.S.P. *Teaching and Learning Vocabulary* (United State America: Heinle & Heinle publishers. 1990), p. 56

So, Context clues are clues that the author gives intentionally or incidentally in the text to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words.

b. Purpose of Context Clues

Context Clues helps learners to understand and effectively use the target language. Many shades of meaning of words used in a particular context can better be mastered if context clue is provided.[26]

In course of reading a text, if learners fail to interpret words correctly, they might end up in misunderstanding the text. Even dictionary meaning of certain words used in reading texts may differ from the contextual meaning of the words. In such situations, context clues help the students in making a logical guess of the meaning of the unknown word/s. Context clues are useful in a number of ways. There are some purpose context clues to:

1. Help them confirm the pronunciation of a word they are trying to decode.
2. Resolve ambiguity and arrive at the correct pronunciation of multiple meaning words (e.g. *lead a team* versus *a lead pipe*).
3. Help them to understand and easy unfamiliar words.
4. Determine a possible meaning of an unknown word.
5. Accelerate their reading rate.[27]

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[26] D. Loyola Innaci, *"Using context clues as a vocabulary learning strategy: an experimental study" (A Journal,* An International Peer Reviewed Journal), p. 3
[27] D. Loyola Innaci, *"Using context clues as a vocabulary learning strategy: an experimental study"……………………………………*

Based on explanation above the purpose of context clues has dominan in poin three , that the students can understand and easy to comprehend unfamiliar word. If the students don't know the meaning from one word , the students can get clue from word which have the same meaning with that word.

c. The kinds of Context Clues

According to Brown , there are several kinds of contextual clues, such as definition, experience, contrast, creativity, and guessing. Furthermore, Hartman say the Context clues are classified into four types, likely Defenition, synonym, Antonym and Example or Explanation and Inference. There are nine kinds of context clues, it will be explained in the following:

1) Definition. Sometimes there is a definition presented in the text either before or after the new word.[28]

Example : Tono, my uncle's Son, is my <u>cousin</u>

So, we know that <u>cousin</u> is a child of our uncle or aunt

2) Experience. Students need to be encouraged not to leave their experience behind when they come to English classes.[29]

Example : We went to the <u>railway station</u>. Soleh arrived by train

We know the word train, so railway station is a stopping-place for train or the same as train station.

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[28] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teaching (*RELC Journal Supplement, N0.3 June, 1980), p. 1-17

[29] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teaching…………………*, p, 1-17

3) Contrast. Students are taught to guess the meaning of unfamiliar words by telling them that world "but" signals contrast.[30]

Example : The tea is hot but ice is <u>cold</u>

We know hot means "*panas*" and the word as a signals contrast. So, cold means "*dingin*".

4) Creativity. One technique to help students to be creative is using really interesting pictures, let the students study them and find the vocabulary they need.[31]

Example : choose the appropriate verb based on the pictures!

The woman is……(dancing/singing)

5) Guessing. Guessing the meaning of unfamiliar words from context is the application of all those skills above. It can be done by looking at the relationship between unfamiliar words with other words, clauses, sentences, or paragraphs.[32]

Example : The baby is crying because she is <u>hungry</u>

We do not know the meaning of word <u>hungry</u> but we can guess the meaning from the word crying because we know from experience that the babies always cry every time they are hungry or thirsty.[33]

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[30] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teaching………………….*, p. 1-17
[31] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teaching………………..*, p. 1-17
[32] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teaching………………..*, p. 1-17
[33] Brown, D.F. *Eight Cs and G. Guidelines for vocabulary Teachin………………..,* p. 1-17.

6) Synonym. The author uses another word or phrase that has a similar meaning to the unfamiliar word. Signal words: *"also, as, like, similarly"*.[34]

Example: My dog Buck travels everywhere with me. My friends *canine*, Buddy, travels everywhere with himtoo.

7) Antonym. The author uses another word or phrase that means the opposite of the unfamiliar word. Signal words: *"however, whereas, unlike, in contrast, instead of"*.[35]

Example: Unlike Jamaal"s room, which was *immaculate*, Jeffrey"s room was very messy.

8) Example. The author provides several words or ideas that areexamples of unfamiliar words. Signal words: *"like, such as, for example, for instance, including"*.[36]

Example: In science we were studying marine *mammals* such as whales, dolphins, and porpoises.

9) Inference. Word meanings are not directly described, but need to be inferred from the context. Signal words: "*Look for clues over several words or sentences"*.[37]

Example: Tim"s *pugnacious* behavior made his opponent back down.

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[34] Hartman. P& Blass, L. *Quest: Reading and Writing* (New York: NY. McGraw-Hill, 2007), p. 89

[35] Hartman. P& Blass, L. *Quest: Reading and Writing* ...., p. 90

[36] Hartman. P& Blass, L. *Quest: Reading and Writing* ...., p. 91

[37] Hartman. P& Blass, L. *Quest: Reading and Writing* ...., p. 91

From the explanation above, context clues can be used in learn reading because when the reader has common knowledge and background information with the context, it is easier for a student to learn an unfamiliar word.

d. The Use of Context Clues

Using of context clues while reading a complex text will help students in various ways mentioned above. The researcher choose the using of context clues in four types which usually using in learning English in reading Junior high school. It can be seen in the following:

1) The first is *definition clues.* Many times a word is immediately defined following its use. Sometimes a formal definition of the type a reader might find in a dictionary is included. At other times the idea may be informally restated, or a synonym, a word that means the same meaning, is offered. These definitions are usually set apart from the main part of a sentence by commas or parentheses. They are *means, is refers to and can be defined as.*
2) The second is *example clues.* It is to determine the meaning of an unknown word is to look for examples that explain or clarify it. The examples are giving signals by certain words or phrases. Command signals used here include *such as, including, for example, for instance, and to illustrate.*
3) The third is contrast clues. It is sometimes possible to determine the meaning of an unknown word from a word or phrase in the context that has an opposite meaning. The signal words used here are *despite, however, on the other hand, although, but even thought, rather, while, yet, and nevertheless.*
4) The last is inference clues. Many times of a reader can determine the meaning of a word by guessing or figuring it out from the information that is given in the text. Sometimes a reader‟s knowledge or experiences can help him/her figure out the meaning of an unknown word.[38]

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[38] Melwan Ady Rezki, *" the influence of context clues mastery in students' reading comprehension of descriptive text "* A Journal, universitas Padang), p. 5

So, context clues" use to recognize the clues and understanding the meaning of unfamiliar words, they can be grouped into: definition clues, example clues, cause and effect clues, contrast clues, restatement clues, and modifier clues.

B. Reviews of Related Findings

Research was study about certain object to find out new facts about it. There have been many researcher done regard to this research. And the writer found some related research such as.

First, Melwan Ady Rezki " the purpose of this research is to improve the students" ability in reading comprehension. used to find the meaning of unfamiliar words in the reading text and to make students easier to comprehend the text itself. It showed that understanding the context can help the students to improve their reading skill, whereas it can make them easier to find out contains, messages and details information."[39]

Second, another previous study by D. Loyola Innaci " the purpose of this research is to the purpose of this research is to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words. It

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[39] Melwan Ady Rezki, *" the influence of context clues mastery in students' reading comprehension of descriptive text "* A Journal, universitas Padang), p. 2

showed that can be employed to get the meaning of words in course of reading a comprehension passage."[40]

So, from the second of researcher above, researcher looked that there were many researcher about reading strategies. Therefor, the researcher want to look for other information deeply. By the material that almost related to above researcher. But, the researcher did the research about the other reading strategy. Based on related inding above, the reasearchaer can conclude that the method, techniques and strategies increase ability student in eading comprehension. So, the researcher want to do a research with the topic about *The Correlation between Context Clues Mastery and Reading Narative Text Mastery at Grade VIII Students of SMPN 9 Padangsidimpuan".*

C. Framework of Thinking

Context clues are clues that the author gives intentionally or incidentally in the text to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words. Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby.

Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution

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[40] D. Loyola Innaci, *"Using context clues as a vocabulary learning strategy: an experimental study" (A Journal,* An International Peer Reviewed Journal), p. 2

with the intention to amuse and often intended to give moral lessons to the reader. narrative text is type text to telling the story past and its plot consist of climax of the story (complication) then followed by resolution.

context clues has role in successfulness of students in reading . That is context clues have a great influence in reading. Students are interested to English will learn it earnestly a diligent study, felt glad to learn, like reading material, like Colleton book, like to write everything that will easly, memorizing lessons, interesting his interest. The motivation arise due to the needs, so also They are passive or lazy students and they do not have role to read more reading materials. As the result, they have low skill in reading. The use of context clues to infer meaning of unfamiliar words is often neglected by the students because they do not know that contextual clues can help them to recognize the meaning of unfamiliar words.

Based on the explanation above it can be assumted that theses is a correlation between context clues mastery and reading narrative text mastery . illustration of variable may be seen on figure below:

| Context Clues Mastery (x) | $\longrightarrow$ | Reading Narative Text Mastery (y) |
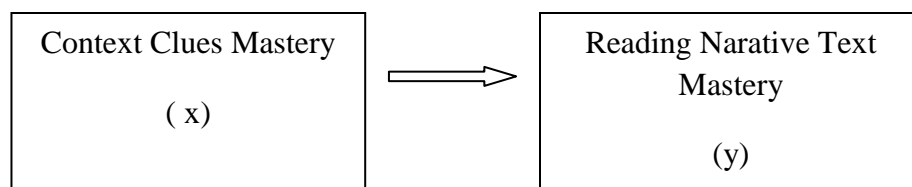
D. Hypothesis

      Based on the theoretical description and the analytical construct previously presented, two hypotheses can be formulated as follows:

1. H_0 : There is no significant correlation between context clues mastery and reading narative text mastery at grade VIII students of SMPN 9 padangsidimpuan

2. H_a : There is a significant correlation between context clues mastery and reading narative text mastery at grade VIII students of SMPN 9 padangsidimpuan

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research will be conducted at VIII Grade students of SMPN 9 Padangsidimpuan. It is located on ST Jendral Sudirman Km. 4,5 Hutaimbaru kota Padangsidimpuan. It is done from November 2017 up to finished. The subject of this research is the seven grade of the students.

B. Method of the Research

The kind of this research is quantitative research where the method is describtive method with correlation type. Descriptive method is used to describe characteristic and or behavior of sample and population.[1] Whereas, L. R. Gay and Airisan say, correlation research attemted to determine wethere, and to what degree, a relationship exists between two or more variables.[2] A correlation was a quantitative measure of the degree of correspondence between two or more variables. [3]

From the explanation above, it can be concluded that the descriptive method with correlation type is a kind of research which had the aim to know the relationship of one variable to one other variables.

C. Population and Sample

1. Population

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[1] Ethridge, D.E. *Research methodology in Applied Economics*. P, 24
[2] R. Gay, L. and Airisan, *Educational Research for Analysis and Application* (New York: Prentice Hall, 2000), p. 12
[3] R. Gay, L. and Airisan, *Educational Research for Analysis and Application …….p, 12*

Population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study.[4] Whereas, Fraenkel and Wallen stated that a population is the group to which the results of the study are intended to apply. It is defined as all members of any well define class of people, events, or objects. Based on the explanation, the population of this research is all of the students at Grade VIII SMP N 9 Padangsidimpuan. So, it can be seen the table follow:

Table 3. Population of Grade VIII Students of SMP N 9 Padangsidimpuan

No	Class	Total
1	VIII-1	20
2	VIII-2	20
3	VIII-3	18
4	VIII-4	18
5	VIII-5	17
6	VIII-6	16
7	VIII-7	16
8	VIII-8	16
Total all of students		139

Source: school administration Data of SMPN 9 Padangsidimpuan

2. Sample

Sample is selected from a large group which consist of individuals, item or events and regerred to as population. According to Saifuddin Azwar, sample is part of population.[5] L.R. Gay and Airaisan figures sample is a number of individuals for a study in such a way that they represent the large

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[4] Suharsimi Arikunto, *procedure penelitian: suatu pendekatan praktek* (Jakarta: PT.Rineka Cipta,2000), p. 108

[5] Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajaran, 2004), p. 79

group from who they selected.[6] So, sample is a portion of population that was selected as respondent in the research.

The researcher use random sampling for technique. Random sampling is the most useul when the population is very large or spread out over a wide geographic area.[7] Random sampling in each individual in the population has an equal proailit of being selected (a systematic or probabilistic sample). In this research, it use sloves formula to take the sample:

$$n = \frac{N}{1 + N\,e^2}$$

n = sample size
N = Population
E = significant error (5% and 10%)[8]

Based on above formula, it use significant error 10% and the sample can be decide as follow:

$$n = \frac{139}{1 + 139\;0.1^2}$$

$$n = \frac{139}{2.4}$$

$$n = 47{,}9 \rightarrow n = 48$$

From the calculation above, it use 48 students as a sample and it has fullfil criteria of sample in correlation research.

D. Defention of the Operational Variable

[6]

[7] R. Gay. L, and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixt Adition* (New Jersey: Prentice Hall Inc, 2000), p. 19
[8]

Based on the title of the thesis, this research is consisted of two variables, so that the definition of variable as follow:

1. Reading Narative Text Mastery

    Reading Narative text is procces combining information and understanding written text to comprehend specific information from a text.

2. Context Clues Mastery

    Context clues are clues that the author gives intentionally or incidentally in the text to help the learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words.

E. The Instrument of the Research

Suharsimi Arikunto said that the instrument is a tool to help researcher will establish the quality of the data.[9] The instrument of collecting data is using the Test. Margono says , Test is can be considered an observation or experiment that determines one or more characteristics of a given sample, product, process, and service[10]

The test was used in this research is multiple choice that consist of our options a,b,c and d. The test is devided into two parts. They are reading narrative test and context clues test. The instruments will be explained below:

1. Reading Narative Text Test

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[9] Arikunnto, Suharsimi,…………. p. 100
[10] Margono, S, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2004), p. 170

For reading narrative , it use the multiple choice type in order to facilitate the students to answer the test.

Table 4. The Indicator of Reading Narative Text

No	The Indicator of Reading narrative text	Sub Indicator	Number of item	Item
1	identify social function of the text	The aim of the text	1, 26	2
2	identify grammar of the text	Using simple past tense	2, 27	2
3	Identify Vocabulary of the text	a. Nouns and pronouns: people, animals or things b. Adjective c. Adverb: place and time d. Participants: characteristic from the text e. Using connective: then, when, suddenly etc.	3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17,18, 28,29,30,31,32,33,34,35,36,37,38,39,40	29
4	Identify Generic Structure of the text	a. Orientation b. Complication c. Resolution	19,20,21,22,23,24,25,41,42,43,44,45,46,47,48,49,50	17
	Total		50	50

The following is formula is score students reading narrative text mastery

$$students\ score = \frac{students\ score\ answer}{total\ items} \times 100\%$$

2. Context clues Test

For reading narrative , it use the multiple choice type in order to facilitate the students to answer the test.

Table 5. The indicator of context clues mastery

No	The Indicators of context clues mastery	Number of item	Item
1	Identified definition clues	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15
2	Identified example clues	16,17,18,19,20,21,22,23,24,25	10
3	Identified contrast clues	26,27,28,29,30,31,32,33,34,35	10
4	Identified synonym clues	36,37,38,39,40,41,42,43,44,45,46,47,48, 49,50	15
Total			50

The following is formula is score students context clues mastery text mastery

$$students\ score = \frac{students\ score\ answer}{total\ items} \times 100\%$$

F. Validity and Reabbility of the Instrument

1. Test validity

Before giving the test to examples, it will done testing the instrument . The purpose of testing instrument is to know what the test had been ready to test. The researcher is using content validity to valid the test content validity establisher how well s test compares to the real world.

Gay and Airaisan stated tat validity is te most imporrrtant characteristic a test or measuring instrument can prossess.[11]The items on the test represent the entire range of possible items the test should cover. There are three types of validity in quantitative research:

a. Face and content validity
b. Concurrent and predictive validity
c. Construct validity[12]

In this research, the researcher had used ccontent and item validity to find out validity of instrument. To get the validity of the test, the formula of r point biserial can be used as follow:[13]

$$r_{pbi} = \frac{M_{P-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

R_{pbi} : coefficient item validity
$M_{P:}$ Mean Score
$M_{t:}$ mean score of the total score
$SD_{t:}$ standart deviation of the total score
P: presentation of right answer of the item tested validity
Q: presentation of wrong answer of the item tested validity[14]
2. Test Reability

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[11] L.R. Gay and Peter Airasian, *Educational Ressearch for Analysis and Aplication…*, p.121.

[12] Ranjit Kumar, *Research Methodology: A Step- by Step for* Beginners (California: sage Publication, 2014), p. 179

[13] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakata: Raja Grafindo Persada, 2008), p. 258

[14] Anas Sudijono, *Pengantar Statistik Pendidikan,…………………*p.258

The reability of the characteristic of a good test refers to competency of the measurement. Suharsimi Arikunto say to obtain the reabilitty of the test, the researcher use formula K-R 20.[15]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{V_1 - \Sigma pq}{V_1}\right)$$

Where

R_{11}	= test reability
K	= total of question
V	= variant total
P	= proporsi subject who is right answer
Q	= proporsi subject who is wrong answer[16]

G. The Technique of Analysis Data

After the processed of data collection the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of data was done by the writer.

In quantitative research, the most suitable analysis wass using the statistical processs and with following steps:

1. Identified and corrected the answer the subject research from the tests.

2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y. it is the second way of presenting the data analysis. According to Anas Sudjiono, the three formulas above had been explained below:

   a. Know the mean (average) score used the formula

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[15] I*bid*, p. 231
[16] Anas Sudijono, *Pengantar Statistik Pendidikan……………….p. 259*

$$M_{(X)} = \frac{\Sigma f_x}{x}$$

b. Know the median score used the formula

$$Me = l + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) xi$$

c. Know the modus score used the formula

$$Mo = l + \left(\frac{fa}{fa+fb}\right) xi \text{ atau } Mo = U - \left(\frac{fa}{fa+fb}\right) xi$$

Table 6. The table Interpretation of Mean Score

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Fail

3. Identified the normality test

To know whether the data of research is normal or not. So, researcher will use chi-Quadrate in formula, as follow :

$$x^2 = \Sigma \left(\frac{f_0 - f_e}{f_o}\right)$$

Where

X^2 = value of chi-square

$F_{0=}$ observed frequency

F_e = expected frequency [17]

To calculate the result of chi-quadrate, it is used signiiccant level 5%, and degree of freedom as big as total of frequency is lesson 3 (dk= k-3). If the result x^2_{count} < $x^2_{table.}$ So, it can be conclude that data   is distributed normal.

4. To Test Hypothesis

To know the correlation between variable X and Y was calculated by appliying product moment formula. It has been refer to that r product moment with 5% significant level. The hypothesis was accepted if r_{count}>$r_{table.}$ The formula of product moment explained below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x^2)][N\sum y^2 - (\sum y^2)]}}$$

Where :

R_{xy} = Coefficient Correlation between variable X and Y
ΣX= the scores of variable x
ΣY= scores of variable y
ΣXY= Product X and Y
N= total of sample[18]

5. To examine the significance variable

To examine the significances variable x and y was calculated by:

$$r = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-r_{xy}^2}}$$

---

[17] Mardalis, *Metode Penelitian suatu Pendekatan Proposal* (Jakata: Bumi Aksara, 2003), p. 85

[18] Anas Sudijono, *Pengantar Statistik Pendidikan……………….p. 259*

Where:

R= result of t-test

N = total of sample

R_{xy}^2= coefficient correlation between X and Y[19]

6. To know the correlation of coefficient determination variables

To know the contribution of coefficient correlation between variable

X and Y. it can be define. The formula determinant correlation:

$$CD = r^2 x\ 100\%$$

Where:

CD= Contribution of coefficient determinant

r = coefficient correlation[20]

the result should be appropriated with the interpretation to the index

correlation of product moment, it interpretation of the result can be seen in

the following table:

Table 7. Table Interpretation of XY

The value	Degree
Between 0.00-0.20	Very Low
Between 0.21-0.40	Low
Between 0.41-0.70	Enough
Between 0.71-0.80	High
Between 0.91-1.00	Very High

---

[19] Anas Sudijono, *Pengantar Statistik Pendidikan………………………….p. 258*
[20] Anas Sudijono, *Pengantar Statistik Pendidikan………………………….p. 259*

CHAPTER IV

DATA ANALYSIS

In this chapter, this research to evaluate a relationship between context clues mastery and reading narrative text mastery at the Grade VIII of SMP N 9 Padangsidimpuan, the researcher has calculated the data using Test. Applying quantitative research, the researcher used the formulation of t-test. Then, researcher described the result based on the data as follow.

A. Description of Data

1. Description of Context Clues

Based on the result, this research use test to the respondents the answer. The result of context clues mastery as a X variable. After test has calculated the students' score. The total score of test in context clues mastery was 3588, mean was 78.18, median was 78.5, range was 30, modus was 81.9, interval was 7. The researcher got the highest score was 92 and the lowest score was 60. It can be seen in the following table:

Table 8. The Score of Context Clues Mastery

Total	3588
Highest score	92
Lowest score	60
Mean	78.18
Median	78.5
Modus	81.9
Range	30
Interval	4

Then, the calculation of the frequency distribution of the students' score of experiment class in pre-test could be applied into table frequency distribution as follow:

Table 9. Frequency Distribution of Context Clues Mastery

No	Interval	Mid-Point	Frequency	Percentages
1	61 – 65	63	3	6.25%
2	66– 70	68	4	8.33%
3	71 – 75	73	5	10.41%
4	76 – 80	78	20	41.66%
5	81 – 85	83	8	16.66%
6	86 – 90	88	7	14.58%
7	91-95	93	1	2.08%
$i = 4$		-	48	100%

From the table above, the students' score in class interval between 61-65 was 3 students (6.25%), class interval between 66-70 was 4 students (8.33%), class interval between 71-75 was 5 students (10.41%), class interval between 76-80 was 20 students (41.66%), class interval between 78-85 was 8 students (16.66%), class interval between 86-99 was 7 students (14.58%), and the last class interval between 91-95 was 1 students (2.08%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
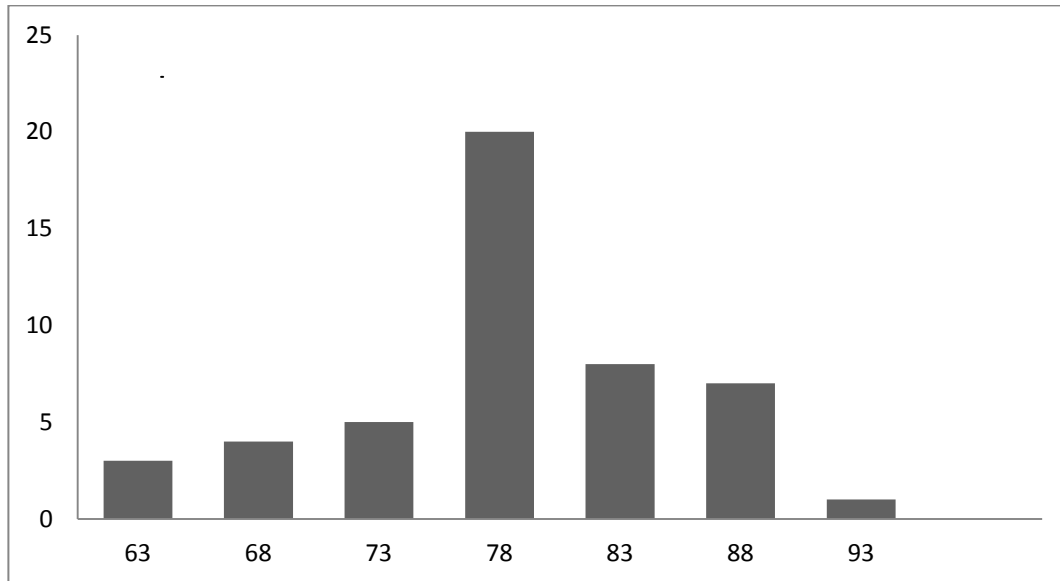
Figure 1: histogram of the score of context clues mastery

From the histogram of students, score of context lues test shown that the lowest mid point 63 was 3 students and highest mid point 93 was 1 students. Histogram also shows that the highest frequency in mid point 78 was 20 students.

2. Description of Data Reading Narrative Text

The calculation of the result that had been gotten by the students in answering the question (test) after the researcher did the test by using reading narrative text , it   got total score was 3796, mean was 77.58, median was 81.5, modus was 82.038, range was 32, and interval was 4. The researcher got the highest score was 92 and the lowest score was 60. it can be seen in the following table:

Table 10. The Score of Experimental Class I in Post-test

Total	3796
Highest score	92
Lowest score	60
Mean	77.58
Median	81.5
Modus	82.038
Range	32
Interval	4

Then, the calculation of the frequency distribution of the students' score of reading narrative text could be applied into table frequency distribution as follow:

Table 11. Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	61 – 65	63	2	4.16%
2	66 – 70	68	4	8.33%
3	71 – 75	73	5	10.41%
4	76– 80	78	17	35.41%
5	81 – 85	83	9	18.75%
6	86 – 90	88	7	14.58%
7	91-95	93	4	8.33%
$i = 5$		-	48	100%

From the table frequency distribution above shown that students' score in class interval between 61 – 65 was 2 student (4.16%), class interval between 66–70 was 4 student (8.33%), class interval between 71 – 75 was 5 students (10.41%), class interval between 76 – 80 was 17students (35.41%), class interval between81 – 85 was 9 students

(18.75%), class interval 86-90 was 7 students (14.58%), and the last class interval between 91–95 was 4 students (8.33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
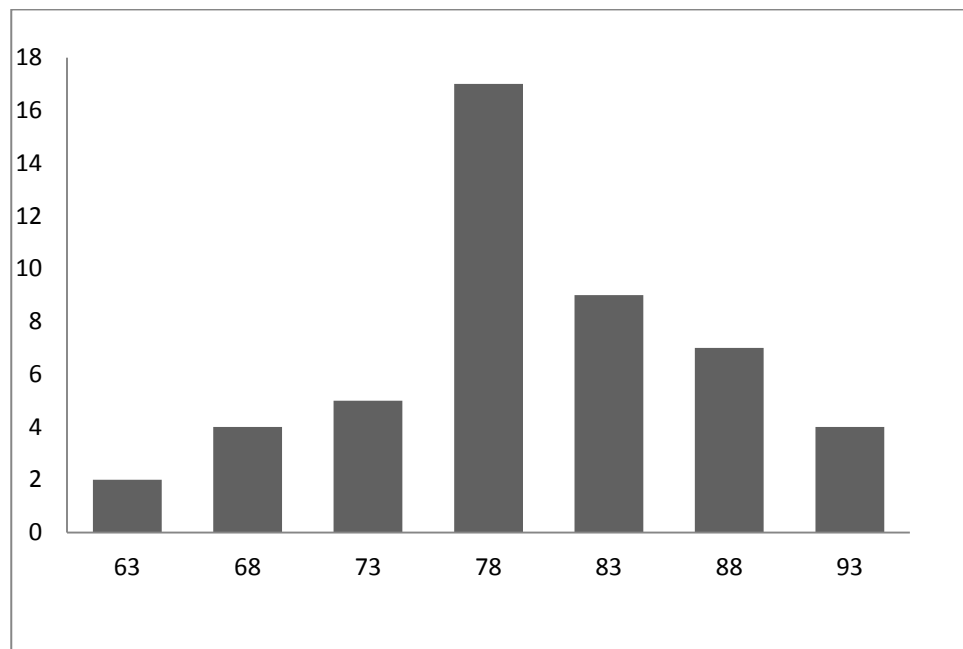
Figure 2: Histogram of Reading Narrative Text Mastery

From the histogram of students' score of reading narratve text shown that the lowest mid point 63 was 2 student and highest mid point 93 was only 4 students. Histogram also shows that the highest frequency in mid point 78 was 17 students.

3. Testing Hypothesis

The hypothesis of this research is Context Clues Mastery and Reading Narrative Text Mastery at the grade VIII of students SMP N 9 Padangsidimpuan. And it was tested by product moment correlation.

To known the analysis data could be seen in appendix 9. Based on the data, it was gotten the each score which was used to do calculation of product moment and the each of the variable score as follows:

N   : 48

$\sum$X   : 3588

$\sum$Y   : 3796

$\sum$X^2 : 296172

$\sum$Y^2 : 302184

$\sum$XY : 2988340

By using the value above, calculated the value of correlation between variable x and y :

$$r_{xy} = \frac{N \sum XY - (\sum x)(\sum y)}{\sqrt{\{N \sum X^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$= \frac{48.2988340 - (3588)(3796)}{\sqrt{\{48.296172 - (3588)^2\}\{48.302184 - (3796)^2\}}}$$

$$= \frac{143440320 - 13620048}{\sqrt{\{14216256 - 12873744\}\{14504832 - 14409616\}}}$$

$$= \frac{129820272}{\sqrt{\{1342512\}\{95216\}}}$$

$$= \frac{129820272}{\sqrt{12782}}$$

$$= \frac{129820272}{1103237511}$$

$$= 0.76720$$

Based on the hypothesis ,explained that the context clues has significant correlation to reading Narrative text mastery at the grade VIII of student SMPN 9 Padangsidimpuan could be received. It could be explained from the calculating of product moment by getting correlation coefficients r_{xy}= 0. 76720 was more than r_{table} = on level 5 % and on level 10% r_{table}= . So, it means there were strong correlation between reading Narrative text mastery at the grade VIII of student SMPN 9 Padangsidimpuan. It had been written in table of coeficienct correlation interpretation value r.

To look for the contribution of variable X to variable Y as follows :

KP = the score of determine conficience

r   = the score of coeficience correlation

KP $= r^2$ x 100%

$= 0{,}76720$ x 100%

$= 76{,}72\%$

Based on the calculated above, there is the contributin of context clues mastery and reading narrative text mastery is 76.72%.

Testing the significant, the researcher used formulate t_{count} :

t_{count} $= \dfrac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

$= \dfrac{0.7672\sqrt{48-2}}{\sqrt{1-0.7672^2}}$

$= \dfrac{0.7672\sqrt{46}}{\sqrt{1-0.7672^2}}$

Based on calculation above the product moment formula, it has been known that the value of r_{xy} was 0.76720. The researcher used calculating the score of r_{xy} to into r_{table}. Researcher used the 5% of significant level with 48 examples. In df $= 48-2=46$ the researcher found that the score of 5% significant level is 0.367. So, r_{xy} more higher than r_{table} ($r_{xy} > r_{table}$). The hypothesis was accepted. It means that the researcher has to test the hypothesis " there is the correlation between morpheme and word formation

masteries at the Eighth Semester of English Education Department IAIN Padangsidimpuan.

Table 12. The criteria Score of Correlation of Interpretation

Product Moment	Interpretation
0.00 – 0. 20	Very low
0. 20- 0. 40	Low
0. 40- 0. 70	Enough
0. 70- 0. 90	**High**
0. 90- 100	Very High

To know the contribution of student's context clues mastery as variable X to Reading Narrative Text Mastery as variable Y in identifying were KP = r^2 x 100%. Based on the calculating of contribution the result was 76.72 % it can be seen in appendix 9. That is meant the contribution of students' context clues mastery toward reading narrative text mastery was 76.72%.

4. Discussion

Based on above result of the research, the researcher compared the researcher's result with the related finding. First, Melwan Ady Rezky Harahap said that using Context Clues S was effective to evaluate students reading comprehension on describtive text. It can be seen from the score of experimental class that was taught by using context clues strategies got 47.45 for mean score

of pre-test and after treatment experimental class got 81.89[1]. So, Context Clues Strategies was effective to evaluate ability students' reading comprehension on descriptive Text.

Second, Mirna Oktaviana said that contextual clues strategies gave influence to the students reading comprehension achievement. It showed that score of experimental class in pre test was 58.63. Then, the result of post test was 78.63[2]. So, Contextual clues strategies can be used to increase the students' reading comprehension achievement in comprehending the descriptive text.

Further, the researcher found that context clues mastery showed the result of mean score test in context clues mastery was 77.58 and score test of reading narrative text was 78.18. the result and hypothesis testing showed that context clues mastery has the significance correlation to reading narrative text mastery, and hypothesis is accepted.

Based on explanation above, the research can concluded context clues mastery and reading narrative text mastery can be applied for all of subjects and suitable in learning . It can be concluded that context clues mastery has the significance correlation to reading narrative text mastery, especially at SMP N 9 Padangsidimpuan.

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[1]Melwan Ady Rezky Harahap, *The Influence of Context Clues Strategies In Students Reading Comprehension of Descriptive Text at STKIP Tapanuli Selatan Padangsidimpuan* (A Journal English Langguage Teaching,Volume 2 No 1, STKIP Tapanuli Selatan Padangsidimpuan, 2014)

[2] Mirna Oktaviana, *The Influence of Contextual Clues Strategies on The Students Reading Comperehenssion*(A Journal, FKIP Universitas Lampung, 2013).

5. **Threats of the Research**

        The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still did not do it by themselves. Some of them still were cheating.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside teachers' rule. So, it made them can not get the teacher's explanation well and gave the impact to the post-test answer.

3. The students were too enthusiastic in following make a match technique and it made them be not followed the rule. When the teacher asked the students come to the front of the class some of them feel embarrassed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follows:

1. Students score of test in context clues mastery was 3588, mean was 78.18, median was 78.5, range was 30, modus was 81.9, interval was 7. The researcher got the highest score was 92 and the lowest score was 60.

2. Students' score of test in reading narrative text mastery has total score was 3796, mean was 77.58, median was 81.5, modus was 82.038, range was 32, and interval was 4. The researcher got the highest score was 92 and the lowest score was 60.

3. There is the significant significant correlation to reading Narrative text mastery at the grade VIII of student SMPN 9 Padangsidimpuan could be received. It could be explained from the calculating of product moment by getting correlation coefficients r_{xy}= 0. 76720 was more than r_{table} = 0,27332 on level 5 % and on level 10% r_{table}= 0.2306 . So, it means there were strong correlation between reading Narrative text mastery at the grade VIII of student SMPN 9 Padangsidimpuan.

B. **Suggestion**

      After finishing the research, the researcher got much information in information in English teaching and learning process. Therefore, the researcher has some suggestions as follow:

1. From the first conclusion it can be seen that the students' score were satisfied. So, the researcher suggests to the English teacher of SMP Negeri 9 Padangsidimpuan to apply the innovative learning such as Context Clues mastery and Reading Narrtive text mastery. It also can be supported by choosing right media and good class management.

2. From the second conclusion, the researcher found that context clues mastery showed the result of mean score test in context clues mastery was 77.58 and score test of reading narrative text was 78.18. the result and hypothesis testing showed that context clues mastery has the significance correlation to reading narrative text mastery, and hypothesis is accepted.

3. From the last conclusion, , the research can concluded context clues mastery and reading narrative text mastery can be applied for all of subjects and suitable in learning . It can be concluded that context clues mastery has the significance correlation to reading narrative text mastery, especially at SMP N 9 Padangsidimpuan.

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CURRICULUM VITAE

A. Identify

Name : FITRIANINGSIH

Reg. Num. : 14 203 00040

Place/Birth : Padangsidimpuan/May, 21th 1995

Sex : Female

Religion : Islam

Address : Street Imam Bonjol Padangmatinggi,
Padangsidimpuan, Sumatera Utara

B. Parents

Fathers Name : Surono

Mothers Name : Aminah

C. Educational Bckgrund

1. Elementary School : SD N 200222 Padangsidimpuan (2008)

2. Junior High School : SMP N 1 Padangsidimpuan (2011)

3. Senior High School : SMA N 4 Padangsidimpuan (2014)

4. University : State Institue for Islamic Studies (2018)

APPENDIX 1

Name   :

Class   :

<div align="center">

INSTRUMENT FOR READING NARRATIVE TEXT

</div>

Choose the best answer based on the text!

Reading passage 1 for number 1-25

<div align="center">

The Story of the Smart Parrot

</div>

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

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."hicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1. What is the social function of the text?

   a. To entertain   c. To search information

   b. To describe   d. To show that

2. Narrative text is a story which tells about…

   a. Story in the future   c. Story in the next time

   b. Story in the past   d. Story in yesterday

3. Where is the man life?

   a. Bandung   c. Surabaya

   b. London   d. Puerto Rico

4. Where does the story take place?

   a. London   c. Jakarta

   b. Puerto Rico   d. Buenos Aires

5. Who are the characters in the story above?

   a. Cat   c. Dog

   b. Parrot   d. Lion

6. How much the characters in the story above?

   a. Three   c. Four

   b. One   d. Two

7. Who is the main character of the text?

   a. Parrot   c. Human

   b. Chicken   d. animals

8. What is that Parrot?

   a. Animals   c. people

   b. Things   d. place

9. How was Parrot?

   He was….

   a. Smart   c. beautiful

   b. Ugly   d. dirty

10. How was the man look?

He was…..

a. Handsome   c. ugly

b. Very Nice   d. arrogant

11. What is the word that the parrot cannot say?

a. Catano   c. Canato

b. Tacano   d. Nacato

12. What is the Catano?

a. The name of Parrot   c. the name of man

b. The name of chicken d. the name of the town where parrot was born

13. What is the man say when the parrot cannot say catano?

a. Beautiful   c. stupid

b. Smart   d. wonderful

14. How was the man saw when the parrot cannot say catano?

a. Angry   c. smile

b. Laugh   d. cry

15. What the man say to the parrot?

a. Say catano or I will kill you c. don't say catano

b. I can kill you   d. you are smart bird

16. "It was very, very smart"

The underlined word refers to ….

a. The man   c. The bird

b. The chicken   d. Puerto Rico

17. "The parrot was very, very smart"

The word 'smart' means ….

a. Stupid   c. Stubborn

b. Clever   d. Beautiful

18. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

a. Smiling   c. Shouting

b. Crying   d. Laugh

19. Who is the characteristic of the text?

    a.   chicken and man   c. A man and peurto rico

    b.   chicken and Parrot   d. A man and A parrot

20. Why the man became angry?

    a.   Because the Parrot is smart   c. because the parrot is wonderful

    b.   Because the parrot cannot say catano   d. because the parrot is clever

21. What does the man do to the bird because the bird cannot say the name of a place.

    a. The man ate the bird   c. The sold the bird.

    b. The man killed the bird.   d. The man taught the bird.

22. What does the man do to the parrot after trying say catano to the birds?

    a.   I will made you fried chicken   c.the man pickup the birds with chicken

    b.   The man made soup with the bird d. the birds change become chicken

23. It is most likely that ….

    a. The bird killed the three chickens   c. The three chickens killed the bird

    b. The bird played with chicken d. The bird killed one of the three chickens.

24. Why the man saw surprised ?

    a.   He saw his chicken death   c. the parrot can say catano

    b.   The parrot kill his chicken   d. the chicken kill the parrot

25. What is the story about?

    a. A parrot and a cat   c. A parrot and a chicken

    b. A parrot and the owner   d. A parrot, the owner, and chickens

Reading passage 2 for number 26-50

Painting the Wall

One morning, one of the Witch's friends came over to visit. When she looked around the room, she said "your house is ugly. My house is more beautiful than yours, and the walls are brighter. The Witch was very angry when she heard this and she shouted, "Get out of my house! And don't ever come back here! ".

After her friend left, the Witch looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. I have to repaint it. "Then, she went to the shop and bought a can of paint. After lunch, she started to paint, and she worked very carefully. In the afternoon she finished the lower part her house. When she wanted to start painting the upper part she found out that she couldn't reach it. Then she got an idea, "I will use my magic broom!" she shouted, "Broom, oh my broom, turn into a paint brush and paint my walls.

Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was d done. The Witch was very happy.

26. What is the purpose of the text?

    a.   inform something   c. describe someone

    b.   entertain the reader   d. report something

27. What type of text is the above text? It is …

    a. a narrative text   c. a description text

    b. a recount text   d. an anecdote text

28. Narrative text is a story which tells about…

    c. Story in the future   c. Story in the next time

    d. Story in the past   d. Story in yesterday

29. Who is the main characters in the text?

    a. Buny   c. Witch

    b. Tommy   d. Swatch

30. Who is Witch?

a. Witch is has house   c. witch is a things

b. Witch is a place   d. witch is a food

31. Where is witch life?

a. London   c. America

b. Village   d. city

32. When the story happened?

a. In the night   c. in the afternoon

b. In the morning   d. tomorrow

33. How much the character from the text?

a. One   c. Two

b. Three   d. zero

34. Who came to the witch house?

a. Witch parents   c. witch sister

b. Witch girlfriend   d. witch's friend

35. How was switch home look?

a. Ugly   c. wonderful

b. Amazing   d. beautiful

36. How was switch' friend home look?

a. Ugly   c. wonderful

b. Amazing   d. beatiful

37. "your house is <u>ugly</u>", the antonym from underline word is…

a. Dirty   c. expansive

b. Beautiful   d. fat

38. My house is more beautiful than <u>yours</u>, yours refer to…..

a. Witch's friends   c. witch

b. Witch's parents   d. witch's son

39. who made witch angry?

a. Seller pain   c. witch's friend

b. Witch house   d. witch's son

40. Where the story happened?

    a. Witch's friend house   c. other house

    b. Witch house   d. market

41. What is the story about?

    a. Witch and painting wall   c. ugly house

    b. Beautiful house   d. beautiful witch's friend house

42. After her friend left, the Witch looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. This sentence is….

    a. Orientation   c. complication

    b. Resolution   d. reorientation

43. What is the witch idea?

    a. Call her magic broom   c. painting wall until night

    b. Ask to other people to paint   d. painting wall together

44. What is the Witch's friend said after come over to visit and look around her house. . ..

    a. Your house is beautiful   c. your house is amazing

    b. Your house is big   d. your house is ugly

45. What was Witch felt when she heard her friends talk about her house?

    a. Witch felt very sad   c. witch felt very happy

    b. Witch felt very angry   d. witch felt very tired

46. When did Witch get an Idea?

    a. Witch get idea when she wanted to start painting the upper part she found out that she couldn't reach it

    b. When witch look his house

    c. When witch saw his friend house

    d. When witch bougth the pain

47. How did Witch shout and call her Magic Broom?

   a. Take a broom   c. Broom, oh my broom, turn into a paint brush and paint my walls.

   b. Broom get out from house   d. broom buy the pain to the market

48. How long Witch and her Broom painting the wall?

   a. One minutes   c. five minutes

   b. Fourt minutes   d. ten minutes

49. What was Witch felt after she saw her house?

   a. Very happy   c. very sad

   b. Very surprised   d. very angry

50. Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was d done. This sentence is….

   a. Orientation   c. complication

   b. Resolution   d. coda

APPENDIX 2

INSTRUMENT OF CONTEXT CLUES

NAME   :

CLASS   :

Exercise 1 : Defenition Clues

Read each sentence and work out the meaning of the bolded word using cross sentence clues.

1. Do you know the girl waving at **us** over there? Definition us in this sentence is….

    a. He and she

    b. You and I

    c. You and you

    d. I and she

2. Since it was cold, we made **fire** to warm up. Definition fire in this sentence is….

    a. The heat and flames produced by burning

    b. Water in a frozen, solid state

    c. Air in a sky made cold seoason

    d. Liquid

3. We need a **map** and compass to find our way in the forest. Definition map in this sentence is…..

    a. A picture that show the rivers, mountain, and trails

    b. A public road along which vehicles travel

    c. A diagram that show lines in the picture

d.   People that show the road in the street

4. The school **bell** is ringing and it's time to line up for class. Definition bell in this sentence is…..

    a.   To write in the book

    b.   To speak in a soft, low tone

    c.   A hallow metal cup that makes a ringing sound when struck

    d.   To listen the people instruction

5. It's pitch **black** outside at night. Definition black in this sentence is….

    a.   The color of the night sky, the darkest colour

    b.   The color of snow or salt

    c.   The lightest colour

    d.   The brightest colour

6. Lemons and **limes** are acidic fruits. Definition limes in this sentence is….

    a.   Curved fruit that has a thick yellow skin

    b.   A small green citrus fruit

    c.   A fruit with red color skin

    d.   A fruit with sweet taste

7. A lot of people think that **bats** are birds. Definition bats in this sentence is….

    a.   A small mammal that flies

    b.   An insect with to wings

    c.   Swimming in the water

    d.   Walking animals

8. She ate the **food** and then washed the dishes. Definition food in this sentence is…

a. A thick, sticky liquid used to join thing together

b. Anything that contains nutrients and is eaten by living creatures

c. Cool drinking

d. Hot water in the glass

9. She **shut** the door and locked it. Definition shut in this sentence is…..

a. Allow someone to pass

b. Go inside

c. To open the door

d. To close by moving something that covers an opening

10. The loud thunder **jolted** me awake. Definition jolted in this sentence is…..

a. To shake up or cause to move

b. To rest while doing nothing

c. To stayed in the rest

d. Busy everytime

11. Keep your room **neat** and tidy. Definition neat in this sentence is….

a. Clean and in proper order

b. Complete confusion

c. Disorder

d. Dirty floor

12. The pirates boarded the **ship**. Definition ship in this sentence is….

a. A light vehicle with two wheels

b. A smaal seat

c. Hendlebars for steerin

    d. A large vessel built to carry people long distances through deep water

13. Her wedding **dress** was decorated with lace. Definition dress in this sentence is….

    a. A long piece of cloth

    b. Knitted material worn around the neck

    c. A top or blouse connected to a skirt

    d. A sexy tank top

14. Keep your feet on the **floor**. Definition floor in this sentence is….

    a. An opening in a wall

    b. Vehicle that lets in air and light

    c. The lowest surface in a room

    d. The up surface in a room

15. Grandfather bring us **gifts** whenever he visits. Definition of gifts in this sentence is….

    a. Presents

    b. Water

    c. Air

    d. sand

Exercise 2: Example Clues

16. Birds that migrate, such as some ducks and geese, leave their home in the winter. Using the example clue, the word **migrate** in this sentence mean.

    a. Swimming

    b. Playing

    c. To move

    d. running

17. **Primates,** such as people and monkeys, have five fingers on each hand. Using example clue, the word primates in this sentence mean.

    a. Mammal group

    b. People

    c. Animals

    d. fruits

18. **Precipitation,** such as rain and snow, falls from the sky. Using example clue, the word precipitation in this sentence mean.

    a. Thunder

    b. Water that falls from the sky

    c. Lightening

    d. Brightening

19. **Nocturmal** animals, such as the bat, are a wake at night and sleep during the day. Using example clue, the word nocturnal in this sentence mean.

    a. Night

    b. Small

    c. Flying

    d. Big

20. I ate a **portion** of everything on my plate when I ate a small piece of meat, a small piece of bread, and a small piece of chocolate pie. Using example clue, the word portion in this sentence mean.

    a. Complete

    b. Spoiled

    c. Piece

    d. Proportion

21. Bob, who works on cars in his father's shop, is an auto **technician.** Using example clue, the word technician in this sentence mean.

    a. Man

    b. Outlet

    c. Worker

    d. Boy

22. Fish, whales, dolphins are **aquatic** animals. Using example clue, the word aquatic in this sentence mean.

    a. Water

    b. Land

    c. Desert

    d. Sky

23. **Literature**, such as books and magazines, help us to learn. Using example clue, the word of literature in this sentence mean.

    a. Reading material

    b. Calculator

    c. Libraries

    d. Dictionary

24. **Athletes**, such as football, basketball, and baseball player, work hard at their sport. Using example clue, the word athletes in this sentence mean.

    a. Basketball player

b. Tennis player

c. Sports people

d. Football player

25. Susi bought a gift for her mom at a cart in the mall. The **kiosk** sells special chocolate candies. Using example clue, the word kiosk in this sentence mean.

a. Department

b. Car

c. Cart

d. Shops

Exercise 3: contrast clues/ antonym clues

Circle the letter of the word that most closely matches the underlined word in the sentence. Use the antonym in blue as a clue to the correct meaning.

26. While she was **indifferent t**o golf, he husband was an avid fan.

a. Boring

b. likeable

c. eager

d. pleasant

27. I thought it was a fresh idea, but the teacher thought it was trite.

a. special

b. loud

c. happy

d. common

28. Stacey was suspicious when the clown handed them a box, but her gullible little brother opened it anyway.

    a. trusting

    b. sad

    c. doomed

    d. careful

29. While James is very outgoing, his older brother is very reclusive.

    a. withdrawn

    b. athletic

    c. popular

    d. hungry

30. The woman abhorred cleaning house, but she loved a spotless home.

    a. often

    b. demanded

    c. enjoyed

    d. hated

31. George is adept with crossword puzzles, while his sister is a failure at solving them.

    a. miserable

    b. skilled

    c. close

    d. bored

32. Instead of a grimace, Claudia had a big smile across her face.

    a. grin

b. hat

c. frown

d.   mask

33. She was an agile dancer, although her partner was quite clumsy.

a. quiet

b. nimble

c. shy

d. stiff

34. a **little** mouse ran under the kitchen table.

a. tiny

b. furry

c. cute

d. big

35. we will **reveal** the resultof our experiment at the science fair.

a. Show

b. uncover

c. hide

d. empty

Exercise 4: Synonym Clues

36. The cruel girl stole her sister's cookie.

a. slow

b. garden

c. mean

d. fast

37. The fish swam in the large **stream.**

    a. Car

    b. river

    c. Fan

    d. Beach

38. The wealthy woman gave money to the **poor** children.

    a. rich

    b. purple

    c. hungry

    d. poor

39. The mouse **nibbled** on the cheese.

    a. sat

    b. slept

    c. Ate

    d. Wake

40. We looked at the **atlas** to find India.

    a. book

    b. pencil

    c. clouds

    d. map

41. Her mother's **ancestors** came from France many years ago.

    a. cartoon

b. family

c. lunch

d. dinner

42. doni was **glum** because he could not go to the party

    a. chewy

    b. happy

    c. sad

    d. glad

43. a **little** mouse ran under the kitchen table.

    a. Tinny

    b. Furry

    c. Cute

    d. Big

44. Susi was sleepy because she stayed up late last night

    a. Awake

    b. Tired

    c. Mad

    d. small

45. jaka found a small **rock** on the playground

    a. ball

    b. music

    c. leaf

    d. stone

46. Kayla knew all of the **correct** answer

   a. Wrong

   b. Right

   c. Same

   d. Left

47. The class was very **noisy** at lunch

   a. Loud

   b. Curious

   c. Quite

   d. glad

48. the cold air made the wet dog **gulver**

   a. sleepy

   b. exclted

   c. shake

   d. tired

49. the artist used oil paints to creat the **illustrations.**

   a. Titles

   b. Drawings

   c. Writing

   d. listening

50. tara watches the TV **continuously**, or all the time.

   a. Never

   b. All the time

c. In the morning

d. In the country

APPENDIX 3

KEY ANSWER

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

APPENDIX 4

KEY ANSWER

26. B	26. C
27. A	27. B
28. A	28. A
29. C	29. D
30. A	30. C
31. A	31. A
32. A	32. A
33. B	33. B
34. D	34. C
35. B	35. A
36. A	36. B
37. D	37. A
38. B	38. A
39. C	39. D
40. A	40. D
41. C	41. B
42. A	42. C
43. B	43. A
44. C	44. B
45. A	45. B
46. C	46. B
47. A	47. B
48. A	48. A
49. C	49. B
50. D	50. B

Appendix 5

Validity of Context Clues Mastery

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	∑Xt	∑Xt²
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
2	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	20	400
3	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
4	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	19	361
5	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	7	49
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
7	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	15	225
8	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	12	144
9	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	18	324
10	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	15	225
11	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	10	100
12	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	484
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	1	16	256
14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	19	361
15	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	22	484
16	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	21	441
17	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	17	289
18	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	1	14	196
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22	484
20	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	17	289
21	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	20	400
22	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	17	289
23	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	19	361
24	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	4	16
25	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	21	441
26	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	5	25
27	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	12	144
28	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	21	441
29	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	18	324
30	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	19	361

No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	∑Xt	∑Xt²
1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	44	1936
2	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	39	1521
3	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	33	1089
4	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	39	1521
5	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	29	841
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	42	1764
7	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	34	1156
8	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	32	1024
9	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	39	1521
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	37	1369
11	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	29	841
12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	42	1764
13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	33	1089
14	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	33	1089
15	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	42	1764
16	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	30	900
17	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	39	1521
18	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	31	961
19	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	36	1296
20	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	36	1296
21	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	40	1600
22	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	30	900
23	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	33	1089
24	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	17	289
25	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	36	1296

26	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	19	361
27	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	31	961
28	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	36	1296
29	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	30	900
30	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	30	900
N=30	45	44	48	38	41	23	48	47	28	33	39	46	47	44	24	27	47	45	42	47	41	31	33	48	49	1005	1010025
p	0.7	0.7	0.8	0.5	0.7	0.3	0.8	0.8	0.1	0.8	0.8	0.8	0.7	0.7	0.2	0.1	0.7	0.7	0.7	0.8	0.9	0.8	0.8	0.8	0.8	$\sum Xt$	$\sum Xt^2$
q	0.2	0.2	0.2	0.4	0.3	0.6	0.1	0.1	0.8	0.2	0.1	0.1	0.2	0.2	0.8	0.8	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1		

Appendix 6

Calculation of $r_{pbi} = \dfrac{M_p - M_t}{SD_t} \sqrt{\dfrac{p}{q}}$

A. Calculation of Context Clues Mastery

   1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$
$$M_t = \frac{506}{30} = 16.86$$

   2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_{t2}}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$
$$SD_t = \sqrt{\frac{9280}{30} - \left(\frac{506}{30}\right)^2}$$
$$SD_t = \sqrt{309.3 - 16.86^2}$$
$$SD_t = \sqrt{309.3 - 284.2}$$
$$SD_t = \sqrt{25.1} = 5.00$$

   3. Mean Score (M_p)

     Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$
$$M_{pl} = \frac{22+20+21+19+7+21+12+15+10+22+16+19+22+17+14+22+20+19+21+21+18+19}{23}$$
$$M_{pl} = \frac{418}{23} = 18.17$$

     Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$
$$M_{pl} = \frac{22+21+19+7+21+15+12+18+15+10+16+19+22+21+14+22+20+19+21+21+18+19}{22}$$
$$M_{pl} = \frac{392}{22} = 17.81$$

     Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$
$$M_{pl} = \frac{22+21+19+21+15+18+10+22+16+19+22+21+17+14+22+17+20+17+20+17+19+21+5+18+19}{24}$$
$$M_{pl} = \frac{415}{24} = 17.29$$

Item 4

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+20+21+!9+7+21+22+16+19+22+21+17+14+22+17+20+17+21+12+21+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 5

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+20+19+12+18+15+22+16+19+22+17+14+22+20+19+21+12+21+18+19}{20}$$

$$M_{pl} = \frac{368}{20} = 18.40$$

Item 6

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n6}$$

$$M_{pl} = \frac{21+21+15+22+16+22+21+17+22+20+17+21+19}{13}$$

$$M_{pl} = \frac{254}{13} = 19.53$$

Item 7

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+20+21+19+15+12+18+10+22+16+22+21+17+14+22+17+20+17+19+4+21+12+21+18+19}{25}$$

$$M_{pl} = \frac{448}{25} = 17.92$$

Item 8

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n8}$$

$$M_{pl} = \frac{22+20+21+19+7+21+12+18+22+16+19+22+21+22+20+17+21+5+21+18+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 9

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n9}$$

$$M_{pl} = \frac{22+20+21+21+15+18+15+10+16+19+22+21+17+14+22+17+20+17}{23}$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 10

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n10}$$

$$M_{pl} = \frac{22+20+21+7+21+15+18+15+22+16+19+22+17+20+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{389}{19} = 20.47$$

Item 11

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+20+15+10+22+19+22+21+22+17+19+21+12+18}{14}$$

$$M_{pl} = \frac{263}{14} = 18.78$$

Item 12

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n12}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+16+19+22+17+14+22+17+20+17+19+5+21}{21}$$

$$M_{pl} = \frac{382}{21} = 18.19$$

Item 13

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n13}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+15+10+22+16+19+22+21+17+22+17+20+17+19+21+5+21+18+19}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 14

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n14}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+12+18+15+22+19+22+21+17+14+22+17+19+12+21+19}{22}$$

$$M_{pl} = \frac{395}{22} = 17.95$$

Item 15

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n15}$$

$$M_{pl} = \frac{22+21+19+21+12+18+15+22+22+21+14+22+20+17+19+21+18+19}{18}$$

$$M_{pl} = \frac{343}{18} = 19.05$$

Item 16

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n16}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+19+22+21+17+14+17+20+17+4+21+21+18+19}{22}$$

$M_{pl} = \frac{403}{22} = 18.31$

Item 17

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$

$M_{pl} = \frac{22+20+21+19+7+21+15+18+15+22+19+22+21+17+22+20+17+19+4+21+12+21+18+19}{24}$

$M_{pl} = \frac{432}{24} = 18.00$

Item 18

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$

$M_{pl=} \frac{22+20+21+19+21+12+18+22+16+19+22+21+22+17+20+17+19+21+12+21+18+19}{22}$

$M_{pl} = \frac{419}{22} = 19.045$

Item 19

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$

$M_{pl} = \frac{22+20+21+19+21+15+18+15+10+22+16+21+14+22+17+20+17+12+18}{19}$

$M_{pl} = \frac{357}{19} = 18.78$

Item 20

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$

$M_{pl} = \frac{22+20+21+19+21+15+12+18+16+22+21+17+14+22+17+20+17+19+21+12+21+18+19}{23}$

$M_{pl} = \frac{424}{23} = 18.43$

Item 21

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$

$M_{pl} = \frac{20+21+7+22+19+21+17+22+17+19+4+21+5+12}{14}$

$M_{pl} = \frac{270}{14} = 19.28$

Item 22

$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$

$M_{pl} = \frac{22+21+17+17+19+21+18}{7}$

$M_{pl} = \frac{135}{7} = 19.28$

Item 23

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n23}$$

$$M_{pl} = \frac{22+20+19+21+15+18+15+10+22+19+22+17+22+17+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 24

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n24}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+10+22+19+22+21+17+22+17+20+17+19+21+21+18+19}{23}$$

$$M_{pl} = \frac{433}{23} = 18.82$$

Item 25

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n25}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+17+14+22+17+20+17+19+21+12+21+18}{23}$$

$$M_{pl} = \frac{431}{23} = 18.73$$

Item 26

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n1}$$

$$M_{pl} = \frac{22+19+12+22+21+20+21+22+20+17+14+14+22+17+19+20+13+14+15+14+15+12}{22}$$

$$M_{pl} = \frac{385}{23} = 17.5$$

Item 27

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n2}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+20+14+17+19+20+14+13+19+12}{22}$$

$$M_{pl} = \frac{402}{22} = 18.27$$

Item 28

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n3}$$

$$M_{pl} = \frac{22+19+12+20+22+21+20+21+22+19+20+17+14+20+14+22+19+20+13+13+15+19+15+12}{24}$$

$$M_{pl} = \frac{431}{24} = 17.95$$

Item 29

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+19+20+17+14+20+22+20}{17}$$

$$M_{pl} = \frac{330}{17} = 19.41$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+20+14+22+17+19+20+13+14+11}{21}$$

$$M_{pl} = \frac{392}{21} = 18.66$$

Item 31

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{22+22+14+19+13+13+19+15+12+11}{10}$$

$$M_{pl} = \frac{160}{10} = 16$$

Item 32

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+19+12+22+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+14+15+19+15+11}{25}$$

$$M_{pl} = \frac{448}{25} = 17.92$$

Item 33

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl=}$$
$$\frac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+19+20+13+14+15+14+19+15+12}{26}$$

$$M_{pl} = \frac{470}{26} = 18.07$$

Item 34

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{22+14+13+11+12}{5}$$

$$M_{pl} = \frac{72}{5} = 14.4$$

Item 35

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+20+14+22+19+20+13+14+15+14+19+15}{24}$$

$$M_{pl} = \frac{439}{24} = 18.29$$

Item 36

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+14+20+22+14+19+20+13+14+13+15+14+19}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 37

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n12}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+20+14+22+17+14+19+20+14+15+14+19+15+12}{25}$$

$$M_{pl} = \frac{457}{25} = 18.28$$

Item 38

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n13}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+22+19+14+15+14+19+15+12}{22}$$

$$M_{pl} = \frac{406}{22} = 18.45$$

Item 39

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n14}$$

$$M_{pl} = \frac{22+19+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+14+19+15+11}{22}$$

$$M_{pl} = \frac{399}{22} = 18.13$$

Item 40

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n15}$$

$$M_{pl} = \frac{22+20+22+21+19+22}{6}$$

$$M_{pl} = \frac{126}{6} = 21$$

Item 41

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n16}$$

$$M_{pl=} \frac{19+20+17+14+11}{5}$$

$$M_{pl} = \frac{81}{5} = 16.2$$

Item 42

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n17}$$

$$M_{pl} = \frac{22+12+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+20+14+15+14+19+15}{23}$$

$$M_{pl} = \frac{419}{23} = 18.21$$

Item 43

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n18}$$

$$M_{pl=} \frac{22+19+12+20+22+21+19+20+21+22+20+17+14+20+22+17+19+20+13+13+19+15+11}{23}$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 44

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+12+20+22+21+19+20+21+22+19+20+14+20+22+17+14+20+14+13+15+14+19+12}{23}$$

$$M_{pl} = \frac{427}{23} = 18.56$$

Item 45

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n20}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+20+14+22+17+14+19+20+13+13+14+19+11}{24}$$

$$M_{pl} = \frac{433}{24} = 18.04$$

Item 46

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n21}$$

$$M_{pl=} \frac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+13+14+13+15+19+15+12}{27}$$

$$M_{pl} = \frac{483}{27} = 17.88$$

Item 47

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n22}$$

$$M_{pl} = \frac{22+19+20+22+21+19+21+22+19+20+20+22+17+14+19+20+13+14+13+15+14+19+12+11}{24}$$

$$M_{pl} = \frac{439}{24} = 18.29$$

Item 48

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+22+17+14+19+20+14+13+15+19+15}{24}$$

$$M_{pl} = \frac{444}{24} = 18.8$$

Item 49

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl=}$$
$$\frac{22+19+12+20+22+19+20+21+22+19+20+20+20+14+22+17+14+19+20+14+13+15+14+19+12+11}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 50

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl=}$$
$$\frac{22+20+22+21+20+21+22+19+17+14+20+14+22+17+14+19+20+13+14+13+15+14+19+15+12+11}{26}$$

$$M_{pl} = \frac{470}{26} = 18.07$$

4. Calculation of the formulation $r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{3.5}$$

$r_{pbi} = 0.262$ x $1.8 = 0.471$

Item 2

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.95}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.19$ x $1.5 = 0.288$

Item 3

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.29 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.43}{5.00} \sqrt{4}$$

$r_{pbi} = 0.086$ x $2 = 0.172$

Item 4

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

r_{pbi}= 0.342 x 1.52 = 0.519

Item 5

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.40 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.54}{5.00} \sqrt{1.5}$$

r_{pbi}= 0.308 x 1.22 = 0.375

Item 6

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.53 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.67}{5.00} \sqrt{0.66}$$

r_{pbi}= 0.534 x 0.812 = 0.433

Item 7

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.06}{5.00} \sqrt{4}$$

r_{pbi}= 0.212 x2 = 0.424

Item 8

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

r_{pbi}= 0.342 x 1.52 = 0.519

Item 9

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{2.33}$$

r_{pbi}= 0.262 x 1.52 = 0.398

Item 10

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.47 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.61}{5.00} \sqrt{1.5}$$

r_{pbi}= 0.722 x 1.22 = 0.880

Item 11

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{0.66}$$

r_{pbi}= 0.384 x 0.81 = 0.311

Item 12

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.19 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.33}{5.00} \sqrt{4}$$

r_{pbi}= 0.266 x 2 = 0.532

Item 13

$$r_{pbi} = \frac{M_{p} - M_{t}}{SD_{t}} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.18}{5.00} \sqrt{4}$$

r_{pbi}= 0.236 x 2 = 0.472

Item 14

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.95 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.09}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.218 \times 1.52 = 0.331$

Item 15

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.05 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.19}{5.00} \sqrt{1.5}$$

$r_{pbi} = 0.438 \times 1.22 = 0.534$

Item 16

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.31 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.45}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.29 \times 1.52 = 0.440$

Item 17

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.00 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.14}{5.00} \sqrt{4}$$

$r_{pbi} = 0.228 \times 2 = 0.456$

Item 18

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.04 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{2.18}{5.00} 2.33$$

$r_{pbi} = 0.436 \times 1.52 = 0.662$

Item 19

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$r_{pbi} = 0.384 \times 1.22 = 0.468$

Item 20

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.43 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.57}{5.00} \sqrt{3.5}$$

$r_{pbi} = 0.314 \times 1.87 = 0.587$

Item 21

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.66}$$

$r_{pbi} = 0.484 \times 0.812 = 0.393$

Item 22

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28 - 16.86}{5.00} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.25}$$

$r_{pbi} = 0.484 \times 0.5 = 0.242$

Item 23

$$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{1.92 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$r_{pbi} = 0.384 \times 1.22 = 0.468$

Item 24

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.82 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.96}{5.00} \sqrt{3.5}$$

$r_{pbi} = 0.392 \times 1.87 = 0.7333$

Item 25

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.73 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.87}{5.00} \sqrt{3.5}$$

$r_{pbi} = 0.374 \times 1.87 = 0.699$

Item 26

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.5 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{0.17}{3.50} \sqrt{3.5}$$

$r_{pbi} = 0.048 \times 1.87 = 0.089$

Item 27

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.27 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{0.94}{3.50} \sqrt{3.5}$$

$r_{pbi} = 0.268 \times 1.87 = 0.501$

Item 28

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.95 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.62}{3.50} \sqrt{4}$$

$r_{pbi} = 0.177 \times 2 = 0.354$

Item 29

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.41 - 17.33}{3.50} \sqrt{\frac{0.5}{0.4}}$$

$$r_{pbi} = \frac{2.08}{3.50} \sqrt{1.25}$$

$r_{pbi} = 0.59 \times 1.11 = 0.654$

Item 30

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.66 - 17.33}{3.50} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.33}{3.50} \sqrt{2.3}$$

$r_{pbi} = 0.38 \times 1.51 = 0.573$

Item 31

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16 - 17.33}{3.50} \sqrt{\frac{0.3}{0.6}}$$

$$r_{pbi} = \frac{-1.33}{3.50} \sqrt{0.5}$$

$r_{pbi} = -0.38 \times 0.70 = -0.266$

Item 32

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.59}{3.50} \sqrt{8}$$

$r_{pbi} = 0.168 \times 2.8 = 0.470$

Item 33

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$r_{pbi} = \frac{18.07 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$

$r_{pbi} = \frac{0.74}{3.50} \sqrt{8}$

$r_{pbi} = 0.211 \times 2.8 = 0.590$

Item 34

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{14.4 - 17.33}{3.50} \sqrt{\frac{0.1}{0.8}}$

$r_{pbi} = \frac{2.93}{3.50} \sqrt{0.125}$

$r_{pbi} = -0.83 \times 0.35 = -0.290$

Item 35

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.29 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$

$r_{pbi} = \frac{0.96}{3.50} \sqrt{4}$

$r_{pbi} = 0.274 \times 2 = 0.548$

Item 36

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.04 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$

$r_{pbi} = \frac{0.71}{3.50} \sqrt{8}$

$r_{pbi} = 0.202 \times 2.8 = 0.565$

Item 37

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.28 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$

$r_{pbi} = \frac{0.95}{3.50} \sqrt{8}$

$r_{pbi} = 0.271 \times 2.8 = 0.758$

Item 38

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.45 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{1.12}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.32 \times 1.87 = 0.598$

Item 39

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.13 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{0.8}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.228 \times 1.87 = 0.426$

Item 40

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{21 - 17.33}{3.50} \sqrt{\frac{0.2}{0.8}}$

$r_{pbi} = \frac{3.67}{3.50} \sqrt{0.25}$

$r_{pbi} = 1.048 \times 0.5 = 0.524$

Item 41

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{16.2 - 17.33}{3.50} \sqrt{\frac{0.1}{0.8}}$

$r_{pbi} = \frac{-1.13}{3.50} \sqrt{0.125}$

$r_{pbi} = -3.22 \times 0.35 = -1.127$

Item 42

$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.21 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{1.050}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.3 \times 1.87 = 0.561$

Item 43

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{0.84}{3.50} \sqrt{3.5}$$

$$r_{pbi} = 0.24 \text{ x } 1.87 = 0.448$$

Item 44

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.56 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.23}{3.50} \sqrt{3.5}$$

$$r_{pbi} = 0.351 \text{ x } 1.87 = 0.656$$

Item 45

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.71}{3.50} \sqrt{4}$$

$$r_{pbi} = 0.202 \text{ x } 2 = 0.404$$

Item 46

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.88 - 17.33}{3.50} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{0.55}{3.50} \sqrt{9}$$

$$r_{pbi} = 0.157 \text{ x } 3 = 0.471$$

Item 47

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.29 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.96}{3.50} \sqrt{4}$$

$$r_{pbi} = 0.274 \text{ x } 2 = 0.548$$

Item 48

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.8 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.17}{3.50} \sqrt{4}$$

$$r_{pbi} = 0.334 \text{ x } 2 = 0.668$$

Item 49

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.71}{3.50} \sqrt{8}$$

$$r_{pbi} = 0.202 \text{ x } 2.8 = 0.565$$

Item 50

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.07 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.74}{3.50} \sqrt{8}$$

$$r_{pbi} = 0.211 \text{ x } 2.8 = 0.590$$

Appendix 7

Table Validity of Context Clues Mastery

No	Mp	Mt	SDt	p	q	$r_{\text{pbi}} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$	Rt on 5% significant	Interpretation
1	18.17	16.86	5.00	0.7	0.2	0.471	0.361	Valid
2	17.81	16.86	5.00	0.7	0.3	0.288	0.361	Invalid
3	17.29	16.86	5.00	0.8	0.2	0.172	0.361	Invalid
4	18.57	16.86	5.00	0.7	0.3	0.519	0.361	Valid
5	18.40	16.86	5.00	0.6	0.4	0.375	0.361	Valid
6	19.53	16.86	5.00	0.4	0.6	0.433	0.361	Valid
7	17.92	16.86	5.00	0.8	0.2	0.424	0.361	Valid
8	17.00	16.86	5.00	0.7	0.3	0.519	0.361	Valid
9	18.17	16.86	5.00	0.7	0.2	0.398	0.361	Valid
10	20.47	16.86	5.00	0.6	0.4	0.880	0.361	Valid
11	18.78	16.86	5.00	0.4	0.6	0.311	0.361	Invalid
12	18.19	16.86	5.00	0.7	0.3	0.532	0.361	Valid
13	18.04	16.86	5.00	0.8	0.2	0.472	0.361	Valid
14	17.95	16.86	5.00	0.7	0.3	0.331	0.361	Invalid
15	19.05	16.86	5.00	0.6	0.4	0.534	0.361	Valid
16	18.31	16.86	5.00	0.7	0.3	0.440	0.361	Valid
17	18.00	16.86	5.00	0.8	0.2	0.456	0.361	Valid
18	19.04	16.86	5.00	0.7	0.3	0.662	0.361	Valid
19	18.78	16.86	5.00	0.6	0.4	0.468	0.361	Valid
20	18.43	16.86	5.00	0.7	0.2	0.587	0.361	Valid
21	19.28	16.86	5.00	0.4	0.6	0.393	0.361	Valid
22	19.28	16.86	5.00	0.2	0.8	0.242	0.361	Invalid
23	18.78	16.86	5.00	0.6	0.4	0.468	0.361	Valid
24	18.82	16.86	5.00	0.7	0.2	0.733	0.361	Valid
25	18.73	16.86	5.00	0.7	0.2	0.699	0.361	Valid
26	17.50	17.33	3.50	0.7	0.2	0.089	0.361	Invalid
27	18.27	17.33	3.50	0.7	0.2	0.501	0.361	Valid
28	17.95	17.33	3.50	0.8	0.2	0.354	0.361	Invalid
29	19.41	17.33	3.50	0.5	0.4	0.654	0.361	Valid
30	18.66	17.33	3.50	0.7	0.3	0.573	0.361	Valid
31	16.00	17.33	3.50	0.3	0.6	-0.266	0.361	Invalid
32	17.92	17.33	3.50	0.8	0.1	0.470	0.361	Valid
33	18.07	17.33	3.50	0.8	0.1	0.590	0.361	Valid
34	14.40	17.33	3.50	0.1	0.8	-0.290	0.361	Invalid
35	18.29	17.33	3.50	0.8	0.2	0.548	0.361	Valid
36	18.04	17.33	3.50	0.8	0.1	0.565	0.361	Valid
37	18.28	17.33	3.50	0.8	0.1	0.758	0.361	Valid
38	18.45	17.33	3.50	0.7	0.2	0.598	0.361	Valid

39	18.13	17.33	3.50	0.7	0.2	0.426	0.361	Valid
40	21.00	17.33	3.50	0.2	0.8	0.524	0.361	Valid
41	16.20	17.33	3.50	0.1	0.8	-1.127	0.361	Invalid
42	18.21	17.33	3.50	0.7	0.2	0.561	0.361	Valid
43	18.17	17.33	3.50	0.7	0.2	0.448	0.361	Valid
44	18.56	17.33	3.50	0.7	0.2	0.656	0.361	Valid
45	18.04	17.33	3.50	0.8	0.2	0.404	0.361	Valid
46	17.88	17.33	3.50	0.9	0.1	0.471	0.361	Valid
47	18.29	17.33	3.50	0.8	0.2	0.548	0.361	Valid
48	18.80	17.33	3.50	0.8	0.2	0.668	0.361	Valid
49	18.04	17.33	3.50	0.8	0.1	0.565	0.361	Valid
50	18.07	17.33	3.50	0.8	0.1	0.590	0.361	Valid
51	18.17	16.86	5.00	0.7	0.2	0.471	0.361	Valid
52	17.81	16.86	5.00	0.7	0.3	0.288	0.361	Valid
53	17.29	16.86	5.00	0.8	0.2	0.172	0.361	Valid
54	18.57	16.86	5.00	0.7	0.3	0.519	0.361	Valid
55	18.40	16.86	5.00	0.6	0.4	0.375	0.361	Valid
56	19.53	16.86	5.00	0.4	0.6	0.433	0.361	Valid
57	17.92	16.86	5.00	0.8	0.2	0.424	0.361	Valid
58	17.00	16.86	5.00	0.7	0.3	0.519	0.361	Valid
59	18.17	16.86	5.00	0.7	0.2	0.398	0.361	Valid
60	20.47	16.86	5.00	0.6	0.4	0.880	0.361	Valid

Appendix 8

Reability of Context Clues Mastery

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	$\sum Xt$	$\sum Xt^2$
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	22	484
2	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	20	400
3	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	21	441
4	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	19	361
5	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	7	49
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
7	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	15	225
8	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	12	144
9	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	18	324
10	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	15	225
11	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	10	100
12	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	484
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	1	16	256
14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	19	361
15	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	22	484
16	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	21	441
17	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	17	289
18	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	1	14	196
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22	484
20	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	17	289
21	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	20	400
22	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	17	289
23	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	19	361
24	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	4	16
25	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	21	441
26	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	5	25
27	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	12	144
28	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	21	441
29	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	18	324

30	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	19	361

No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	∑Xt	∑Xt²
1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	44	1936
2	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	39	1521
3	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	33	1089
4	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	39	1521
5	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	29	841
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	42	1764
7	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	34	1156
8	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	32	1024
9	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	39	1521
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	37	1369
11	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	29	841
12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	42	1764
13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	33	1089
14	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	33	1089
15	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	42	1764
16	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	30	900
17	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	39	1521
18	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	31	961
19	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	36	1296
20	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	36	1296
21	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	40	1600
22	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	30	900
23	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	33	1089

																										∑Xt	∑Xt²
24	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	17	289
25	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	36	1296
26	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	19	361
27	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	31	961
28	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	36	1296
29	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	30	900
30	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	30	900
N=30	45	44	48	38	41	23	48	47	28	33	39	46	47	44	24	27	47	45	42	47	41	31	33	48	49	1005	101025
p	0.7	0.7	0.8	0.5	0.7	0.3	0.8	0.8	0.1	0.8	0.8	0.8	0.7	0.7	0.2	0.1	0.7	0.7	0.7	0.8	0.9	0.8	0.8	0.8	0.8	∑Xt	∑Xt²
q	0.2	0.2	0.2	0.4	0.3	0.6	0.1	0.1	0.8	0.2	0.1	0.1	0.2	0.2	0.8	0.8	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1		

Appendix 9

Reliability for Context Clues Mastery

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\sum pq}{S_{t^2}}\right)$$

N= 48

$\sum Xt = 350$

$\sum Xt^2 = 6478$

$\sum pq = 4.07$

$$S_t^2 = \sum Xt^2 - \left(\frac{\sum xt}{N}\right)^2$$

$$= 6478 - \left(\frac{350}{25}\right)^2 = 6478 - 16.86^2 = 6478 - 284.26 = 6193.74$$

$$S_t^2 = \frac{\sum Xt2}{N} = \frac{6193.74}{20}$$

$$S_t^2 = 309.687$$

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\sum pq}{S_{t^2}}\right)$$

$$R_{11} = \left(\frac{20}{20-1}\right)\left(\frac{309.687-4.07}{309.687}\right) =$$

$$= (1.05)\,(0.98)$$
$$= 1.02 \ (r_{11} > 0.70 = \text{reliable})$$

Test is reliable if $r_{count} > r_{tabel}$. Based on calculation above, the test havehighreliability.

Appendix 10

Validity of Reading Narrative Text Mastery

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	$\sum Xt$	$\sum Xt^2$
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	22	484
2	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	20	400
3	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
4	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	19	361
5	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	7	49
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
7	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	15	225
8	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	12	144
9	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	18	324
10	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	15	225
11	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	10	100
12	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	484
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	1	16	256
14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	19	361
15	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	22	484
16	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	21	441
17	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	17	289
18	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	1	14	196
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22	484
20	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	17	289
21	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	20	400
22	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	17	289
23	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	19	361
24	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	4	16
25	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	21	441
26	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	5	25
27	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	12	144
28	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	21	441
29	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	18	324

30	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	19	361

No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	$\sum Xt$	$\sum Xt^2$
1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	44	1936
2	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	39	1521
3	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	33	1089
4	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	39	1521
5	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	29	841
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	42	1764
7	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	34	1156
8	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	32	1024
9	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	39	1521
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	37	1369
11	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	29	841
12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	42	1764
13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	33	1089
14	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	33	1089
15	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	42	1764
16	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	30	900
17	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	39	1521
18	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	31	961
19	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	36	1296
20	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	36	1296
21	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	40	1600
22	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	30	900
23	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	33	1089

																										$\sum Xt$	$\sum Xt^2$
24	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	17	289
25	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	36	1296
26	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	19	361
27	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	31	961
28	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	36	1296
29	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	30	900
30	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	30	900
N=30	45	44	48	38	41	23	48	47	28	33	39	46	47	44	24	27	47	45	42	47	41	31	33	48	49	1005	101025
p	0.7	0.7	0.8	0.5	0.7	0.3	0.8	0.8	0.1	0.8	0.8	0.8	0.7	0.7	0.2	0.1	0.7	0.7	0.7	0.8	0.9	0.8	0.8	0.8	0.8	$\sum Xt$	$\sum Xt^2$
q	0.2	0.2	0.2	0.4	0.3	0.6	0.1	0.1	0.8	0.2	0.1	0.1	0.2	0.2	0.8	0.8	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1		

Appendix 11

Calculation of $r_{pbi} = \dfrac{M_p - M_t}{SD_t} \sqrt{\dfrac{p}{q}}$

B. Calculation of Narrative Text Mastery

5. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$
$$M_t = \frac{506}{30} = 16.86$$

6. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_{t2}}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$
$$SD_t = \sqrt{\frac{9280}{30} - \left(\frac{506}{30}\right)^2}$$
$$SD_t = \sqrt{309.3 - 16.86^2}$$
$$SD_t = \sqrt{309.3 - 284.2}$$
$$SD_t = \sqrt{25.1} = 5.00$$

7. Mean Score (M_p)

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$
$$M_{pl} = \frac{22+20+21+19+7+21+12+15+10+22+16+19+22+17+14+22+20+19+21+21+18+19}{23}$$
$$M_{pl} = \frac{418}{23} = 18.17$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$
$$M_{pl} = \frac{22+21+19+7+21+15+12+18+15+10+16+19+22+21+14+22+20+19+21+21+18+19}{22}$$
$$M_{pl} = \frac{392}{22} = 17.81$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$
$$M_{pl} = \frac{22+21+19+21+15+18+10+22+16+19+22+21+17+14+22+17+20+17+20+17+19+21+5+18+19}{24}$$
$$M_{pl} = \frac{415}{24} = 17.29$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+20+21+!9+7+21+22+16+19+22+21+17+14+22+17+20+17+21+12+21+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+20+19+12+18+15+22+16+19+22+17+14+22+20+19+21+12+21+18+19}{20}$$

$$M_{pl} = \frac{368}{20} = 18.40$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{21+21+15+22+16+22+21+17+22+20+17+21+19}{13}$$

$$M_{pl} = \frac{254}{13} = 19.53$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+20+21+19+15+12+18+10+22+16+22+21+17+14+22+17+20+17+19+4+21+12+21+18+19}{25}$$

$$M_{pl} = \frac{448}{25} = 17.92$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{22+20+21+19+7+21+12+18+22+16+19+22+21+22+20+17+21+5+21+18+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{22+20+21+21+15+18+15+10+16+19+22+21+17+14+22+17+20+17}{23}$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{22+20+21+7+21+15+18+15+22+16+19+22+17+20+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{389}{19} = 20.47$$

Item 11

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+20+15+10+22+19+22+21+22+17+19+21+12+18}{14}$$

$$M_{pl} = \frac{263}{14} = 18.78$$

Item 12

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n12}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+16+19+22+17+14+22+17+20+17+19+5+21}{21}$$

$$M_{pl} = \frac{382}{21} = 18.19$$

Item 13

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n13}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+15+10+22+16+19+22+21+17+22+17+20+17+19+21+5+21+18+19}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 14

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n14}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+12+18+15+22+19+22+21+17+14+22+17+19+12+21+19}{22}$$

$$M_{pl} = \frac{395}{22} = 17.95$$

Item 15

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n15}$$

$$M_{pl} = \frac{22+21+19+21+12+18+15+22+22+21+14+22+20+17+19+21+18+19}{18}$$

$$M_{pl} = \frac{343}{18} = 19.05$$

Item 16

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n16}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+19+22+21+17+14+17+20+17+4+21+21+18+19}{22}$$

$$M_{pl} = \frac{403}{22} = 18.31$$

Item 17

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n17}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+18+15+22+19+22+21+17+22+20+17+19+4+21+12+21+18+19}{24}$$

$$M_{pl} = \frac{432}{24} = 18.00$$

Item 18

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n18}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+22+17+20+17+19+21+12+21+18+19}{22}$$

$$M_{pl} = \frac{419}{22} = 19.045$$

Item 19

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+10+22+16+21+14+22+17+20+17+12+18}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 20

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n20}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+16+22+21+17+14+22+17+20+17+19+21+12+21+18+19}{23}$$

$$M_{pl} = \frac{424}{23} = 18.43$$

Item 21

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n21}$$

$$M_{pl} = \frac{20+21+7+22+19+21+17+22+17+19+4+21+5+12}{14}$$

$$M_{pl} = \frac{270}{14} = 19.28$$

Item 22

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n22}$$

$$M_{pl} = \frac{22+21+17+17+19+21+18}{7}$$

$$M_{pl} = \frac{135}{7} = 19.28$$

Item 23

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n23}$$

$$M_{pl} = \frac{22+20+19+21+15+18+15+10+22+19+22+17+22+17+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 24

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n24}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+10+22+19+22+21+17+22+17+20+17+19+21+21+18+19}{23}$$

$$M_{pl} = \frac{433}{23} = 18.82$$

Item 25

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n25}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+17+14+22+17+20+17+19+21+12+21+18}{23}$$

$$M_{pl} = \frac{431}{23} = 18.73$$

Item 26

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n1}$$

$$M_{pl} = \frac{22+19+12+22+21+20+21+22+20+17+14+14+22+17+19+20+13+14+15+14+15+12}{22}$$

$$M_{pl} = \frac{385}{23} = 17.5$$

Item 27

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n2}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+20+14+17+19+20+14+13+19+12}{22}$$

$$M_{pl} = \frac{402}{22} = 18.27$$

Item 28

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n3}$$

$$M_{pl} = \frac{22+19+12+20+22+21+20+21+22+19+20+17+14+20+14+22+19+20+13+13+15+19+15+12}{24}$$

$$M_{pl} = \frac{431}{24} = 17.95$$

Item 29

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+19+20+17+14+20+22+20}{17}$$

$$M_{pl} = \frac{330}{17} = 19.41$$

Item 30

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+20+14+22+17+19+20+13+14+11}{21}$$

$$M_{pl} = \frac{392}{21} = 18.66$$

Item 31

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n6}$$

$$M_{pl} = \frac{22+22+14+19+13+13+19+15+12+11}{10}$$

$$M_{pl} = \frac{160}{10} = 16$$

Item 32

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+19+12+22+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+14+15+19+15+11}{25}$$

$$M_{pl} = \frac{448}{25} = 17.92$$

Item 33

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n8}$$

$$M_{pl} = \frac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+19+20+13+14+15+14+19+15+12}{26}$$

$$M_{pl} = \frac{470}{26} = 18.07$$

Item 34

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n9}$$

$$M_{pl} = \frac{22+14+13+11+12}{5}$$

$$M_{pl} = \frac{72}{5} = 14.4$$

Item 35

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n10}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+20+14+22+19+20+13+14+15+14+19+15}{24}$$

$$M_{pl} = \frac{439}{24} = 18.29$$

Item 36

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+19+12+20+22+21+19+20+21+22+19+20+17+14+20+22+14+19+20+13+14+13+15+14+19}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 37

$$M_{pl} = \frac{\text{total score of students'score that true item answer}}{n12}$$

M_{pl} $=$

$$\frac{22+19+20+22+21+19+20+21+22+19+20+17+20+14+22+17+14+19+20+14+15+14+19+15+12}{25}$$

$M_{pl} = \frac{457}{25} = 18.28$

Item 38

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n13}$

$M_{pl} = \dfrac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+22+19+14+15+14+19+15+12}{22}$

$M_{pl} = \frac{406}{22} = 18.45$

Item 39

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n14}$

$M_{pl} = \dfrac{22+19+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+14+19+15+11}{22}$

$M_{pl} = \frac{399}{22} = 18.13$

Item 40

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n15}$

$M_{pl} = \dfrac{22+20+22+21+19+22}{6}$

$M_{pl} = \frac{126}{6} = 21$

Item 41

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n16}$

$M_{pl=} \dfrac{19+20+17+14+11}{5}$

$M_{pl} = \frac{81}{5} = 16.2$

Item 42

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n17}$

$M_{pl} = \dfrac{22+12+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+20+14+15+14+19+15}{23}$

$M_{pl} = \frac{419}{23} = 18.21$

Item 43

$M_{pl} = \dfrac{\text{total score of students' score that true item answer}}{n18}$

$M_{pl=} \dfrac{22+19+12+20+22+21+19+20+21+22+20+17+14+20+22+17+19+20+13+13+19+15+11}{23}$

$M_{pl} = \frac{418}{23} = 18.17$

Item 44

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n11}$

$M_{pl} = \dfrac{22+12+20+22+21+19+20+21+22+19+20+14+20+22+17+14+20+14+13+15+14+19+12}{23}$

$M_{pl} = \dfrac{427}{23} = 18.56$

Item 45

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n20}$

$M_{pl} = \dfrac{22+19+12+20+22+21+19+20+21+22+19+20+20+14+22+17+14+19+20+13+13+14+19+11}{24}$

$M_{pl} = \dfrac{433}{24} = 18.04$

Item 46

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n21}$

$M_{pl=}$
$\dfrac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+14+22+17+14+19+20+13+14+13+15+19+15+12}{27}$

$M_{pl} = \dfrac{483}{27} = 17.88$

Item 47

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n22}$

$M_{pl} = \dfrac{22+19+20+22+21+19+21+22+19+20+20+22+17+14+19+20+13+14+13+15+14+19+12+11}{24}$

$M_{pl} = \dfrac{439}{24} = 18.29$

Item 48

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n23}$

$M_{pl} = \dfrac{22+19+20+22+21+19+20+21+22+19+20+17+14+20+22+17+14+19+20+14+13+15+19+15}{24}$

$M_{pl} = \dfrac{444}{24} = 18.8$

Item 49

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n24}$

$M_{pl=}$
$\dfrac{22+19+12+20+22+19+20+21+22+19+20+20+20+14+22+17+14+19+20+14+13+15+14+19+12+11}{25}$

$M_{pl} = \dfrac{451}{25} = 18.04$

Item 50

$M_{pl} = \dfrac{\text{total score of students'score that true item answer}}{n25}$

$M_{pl=}$
$\dfrac{22+20+22+21+20+21+22+19+17+14+20+14+22+17+14+19+20+13+14+13+15+14+19+15+12+11}{26}$

$$M_{pl} = \frac{470}{26} = 18.07$$

8. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{3.5}$$

$r_{pbi} = 0.262 \times 1.8 = 0.471$

Item 2

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.95}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.19 \times 1.5 = 0.288$

Item 3

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.29 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.43}{5.00} \sqrt{4}$$

$r_{pbi} = 0.086 \times 2 = 0.172$

Item 4

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.342 \times 1.52 = 0.519$

Item 5

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.40 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.54}{5.00} \sqrt{1.5}$$

$r_{pbi} = 0.308 \times 1.22 = 0.375$

Item 6

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.53 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.67}{5.00} \sqrt{0.66}$$

$r_{pbi} = 0.534 \times 0.812 = 0.433$

Item 7

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.06}{5.00} \sqrt{4}$$

$r_{pbi} = 0.212 \times 2 = 0.424$

Item 8

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.342 \times 1.52 = 0.519$

Item 9

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{2.33}$$

$r_{pbi} = 0.262 \times 1.52 = 0.398$

Item 10

$$r_{pbi} = \frac{M_{p\text{-}M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.47 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.61}{5.00} \sqrt{1.5}$$

$r_{pbi}= 0.722 \times 1.22 = 0.880$

Item 11

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{0.66}$$

$r_{pbi}= 0.384 \times 0.81 = 0.311$

Item 12

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.19 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.33}{5.00} \sqrt{4}$$

$r_{pbi}= 0.266 \times 2 = 0.532$

Item 13

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.18}{5.00} \sqrt{4}$$

$r_{pbi}= 0.236 \times 2 = 0.472$

Item 14

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.95 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.09}{5.00} \sqrt{2.33}$$

$r_{pbi}= 0.218 \times 1.52 = 0.331$

Item 15

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.05 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.19}{5.00} \sqrt{1.5}$$

$r_{pbi}= 0.438 \times 1.22 = 0.534$

Item 16

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.31 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.45}{5.00} \sqrt{2.33}$$

$r_{pbi}= 0.29 \times 1.52 = 0.440$

Item 17

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.00 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.14}{5.00} \sqrt{4}$$

$r_{pbi}= 0.228 \times 2 = 0.456$

Item 18

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.04 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{2.18}{5.00} 2.33$$

$r_{pbi}= 0.436 \times 1.52 = 0.662$

Item 19

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$r_{pbi}= 0.384 \times 1.22 = 0.468$

Item 20

$$r_{pbi} = \frac{M_{p\,-\,M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$r_{pbi} = \dfrac{18.43 - 16.86}{5.00} \sqrt{\dfrac{0.7}{0.2}}$

$r_{pbi} = \dfrac{1.57}{5.00} \sqrt{3.5}$

$r_{pbi} = 0.314 \times 1.87 = 0.587$

Item 21

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{19.28 - 16.86}{5.00} \sqrt{\dfrac{0.4}{0.6}}$

$r_{pbi} = \dfrac{2.42}{5.00} \sqrt{0.66}$

$r_{pbi} = 0.484 \times 0.812 = 0.393$

Item 22

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{19.28 - 16.86}{5.00} \sqrt{\dfrac{0.2}{0.8}}$

$r_{pbi} = \dfrac{2.42}{5.00} \sqrt{0.25}$

$r_{pbi} = 0.484 \times 0.5 = 0.242$

Item 23

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{1.92 - 16.86}{5.00} \sqrt{\dfrac{0.6}{0.4}}$

$r_{pbi} = \dfrac{1.92}{5.00} \sqrt{1.5}$

$r_{pbi} = 0.384 \times 1.22 = 0.468$

Item 24

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{18.82 - 16.86}{5.00} \sqrt{\dfrac{0.7}{0.2}}$

$r_{pbi} = \dfrac{1.96}{5.00} \sqrt{3.5}$

$r_{pbi} = 0.392 \times 1.87 = 0.7333$

Item 25

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{18.73 - 16.86}{5.00} \sqrt{\dfrac{0.7}{0.2}}$

$r_{pbi} = \dfrac{1.87}{5.00} \sqrt{3.5}$

$r_{pbi} = 0.374 \times 1.87 = 0.699$

Item 26

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{17.5 - 17.33}{3.50} \sqrt{\dfrac{0.7}{0.2}}$

$r_{pbi} = \dfrac{0.17}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.048 \times 1.87 = 0.089$

Item 27

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{18.27 - 17.33}{3.50} \sqrt{\dfrac{0.7}{0.2}}$

$r_{pbi} = \dfrac{0.94}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.268 \times 1.87 = 0.501$

Item 28

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{17.95 - 17.33}{3.50} \sqrt{\dfrac{0.8}{0.2}}$

$r_{pbi} = \dfrac{0.62}{3.50} \sqrt{4}$

$r_{pbi} = 0.177 \times 2 = 0.354$

Item 29

$r_{pbi} = \dfrac{M_{p} - M_{t}}{SD_{t}} \sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{19.41 - 17.33}{3.50} \sqrt{\dfrac{0.5}{0.4}}$

$r_{pbi} = \dfrac{2.08}{3.50} \sqrt{1.25}$

$r_{pbi} = 0.59 \times 1.11 = 0.654$

Item 30

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.66 - 17.33}{3.50} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.33}{3.50} \sqrt{2.3}$$

$r_{pbi} = 0.38 \text{ x } 1.51 = 0.573$

Item 31

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{16 - 17.33}{3.50} \sqrt{\frac{0.3}{0.6}}$$

$$r_{pbi} = \frac{-1.33}{3.50} \sqrt{0.5}$$

$r_{pbi} = \text{-}0.38 \text{ x } 0.70 = \text{-}0.266$

Item 32

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.59}{3.50} \sqrt{8}$$

$r_{pbi} = 0.168 \text{ x } 2.8 = 0.470$

Item 33

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.07 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.74}{3.50} \sqrt{8}$$

$r_{pbi} = 0.211 \text{ x } 2.8 = 0.590$

Item 34

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{14.4 - 17.33}{3.50} \sqrt{\frac{0.1}{0.8}}$$

$$r_{pbi} = \frac{2.93}{3.50} \sqrt{0.125}$$

$r_{pbi} = \text{-}0.83 \text{ x } 0.35 = \text{-}0.290$

Item 35

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.29 - 17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.96}{3.50} \sqrt{4}$$

$r_{pbi} = 0.274 \text{ x } 2 = 0.548$

Item 36

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.71}{3.50} \sqrt{8}$$

$r_{pbi} = 0.202 \text{ x } 2.8 = 0.565$

Item 37

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.28 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.95}{3.50} \sqrt{8}$$

$r_{pbi} = 0.271 \text{ x } 2.8 = 0.758$

Item 38

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.45 - 17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.12}{3.50} \sqrt{3.5}$$

$r_{pbi} = 0.32 \text{ x } 1.87 = 0.598$

Item 39

$$r_{pbi} = \frac{M_{p\text{ - }M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$r_{pbi} = \frac{18.13-17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{0.8}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.228 \times 1.87 = 0.426$

Item 40

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{21-17.33}{3.50} \sqrt{\frac{0.2}{0.8}}$

$r_{pbi} = \frac{3.67}{3.50} \sqrt{0.25}$

$r_{pbi} = 1.048 \times 0.5 = 0.524$

Item 41

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{16.2-17.33}{3.50} \sqrt{\frac{0.1}{0.8}}$

$r_{pbi} = \frac{-1.13}{3.50} \sqrt{0.125}$

$r_{pbi} = -3.22 \times 0.35 = -1.127$

Item 42

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.21-17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{1.050}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.3 \times 1.87 = 0.561$

Item 43

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.17-17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{0.84}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.24 \times 1.87 = 0.448$

Item 44

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.56-17.33}{3.50} \sqrt{\frac{0.7}{0.2}}$

$r_{pbi} = \frac{1.23}{3.50} \sqrt{3.5}$

$r_{pbi} = 0.351 \times 1.87 = 0.656$

Item 45

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.04-17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$

$r_{pbi} = \frac{0.71}{3.50} \sqrt{4}$

$r_{pbi} = 0.202 \times 2 = 0.404$

Item 46

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{17.88-17.33}{3.50} \sqrt{\frac{0.9}{0.1}}$

$r_{pbi} = \frac{0.55}{3.50} \sqrt{9}$

$r_{pbi} = 0.157 \times 3 = 0.471$

Item 47

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.29-17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$

$r_{pbi} = \frac{0.96}{3.50} \sqrt{4}$

$r_{pbi} = 0.274 \times 2 = 0.548$

Item 48

$r_{pbi} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$

$r_{pbi} = \frac{18.8-17.33}{3.50} \sqrt{\frac{0.8}{0.2}}$

$r_{pbi} = \frac{1.17}{3.50} \sqrt{4}$

$r_{pbi} = 0.334 \times 2 = 0.668$

Item 49

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.71}{3.50} \sqrt{8}$$

$$r_{pbi} = 0.202 \text{ x } 2.8 = 0.565$$

Item 50

$$r_{pbi} = \frac{M_{p-Mt}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.07 - 17.33}{3.50} \sqrt{\frac{0.8}{0.1}}$$

$$r_{pbi} = \frac{0.74}{3.50} \sqrt{8}$$

$$r_{pbi} = 0.211 \text{ x } 2.8 = 0.590$$

Appendix 12

Table Validity of Narrative Text Mastery

No	Mp	Mt	SDt	p	q	$r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$	Rt on 5% significant	Interpretation
1	18.17	16.86	5.00	0.7	0.2	0.471	0.361	Valid
2	17.81	16.86	5.00	0.7	0.3	0.288	0.361	Invalid
3	17.29	16.86	5.00	0.8	0.2	0.172	0.361	Invalid
4	18.57	16.86	5.00	0.7	0.3	0.519	0.361	Valid
5	18.40	16.86	5.00	0.6	0.4	0.375	0.361	Valid
6	19.53	16.86	5.00	0.4	0.6	0.433	0.361	Valid
7	17.92	16.86	5.00	0.8	0.2	0.424	0.361	Valid
8	17.00	16.86	5.00	0.7	0.3	0.519	0.361	Valid
9	18.17	16.86	5.00	0.7	0.2	0.398	0.361	Valid
10	20.47	16.86	5.00	0.6	0.4	0.880	0.361	Valid
11	18.78	16.86	5.00	0.4	0.6	0.311	0.361	Invalid
12	18.19	16.86	5.00	0.7	0.3	0.532	0.361	Valid
13	18.04	16.86	5.00	0.8	0.2	0.472	0.361	Valid
14	17.95	16.86	5.00	0.7	0.3	0.331	0.361	Invalid
15	19.05	16.86	5.00	0.6	0.4	0.534	0.361	Valid
16	18.31	16.86	5.00	0.7	0.3	0.440	0.361	Valid
17	18.00	16.86	5.00	0.8	0.2	0.456	0.361	Valid
18	19.04	16.86	5.00	0.7	0.3	0.662	0.361	Valid
19	18.78	16.86	5.00	0.6	0.4	0.468	0.361	Valid
20	18.43	16.86	5.00	0.7	0.2	0.587	0.361	Valid
21	19.28	16.86	5.00	0.4	0.6	0.393	0.361	Valid
22	19.28	16.86	5.00	0.2	0.8	0.242	0.361	Invalid
23	18.78	16.86	5.00	0.6	0.4	0.468	0.361	Valid
24	18.82	16.86	5.00	0.7	0.2	0.733	0.361	Valid
25	18.73	16.86	5.00	0.7	0.2	0.699	0.361	Valid
26	17.50	17.33	3.50	0.7	0.2	0.089	0.361	Invalid
27	18.27	17.33	3.50	0.7	0.2	0.501	0.361	Valid
28	17.95	17.33	3.50	0.8	0.2	0.354	0.361	Invalid
29	19.41	17.33	3.50	0.5	0.4	0.654	0.361	Valid
30	18.66	17.33	3.50	0.7	0.3	0.573	0.361	Valid
31	16.00	17.33	3.50	0.3	0.6	-0.266	0.361	Invalid
32	17.92	17.33	3.50	0.8	0.1	0.470	0.361	Valid
33	18.07	17.33	3.50	0.8	0.1	0.590	0.361	Valid
34	14.40	17.33	3.50	0.1	0.8	-0.290	0.361	Invalid
35	18.29	17.33	3.50	0.8	0.2	0.548	0.361	Valid
36	18.04	17.33	3.50	0.8	0.1	0.565	0.361	Valid
37	18.28	17.33	3.50	0.8	0.1	0.758	0.361	Valid
38	18.45	17.33	3.50	0.7	0.2	0.598	0.361	Valid

39	18.13	17.33	3.50	0.7	0.2	0.426	0.361	Valid
40	21.00	17.33	3.50	0.2	0.8	0.524	0.361	Valid
41	16.20	17.33	3.50	0.1	0.8	-1.127	0.361	Invalid
42	18.21	17.33	3.50	0.7	0.2	0.561	0.361	Valid
43	18.17	17.33	3.50	0.7	0.2	0.448	0.361	Valid
44	18.56	17.33	3.50	0.7	0.2	0.656	0.361	Valid
45	18.04	17.33	3.50	0.8	0.2	0.404	0.361	Valid
46	17.88	17.33	3.50	0.9	0.1	0.471	0.361	Valid
47	18.29	17.33	3.50	0.8	0.2	0.548	0.361	Valid
48	18.80	17.33	3.50	0.8	0.2	0.668	0.361	Valid
49	18.04	17.33	3.50	0.8	0.1	0.565	0.361	Valid
50	18.07	17.33	3.50	0.8	0.1	0.590	0.361	Valid
51	18.17	16.86	5.00	0.7	0.2	0.471	0.361	Valid
52	17.81	16.86	5.00	0.7	0.3	0.288	0.361	Valid
53	17.29	16.86	5.00	0.8	0.2	0.172	0.361	Valid
54	18.57	16.86	5.00	0.7	0.3	0.519	0.361	Valid
55	18.40	16.86	5.00	0.6	0.4	0.375	0.361	Valid
56	19.53	16.86	5.00	0.4	0.6	0.433	0.361	Valid
57	17.92	16.86	5.00	0.8	0.2	0.424	0.361	Valid
58	17.00	16.86	5.00	0.7	0.3	0.519	0.361	Valid
59	18.17	16.86	5.00	0.7	0.2	0.398	0.361	Valid
60	20.47	16.86	5.00	0.6	0.4	0.880	0.361	Valid

Appendix 13

Reability of Narrative Text Mastery

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	$\sum Xt$	$\sum Xt^2$
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	22	484
2	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	20	400
3	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	21	441
4	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	19	361
5	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	7	49
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441
7	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	15	225
8	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	12	144
9	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	18	324
10	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	15	225
11	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	10	100
12	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	484
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	1	16	256
14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	19	361
15	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	22	484
16	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	21	441
17	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	17	289
18	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	1	14	196
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22	484
20	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	17	289
21	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	20	400
22	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	17	289
23	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	19	361
24	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	4	16
25	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	21	441
26	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	5	25
27	0	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	12	144
28	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	21	441
29	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	18	324

| 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 19 | 361 |

No	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	$\sum Xt$	$\sum Xt^2$
1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	44	1936
2	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	39	1521
3	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	33	1089
4	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	39	1521
5	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	29	841
6	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	42	1764
7	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	34	1156
8	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	32	1024
9	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	39	1521
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	37	1369
11	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	29	841
12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	42	1764
13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	33	1089
14	1	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	33	1089
15	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	42	1764
16	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	30	900
17	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	39	1521
18	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	31	961
19	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	36	1296
20	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	36	1296
21	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	40	1600
22	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	30	900
23	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	33	1089

																										∑Xt	∑Xt²
24	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	17	289
25	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	36	1296
26	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	19	361
27	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	31	961
28	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	36	1296
29	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	30	900
30	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	30	900
N= 30	45	44	48	38	41	23	48	47	28	33	39	46	47	44	24	27	47	45	42	47	41	31	33	48	49	1005	101025
p	0.7	0.7	0.8	0.5	0.7	0.3	0.8	0.8	0.1	0.8	0.8	0.8	0.7	0.7	0.2	0.1	0.7	0.7	0.7	0.8	0.9	0.8	0.8	0.8	0.8	∑Xt	∑Xt²
q	0.2	0.2	0.2	0.4	0.3	0.6	0.1	0.1	0.8	0.2	0.1	0.1	0.2	0.2	0.8	0.8	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1		

Appendix 14

Reliability for Reading Narrative Text

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2} - \sum pq}{S_{t^2}}\right)$$

N= 48

$\sum Xt = 374$

$\sum Xt^2 = 7172$

$\sum pq = 9.83$

$$S_t^2 = \sum Xt^2 - \left(\frac{\sum xt}{N}\right)^2$$

$$= 7172 - \left(\frac{374}{20}\right)^2 = 7172 - 18.7^2 = 7172 - 349.69 = 6822.31$$

$$S_t^2 = \frac{\sum Xt2}{N} = \frac{6822.31}{20}$$

$$S_t^2 = 341.1155$$

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2} - \sum pq}{S_{t^2}}\right)$$

$$R_{11} = \left(\frac{20}{20-1}\right)\left(\frac{341.1155 - 9.83}{341.1155}\right) =$$

$$= (1.05)(0.97)$$
$$= 1.01 \ (r_{11} > 0.70 = \text{reliable})$$

Test is reliable if $r_{count} > r_{tabel}$. Based on calculation above, the test hashigh reliability.

Appendix 15

Score of Context Clues Mastery

No	Initial of Students	Score
1	AFL	80
2	AN	74
3	AP	62
4	AS	78
5	DT	76
6	EP	70
7	ES	84
8	HT	78
9	KA	80
10	MS	90
11	MG	80
12	NH	80
13	NAS	76
14	PN	72
15	PH	92
16	RS	86
17	SR	86
18	SBL	80
19	SA	90
20	VAS	72
21	WS	80
22	AL	84
23	AS	84
24	AN	80
25	DS	80
26	FHS	76
27	FH	76
28	LHH	82
29	MH	82
30	MLR	90
31	NHS	82
32	NFS	74
33	RS	60
34	RA	80
35	RR	80

36	RSH	64
37	SE	68
38	SA	80
39	TH	84
40	YP	78
41	YRH	76
42	YDS	68
43	ZSD	80
44	AN	82
45	AF	86
46	AR	60
47	DA	78
48	DE	74
Total Score		3588

Appendix 16

Score of Reading Narrative Text Mastery

No	Initial of Students	Score
1	AFL	82
2	AN	70
3	AP	78
4	AS	68
5	DT	70
6	EP	76
7	ES	78
8	HT	84
9	KA	72
10	MS	80
11	MG	80
12	NH	90
13	NAS	80
14	PN	76
15	PH	90
16	RS	72
17	SR	86
18	SBL	92
19	SA	92
20	VAS	80
21	WS	84
22	AL	84
23	AS	86
24	AN	80
25	DS	76
26	FHS	76
27	FH	80
28	LHH	82
29	MH	90
30	MLR	82
31	NHS	82
32	NFS	74
33	RS	70
34	RA	92

35	RR	80
36	RSH	60
37	SE	70
38	SA	80
39	TH	84
40	YP	78
41	YRH	76
42	YDS	70
43	ZSD	80
44	AN	82
45	AF	86
46	AR	60
47	DA	78
48	DE	74
Total Score		3796

Appendix 19

The Correlation between Context Clues Mastery and Reading Narrative Text Mastery

No	Initial of Students	X	Y	X^2	Y^2	XY
1	AFL	80	82	6400	6724	6560
2	AN	74	70	5476	4900	5180
3	AP	62	78	3844	6084	4836
4	AS	78	68	6084	4624	5304
5	DT	76	70	5776	4900	5320
6	EP	70	76	4900	5776	5320
7	ES	84	78	7056	6084	6552
8	HT	78	84	6084	7056	6552
9	KA	80	72	6400	5184	5760
10	MS	90	80	8100	6400	7200
11	MG	80	80	6400	6400	6400
12	NH	80	90	6400	8100	7200
13	NAS	76	80	5776	6400	6080
14	PN	72	76	5184	5776	5472
15	PH	92	90	8464	8100	8280
16	RS	86	72	7396	5184	6192
17	SR	86	86	7396	7396	7396
18	SBL	80	92	6400	8464	7360
19	SA	90	92	8100	8464	8280
20	VAS	72	80	5184	6400	5760
21	WS	80	84	6400	7056	6720
22	AL	84	84	7056	7056	7056
23	AS	84	86	7056	7396	7224
24	AN	80	80	6400	6400	6400
25	DS	80	76	6400	5776	6080
26	FHS	76	76	5776	5776	5776
27	FH	76	80	5776	6400	6080
28	LHH	82	82	6724	6724	6724
29	MH	82	90	6724	8100	7380
30	MLR	90	82	8100	6724	7380

31	NHS	82	82	6724	6724	6724
32	NFS	74	74	5476	5476	5476
33	RS	60	70	3600	4900	4200
34	RA	80	92	6400	8464	7360
35	RR	80	80	6400	6400	6400
36	RSH	64	60	4096	3600	3840
37	SE	68	70	4624	4900	4760
38	SA	80	80	6400	6400	6400
39	TH	84	84	7056	7056	7056
40	YP	78	78	6084	6084	6084
41	YRH	76	76	5776	5776	5776
42	YDS	68	70	4624	4900	4760
43	ZSD	80	80	6400	6400	6400
44	AN	82	82	6724	6724	6724
45	AF	86	86	7396	7396	7396
46	AR	60	60	3600	3600	3600
47	DA	78	78	6084	6084	6084
48	DE	74	74	5476	5476	5476
Total Score		3588	3796	296172	302184	298340

This is the calculation of r_{xy} :

N   : 48

$\sum X$: 3588

$\sum Y$: 3796

$\sum X^2$: 296172

$\sum Y^2$: 302184

$\sum XY$: 2988340

$$r_{xy} = \frac{N \sum XY - (\sum x)(\sum y)}{\sqrt{\{N \sum X^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$= \frac{48.2988340 - (3588)(3796)}{\sqrt{\{48.296172 - (3588)^2\}\{48.302184 - (3796)^2\}}}$$

$$= \frac{143440320 - 13620048}{\sqrt{\{14216256 - 12873744\}\{14504832 - 14409616\}}}$$

$$= \frac{129820272}{\sqrt{\{1342512\}\{95216\}}}$$

$$= \frac{129820272}{\sqrt{12782}}$$

$$= \frac{129820272}{1103237511}$$

$$= 0.76720$$

There the contribution of variable x to variable y as drawn below:

KP   = the score of determine conficience

r   = the score of coeficience correlation

KP $= r^2$ x 100%

     $= 0,76720$ x 100%

     $= 76,72\%$

Based on the calculate above it mean that is contribution studen's morpheme and word formation

masteries is 76.72%

KEMENTERIANAGAMA

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: *08*../In.19/E.6a/PP.00.9/ 09 /2017   Padangsidimpuan,   September 2017

: Biasa

: -

: *Pengesahan Judul dan Pembimbing Skripsi*

h Bapak/Ibu ;

Fitriadi Lubis, M.Pd (Pembimbing I)

i Rayani Siregar, M.Hum (Pembimbing ll)

dangsidimpuan

Assalamu' Alaikum Wr. Wb
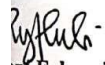
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skiripsi jurusan dris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka gan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skiripsi dan melakukan yempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut.

ma   : Fitrianingsh

n   : 14 203 0)040

/jurusan   : tarbiyah dan ilmu keguruan / TBI-2

ul skripsi : **The Correlation between Context Clues Mastery and Reading Narative Text Mastery at the Grade VIII Students of SMPN 9 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu ucapkan terima kasih.
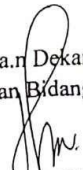
san Tadris Bahasa Inggris   Sekertaris Jurusan Tadris Bahasa Inggris

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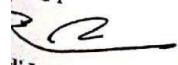
a.n Dekan

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Hal   : Izin Penelitian   11 Januari 2019
            Penyelesaian Skripsi.

Yth. Kepala SMP N 9 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Fitrianingsin
NIM   : 1420300040
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Jalan Iman Bonjol

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Comparative Study Between The Result of Teaching Reading Comprehension by Using Context Clues Strategies and Locate Key Words Strategies at Grade IX Students SMP N 9 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
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SURAT KETERANGAN
Nomor : 422/074 /SMP.09/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Padangsidimpuan dengan ini menerangkan bahwa :

Nama	: **FITRIANINGSIH**
N I M	: 1420300040
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Alamat	: Jalan Imam Bonjol

Adalah benar telah melaksanakan penelitian di SMP Negeri 9 Padangsidimpuan sebagai syarat untuk melengkapi data-data penelitian yang bersangkutan sesuai dengan judul skripsi :

"THE COMPARATIVE STUDY BETWEEN THE RESULT OF TEACHING READING COMPREHENSION BY USING CONTEXT CLUES STRATEGIES AND LOCATE KEY WORDS STRTEGIES AT GRADE IX STUDENTS SMP N 9 PADANGSIDIMPUAN"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 16 Mei 2019
Kepala Sekolah,

Drs. MULATUA
NIP. 19610512 198403 1 004