

THE EFFECT OF 3H (HERE, HIDDEN, IN MY HEAD) STRATEGY TO STUDENTS' READING COMPREHENSION AT GRADE X MA YPKS PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Graduate of Islamic Education (S.Pd.I) in English

Written By:

SAZIDAH LUBIS Reg. No. 10 340 0107

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2015



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Term : Thesis a.n. Sazidah Lubis Padangsidimpuan, 23th February 2015 To : Dean Tarbiyah and Teacher Training Faculty

Appendix: 7 (Seven Examplars)

in – Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Sazidah Lubis, entitle "The Effect of 3H (Here, Hidden, In My Head) Strategy to Students' Reading Comprehension at Grade X MA YPKS Padangsidimpuan", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you. Wassalamu'alaikum Wr. Wb.

Advisor I

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:
Name
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The Title of a Thesis

: SAZIDAH LUBIS

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: Tarbiyah and Teacher Training Faculty/TBI-3

: The Effect of 3H (Here, Hidden, in my Head) Strategy to Students' Reading Comprehension at Grade X MA YPKS Padangsidimpuan.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in Students' Ethic Code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in Students' Ethic Code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 20th February 2015

Declaration Maker



SAZIDAH LUBIS Reg. No: 10 340 0107

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic cavity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name	: SAZIDAH LUBIS
Nim	: 10 340 0107
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Kind	: Thesis

To develop science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidimpuan Non-exclusive Royalty Right on my thesis with the title:

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Thus, this statement is made truly.

Made in : Padangsidimpuan : 23th April 2015 Date The Signed AAF0000470 SAZIDAH LUBIS)

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

NAME REG. NO. THE TITLE OF THESIS : SAZIDAH LUBIS :10 340 0107 : THE EFFECT OF 3H (HERE, HIDDEN, IN MY HEAD) STRATEGY TO STUDENTS' READING COMPREHENSION AT GRADE X MA YPKS PADANGSIDIMPUAN

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: Padangsidimpuan
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: 14.00 until finish
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: 3.43
: Very Good

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LEGALIZATION

Thesis

: THE EFFECT OF 3H (HERE, HIDDEN, IN MY HEAD) STRATEGY TO STUDENTS' READING COMPREHENSION AT GRADEX MA YPKS PADANGSIDIMPUAN

Name : SAZIDAH LUBIS

Reg. Number : 10 340 0107

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic educational scholar (S.Pd.I).

Padangsidimpuan, 4 Mei 2015 Hj. ZULHIMMA, S.Ag., M.Pd. NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

This thesis is presented to the English education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment for degree Strata I (S1).

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

- Mrs. Rayendriani Fahmei Lubis, M.Ag., as the first advisor who has given suggestions and helps in writing this thesis. May God bless her.
- Mrs. Eka Sustri Harida M.Pd., as the second advisor who has helped, supported and suggested me to finish this thesis.
- Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidimpuan.
- 4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah Faculty.
- 5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.
- All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.

- IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum) and the staffs for their cooperative and permission to use their books.
- 8. My beloved parents, (Eddy Yusuf and Rita Rosnelly Pohan) who taught me how to be patient to face this life, my brother (Husni Mubaraq), my sister (Mawar Indah Lubis), my young brother (Rizky Fauzan), and all my beloved family who always give their praying, motivation, and moral encouragement to finish my studying.
- My beloved Teachers in MA YPKS Padangsidimpuan that are always support me.
- 10. My beloved friends, Misbah Hannum, Iin Suryani, Siti Aisyah, Nurbaiti Aswaliyah, Rondani Batubara, Ririn, Sartika, Samrah Marlija and all of my friends especially TBI 3/ 2010, thanks for your help. Then, thanks to Martua Hutabarat who always help and support me also to Putri, Salmi and Nurul Husna.
- 11. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 20th February 2015

The Researcher,

SAZIDAH LUBIS NIM. 10 340 0107

ABSTRACT

Name	: SAZIDAH LUBIS
Register Number	: 10 340 0107
Faculty	: TARBIYAH AND TREACHER TRAINING
Bachelor	: ENGLISH BACHELOR
The Title of the Thesis	: THE EFFECT OF 3H (HERE, HIDDEN, IN MY HEAD)
	STRATEGY TO STUDENTS' READING COMPREHENSION
	AT GRADE X MA YPKS PADANGSIDIMPUAN

The problems of this research was: students feel reading activities was difficult because they do not understand the content of the text, students did not have many vocabularies, and they did not focus their attention when answer the question related to the text, then the students difficult to find the main idea, supporting and conclusion of the text. Therefore, the objective of this research was to find out the significance effect of 3H strategy to students' reading comprehension at grade X MA YPKS Padangsidimpuan.

In this research, the researcher used quantitative approach by applying experimental research. The population of this research was all of the X class which consist 85 students. The researcher used X1 and X3 as the sample that consists of 56 that is 28 students in control class and 28 students in experimental class. Instrument of this research was multiple choices. To analyze the data researcher used t-test formula.

Based on the data, it found that the reading comprehension of students was better after using 3H strategy than before using 3H strategy. It could be seen from mean score of experimental class before treatment was 54.64 after treatment was 81.46. Then the score of experimental class was better than control class which experimental was 81.46 while the control class 75. Based on the calculation of t-test, the researcher found that t _{count} = 3.03, and t _{table} = 1.67. It means t _{count} > t _{table} (3.03 > 1.67). So the researcher could conclude the hypothesis was accepted that "there was the significance effect of 3H strategy to students' reading comprehension at grade X MA YPKS Padangsidimpuan".

CURRICULUM VITAE

A. Identity

Name	: Sazidah Lubis
Reg. No	: 10 340 0107
Place / Birthday	: Padangsidimpuan / May, 24 th , 1991
Sex	: Female
Religion	: Islam
Address	: Jl. Yossudarso, Padangsidimpuan

B. Parents

Father's name	: Eddy Yusuf Lubis
Mother's name	: Rita Rosnelly Pohan

C. Educational Background

1.	Elementary School	: SD N 200101 / 1 Padangsidimpuan	(2004)
2.	Junior High School	: SMP Nurul 'Ilmi Padangsidimpuan	(2007)
3.	Senior High School	: MA YPKS Padangsidimpuan	(2010)
4.	Institute	: IAIN Padangsidimpuan	(2015)

Appendix 1

LESSON PLAN

Experimental Class

School : MA YPKS PADANGSIDIMPUAN

Subject : English

Class/semester: X/1

Genre	: Descriptive Text
Skill	: Reading

Time : 4 x 45 minutes

Standard Competence : Comprehend the meaning of monolog written text in form descriptive text in daily life and to access the knowledge.

Basic competence : Responding the meaning in rhetorical step that use a written language accurately, fluency and receptive in daily life and for access knowledge in form descriptive text.

1. Indicator

a. Identify the main idea

:

:

- b. Identify the supporting sentence
- c. Identify the specific information
- d. Identify the conclusion
- e. Identify the vocabulary

2. Objective

- a. Students hoped able to identify the main idea
- b. Students hoped able to identify the supporting sentence
- c. Students hoped able to identify the specific information
- d. Students hoped able to identify the conclusion
- e. Students hoped able to identify the vocabulary

3. Learning material: Descriptive Text

A descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.

Example 1: **RAFFLESIA ARNOLDI**

Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces.

It can be an almost extinct plan that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle.

Example 2:

DORAEMON

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, . He always helps Nobita.

Example 3:

BALI

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

4. Strategy : 3H (Here, Hidden, in my Head) Strategy

5. Procedures

• Students read a short passage.

:

- Researcher construct question of three kinds.
 - The first is here. Here questions are literal questions, the answers to which are apparent in the text. For example, where we can find the Rafflesia Arnoldi?
 - Second is hidden. Hidden question combines information given in different parts of the text to come to the correct answer. Example, what is the mean of it is tremendous and high?
 - Finally is in my head. Questions that require students to use prior knowledge to decide, predict, or deduce are head question. Such as, why the flower called as Rafflesia Arnoldi?
- Researcher demonstrates the process of using each strategy, using think aloud strategies to model how to teach question may be approached.

6. Evaluation

a. Form of test : Multiple choice

:

Appendix 2

LESSON PLAN

Control Class

School	: MA YPKS PADANGSIDIMPUAN		
Subject	: English		
Class/Semester	: X/1		
Genre	: Descriptive Text		
Skill	: Reading		
Time Allocation	: 4 x 45 minutes		
Standard Competency	y: Comprehend the meaning of monolog written text in form descriptive		
	text in daily life and to access the knowledge.		
Basic Competence	: Responding the meaning in rhetorical step that use a written language		
	accurately, fluency and receptive in daily life and for access		
	knowledge in form descriptive text.		
1. Indicator	:		
	a. Identify the main idea		
	b. Identify the supporting sentence		
	c. Identify the specific information		
	d. Identify the conclusion		
	e. Identify the vocabulary		
2. Objective	:		
	a. Students hoped able to identify the main idea		
	b. Students hoped able to identify the supporting sentence		
	c. Students hoped able to identify the specific information		
	d. Students hoped able to identify the conclusion		
	e. Students hoped able to identify the vocabulary		

3. Learning material: Descriptive Text

A descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. Mostly descriptive texts depict or describe the image of a certain person, animal, things, and location or place. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.

Example 1 : **BOROBUDUR TEMPLE**

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Location of Borobudur is in Magelang, Central Java Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Example 2 : ELEPHANT

An elephant is one of animal in Sumatra. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusk and above all its has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand.

An elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

Example 3:

KUTA BEACH

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visiting Bali do not forget to spend their time in Kuta. It is located in southwestern Bali, just minutes from the airport.

Kuta is one of the world's most famous beaches. It first attracted western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sand beach.

Kuta is the center of night life activities. Kuta has a shopping mecca, with its lines of shops, boutiques and galleries. Restaurants line up the streets as well as the beach front hotels, ranging from small, inexpensive home stay to luxurious resort. There are many night clubs along Legian Street and Kuta Beach Street. The busiest time for all night clubs are around from 22:00 and will close until down.

4. Strategy : Translation Strategy

5. Learning Procedures

- Explain about descriptive text
- Every student given a descriptive text consist of some paragraph
- Researcher reads the descriptive text

•

- Researcher asks students to read the descriptive text one by one
- Researcher translates the difficult words in the text
- Students answer the question about descriptive text

6. Evaluation

a. Form of test : Multiple choice

Appendix 3

Instrument Test Pre Test before Testing Validity Choose one the correct answer of each following question!

This text for question 1-3

SINGAPORE

Singapore is a city state; it is a city but it is also a state. It is republic. Along with Indonesia; Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South-East Asian Nation.

Like Indonesia, Singapore is a country of "Bhinneka Tunggal Ika." Chinese, Malays, Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Koreans, Thais and Arabs also live on that tiny island. Singapore is sometimes called" instant Asia" because you can see varieties of customs, cultures, and foods of nearly all Asia in Singapore.

- 1. What is the main idea of first paragraph?
 - a. Singapore as a nation
 - b. Singapore as a city state
 - c. Singapore is one of a member ASEAN
 - d. Singapore is a republic
- 2. Why is Singapore called as instant Asia?
 - a. Because Brunei, Indians make up its citizen
 - b. Because Chinese, Thais and Arabs live on that tiny island
 - c. Because people can see varieties of customs, culture and foods there.
 - d. Because Eurasians and Philippines make up citizen
- 3. "..... Koreans, Thais and Arabs live on that <u>tiny</u> island." (paragraph 2) The underlined word may be replaced by "very...."
 - a. Cute
 - b. Small
 - c. Narrow
 - d. Huge

This text for question 4 to 11

PARIS CITY

Paris is the capital of France. Paris is the largest city in France and the centre of France commerce. It is financial and industry. Paris is the centre of the world's fashion and mode, and one of the famous cities in the world.

Paris lines both banks of the seine river about 90 miles from the English Channel. It stands in the centre of the Paris Basin. The highest land area in Paris is Montmartre, a famous hill in the northern section of Paris. There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre dame. However, the most famous landmark in this city must be Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the seine river about two thousand years ago. This island is called Ile de la cite. It is where Notre dame located. Today around eight million people live in the Paris area.

- 4. From the second paragraph, can be concluded that.....
 - a. Paris is a big city
 - b. Paris is beautiful city
 - c. Paris has some famous building
 - d. Paris is riches city
- 5. The third paragraph tells about.....
 - a. The Paris city
 - b. The origin name of Paris
 - c. The location of the Notre Dame
 - d. A village built in thousand years ago
- 6. Why is Paris called as famous city in the world?
 - a. Because it is the capital of France
 - b. Because it an international fashion
 - c. Because Paris has some famous building, Eiffel Tower
 - d. Because Paris has famous university
- 7. The highest land area in Paris is.....
 - a. The Seine River
 - b. A famous hill in the northern section which is Monmarte
 - c. The Cathedral of Notre Dame
 - d. Island in the Notre Dame
- 8. What is the most famous who people known in Paris?
 - a. Pisa tower
 - b. Eiffel tower
 - c. Tajmahal
 - d. Borobudur temple

- 9. In the last paragraph, what is the reason the city called as Paris?
 - a. Because Paris built by peoples called Parisii
 - b. Because Paris is the capital of France
 - c. Because two thousand years ago, Parisii built a small island
 - d. Because the president of Paris is parisii
- 10. What is the famous hill in the northern section of Paris?
 - a. Louvre
 - b. Notre dame
 - c. Montmartre
 - d. Seine river
- 11. There are many other <u>famous</u> places in Paris.(paragraph 2) The underline word can refer to....
 - a. Wonder
 - b. Popularly
 - c. Beautiful
 - d. Miracle

This text for question 12 to18

GOLD

Gold is a precious metal. Gold is used as ornaments or as money.

Gold is found in many place, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on the bottom of the rivers. The gold is found together with sand and rocks, and must be separate from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern processes for removing gold from rocks. Gold will be priced forever because it is beautiful, rare and useful.

12. Gold will be priced forever because it is beautiful.

The antonym of beautiful is.....

- a. Useful
- b. Unnecessary
- c. Bad
- d. Beautiful

13. Where are we can find the gold?

- a. In the rock
- b. In bottom of rivers
- c. In sands
- d. In mountain

14. "It will be <u>priced</u> forever because....." (paragraph 4)

The means of underline word similarity with.....

- a. Unnecessary
- b. Worthless
- c. Valuable
- d. Beautiful
- 15. The second paragraph talking about...
 - a. Previous metal
 - b. Gold
 - c. Place of gold found
 - d. Function of gold
- 16. What can people make from gold?
 - a. Coin, shoes, clothes
 - b. Rings, coin, and necklace
 - c. Rings, necklace and hand phone
 - d. Rings, coin and umbrella
- 17. What is the reason that gold will be priced?
 - a. Because gold is unnecessary and rare
 - b. Because gold is beautiful, rare, and useful
 - c. Because gold is very useful
 - d. Because gold is very rare
- 18. From the text above, we can conclude that....
 - a. Gold is very worthless very
 - b. Gold is very priced
 - c. Gold is a very eye-catching
 - d. Gold is very interesting

This text for question 19-21

BALI

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

- 19. The last paragraph is talking about...
 - a. The most important industry in Bali
 - b. The most popular thing in Bali
 - c. The location of Bali
 - d. Beautiful mountains in Bali

20. From the paragraph above, can be concluded that.....

- a. Bali is interesting place for recreation
- b. Culture and nature
- c. Bali is place of recreation of tourists
- d. Wood crafting and painting
- 21. ,,,," to shop for <u>inexpensive</u>,,,,,"

The synonym of the underlined word is.....

- a. Cheap
- b. Expensive
- c. In cheap
- d. Cost

This text for item no. 22 - 25

DORAEMON

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future.

The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, . He always helps Nobita.

22. Doraemon always help Nobita,

So it can conclude that..... (paragraph 3).

- a. Doraemon is a good robotic cat
- b. Doraemon is a bad cat.
- c. Nobita is friend of Doraemon
- d. Doraemon is friendly

23. Who is Doraemon?

- a. Doraemon is friend of Nobita
- b. Doraemon is a doll
- c. Doraemon is enemy of Nobita
- d. Doraemon is a robotic cat

- 24. Who is the created of Doraemon?
 - a. Fujiko Fujio
 - b. Aoyama Gosho
 - c. Holmes
 - d. Hatori
- 25. What does the text mainly talk about?
 - a. Fujiko Fujio
 - b. Robotic cats
 - c. Nobita
 - d. Doraemon

Appendix 4

Instrument Test Post Test before Testing Validity Choose one the correct answer of each following question!

This text for question 1 to 3

KEDIRI

Kediri is a name of a town. It is situated in avalley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the centerof the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

- 1. What does the main idea of first paragraph?
 - a. The famous products of Kediri
 - b. The history of Kediri
 - c. The description of Kediri
 - d. The people of Kediri
- 2. Why does Kediri called as a chily town by the locals?
 - a. Because Kediri is famous for products like cigarettes
 - b. Because there is a large hill which is called the Dathok mountain
 - c. Because of the topography of the region
 - d. Because most of the local people work in the factory
- 3. "<u>Those</u> who do not work here...."(Last sentence)
 - The underlined word refers to....
 - a. the factory workers
 - b. the local people
 - c. the farmers
 - d. the traders

This text for question 4 to 6

KUTA BEACH

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visiting Bali do not forget to spend their time in Kuta. It is located in southwestern Bali, just minutes from the airport.

Kuta is one of the world's most famous beaches. It first attracted western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sand beach.

Kuta is the center of night life activities. Kuta has a shopping mecca, with its lines of shops, boutiques and galleries. Restaurants line up the streets as well as the beach front hotels, ranging from small, inexpensive home stay to luxurious resort. There are many night clubs along Legian Street and Kuta Beach Street. The busiest time for all night clubs are around from 22:00 and will close until down.

- 4. The main idea of the third paragraph is....
 - a. Restaurants lne up the streets as well the beach front hotels
 - b. Kuta is the center of night life activities
 - c. There are many night clubs along Legian street and Kuta beach street
 - d. The busiest time for all night club
- 5. The first paragraph tells about.....
 - a. Kuta is the center of night activities
 - b. Kuta has a shopping mecca
 - c. Kuta is the exciting tourist area
 - d. Kuta beach street
- 6. Most tourists visiting Bali do not forget to spend their time in Kuta From the sentence above, it can conclude that.....
 - a. Kuta is the best city
 - b. Kuta is the best beach
 - c. Kuta is one of the beautiful place and attractive
 - d. Kuta is famous

This text for question 7-9

BEST FRIEND

Ayu Lestari has been my close friend for one year. I first met her in MA YPKS Padangsidimpuan. I asked her where is her boarding. We've been friends ever since.

Ayu is quite good-looking. She's not very fat, and not very tall, with olive skin and straight dark hair. Like many people, he has a great sense of style, so she always looks well dressed even in casual clothes.

Ayu has some hobbies. Those are singing, cooking, travelling and swimming. She goes to swimming pool every Sunday and she always cooks fried rice when I come to her

boarding. All in all, I'm glad to have Ayu as my friend. It's a pleasure to be with her and I really enjoy her family. I'm sure; we'll always be close friends.

- 7. The word <u>close friend</u> in paragraph one has same meaning with...
 - a. just friend
 - b. classmate
 - c. friend forever
 - d. best friend
- 8. What is the main idea of the last paragraph?
 - a. Ayu likes swimming
 - b. She goes to swimming pool
 - c. The hobby of Ayu
 - d. Ayu love her hobbies
- 9. Who is Ayu Lestari?
 - a. Ayu is my friend
 - b. Ayu is my best friend
 - c. Ayu is my sister
 - d. Ayu is my young sister

This text for question 10 to 14

RAFFLESIA ARNOLDI

Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It can be an almost extinct plan that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle.

10. Why is name of the rare plant called as Rafflesia Arnoldi?

- a. because the plant is very big
- b. because the plant found in Raffelsia
- c. because the founder of the plant is sir Raffles Arnoldi
- d. because the people like sir Raffles Arnoldi
- 11. "It is tremendous and high. It can be four meters height." (line 3)From the sentence, we can conclude that....
 - a. Rafflesia Arnoldi is a rare flower
 - b. Rafflesia Arnoldi is one of giant flower/ plant in Indonesia
 - c. Rafflesia Arnoldi is one of beautiful flower
 - d. Rafflesia is one of small flower

- 12. What is the main idea of the paragraph?
 - a. Rafflesia Arnoldi is found in Bengkulu.
 - b. Rafflesia Arnoldi is a big flower.
 - c. Rafflesia Arnoldi is one of the rare plants in Indonesia.
 - d. Rafflesia Arnoldi is found in the jungle
- 13. Where are we can find Rafflesia Arnodi?
 - a. in Medan
 - b. in Bengkulu
 - c. in Jambi
 - d. in Indonesia
- 14. ..." one of the <u>rare</u> plants in Indonesia. (line 1)

What is the synonym of the underlined word?

- a. wild
- b. usual
- c. scarce
- d. extinct

This text for question no. 15 - 18

BOROBUDUR TEMPLE

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Location of Borobudur is in Magelang, Central Java Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

15. Where is the location of Borobudur temple?

- a. In Medan
- b. In Semarang
- c. In Magelang
- d. In Bandung

16. When Borobudur was built?

- a. In 1991
- b. In ninth century

- c. On May in 987 Masehi
- d. In eighth century
- 17. It was built under Sailendra dynasty of ancient Mataram kingdom.

The underlined word can refer to.....

- a. Borobudur temple
- b. Magelang
- c. Cambodia
- d. Temple of Angkor
- 18. When Borobudur is rededicated as an Indonesian monument
 - a. In 2014
 - b. In 1983
 - c. In 1990
 - d. In 1893

This text for item no. 19-22

MA YPKS

Maya study at MA YPKS Padangsidimpuan. The school is clean, and the air around MA YPKS is refreshing because it is far from the road, near with rice field, there are trees and flowers. There is a mosque, canteen, room of computer, room of multimedia, room of table tennis and a boarding. MA YPKS has a field of badminton and volley ball. She is happy to study there.

19. The school is <u>clean</u>

The antonym of the underlined word is.....

- a. Clear
- b. Brightness
- c. Pure
- d. Dirty

20. Why is the air around MA YPKS refreshing?

- a. Because MA YPKS far from the road and near with rice field, there are trees and flowers
- b. Because there are many flowers
- c. Because there are many trees because
- d. MA YPKS is near from the road
- 21. From text above, it can be concluded that condition in MA YPKS is.....
 - a. Busy
 - b. Calm
 - c. Noisy
 - d. Cruel

- 22. Why Maya is happy to study at MA YPKS?
 - a. Because the school is very big
 - b. Because the school is far from the pollution
 - c. Because the school is a favorite school in Padangsidimpuan
 - d. Because the school is beautiful

This text for question no. 23 - 25

ELEPHANT

An elephant is one of animal in Sumatra. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusk and above all its has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand.

An elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

23. From the first paragraph, can be concluded that

- a. Elephant is a largest and strongest animal
- b. Elephant is a shortest animal
- c. Elephant is a weak animal
- d. Elephant is a stupid animal
- 24. "The trunk is the elephant's <u>peculiar</u> feature...."(paragraph 2)

The underlined word is similar meaning with

- a. strong
- b. strange
- c. cute
- d. smooth

25. The third paragraph is mainly about the fact that...

- a. elephants are strong
- b. elephants can lift logs
- c. elephant are very useful
- d. elephant must be trained

Appendix 5

Instrument Test Pre Test after Testing Validity Choose one the correct answer of each following question!

This text for question 1-2

SINGAPORE

Singapore is a city state; it is a city but it is also a state. It is republic. Along with Indonesia; Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South-East Asian Nation.

Like Indonesia, Singapore is a country of "Bhinneka Tunggal Ika." Chinese, Malays, Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Koreans, Thais and Arabs also live on that tiny island. Singapore is sometimes called" instant Asia" because you can see varieties of customs, cultures, and foods of nearly all Asia in Singapore.

- 1. What is the main idea of first paragraph?
 - a. Singapore as a nation
 - b. Singapore as a city state
 - c. Singapore is one of a member ASEAN
 - d. Singapore is a republic
- 2. Why is Singapore called as instant Asia?
 - a. Because Brunei, Indians make up its citizen
 - b. Because Chinese, Thais and Arabs live on that tiny island
 - c. Because people can see varieties of customs, culture and foods there.
 - d. Because Eurasians and Philippines make up citizen

This text for question 3 to 8

PARIS CITY

Paris is the capital of France. Paris is the largest city in France and the centre of France commerce. It is financial and industry. Paris is the centre of the world's fashion and mode, and one of the famous cities in the world.

Paris lines both banks of the seine river about 90 miles from the English Channel. It stands in the centre of the Paris Basin. The highest land area in Paris is Montmartre, a famous hill in the northern section of Paris. There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre dame. However, the most famous landmark in this city must be Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the seine river about two thousand years ago. This island is called Ile de la cite. It is where Notre dame located. Today around eight million people live in the Paris area.

- 3. The third paragraph tells about.....
 - a. The Paris city
 - b. The origin name of Paris
 - c. The location of the Notre Dame
 - d. A village built in thousand years ago
- 4. The highest land area in Paris is.....
 - a. The Seine River
 - b. A famous hill in the northern section which is Monmarte
 - c. The Cathedral of Notre Dame
 - d. Island in the Notre Dame
- 5. What is the most famous who people known in Paris?
 - a. Pisa tower
 - b. Eiffel tower
 - c. Tajmahal
 - d. Borobudur temple
- 6. In the last paragraph, what is the reason the city called as Paris?
 - a. Because Paris built by peoples called Parisii
 - b. Because Paris is the capital of France
 - c. Because two thousand years ago, Parisii built a small island
 - d. Because the president of Paris is parisii
- 7. What is the famous hill in the northern section of Paris?
 - a. Louvre
 - b. Notre dame
 - c. Montmartre
 - d. Seine river
- 8. There are many other <u>famous</u> places in Paris.(paragraph 2) The underline word can refer to....
 - a. Wonder
 - b. Popularly
 - c. Beautiful
 - d. Miracle

GOLD

Gold is a precious metal. Gold is used as ornaments or as money.

Gold is found in many place, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on the bottom of the rivers. The gold is found together with sand and rocks, and must be separate from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern processes for removing gold from rocks. Gold will be priced forever because it is beautiful, rare and useful.

9. Gold will be priced forever because it is beautiful.

The antonym of beautiful is.....

- a. Useful
- b. Unnecessary
- c. Bad
- d. Beautiful
- 10. Where are we can find the gold?
 - a. In the rock
 - b. In bottom of rivers
 - c. In sands
 - d. In mountain
- 11. "It will be <u>priced</u> forever because....." (paragraph 4)

The means of underline word similarity with.....

- a. Unnecessary
- b. Worthless
- c. Valuable
- d. Beautiful
- 12. The second paragraph talking about...
 - a. Previous metal
 - b. Gold
 - c. Place of gold found
 - d. Function of gold
- 13. What can people make from gold?
 - a. Coin, shoes, clothes
 - b. Rings, coin, and necklace
 - c. Rings, necklace and hand phone
 - d. Rings, coin and umbrella

14. From the text above, we can conclude that....

- a. Gold is very worthless very
- b. Gold is very priced
- c. Gold is a very eye-catching
- d. Gold is very interesting

This text for question 15-17

BALI

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts. 15. The last paragraph is talking about...

- a. The most important industry in Bali
- b. The most popular thing in Bali
- c. The location of Bali
- d. Beautiful mountains in Bali

16. From the paragraph above, can be concluded that.....

- a. Bali is interesting place for recreation
- b. Culture and nature
- c. Bali is place of recreation of tourists
- d. Wood crafting and painting

17. ,,,," to shop for <u>inexpensive</u>,,,,,"

The synonym of the underlined word is.....

- a. Cheap
- b. Expensive
- c. In cheap
- d. Cost

This text for item no. 18 - 20

DORAEMON

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, . He always helps Nobita.

18. Doraemon always help Nobita,

So it can conclude that..... (paragraph 3).

- a. Doraemon is a good robotic cat
- b. Doraemon is a bad cat.
- c. Nobita is friend of Doraemon
- d. Doraemon is friendly
- 19. Who is Doraemon?
 - a. Doraemon is friend of Nobita
 - b. Doraemon is a doll
 - c. Doraemon is enemy of Nobita
 - d. Doraemon is a robotic cat
- 20. Who is the created of Doraemon?
 - a. Fujiko Fujio
 - b. Aoyama Gosho
 - c. Holmes
 - d. Hatori

Appendix 6

Instrument Test Post Test after Testing Validity Choose one the correct answer of each following question!

This text for question 1 to 3

KEDIRI

Kediri is a name of a town. It is situated in avalley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the centerof the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

- 1. What does the main idea of first paragraph?
 - a. The famous products of Kediri
 - b. The history of Kediri
 - c. The description of Kediri
 - d. The people of Kediri
- 2. Why does Kediri called as a chily town by the locals?
 - a. Because Kediri is famous for products like cigarettes
 - b. Because there is a large hill which is called the Dathok mountain
 - c. Because of the topography of the region
 - d. Because most of the local people work in the factory
- 3. "<u>Those</u> who do not work here...."(Last sentence)

The underlined word refers to....

- a. the factory workers
- b. the local people
- c. the farmers
- d. the traders
This text for question 4 to 5

KUTA BEACH

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visiting Bali do not forget to spend their time in Kuta. It is located in southwestern Bali, just minutes from the airport.

Kuta is one of the world's most famous beaches. It first attracted western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sand beach.

Kuta is the center of night life activities. Kuta has a shopping mecca, with its lines of shops, boutiques and galleries. Restaurants line up the streets as well as the beach front hotels, ranging from small, inexpensive home stay to luxurious resort. There are many night clubs along Legian Street and Kuta Beach Street. The busiest time for all night clubs are around from 22:00 and will close until down.

- 4. The main idea of the third paragraph is....
 - a. Restaurants lne up the streets as well the beach front hotels
 - b. Kuta is the center of night life activities
 - c. There are many night clubs along Legian street and Kuta beach street
 - d. The busiest time for all night club
- 5. Most tourists visiting Bali do not forget to spend their time in Kuta From the sentence above, it can conclude that.....
 - a. Kuta is the best city
 - b. Kuta is the best beach
 - c. Kuta is one of the beautiful place and attractive
 - d. Kuta is famous

This text for question 6-8

BEST FRIEND

Ayu Lestari has been my close friend for one year. I first met her in MA YPKS Padangsidimpuan. I asked her where is her boarding. We've been friends ever since.

Ayu is quite good-looking. She's not very fat, and not very tall, with olive skin and straight dark hair. Like many people, he has a great sense of style, so she always looks well dressed even in casual clothes.

Ayu has some hobbies. Those are singing, cooking, travelling and swimming. She goes to swimming pool every Sunday and she always cooks fried rice when I come to her boarding. All in all, I'm glad to have Ayu as my friend. It's a pleasure to be with her and I really enjoy her family. I'm sure; we'll always be close friends.

- 6. The word <u>close friend</u> in paragraph one has same meaning with...
 - a. just friend
 - b. classmate
 - c. friend forever
 - d. best friend
- 7. What is the main idea of the last paragraph?
 - a. Ayu likes swimming
 - b. She goes to swimming pool
 - c. The hobby of Ayu
 - d. Ayu love her hobbies
- 8. Who is Ayu Lestari?
 - a. Ayu is my friend
 - b. Ayu is my best friend
 - c. Ayu is my sister
 - d. Ayu is my young sister

This text for question 9 to 11

RAFFLESIA ARNOLDI

Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It can be an almost extinct plan that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle.

- 9. Why is name of the rare plant called as Rafflesia Arnoldi?
 - a. because the plant is very big
 - b. because the plant found in Raffelsia
 - c. because the founder of the plant is sir Raffles Arnoldi
 - d. because the people like sir Raffles Arnoldi
- 10. "It is tremendous and high. It can be four meters height." (line 3)From the sentence, we can conclude that....
 - a. Rafflesia Arnoldi is a rare flower
 - b. Rafflesia Arnoldi is one of giant flower/ plant in Indonesia
 - c. Rafflesia Arnoldi is one of beautiful flower
 - d. Rafflesia is one of small flower
- 11. What is the main idea of the paragraph?
 - a. Rafflesia Arnoldi is found in Bengkulu.
 - b. Rafflesia Arnoldi is a big flower.
 - c. Rafflesia Arnoldi is one of the rare plants in Indonesia.
 - d. Rafflesia Arnoldi is found in the jungle

This text for question no. 12 - 14

BOROBUDUR TEMPLE

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Location of Borobudur is in Magelang, Central Java Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

12. Where is the location of Borobudur temple?

- a. In Medan
- b. In Semarang
- c. In Magelang
- d. In Bandung
- 13. When Borobudur was built?
 - a. In 1991
 - b. In ninth century
 - c. On May in 987 Masehi
 - d. In eighth century
- 14. When Borobudur is rededicated as an Indonesian monument
 - a. In 2014
 - b. In 1983
 - c. In 1990
 - d. In 1893

MA YPKS

Maya study at MA YPKS Padangsidimpuan. The school is clean, and the air around MA YPKS is refreshing because it is far from the road, near with rice field, there are trees and flowers. There is a mosque, canteen, room of computer, room of multimedia, room of table tennis and a boarding. MA YPKS has a field of badminton and volley ball. She is happy to study there.

15. The school is <u>clean</u>

The antonym of the underlined word is.....

- a. Clear
- b. Brightness
- c. Pure
- d. Dirty
- 16. Why is the air around MA YPKS refreshing?
 - a. Because MA YPKS far from the road and near with rice field, there are trees and flowers
 - b. Because there are many flowers
 - c. Because there are many trees because
 - d. MA YPKS is near from the road
- 17. From text above, it can be concluded that condition in MA YPKS is.....
 - a. Busy
 - b. Calm
 - c. Noisy
 - d. Cruel
- 18. Why Maya is happy to study at MA YPKS?
 - a. Because the school is very big
 - b. Because the school is far from the pollution
 - c. Because the school is a favorite school in Padangsidimpuan
 - d. Because the school is beautiful

This text for question no. 19 - 20

ELEPHANT

An elephant is one of animal in Sumatra. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusk and above all its has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand.

An elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

19. From the first paragraph, can be concluded that

- a. Elephant is a largest and strongest animal
- b. Elephant is a shortest animal
- c. Elephant is a weak animal
- d. Elephant is a stupid animal
- 20. "The trunk is the elephant's <u>peculiar</u> feature...."(paragraph 2) The underlined word is similar meaning with
 - a. strong
 - b. strange
 - c. cute
 - d. smooth

KEY ANSWER

Pre Test Before Validity

Post Test Before Validity

1. B 11. C 21. A 1. B 11. B 21. Z 2. B 12. C 22. A 2. C 12. C 22. Z 3. C 13. B 23. D 3. B 13. B 23. Z 4. C 14. C 24. A 4. B 14. A 24. Z 5. B 15. C 25. D 5. C 15. C 25. Z 6. A 16. B 6. C 16. B Z 7. B 17. B 7. D 17. A 8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A						
2. B 12. C 22. A 2. C 12. C 22. A 3. C 13. B 23. D 3. B 13. B 23. A 4. C 14. C 24. A 4. B 14. A 24. A 5. B 15. C 25. D 5. C 15. C 25. C 6. A 16. B 6. C 16. B 7. B 17. B 7. D 17. A 8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	1. B	11. C	21. A	1. B	11. B	21. B
3. C 13. B 23. D 3. B 13. B 23. J 4. C 14. C 24. A 4. B 14. A 24. J 5. B 15. C 25. D 5. C 15. C 25. J 6. A 16. B 6. C 16. B J 7. B 17. B 7. D 17. A 8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	2. B	12. C	22. A	2. C	12. C	22. B
4. C 14. C 24. A 4. B 14. A 24. A 5. B 15. C 25. D 5. C 15. C 25. C 6. A 16. B 6. C 16. B 6. C 16. B 7. B 17. B 7. D 17. A 8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	3. C	13. B	23. D	3. B	13. B	23. A
5. B 15. C 25. D 5. C 15. C 25. C 6. A 16. B 6. C 16. B 7. B 17. B 7. D 17. A 8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	4. C	14. C	24. A	4. B	14. A	24. B
6. A16. B6. C16. B7. B17. B7. D17. A8. B18. B8. C18. B9. A19. C9. B19. D10. C20. A10. C20. A	5. B	15. C	25. D	5. C	15. C	25. C
7. B17. B7. D17. A8. B18. B8. C18. B9. A19. C9. B19. D10. C20. A10. C20. A	6. A	16. B		6. C	16. B	
8. B 18. B 8. C 18. B 9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	7. B	17. B		7. D	17. A	
9. A 19. C 9. B 19. D 10. C 20. A 10. C 20. A	8. B	18. B		8. C	18. B	
10. C 20. A 10. C 20. A	9. A	19. C		9. B	19. D	
	10. C	20. A		10. C	20. A	

Pre Test After Validity

Post Test After Validity

1.	В	11. C	1. B	11. C
2.	В	12. C	2. C	12. B
3.	В	13. B	3. B	13. B
4.	В	14. C	4. B	14. B
5.	В	15. C	5. C	15. D
6.	А	16. A	6. D	16. A
7.	С	17. A	7. C	17. B
8.	С	18. A	8. B	18. B
9.	С	19. D	9. C	19. A
10.	В	20. A	10. B	20. B

TABLEVALIDITYOFPRETEST

ю	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	?Y	?¥
1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	17	289
2	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	19	361
3	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	1	0	18	324
4	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	15	225
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	20	400
6	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	18	324
7	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	21	441
8	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	19	361
9	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	20	400
10	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	17	289
11	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	14	196
12	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	0	1	1	1	16	256
B	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	15	225
14	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	17	289
15	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	0	0	1	0	16	256
16	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	18	324
17	0	0	1	1	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	17	289
18	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	9	81
19	0	1	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	0	14	196
20	0	0	1	1	1	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	1	B	169
21	0	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	12	144
22	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	1	14	196
23	0	0	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	1	1	0	1	12	144
24	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	22	484
25	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	17	289
26	1	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	16	256
27	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	20	400
28	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	12	144
?X	16	20	B	23	20	24	20	20	20	24	13	19	20	20	17	19	19	19	25	11	12	11	19	19	15	458	7752
?¥	16	20	ß	23	20	24	20	20	20	24	13	19	20	20	17	19	19	19	25	11	12	11	19	19	15		
(?X)²	256	400	169	529	400	576	400	400	400	576	169	361	400	400	289	361	361	361	625	121	144	121	361	361	225		
rc	0385	0.38	0.12	0.05	0.38	0.11	0.67	0.46	0.41	0.38	0.45	0.43	041	0.56	038	0.38	017	0.43	0.45	0.45	0.46	0.38	0.43	0.43	029		
St	V	V	TV	TV	V	TV	V	V	V	V	V	V	V	V	V	v	TV	V	V	v	V	v	V	v	TV		

THE CALCULATION OF VALIDITY PRE TEST

Example for item number 1

No.	Х	X^2	Y	Y^2	X.Y
Res					
1	1	1	17	289	17
2	0	0	19	361	0
3	1	1	18	324	18
4	1	1	15	225	15
5	1	1	20	400	20
6	1	1	18	324	18
7	1	1	21	441	21
8	0	0	19	361	0
9	1	1	20	400	20
10	0	0	17	289	17
11	0	0	14	196	0
12	1	1	16	256	16
13	1	1	15	225	15
14	1	1	17	289	17
15	1	1	16	256	16
16	1	1	18	324	18
17	0	0	17	289	0
18	1	1	9	81	9
19	0	0	14	196	0
20	0	0	13	169	0
21	0	0	12	144	0
22	0	0	14	196	0
23	0	0	12	144	0
24	1	1	22	484	22
25	0	0	17	289	0

26	1	1	16	256	16
27	1	1	20	400	20
28	0	0	12	144	0
Total	16		458		
	$\left(\sum x\right)^2 = 256$	$\sum x^2 = 16$	$(\sum y)^2 = 209764$	(∑y ²)= 7752	$\sum xy = 421$

 $\sum x = 16 \qquad \sum y = 458 \\ (\sum x)^2 = 256 \qquad (\sum y)^2 = 209764 \\ N = 28 \qquad \sum xy = 278 \\ (\sum y^2) = 7752$

By using the formula of Pearson r, so:

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

$$r_{xy} = \frac{28(278) - 16(458)}{\sqrt{28.16 - (256)}(28.7752) - (209764)}}$$

$$r_{xy} = \frac{7784 - 7328}{\sqrt{192}(217056) - (209764)}}$$

$$r_{xy} = \frac{456}{\sqrt{192}(7292)}$$

$$r_{xy} = \frac{456}{\sqrt{1400064}}$$

$$r_{xy} = \frac{456}{1183.2}$$

$$r_{xy} = 0.385$$
So that, r_{count} = 0.385 $n = 28$ $\alpha = 0.05$ r_{table} = 0.374.

Because $r_{count} > r_{table}$, that is 0. 38> 0.374 so, item number 1 is valid.

Number item	Correlation	r _{table}	Criterion
of question	coefficient r _{count}		
1	0.38		Valid
2	0.38	-	Valid
3	0.12		Invalid
4	0.26		Invalid
5	0.38		Valid
6	0.24		Invalid
7	0.67		Valid
8	0.46		Valid
9	0.41		Valid
10	0.48		Valid
11	0.56	At the 5%	Valid
12	0.43	significance level	Valid
13	0.41	(0.374)	Valid
14	0.76		Valid
15	0.48		Valid
16	0.38		Valid
17	0.17		Invalid
18	0.42		Valid
19	0.45		Valid
20	0.45		Valid
21	0.55		Valid
22	0.38	1	Valid
23	0.52	1	Valid
24	0.43	1	Valid
25	0.31	1	Invalid

From the result test of instrument the research, can be concluded that:

TABLE OF RELIABILITY

Appendix 10 PRE TEST

N 0 /	1	2	3	4	5	6	7	8	9	1 0	11	1 2	13	14	1 5	1 6	1 7	1 8	1 9	20	21	2 2	2 3	2 4	2 5	x	X 2
1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1 7	2 8 9
2	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	3 6 1
2	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	3
3	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	2 2
4	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	2	3 4 0
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0 3 2
6	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	8	4 4 4
7	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1 3 6
8	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	9	1 4 0
9	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0 2 8
0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	7	9
1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	4	9 6 2
1 2	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1 6	562
1 3	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1 5	25
1 4	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1 7	2 8 9
1 5	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1 6	2 5 6
1 6	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1 8	3 2 4
1 7	0	0	1	1	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1 7	2 8 9
1 8	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	9	8 1
1 9	0	1	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	0	1 4	1 4 4
2 0	0	0	1	1	1	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	1	1 3	1 6 9
2 1	0	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	0	1	0	0	1 2	1 4 4

PRE TEST RELIABILITY

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

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

From the table $k = 25$
 $\sum x = 458$
 $\sum x^2 = 7752$
 $\sum pq = 4.25$

$$\sum pq = 4.25$$

 $(\sum x)^2 = 209764$

So,

$$Vt = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$
$$= \frac{7752 - \frac{(458)^2}{28}}{28}$$
$$= \frac{7752 - 7491.5}{28}$$
$$= \frac{260.5}{28}$$
$$= 9.303$$

So that,

$$r_{11} = \left(\frac{k}{k-1}\right) \left(\frac{Vt - \sum pq}{Vt}\right)$$
$$= \left(\frac{25}{25-1}\right) \left(\frac{9.303 - 4.25}{9.303}\right)$$
$$= (1,041)(0.54)$$
$$= 0.565$$

 $r_{count}: 0.565 \quad \alpha = 0.05 \quad , \quad n = 28 \text{ and } r_{tabel} = 0.374.$

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

TABLE VALIDITY OF POST

TEST

N o	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	2 1	2 2	2 3	2 4	2 5	□ Y	□ Y 2
1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	2 0	4 0 0
2	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1 9	3 6 1
3	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	2 2	4 8 4
4	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	2 0	4 0 0
5	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1 7	2 8 9
6	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	1 7	2 8 9
7	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	2 2	4 8 4
8	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1 8	3 2 4
9	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1 5	2 2 5
1 0	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1 9	3 6 1
1 1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0	1 6	2 5 6
1 2	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1 9	3 6 1
1 3	1	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1 4	1 9 6

1 4	0	0	0	1	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1 3	1 6 9
1 5	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2 0	4 0 0
1 6	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1 5	2 2 5
1 7	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1 9	3 6 1
1 8	0	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	1 2	1 4 4
1 9	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1 5	2 2 5
2 0	0	0	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	0	1	1 2	1 4 4
2 1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1 7	2 8 9
2 2	1	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1 3	1 6 9
2 3	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1 6	2 5 6
2 4	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	2 3	5 2 9
2 5	0	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1 6	2 5 6
2 6	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	1 4	1 9 6
2 7	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	1 7	2 8 9
2 8	0	0	0	0	1	0	0	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1 2	1 4 4

		ĺ	ĺ		ĺ	ĺ																					8
																										4	2
	2	1	1	1	2	1	1	1	2	2	2	2	2	1	2	2	1	1	2	2	1	1	1	1	1	7	2
Х	0	8	7	7	3	9	6	9	1	0	3	0	1	7	0	1	8	9	3	0	9	5	8	7	6	2	6
Х	2	1	1	1	2	1	1	1	2	2	2	2	2	1	2	2	1	1	2	2	1	1	1	1	1		
2	0	8	7	7	3	9	6	9	1	0	3	0	1	7	0	1	8	9	3	0	9	5	8	7	6		
(
	4	3	2	2	5	3	2	3	4	4	5	4	4	2	4	4	3	3	5	4	3	2	3	2	2		
Х	0	2	8	8	2	6	5	6	4	0	2	0	4	8	0	4	2	6	2	0	6	2	2	8	5		
)2	0	4	9	9	9	1	6	1	1	0	9	0	1	9	0	1	4	1	9	0	1	5	4	9	6		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	•	•	•		•	•	•						•				•		•				•				
r	4	4	3	4	2	5	4	4	4	5	4	4	0	1	4	4	1	3	3	4	4	4	4	3	1		
c	0	2	8	5	0	6	2	6	5	0	2	8	8	6	5	7	5	8	9	2	6	1	2	8	9		
					Т								Т	Т			Т								Т		
St	V	V	V	v	V	V	V	v	v	v	v	v	V	v	v	v	V	v	V	v	v	v	V	v	v		

THE CALCULATION OF VALIDITY POST TEST

Example for item number 1

		2		2	
No.	X	X2	Y	Y ²	X.Y
Res					
1	1	1	20	400	20
2	1	1	19	361	19
3	1	1	22	484	22
4	1	1	20	400	20
5	1	1	17	289	17
6	1	1	17	289	17
7	0	0	21	441	0
8	1	1	18	324	18
9	1	1	15	225	15
10	1	1	19	361	19
11	0	0	16	256	0
12	1	1	19	361	19
13	1	1	14	196	14
14	0	0	13	169	13
15	1	1	20	400	20
16	1	1	15	225	15
17	1	1	19	361	19
18	0	0	12	144	0
19	1	1	15	225	15
20	0	0	12	144	0
21	1	1	17	289	17
22	1	1	13	169	13
23	0	0	16	256	0
24	1	1	23	529	23
25	0	0	16	256	0

26	1	1	14	196	14
27	1	1	17	289	17
28	0	0	12	144	0
Total	20		472		
	$\left(\sum x\right)^2 = 400$	$\sum x^2 = 20$	$(\sum y)^2 = 222784$	(∑y ²)= 8226	$\sum xy = 353$

$$(\sum x)^2 = 400$$
 $\sum x^2 = 20$
 $(\sum y)^2 = 222784$ $(\sum y^2) = 8226$
 $\sum xy = 353$ $\sum y = 472$
 $\sum x = 20$ $N = 28$

By using the formula of Pearson r, so:

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

$$r_{xy} = \frac{28(353) - 20(472)}{\sqrt{\{28.20 - 400\}} (28.8226) - (222784)\}}}$$

$$r_{xy} = \frac{9884 - 9440}{\sqrt{160} (230328) - (222784)\}}$$

$$r_{xy} = \frac{444}{\sqrt{160} (7544)}}$$

$$r_{xy} = \frac{444}{\sqrt{1207040}}$$

$$r_{xy} = \frac{444}{1098.6}$$

$$r_{xy} = 0.40$$

So that, $r_{count} = 0.40$ n = 28 $\alpha = 0.05$ $r_{table} = 0.374$. Because $r_{count} > r_{table}$, that is 0.40 > 0.374 so, item number 1 is valid.

Number item	Correlation	r _{table}	Criterion
of question	coefficient r _{count}		
1	0.40		Valid
2	0.42		Valid
3	0.38		Valid
4	0.45		Valid
5	0.20		Invalid
6	0.56		Valid
7	0.42		Valid
8	0.46		Valid
9	0.45		Valid
10	0.50		Valid
11	0.42	At the 5%	Valid
12	0.48	significance level	Valid
13	0.08	(0.374)	Invalid
14	0.16		Invalid
15	0.45		Valid
16	0.47		Valid
17	0.15		Invalid
18	0.38		Valid
19	0.39		Valid
20	0.42		Valid
21	0.46		Valid
22	0.41	1	Valid
23	0.42	1	Valid
24	0.38	1	Valid
25	0.19	1	Invalid

From the result test of instrument the research, can be concluded that:

Apartx14

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No	1	2	3	4	5	6	7	8	9	10	11	12	B	14	15	16	17	18	19	20	21	22	23	24	25	x	\mathbf{x}^2
1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	20	400
2	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	19	361
3	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	22	484
4	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	20	400
5	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	17	289
6	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	17	289
7	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	22	484
8	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	18	324
9	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	15	225
10	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	19	361
11	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	0	16	256
Ľ	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	19	361
B	1	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	14	196
14	0	0	0	1	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	1	0	1	1	B	169
Б	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
16	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	15	225
T	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	19	361
18	0	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	12	144
P	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	0	0	15	225
20	0	0	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	0	1	12	144
2	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	17	289
22	1	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	B	169
23	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	16	256
24	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	23	529
35	0	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	16	256
36	1	1	1	0	1	0	1	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	14	196
27	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	17	289
28	0	0	0	0	1	0	0	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	12	144
X	20	18	17	17	23	ß	16	19	21	20	23	20	21	17	20	21	18	19	23	20	19	15	18	17	16	472	8226
р с	071	064	060	060	0.82	067	057 0/P	067	075	071	082	071 079	075	060	071	075	064	067 022	082	071 072	067 072	053 015	064	060	057		
Ч pq	019	022	023	023	013	021	024	021	0.18	019	0B	019	0.18	023	019	018	022	021	0B	019	021	024	022	023	024	472	

POST TEST RELIABILITY

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

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

From the table k = 25

$$\sum x = 472$$
$$\sum x^2 = 8226$$
$$\sum pq = 4.72$$
$$(\sum x)^2 = 222784$$

So,

$$Vt = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$
$$= \frac{8226 - \frac{(472)^2}{28}}{28}$$
$$= \frac{8226 - 7956.5}{28}$$
$$= \frac{269.5}{28}$$
$$= 9.625$$

So that,

$$r_{11} = \left(\frac{k}{k-1}\right) \left(\frac{Vt - \sum pq}{Vt}\right)$$
$$= \left(\frac{25}{25-1}\right) \left(\frac{9,625 - 4,72}{9,625}\right)$$
$$= (1,041)(0,509)$$

= 0,530

 $r_{count}:0{,}530$, $\alpha=0{,}05$, n=28 and $r_{tabel}=$ 0,374.

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

The Score of Experimental Class

Number of Students	Pre test	Post test	Y 1	Y_{1}^{2}
1.	50	80	30	900
2.	35	65	30	900
3.	50	75	25	625
4.	35	65	30	900
5.	60	70	10	100
6.	65	85	20	400
7.	45	70	25	625
8.	50	75	25	625
9.	50	70	20	400
10.	45	75	30	900
11.	65	80	15	225
12.	70	90	20	400
13.	55	75	20	400
14.	50	75	25	625
15.	65	80	15	225
16.	45	90	45	2025
17.	45	70	25	625
18.	50	85	35	1225
19.	50	85	35	1225
20.	70	90	20	400
21.	65	80	15	225
22.	50	65	15	225
23.	60	85	25	625
24.	55	85	30	900
25.	70	95	25	625
26.	60	85	25	625

27.	50	85	35	1225
28.	70	95	25	625
Total	1540	2220	695	18825

The Score of Control Class

Number of students	Pre test	Post test	Y ₁	Y ₁ ²
1.	35	65	30	900
2.	50	60	10	100
3.	50	65	15	225
4.	45	75	30	900
5.	50	75	20	400
6.	50	70	20	400
7.	35	65	30	900
8.	45	75	30	900
9.	45	80	35	1225
10.	35	75	40	1600
11.	60	70	10	100
12.	35	65	30	900
13.	60	80	20	400
14.	65	70	5	25
15.	60	70	10	100
16.	35	70	40	1600
17.	45	65	15	225
18.	50	85	35	1225
19.	55	70	15	225
20.	50	60	10	100
21.	65	85	20	400
22.	55	70	15	225
23.	45	70	25	625
24.	45	60	15	225
25.	50	85	35	1225
26.	50	90	40	1600
27.	45	85	40	1600

28.	65	90	35	1225
Total	1375	2050	675	15825

THE PRE TEST OF EXPERIMENTAL CLASS

1. The score of experimental class in pre test from low to high score :

			-		-				
	35	35	45	45	45	45	50		
	50	50	50	50	50	50	50		
	50	55	55	60	60	60	65		
	65	65	65	70	70	70	70		
2.	High	= 70							
	Low	= 35							
	Range			= high	-low				
				= 70 -	35				
				= 35					
3.	Total o	of class		$= 1 + 3.3 \log n$					
				$= 1 + 3.3 \log 28$					
				= 1 + 3.3 (1.45)					
				= 1 + 4	4.78				
				= 5.78	, taken	6			
4.	Length	n of clas	SS	$=rac{range}{total of class}$					
				$=\frac{35}{6}$					
				= 5.8 (taken 6)			

5. Mean Score

Interval of class	Xi	fi	fi.Xi
35 - 40	37.5	2	75
41 – 46	43.5	4	174
47 - 52	49.5	9	445.5
53 - 58	55.5	2	111
59 - 64	61.5	3	184.5
65 - 70	67.5	8	540
Total		28	1530

Based on the table above is gotten mean as follow:

$$Mx = \frac{\Sigma f X}{N} = \frac{1530}{28}$$
$$= 54.64$$

6. Median

Me = Bp + i
$$\left(\frac{\frac{n}{2} - F}{fm}\right)$$

Me = $\frac{1}{2}n = \frac{1}{2}(28) = 14$
Bp = 46.5
fm = 9
F = 6
i = 6
n = 28
Me = Bp + i $\left(\frac{\frac{n}{2} - F}{fm}\right)$
= 46,5 + 6 $\left(\frac{14 - 6}{9}\right)$
= 46,5 + 5.28
= 51.78

7. Modus

Interval of Class	f	fk
35 - 40	2	2
41 - 46	4	6
47 - 52	9	15
53 - 58	2	17
59 - 64	3	20
65 – 70	8	28=N
Total	28	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 46.5$$

$$d_1 = 5$$

$$d_2 = 7$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$= 46.5 + \frac{5}{5+7} 6$$

$$= 46.5 + \frac{5}{12} 6$$

$$= 46.5 + 2.5$$

$$= 49$$

THE PRE TEST CONTROL CLASS

1. The score of control class from low score to high score as follow:

	35	35	35	35	35	45	45		
	45	45	45	45	45	50	50		
	50	50	50	50	50	50	55		
	55	60	60	60	65	65	65		
2.	High			= 65					
	Low			= 35					
	Range			= high	-low				
				= 65 -	35				
				= 30					
3.	Total o	of class		$= 1 + 3.3 \log n$					
				= 1 + 2	3.3 log 2	28			
				= 1 + 2	3.3 (1.4	5)			
				= 1 + 4	4.78				
				= 5.78, taken 6					
4.	Length	n of clas	SS	$=\frac{range}{total of class}$					
				$=\frac{30}{6}$					
				= 5					

5. Mean Score

Interval of Class	Xi	fi	<i>fi</i> .Xi
35 - 39	37	5	185
40 - 44	42	0	0
45 - 49	47	7	329

50 - 54	52	8	416
55 - 59	57	2	114
60 - 64	62	3	186
65 - 69	67	3	201
Total		28	1431

Based on the table above is gotten mean as follow:

$$Mx = \frac{\Sigma f X}{N} = \frac{1431}{28}$$
$$= 51.10$$

6. Median

$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$
$$Me = \frac{1}{2}n = \frac{1}{2}(28) = 14$$
$$Bp = 49.5$$
$$fm = 8$$
$$F = 20$$
$$i = 5$$
$$n = 28$$
$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$

$$= 49.5 + 5\left(\frac{14 - 20}{8}\right)$$
$$= 49.5 + 5(-0.75)$$
$$= 49.5 + (-3.75)$$
$$= 45.75$$

7. Modus

Interval of Class	f	fk
35 - 39	5	5
40 - 44	0	-
45 - 49	7	12
50 - 54	8	20
55 - 59	2	22
60 - 64	3	25
65 - 69	3	28=N
Total	28	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 49.5$$

$$d_1 = 1$$

$$d_2 = 6$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$= 49.5 + \frac{1}{1 + 6} 5$$

$$= 49.5 + \frac{1}{7} 5$$

$$= 49.5 + 0.14 (5)$$

$$= 50.2$$

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using 3H (Here, Hidden, in my Head) Strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$
$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the X1 class is:

Xi	Xi ²
50	2500
35	1225
50	2500
35	1225
60	3600
65	4225
45	2025
50	2500
50	2500
45	2025
65	4225
70	4900
55	3025
50	2500
65	4225
45	2025
45	2025
50	2500
50	2500
70	4900
65	4225

50	2500
60	3600
55	3025
70	4900
60	3600
50	2500
70	4900
1540	86400

$$\sum xi = 1540$$

$$\sum_{xi} 2 = 86400$$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$
$$\frac{28(86400) - (1540)^{2}}{28(28-1)}$$
$$= \frac{2419200 - 2371600}{28(27)}$$
$$= \frac{47600}{756}$$
$$= 62.96$$

B. Varian of the X2 class is

Xi	Xi ²
60	3600
75	5625
60	3600
75	5625
30	900
85	7225
50	2500
80	6400
80	6400
50	2500
25	625
60	3600
75	5625
75	5625
25	625
30	900
65	4225
65	4225
45	2025
30	900
30	900
75	5625
70	4900
70	4900
45	2025
75	5625
25	625
80	6400
75	5625
1685	109375

$\sum xi = 1685$

 $\sum_{xi} 2 = 109375$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$
$$\frac{29(109375) - (1685)^{2}}{29(29-1)}$$
$$= \frac{3171875 - 2839225}{29(28)}$$
$$= \frac{332650}{812}$$

C. Variant of the X3 class is:

Xi	Xi ²
35	1225
50	2500
50	2500
45	2025
50	2500
50	2500
35	1225
45	2025
45	2025
35	1225
60	3600
35	1225
60	3600
65	4225
60	3600
35	1225
45	2025
50	2500
55	3025
50	2500
65	4225
55	3025
45	2025
45	2025
------	-------
50	2500
50	2500
45	2025
65	4225
1375	69825

 $\sum xi = 1375$

 $\sum_{xi} 2 = 69825$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$
$$\frac{28(69825) - (1375)^{2}}{28(28-1)}$$
$$= \frac{1955100 - 1890625}{28(27)}$$
$$= \frac{64475}{756}$$

= 85.2

The Formula was used to test hypothesis was: 1. X1 and X2 :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{409.7}{62.96} = 6.50$$

After doing the calculation, researcher found that $F_{count} = 6.50$ with α 5 % and dk = 29 from the distribution list F, researcher found that $F_{table} = 1,699$, cause $F_{count} > F_{table}$ (6.50 > 1,697). So, there is difference the variant between the X1 class and X2 class. It means that the variant is not homogenous.

2. X1 and X3 :

$$F = \frac{The Biggest Variant}{The Smallest Variant}$$

So: F = $\frac{85.2}{62.96} = 1.35$

After doing the calculation, researcher found that $F_{count} = 1.35$ with α 5 % and dk = 28 from the distribution list F, researcher found that $F_{table} = 1,701$, cause $F_{count} < F_{table}$ (1.35< 1,701). So, there is no difference the variant between the X1 class and X3 class. It means that the variant is homogenous.

The Formula was used to test hypothesis was: 3. X2 and X3 :

$$F = \frac{The Biggest Variant}{The Smallest Variant}$$

So:

$$F = \frac{409.7}{85.2}$$

= 4.80

After doing the calculation, researcher found that $F_{count} = 4.80$ with α 5 % and dk = 28 from the distribution list F, researcher found that $F_{table} = 1.701$, cause $F_{count} > F_{table}$ (4.80> 1.701). So, there is difference the variant between the X2 class and X3 class. It means that the variant is not homogenous.

Appendix 20

THE POST TEST OF EXPERIMENTAL CLASS

1. The score of experiment class in post test from low to high score:

	65	65	65	70	70	70	70	
	75	75	75	75	75	80	80	
	80	80	85	85	85	85	85	
	85 85	90	90	90	95	95		
2.	High			= 95				
	Low			= 65				
	Range			= high	-low			
				= 95 -	65			
				= 30				
3.	Total o	of class		$= 1 + 3.3 \log n$				
				$= 1 + 3.3 \log 28$				
				= 1 + 3.3 (1.45)				
				= 1 + 4	4.78			
				= 5.78	, taken (6		
4.	Length of class			$=\frac{range}{total of class}$				
				$=\frac{30}{6}$				
				= 5				

5. Mean Score

Interval of class	Xi	fi	<i>fi</i> .Xi
65 - 69	67	3	201
70 - 74	72	4	288
75 – 79	77	5	385
80 - 84	82	4	328
85 - 89	87	7	609
90 - 94	92	3	276
95 – 99	97	2	194
Total		28	2281

Based on the table above is gotten mean as follow:

$$Mx = \frac{\Sigma f X}{N} = \frac{2281}{28}$$
$$= 81.46$$

6. Median

$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(28) = 14$$

$$Bp = 79.5$$

$$fm = 4$$

$$F = 12$$

$$i = 5$$

$$n = 28$$

$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$

$$= 79.5 + 5 \left(\frac{14 - 12}{4}\right)$$

$$= 79.5 + 5 (0.5)$$

$$= 79.5 + 2.5$$

$$= 82$$

7. Modus

Interval of Class	f	fk
65 - 69	3	3
70 - 74	4	7
75 - 79	5	12
80 - 84	4	16
85 - 89	7	23
90 - 94	3	26
95 - 99	2	28=N
Total	28	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 84.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$= 84.5 + \frac{3}{3 + 4} (5)$$

$$= 84.5 + \frac{3}{7} (5)$$

$$= 84.5 + 0.42 (5)$$

$$= 84.5 + 2.1$$

$$= 86.6$$

Appendix 21

THE POST TEST OF CONTROL CLASS

1. The score of post test in control class from low score to high score:

	60	60	60	60	65	65	65		
	65	65	70	70	70	70	70		
	75	75	75	75	75	80	80		
	80	85	85	85	85	90	90		
2.	High			= 65					
	Low			= 35					
	Range			= high $-$ low					
				= 90 - 60					
	Total of class			= 30					
3.				$= 1 + 3.3 \log n$					
				$= 1 + 3.3 \log 28$					
				= 1 +	3.3 (1.4	5)			
	Length of class			= 1 + 4.78					
				= 5.78, taken 6					
4.				$=rac{range}{total of class}$					
				$=\frac{30}{6}$					
				= 5					

5. Mean Score

Interval of Class	Xi	fi	<i>fi</i> .Xi
60 - 64	62	4	248
65 - 69	67	5	335
70 - 74	72	6	432

75 – 79	77	4	308
80 - 84	82	3	246
85 - 89	87	4	348
90 - 94	92	2	184
Total		28	2101

Based on the table above is gotten mean as follow:

$$Mx = \frac{\Sigma f X}{N} = \frac{2101}{28}$$
$$= 75$$

6. Median

$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(28) = 14$$

$$Bp = 69.5$$

$$fm = 6$$

$$F = 9$$

$$i = 5$$

$$n = 28$$

$$Me = Bp + i \left(\frac{\frac{n}{2} - F}{fm}\right)$$

$$= 69.5 + 5\left(\frac{14 - 9}{6}\right)$$

$$= 69.5 + 5(0.83)$$

$$= 69.5 + 4.15$$

$$= 73.65$$

7. Modus

Interval of Class	f	fk
60 - 64	4	4
65 - 69	5	9
70 - 74	6	15
75 – 79	4	19
80 - 84	3	22
85 - 89	4	26
90 - 94	2	28=N
Total	28	

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 69.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$= 69.5 + \frac{1}{1 + 2} (5)$$

$$= 69.5 + \frac{1}{3} (5)$$

$$= 69.5 + 0.33 (5)$$

$$= 71.15$$

Appendix 22

The Calculation of T – test

$$T-test = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right]} \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}$$
$$= \frac{27.08 - 23.44}{\sqrt{\left[\frac{15742 + -447.3}{28 + 28 - 2}\right]} \left[\frac{1}{28} + \frac{1}{28}\right]}$$
$$= \frac{3.64}{\sqrt{\left[\frac{11267}{54}\right]} \left[\frac{2}{28}\right]}$$
$$= \frac{3.64}{\sqrt{\left[20.9\right]} [0.07]}$$
$$= \frac{3.64}{\sqrt{1.463}}$$
$$= \frac{3.64}{1.20} = 3.03$$
$$d.k = (n_1 + n_2 - 2) = 28 + 28 - 2$$
$$= 56 - 2 = 54.$$

APPENDIX 23

Two Tail Test										
	0,50	0,20	0,10	0,05	0,02	0,01				
	One Tail Test									
dk	0,25	0,10	0, 005	0,025	0,01	0,05				
1	1,000	3,078	6,314	12,706	31,821	63,657				
2	0,816	1,886	2,920	4,303	6,965	9,925				
3	0,765	1,638	2,353	3,182	4,541	5,841				
4	0,741	1,533	2,132	2,776	3,747	4,604				
5	0,721	1,486	2,015	2,571	3,365	4,032				
6	0,718	1,440	1,943	2,447	3,143	3,707				
7	0,711	1,415	1,895	2,365	2,998	3,499				
8	0,706	1,397	1,860	2,306	2,896	3,355				
9	0,703	1,383	1,833	2,262	2,821	3,250				
10	0,700	1,372	1,812	2,228	2,764	3,165				
11	0,697	1,363	1,796	2,201	2,718	3,106				
12	0,695	1,356	1,782	2,178	2,681	3.055				
13	0,692	1,350	1,771	2,160	2,650	3.012				
14	0,691	1,345	1,761	2,145	2,624	2,977				
15	0,690	1,341	1,753	2,132	2,623	2,947				
16	0,689	1,337	1,746	2,120	2,583	2,921				
17	0,688	1,333	1,743	2,110	2,567	2,898				
18	0,688	1,330	1,740	2,101	2,552	2,878				
19	0,687	1,328	1,729	2,093	2,539	2,861				

Percentage Points of the t Distribution

20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Learning English is very important today, because English is an international language and it is everywhere, so people need to learn it. Science, news, theory, and many others can be learned from other countries. One thing that must be remembered is they use English. In English there are four skills that are listening, speaking, reading and writing. All of it is very important.

Reading is a receptive skill, it is transactional between a reader andwriter. Then, reading is an interactive process between a reader and a text. In the other hand, reading is the process cognition, interpretation and perception of a writer and printed material. Reading is very important to be learned, because from reading people can get some significance.

First, people can get information and it can add knowledge. For example, by reading newspaper and magazines people will get information about home and foreign affairs, science, arts, and many others. Second, activities of reading order our brain for thinking. When reading activities, the brain an automatic is thinking remembers and analyzes the information. The third, reading can improve the self confidence. People do not doubt to give information to other because they believe that what they say have reference.

Reading is one of important language skill that must study by student are studying language. Also, in education field reading is very important because some of learning material that is learned is in the term of text. By reading, the students can catch the ideas from the text which they have been read. Through reading, students can get many advantages, for example: students can improve their knowledge and getting new idea by understanding a text what they have read. Reading is not easy learning activities and also is not very difficult.

Based on the explanation above, it means that reading is necessary for everybody, especially students. However, reading is problematic at MA YPKS in aspect comprehending. Students feel reading activities is difficult because they do not understand the content of the text. So that, they difficult to find the important information such as main idea, supporting and conclusion of the text. In other case, when teacher order the students for answering a question based on text, they will translate the text and the question word by word using dictionary.¹

Researcher also got information from students that they do not understand about main idea, supporting sentence and conclusion of the text.² The teacher's English said that their reading activity in class is teacher read a text, students listen their teacher. Teacher order students to read the text one by one then, teacher translate the difficult words. After it, students answer the question based on text. If students find difficult word in the question, they will use dictionary.³

Using dictionary is one bad technique, because it wasting time. Also, they

¹Interviewing to Afrida, English Teacher, (Jln. Sutan Soripada Mulia: MA YPKS Padangsidimpuan), February 04th, 2014 at 10.30 a.m.

²Interviewing to the Students, (Jln. Sutan Soripada Mulia: MA YPKS Padangsidimpuan), February 04th, 2014 at 08.15 a.m.

³Interviewing to Afrida, English Teacher.

can't use dictionary forever because in UAN students might not use it. From explanation above, according to researcher that teaching reading in MA YPKS is ineffective. In the other hand, the English teacher and students does not use strategy in teaching learning process of reading. Furthermore, factors that make students do not understand about the main idea, supporting and conclusion of the text, it is caused by the lack of vocabulary. Students will get difficult when translate a text and question if vocabulary of students is lack. Then, students do not focus their attention when answer the question.

Generally, learning reading is a habit such as said in theory behaviorism. In theory behaviorism said that learning is a mechanical process of habit formation and proceeds of a stimulus-response sequence.⁴ So, the learning reading is a habit formation of students. But, from the problem of students above, it means that they are not habitually in learning reading. In this research, researcher gives one strategy that is 3H strategy. Graham and Wong said that the 3H strategy can improve the comprhension of students in reading.

In the other hand, there are some alternatives strategies for problem solving reading comprehension, such as: SQ3R (Survey, Question, Read, Recite, and Review), DRTA (Directed, Reading-Thinking, Activity), and P2R (Preview, Read, Review). First, SQ3R is a systematic reading study procedure that designed

⁴Alan Waters, *English for Specific Purpose*, (New York: Cambridge University Press, 1986), p. 40.

to be used with content are materials are organized through the use of reading underlining, and other format cues that highlight important topics. Second, DRTA is an instructional strategy designed to give children experience in predicting what an author will say, reading the text to confirm or revise the predictions and elaborating upon responses. The last P2R is a system of reading that design to know the structure of the text and to read faster.

Beside it, there is 3H strategy (Here, Hidden, in my Head). The 3H strategy is an example of a QAR (Question-Answer Relationship) strategy with mnemonic cue. It is to be used after students have read. 3H strategy can improve students' reading comprehension and increase their met cognitive functioning related to the comprehension task. It means that, by using 3H strategy the students can comprehend the text. According to researcher this strategy is suitable and will give significance effect to students. So, based on it researcher wants to prove the Graham and Wong's theory who said that 3H strategy can improve the comprehension of students in reading.

Then, in this strategy the students taught to focus their attention on selecting appropriate source of information. The 3H strategy has been used successfully by students in Canada and Australia as a self-instructional comprehension strategy that guides students' rereading and answering of question. Because it, researcher interests to try 3H strategy in MA YPKS. Researcher wants to know, is the 3H strategy successful in the school as like successful of students in Canada using the strategy.

Based on explanation above, the researcher is interest in conducting experimental research of which purpose to solve students' problem in reading comprehension, so the title of this research is "The Effect of 3H (Here, Hidden, In My Head) Strategy to Students' Reading Comprehension at Grade X MA YPKS Padangsidimpuan."

B. Identification of the Problem

Based on the background above, researcher identified the problem that faced by students in MA YPKS which are; students feel reading activities is difficult because they do not understand the content of the text, students do not have many vocabularies, and they do not focus their attention when answer the question based on text, then the students difficult to find the main idea, supporting and conclusion of the text. The students also do not use good strategies in their reading comprehension.

C. Limitation of the Problem

Researcher limited this research in comprehension of students in descriptive text. To make this research clearly, researcher try to solve the problem through using teaching strategy. It is 3H (Here, Hidden, in my Head) Strategy to Students' Reading Comprehension in Descriptive Text at Grade X MA YPKS Padangsidimpuan.

D. Formulation of the Problem

The problem in this research can be formulated as "Is there significance effect of using 3H strategy to students' reading comprehension at grade X MA YPKS Padangsidimpuan?"

E. Research Objective

Based on the formulation above, so the objective of research is to examine the effect of using 3H strategy can give significance effect to students' reading comprehension or not at Grade X MA YPKS Padangsidimpuan.

F. Significances of the Research

The result of this research is expected to be useful as:

- 1. For the headmaster, as a suggestion, for giving a motivation to the English teacher for more increase their creativity in teaching English especially about reading.
- 2. For English teacher, this research can be made or practiced in teaching English especially reading as one strategy for getting successful.
- 3. For other researchers, the result of this research is hoped to help the other researchers who will conduct further research in the related topic.

G. Definition of the Operational Variable

There many two variable of the title, the researcher makes definition about it is as follow:

1. 3H Strategy

The 3H strategy is strategy to teach students where answer specific questions may be found.⁵ According to Graham and Wong the 3H strategy is a strategy that used for increasing students' met cognitive functioning related to the comprehension task.⁶ So, researcher can conclude that the 3H strategy is strategy that used for improving students' reading comprehension

2. Reading Comprehension

Reading is an active process which consists of recognition and comprehension skill.⁷ According to Otto, reading is the process of interpreting and understanding the meaning of the text. Not only understanding ideas, but also recognizing the relationship and structures among ideas.⁸ Comprehension is the ability to understand or exercise that train the students to understand a language.⁹ So, reading comprehension is the ability for understanding the explicit and implicit information in the text.

H. Thesis Outline

The systematic of this research divide five chapters. In chapter one, consist of the background of the problem, identification of the problem,

⁵Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Acer Press, 2008), p. 46.

⁶Peter Westwood, *Reading and Learning Difficulties Approaches to Teaching and Assessment*, (Victoria: Acer Press2001), p. 61.

⁷M.F. Patel, *English Language Teaching*, (Jaipur: Sunrise, 2008), p. 113.

⁸Wayne Otto, *How to Teach Reading*, (America: Addison-Wesley Publishing Company, 1979), p. 153.

⁹A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 263.

limitation of the problem, formulation of the problem, objective of the research, significances of the research, definition of the operational variable.

In chapter two, consist of the theoretical review of research. It includes theory of 3H strategy, and reading comprehension. Then, there are related finding, conceptual framework and hypothesis.

In chapter three, is about research methodology. It consist of place and schedule of the research, research design, population and sample, instruments of data collecting, procedure of research, testing of instrument, data collecting, and data analysis.

In chapter four, it consist the result of the research which consist of description of the data, the testing of hypothesis, the result of research.

In last chapter, is about conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. 3H (Here, Hidden, in my Head) Strategy

a. Definition of Here, Hidden, in my Head (3H) Strategy

According to Peter:

3H strategy is strategy to teach students where answer specific question may be found. The answer is either explicitly state in the text (here) or implied in the text and can be inferred if the reader thinks carefully about some of information on the page (hidden), or the information is not on the page but is already in the students prior knowledge (in the head).¹

Here, Hidden, In My Head strategy, the next called as 3H strategy, is adapted by Graham and Wongfrom a similarquestion-and-answer procedure devised by Raphael and Pearson. Grahamand Wong report evidence from a study of upper primary childrenshowing that the 3H strategy can improve reading comprehension and increase children's metacognitive functioning related to the comprehension task.²

Herequestions are literalquestions, the answers to which are apparent in the text.Hiddenquestion combines information given in different parts of the text to come to the correct answer. Questions that requirestudents to

¹Peter Westwood, *What Teacher Needs to Know about Reading and Writing Difficulties* (Acer Press), p. 46.

²Peter Westwood, *Reading and Learning Difficulties Approaches to Teaching and Assestment*(Victoria: Acer Press), p. 61.

use prior knowledge to decide, predict, or deduce are head.³In teaching the 3H strategy, the students are cued to use appropriate text based their knowledge to answerthe question.Graham and Wong's instructional training to more traditional teaching of a question, answer relationship strategy. The 3 self-monitoring questions used which is:⁴Where do I find the answer to the question?

Here : Isit here in one sentence in the text?

Hidden : Is it found by joining together informationfrom two or moreplaces in the text, orfrom information in the text and what Ialready know?

In my head: Is the answer in my backgroundknowledge: what I already know?

b. The Procedure of 3H Strategy

For teaching this strategy to students it is of course has some

procedures. Peter explains the procedure of 3H strategy is as below:⁵

- 1) Teacher demonstration and 'thinking aloud' while applying the first step in the strategy (locating information *here* on the page).
- 2) Children practise applying this step, with feedback from the teacher.
- 3) Teacher demonstration and 'thinking aloud' for the second step (*hidden* information).

³Graham and Wong, Comparing two modesof teaching question-answering strategy forenhancingreading

comprehension(www.decs.sa.gov.au/literacy/files/links/UtRP_1.6.pdf.)Accessed on May 14, 2014 at 08.00 p.m.

⁴*Programming and Strategies Handbook*, Department of Education, p. 167.

⁵Peter Westwood, *Reading and Learning Op. Cit.*, p. 61.

- 4) Children practise step 1 and step 2, with guidance and feedback.
- 5) Teacher demonstration of the third step (information is not *here* or *hidden* and has to be retrieved from a source outside the text).
- 6) Children practise step 1, step 2 and step 3 with guidance and feedback.
- 7) Strategy is used extensively on a variety of text types.
- 8) Teacher provides prompts and cues in the beginning but these are slowlywithdrawn as children gain confidence and control of the strategy.

Furthermore, according to Konza, the procedures of 3H strategy are:⁶

- 1) Students and teacher read a short passage.
- 2) Teacher construct question of three kinds.
 - a) Some based on the actual content of a simple text.
 - b) Some that needs to be inferred from information in the text.
 - c) Some that requires integration of previous knowledge or application of information to a new situation.
- 3) Teacher demonstrates the process of using each strategy, using think aloud strategies to model how to teach question may be approached.

So, from the two procedures above, researcher more chooses the

procedure of Konza than procedure of Peter.Because of, researcher thinks

that the procedure of Konzamore easily than procedure of Peter.

c. The Advantages of 3H Strategy

Generally, the advantage of 3H strategy is to improve the students' comprehension in teaching reading and answer the question whether explicit, implicit and in the students' background knowledge.⁷ In the other

⁶Deslea Konza, *Teaching Children with Reading Difficulties*, (Australia: Social Science Press, 2006),p. 108.

⁷http://www.google.com advantage +of+3h+strategy Accessed on May 10, 2014 at 01.00 p.m.

hand, the 3H strategy can improve students' reading comprehension and increase their met cognitive functioning related to the comprehension task.⁸ Furthermore, 3H strategy is strategy to teach students where answer specific questions may be found.⁹ It means that by using 3H strategy the students can comprehend the text, so that they can answer the question related to the text.

d. Conventional Strategy

Conventional strategy is the strategy used by teacher based on mutual agreement in a school.¹⁰ Next, conventional strategy is the strategy or the way usually used the teachers to teach the text to students.¹¹ It means that conventional strategy is a way used to teach a material based on agreement of school. In MA YPKS, strategy that used is translation strategy. Teacher read a text that is descriptive, after reading teacher order the students to read the text one by one. Then, teacher translates the difficult words in the text. After it, students answer the question based on the text.

2. Reading Comprehension

a. Definition of Reading Comprehension

⁸ Peter Westwood, *Reading and Learning, Op. Cit.*, p. 61.

⁹Programming and Strategies Handbook, p. 166.

¹⁰Hudson.TheMeaning of Conventional Strategy(www.conventional strategy/topic/54372_strategy), Accessed on May 14 at 10.00 a.m.

¹¹John Dryden. ConventionalStrategyhttp://www.britannica.com/EBchecked/ topic/ 421797// conventional- strategy.Accessed May 14, 2014 at 10.00 a.m.

Reading is an interactive process that happened in human minds to reconstruct the meaning or to get the information after they have read by activating their eyes and intelligence. Brown says, "Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction".¹² According to Michael O, Malley reading was assumed to be a combination of decoding and oral language, it is now a knowledge that reading comprehension depends heavily on knowledge oflanguage.¹³

In the other hand, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, of communication and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated.¹⁴

Furthermore, reading is a fluent process of readers combining information from a text and their own background knowledge to build

¹² H. Douglas Brown. Language Assessment Principles and Classroom Practices, (Pearson Education Inc, 2004), p. 189.

¹³ J. Michael O, Malley, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996), p. 94.

¹⁴Albert J. Haris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.

meaning. The goal of reading is comprehension.¹⁵Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.¹⁶

As known that reading is very necessary to widen the mind and gain and understanding of the foreign culture. It means that reading is certainly an important activity for expanding knowledge of a language. Thus reading and writing reinforce each other and consolidate the aural-oral learning. From explanation above, it can be concluded that reading is an activity of reader to get information from what have reader read.

Furthermore, reader must pass some process when reading. The process of reading may be broadly classified into three stages below:¹⁷

a) Recognition stage. In the recognition stage, the learner simplyrecognizes the graphic counterparts of the phonological items. For instance, the students recognize the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

¹⁵David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.68.

¹⁶M.F. Patel, *English Language, Op. Cit.*, p. 114. ¹⁷*Ibid*, p. 114-115.

- b) Then, the structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c) The last stage that is interpretation stage. This is the highest level in process of reading. The learner comprehends the significance of a word, a phase, or a sentence in the overall context of the discards. For instance, learner comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

So, researcher can conclude that the process of reading is three steps. The first step is introduction about word. Second is structuring step, whereas students will understand about the structure of text. The last, interpretation step is students comprehend about the meaning and objective of the context.

Furthermore, reading has some types; the types of reading will be explained in the following:

1) Intensive of reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of srtucture and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. There are few characteristics of intensive reading, which are:¹⁸

- a) Thisreading helps learner to develop active vocabulary.
- b) Teacher play main role in this reading.
- c) Linguistic items are developed.
- d) This reading aims at active use of language.
- e) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.
- 2) Extensive Reading

The purpose of extensive reading will be to train the student to

read directly and fluently in the target language for enjoyment, without

the aid of teacher. Extensive reading is the reading for pleasure. The

reader wants to know about something. The reader does not care about

specific or important information afterreading. Usually people read for

to keep them update. Extensive reading has few characteristics:¹⁹

- a) Extensive reading helps learner to develop to active vocabulary.
- b) In extensive reading the subject matter is emphasized.
- c) Also, in extensive reading the learners play main role because they have to ask for measure.
- d) Then, the idea of extensive reading can be developed.
- e) The aim of extensive reading is to enrich learners' knowledge.
- f) The last, through extensive reading the good reading habit can be developed.
- 3) Aloud Reading

15

¹⁸*Ibid*,p.117.

¹⁹*Ibid*, p.118.

Reading aloud also play important role in teaching of English. According to Kasihani, aloud reading is to train the students able to read with good pronunciation or speaking. The aim of aloud reading is able to tell good words, phrase, and sentence of English.²⁰ Teacher should know that the training of reading aloud must be given at primary level because it is base of word pronunciation.

According to S. Venkateswaran, reading aloud is not useful at the secondary level because of the following reason:²¹

- Aloud reading is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it.
- b) The reading will be unnatural. If the students have not prepared their self for reading, it will be very difficult for them.
- c) Only those text should be read aloud, which have been written to read aloud like poetry, dialogue and other type of text. The texts which have no need not to read aloud should not be read aloud.
- 4) Silent Reading

²⁰Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: BumiAksara, 2008), p.
²¹ M. F. Patel, *English Language*, *Op. Cit.*, p. 119.

Silent reading is a very important skill in teaching. Silent reading is done to acquire a lot of information. In the other hand silent reading has some advantages as extensive, intensive and aloud reading, which are:²²

- a) Silent reading makes students very active and accurate.
- b) It concentrates the attention of learners toward subject matter and they learn naturally.
- c) Silent reading saves time because this activity is done at time.
- d) This reading very useful to develop the skill of reading fast.
- e) Also, this skill play main role to increase the knowledge of students.

So, researcher can conclude that types of reading is four, it is important known by everybody, especially students. Intensive reading is a type of reading which the reader must pay attention more deeply. Then, extensive reading is a type of reading in which the reader wants to pleasure when reading. Next, aloud reading is a type of reading that can make students able to good pronunciation. The last is silent reading. It is a type of reading that can make concentrates the attention of students.

Talking about reading it is of course talk about comprehension. Comprehension is the primary purpose for reading (though this is sometimes over looked when students are asked to read overly difficult texts). Raising students' awareness of main ideas in a text and exploring

²²*Ibid*, p.123.

the organization of a text are essential for good comprehension.²³ In the other hand, comprehension is interpreting, translating from one understanding to another.²⁴ Comprehension is improving or testing understands of language (written and spoken) and comprehension needed reading and listening. So, researcher can conclude that comprehension is a way for understanding a text from reading activity.

Based on the explanation of reading and comprehension above, it can be stated that reading comprehension is a complex intellectual processinvolving a number of abilities. Goodman in Wayne Otto says, "Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader's reconstructed message agrees with the writer's intended message."²⁵ In the other hand, reading comprehension is completing many skills which are success or failed. After reading, people have to memorizing a lot of information in the text.²⁶

Reading comprehension refers to student's ability to understand what he or she is reading. Many factors can influence reading comprehension. It can be influenced by motivation of the student,

²³Jack.C.Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.277.

²⁴Donald C. Orlich. *Teaching Strategies a Guide to Better Instruction*, (America: D. C Health and Company, 1985), p.85.

²⁵Wayne Otto, *How to Teach Reading*, (New York: Addison-Wesley Publishing Company, 1979), p.151.

²⁶ Wainwright, *Speed Reading Better Recalling*(Jakarta: GramediaPustakaUtama, 2006), p. 42.

vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and anappreciation of text structure.

Pressley in Peter says," Reading with understandinginvolves the smooth co-ordination of higher order cognitive processes (thinking,reasoning, analysing, connecting, reflecting) and lower order processes (wordrecognition, decoding)".²⁷ So, when people reading with understand, there is will be happened process from higher to lower that is process of word recognition until process of analysing.In reading comprehension, it is certain the students will find topic sentence, main idea, supporting sentence and conclusion in text.

From explanation above, it means that reading comprehension is very important and has some function. The function of reading is: to make easy understand of reading text, to drawing inference from content, to following the structure of a passage and to recognizing a writer purpose, attitude, tone and mood.

b. Level of Reading Comprehension

²⁷Peter Westwood, *Reading and Learning, Op. Cit.*, p. 23.

Every activity certainly has some level, and reading comprehension has some level too. Salvia and Ysseldyke in Roger Pierangelo said the level of reading comprehension is six, can be seen in the following:²⁸

1) Literal Comprehension.

In the literal comprehension the student read the paragraph or story and is then asked question based on it.

2) Inferential Comprehension.

In the inferential comprehension the student read a paragraph or story and must interpret what has been read.

3) Listening Comprehension.

The student is read a paragraph or story by the examiner and is then asked question about what the examiner has read.

4) Critical Comprehension.

The student read a paragraph or story and then analyzes, evaluates or makes judgment about what has been read.

5) Affective Comprehension.

In affective comprehension the student read a paragraph or story and the examiner evaluates the child's emotional responses to the text.

6) Lexical Comprehension.

²⁸Roger Pierangelo, *Teaching Students with Learning Disabilities*, (America: Corwin Press, 2008), p.16.

The student read a paragraph or story and the examiner assesses the child's knowledge of vocabulary words.

It can be concluded that in reading there are some level of comprehension. Students who comprehension in reading its certain capable six levels of reading comprehension like above.

c. Some Principle Strategies for Reading Comprehension

According to Brown, reading comprehension has some principles which are:²⁹

1) Identify your purpose of reading a text

2) Apply spelling rules and conventions for bottom up decoding

3) Use lexical analysis (prefixes, roots, suffixes) to determine meaning.

4) Guess at meaning (of words, idiom, etc) when you are not certain.

5) Skim the text for the gist and for main ideas

6) Scan the text for specific information (name, date, key word).

7) Use silent reading techniques for rapid processing.

8) Use marginal notes, outlines, chart or semantic maps

for understanding and retaining information.

9) Distinguish between literal and implied meanings

10)Capitalize on discourse markers to process relationship.

So, it can be concluded that principle of reading can help students to

comprehend the text. Also, it is very important to known by students.

d. Testing Reading Comprehension

²⁹ H. Douglas Brown, *Language Assessment, Op. Cit.*, p. 188.

For measuring reading comprehension of students it must be tested.

There are many testing reading comprehension, but researcher only chose

three form of test. It can be seen below:

1) Multiple-choice question (MCOs)

A multiple-choice test item is usually set out such a way that

the candidate is required to select the answer from the number of

given options, only of which is correct.

Advantages of this test are:

- a) In multiple-choice tests there is almost complete marker reliability.
- b) It is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.
- c) The format of multiple choice test items is such that the intentions of the test compiler are clear and unequivocal; the candidates know what is required of them.
- d) Multiple-choice tests avoid this particular difficulty.

Disadvantages of this test are:

- a) Te format of this test encourages the candidate to guess and it is sometimes considered necessary to take steps to discourage candidates from doing so.
- b) Multiple-choice tests take much longer and are more expensive and difficult to prepare than more open-ended examination.
- c) It is extremely time-consuming and demanding to get the requisite number of satisfactory items for a passage.
- d) Multiple choices format is particularly problematic in this respect.
- e) In a multiple choices tests the distracters present choices that otherwise might not have been thought of.³⁰
- 2) Short answer questions

³⁰Cyril J.Weir, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p. 43

Short answer question is questions which require the candidate

to write down specific answer in space provided on the question paper.

Advantages of this test are:

- a) Answers are not provided for the students as in multiple choices.
- b) If the number of acceptable answer to a question is limited it is possible to give fairly precise instructions to the examiners who mark them.
- c) Activities such as comparison and establishing the main idea of a text, it can be done effectively trough short answer questions where the answer has to be sought rather than being one of those provided.

Disadvantages of this test are:

- a) It involves the candidate in writing and there is some concern and largely anecdotal.
- b) Care is needed in the setting of items to limit the range of possible acceptable responses and the extent of writing required.³¹
- 3) Cloze

One of the most popular testing of reading is the cloze

procedure. The word cloze was coined by educational psychologist

"closure" that is ability to fill in gaps in a complete image.

Advantages of this test are:

- a) Cloze test are easy to construct and easily scored if the exact word scoring procedures is adopted
- b) With a fifth word deletion rate a large number of items can be set on a relatively short text and these can exhibit a high degree of internal consistency.
- c) In the literature cloze test are often feted as valid and uniform measures of reading comprehension.

Disadvantages this test are:

³¹*Ibid*, p. 45.
- a) Despite the arguments adduced in favour of cloze procedures, a number of doubts have been expressed, largely concerning its validity as a testing device.
- b) Cloze procedures are not unitary procedures, since there is a marked lack of comparability among the tests it may be used to procedures.
- c) The evidence is about the differing scoring methods to be adopted in marking a cloze procedure.
- d) The cloze procedures seems to produce more successful tests of syntax and lexis at sentence level than of reading comprehension in general or of inferential.
- e) A cloze test difficult to translate scores and to description of what a candidate can or cannot do in real life.³²

Reading comprehension of students must be given assessment. Assessment as the act of collecting information, make judgments on a language learners' knowledge of a language and ability to use it.³³ From explanation above, it can be concluded that testing reading comprehension has advantage and disadvantage differential. For testing reading comprehension the students, a teacher can use a good testing according to them. In this research, researcher will test the students using multiple choices.

Furthermore, indicators of reading comprehension that will be searched in this research is students able to identify about the main idea, supporting sentence, conclusion, specific information and understand about vocabulary.

3. Descriptive Text

³²*Ibid*, p. 50.

³³ David Nunan, Practical English, Op. Cit., p. 310.

a. Definition of Descriptive Text

Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or tree, or a house, or camping. It can be about any topic.³⁴ In the other hand, descriptive is a paragraph in which a writer tries to picture out an object with written language to his readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plan, or etc.³⁵ According to OtongSetiawan, descriptive text is composition that describes people, thing, place and animal.³⁶ Futhermore, descriptive is kind of writing that tries to put a picture in the readers mind. It tells how something looks or sounds or tastes or smells or feels.³⁷ So, researcher can conclude that descriptive text is a kind of text that description about things, describe much information such as an object, qualities, and character of the object. The social function of descriptive text is to describe a particular person, place and thing.

A good descriptive text has three important qualities, which are:³⁸ 1) Dominant impression

³⁴SanggamSiahaan, *Generic Text Structure* (PematangSiantar:GrahaIlmu, 2007),p.89.

³⁵SanggamSiahaan, *the English Paragraph* (Yogyakarta: GrahaIlmu, 2008), p. 119.

³⁶OtongSetiawanDjuharie, *Genre Dilengkapi 700 SoalUjiPemahaman* (Bandung: YramaWidya, 2007), p. 24.

³⁷Charles Miguel Cobb, *Process and Pattern*, (Belmount California: Wadswarth Publishing Co, 1985), p. 35.

³⁸George E. Wishon and Julia M. Burks, *Let's Write English* (United State of Amerika:Litton Educational Publishing International, 1980), p. 128.

The first sentence or even the first words of a descriptive may establish the dominant impression. In other words, the sentence which establishes the dominant impression usually serves as the topic sentence of the paragraph.

2) Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions such as joy, happiness and anxiety evoke or create moods.

3) Logical development

A good piece of descriptive text has some logical plan of development. Descriptive can also be oriented from the general to specific or from the specific to general.

So, it can be concluded that a good descriptive must has dominant impression, mood and logical development. Dominant impression, mood and logical development make a descriptive text be a perfect text.

b. Generic Structure and Language Feature of Descriptive Text

Descriptive text has generic structure as below:³⁹

- 1) Identification : identifying the phenomenon to be described.
- Description : describing the phenomenon in parts, qualities, or/and characteristics.

³⁹Pagpuguh.www.wordpress.com /2011/08/12/ description- text.Accessed on May 13, 2014 at 05.00 p.m.

The language features of descriptive text are:

- 1) Using adjective.
- 2) Using simple present tense.

So, the generic structure of descriptive text is to inform the reader that the text is to describing a thing and identification a phenomenon. The language features, it can be tenses and part of speech.Example of descriptive text as below:⁴⁰

Generic	RAFFLESIA ARNOLDI		
structure			
Identification	RafflesiaArnoldiis one of the rare plants in		
	Indonesia.		
	It can be found only in Bengkulu, one of		
	Indonesia's provinces. It can be an almost extinct		
Description	plan that should be conserved. It is tremendous and		
	high. It can be four meters height. This plant grows		
	up in the wild area such as in the jungle.		

In previous, researcher has explained about the indicator of reading that would be searched in this research. Further, reading comprehension is the way of students to express though, telling, idea and sense. Because the text that would be discussed in this research is descriptive text, so the

⁴⁰SanggamSiahaan, *Generic Structure, Op. Cit.*, p. 90.

indicator of reading descriptive text is students able to identify the main idea of descriptive text, able to identify the supporting sentence of descriptive text, conclusion, specific information in descriptive text and understand about vocabulary in the text.

B. Review of Related Findings

There are some findings related to this research. The first is Hayati "The Effect of Guide Reading Technique on the Students' Achievement in Reading Comprehension at MTS Muhammadiyah 22 Padangsidimpuan. The concluding of her research, there is the effect of guide reading technique on the students' achievement in reading comprehension where the effect is 0.28 a positive effect. It is implies that the student's who were taught by using guide reading technique have significant higher after used guide reading technique in teaching reading comprehension.⁴¹

The second, DilaChintyahad done the research about "The Effect of 3H (Here, Hidden, in my Head) Strategy toward Students Reading Comprehension at the Grade VIIIof SMPN 1 Salimpaung. The concluding of her research, there is the effect of 3H strategy on the students' achievement in reading comprehension where the effect is 1.76 a positive effect.⁴²

⁴¹Hayati, 2008. "The Effect of Guided Reading Technique on the Students' Achievement in Reading Comprehension at MTS Muhammadiyah 22 Padangsidimpuan".

⁴²DilaChintya. "The Effect of Using 3H (Here, Hidden, in my Head) Strategy toward Students' Reading Comprehension at Grade 8 of SMPN 1 Salimpaung". (*Unpublished Script*) (West Sumatra: STKIP)

The last, Irma Yeka had done the research about "The Relationship between Reading and Structure Ability to the Students of SMA N 4 Padangsidimpuan". Based on the Arikunto's table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and the structure of the students at SMA N 4 Padangsidimpuan is 0.720.⁴³

From the description above, the researcher can conclude that the strategy can make students more comprehend in reading. Next, researcher hopes that 3H strategy can make students more comprehend in reading. Then, the researcher interests to make a research about "*The Effect of 3H Strategy to Students*' *Reading Comprehension at Grade X MA YPKS Padangsidimpuan*".

C. Conceptual Framework

Reading comprehension is a way for the students to arrive at what they want to know from the reading material. For getting the successful in reading comprehension, is not easy. Many factors can influence it. One of them is the manner of teacher to teach students. The suitable strategy is very important to teach reading. The 3H strategy is one strategy to teach reading comprehension. This strategy has influence in teaching reading. Can be seen in picture below:



⁴³Irma Yeka. 2006. "The Relationship between Reading and Structure Ability to the Students of SMA N 4 Padangsidimpuan". (*Unpublished Script*) (Padangsidimpuan: FKIP, UniversitasMuhammadiyahTapanuli Selatan).



So, from the picture can be seen that 3H strategy has significance effect to reading comprehension of students.

D. Hypotheses

L.R Gay says, "A hypothesis is a researcher's tentative prediction of the result of the research findings".⁴⁴ Here, the hypothesis of this researchis "There is significance effect of 3H strategy to student' reading comprehension at grade X MA YPKS Padangsidimpuan".

⁴⁴L.R.Gay and Peter Airasian, *Educational Research:Competencies for Analysis and Application*,(USA: Merril, 2000),p.71.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research would be conducted at MA YPKS Padangsidimpuan, it is located on Jln. Sutan Soripada Mulia. The process of the research had been done from May 2014 up to 20 February 2015.

B. Research Design

The researcher uses experimental research in this research. L.R. Gay says, "Experimental research is the only type of the research that can test hypothesis to establish cause-and-effect relationships".¹ Experimental is the quantitative approach that provides the greatest degree of control over the research procedures. Researcher can conclude that experimental research is type of research which its objective for knowing cause and effect between one variable to another variable. It means that the study was found the effect of independent variable (3H Strategy) dependent variable (Students' Reading on Comprehension)

The design involved two different classes as the sample of the study. In this research, the sample divided into two groups: experimental group and control group. In this research, experimental group was taught by 3H strategy

¹L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Merril, 2000), p. 367.

and the control group was taught by translation strategy. The design applied in order to investigate the effect of 3H strategy to students' reading comprehension.

The research design can be seen in the following:

Table 1

Research Design

Group	Pre-test	Treatment	Post-test
Experiment	~	3H Strategy	~
Control	\checkmark	Translation Strategy	~

C. Population and Sample

1. Population

In conducting the research, it is certain needs population as what Gay says, "Population is the group of interest to the research, and the group to which she or he would like the results of the study to be generalizes".² Also, population is a set or collection of all elements possessing one or more

²*Ibid*, p. 122.

attributes of interest.³ So the population of this research is grade X MA YPKS Padangsidimpuan, that is in below:

Table 2

No	Classroom	Amount
1.	X_1	28
	V	20
2.	X_2	29
3.	X ₃	28
	Total number	85

Grade X students at MA YPKS Padangsidimpuan

2. Sample

A sample comprises the individuals, items, or events selected from a large group referred to as population.⁴ Arikunto says, sample is a part of population which will be researched.⁵ In this research, researcher used purposive sample. Researcher chose X1 class which consist of 28 students and X3 class which consist of 28 students. Two classes divided as experimental class and control class. The researcher chose ten grade because descriptive text studied in that class. Then, researcher chose these classes because

³Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 108.

⁴L.R.Gay and Peter Airasian. *Educational Research, Op. Cit.*, p.121. ⁵Suharsimi Arikunto, *Prosedur Penelitian, Op. Cit.*, p. 135.

researcher got information from the English teacher that the two classes have similar competence in English.

Table 3

Sample of Research

Experimental Group	Control Croup
$X_1 = 28$ students	$X_3 = 28$ students

Researcher would be given treatment using 3H strategy to experimental group and to control using translation strategy. In control group researcher explained about descriptive text, then they would read a text after researcher. Then, researcher translated the difficult words in the text. After it control group answer the question based on text.

To determine appropriate sample was tasted by homogeneity test as follow:

a. Homogeneity Test

Test of variance homogeneity is used to know whether the two classes of experiment and control have same variances or not. If two classes have same variances, it is said that the class is homogeneous. Variance is the square of standard deviation. The calculation to get variance of experimental and control class used homogeneity by using formula:

$$S^2 = \frac{n\Sigma x i^2 - (\Sigma x i)}{n(n-1)}$$

The formula that used to test the hypothesis as follow⁶:

F= The Biggest Variant The Smallest Variant

From the calculation of homogeneity test, researcher found that:

1. X1 and X2 = $F_{count} = 6.50$, $F_{table} = 1.699$

F $_{count} <$ F $_{table,}$ (2.728 > 1.701). It means that X1 and X2 were not homogenous.

2. X1 and X3 = F _{count} =
$$1.35$$
, F _{table} = 1.701

 $F_{count} < F_{table,} (1.38 < 1.701).$ It means that X1 and X2 were homogenous.

3. X2 and X3 =
$$F_{count}$$
 = 4.80, F_{table} = 1.699

F $_{count}$ < F $_{table}$ (1.973 > 1.701). It means that X2 and X3 were not homogenous.

Therefore, by using homogeneity test, the researcher found that X1 and X3 classes were homogenous. It can conclude that the samples are X1 and X3 classes.

D. Instrumentation of Research

A research must have an instrument in the research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says,

⁶Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: Universitas Negri Padang, 2003), p. 276.

instrument of research is a tool or facility is used by the researcher in collecting data, so that the processes are easier and better the result that means more accurate, complete and systematic.⁷ In this research, the researcher used an instrument that is test. The test is some of question are used for measuring skill, knowledge and also intelligent. Because it, researcher given the pre-test and posttest to experimental class and control class.

The indicator of test is as researcher said in previous chapter is able to identify main idea, supporting sentence, conclusion, and specific information also understand about vocabulary. Here, the form of test is multiple choices.

Table 4

	No.	Indicators	Number of Test	Score	Total
					Score
Pre-	1.	Main idea	1,3,13,16	5	20
Test	2.	Supporting	2,5,7,14	5	20
		Sentence			
	3.	Conclusion	4,15,17,19	5	20
	4.	Specific	6,8,11,20	5	20
		Information			
	5.	Vocabulary	9,10,12,18	5	20
		Total			100
	No.	Indicators	Number of Test	Score	Total
					Score
Post-	1.	Main Idea	1,4,7,11	5	20
Test	2.	Supporting	2,9,16,18	5	20
		Sentence			
	3.	Conclusion	5,10,17,19	5	20
	4.	Specific	8,12,13,14	5	20

Indicator of Test

⁷ Suharsimi Arikunto, *Prosedur Penelitian, Op. Cit.*, p. 126.

	Information			
5.	Vocabulary	3,6,15,20	5	20
	Total			100

E. Testing of Instrument

1. Validity Test

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure, and consequently, permits appropriated interpretations of test scores.⁸ It means that, validity test make the test valid or not to give the experimental and control group. Researcher would be given 25 tests before validity test and 20 tests after validity test.

The purpose is to know what the test is ready to test. Suharsimi Arikunto says product moment is the formula to test validity⁹. So, the researcher used product moment as follow:

$$rxy = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\left[N \sum X^2 - (\sum X)^2\right]} N\sum Y^2 - (\sum Y)^2}}$$

Where:

\mathbf{r}_{xy}	: correlation
Х	: score question
Y	: total of score question
Ν	: Total of student

⁸L. R. Gay and Peter Airasian, *Educational Research, Op. Cit.*, p.191. ⁹*Ibid*, p. 213.

2. Reliability Test

The reliability of the characteristic of a good test refers to consistency of the measurement. To obtain the reliability of the test; the researcher used formula K-R 20¹⁰:

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

Where:

R ₁₁	: test reliability
K	: total of question
V	: variants total
Р	: proporsi subject who is right answer
Q	: proporsi subject who is wrong answer

F. Result of Validity and Reliability Test

1. Test Validity

Before the research done, the test would be given to class X2 to know the validity of test. The total of pre test is 25. After testing, there are 20 are valid and 5 are invalid. Item that invalid is number 3, 4, 6, 17, and 25. So that, the test taken for pre tests that are 20 tests. Also the validity had done in post test. The total of post test is 25 numbers. After testing there are 5 tests are

¹⁰*Ibid*, p. 231.

invalid that is item number 5,13,14,17 and 25. So that the test taken for post tests that are 20 tests.

2. Test Reliability

In this research, test reliability was done using formulation KR 20. The test is reliable if r count > r table. Here, the calculation of pre test reliability was 0. 56 and post test reliability was 0. 59. It could be concluded that the instrument was reliable.

G. Procedures of Research

In this research, researcher would be given pre test, treatment and post test to two class. The experimental and control class would be given some material, which consist of comprehension aspect. The experimental class would be taught by using 3H strategy and the control class would be taught by using translation strategy that is researcher teaches about descriptive text without 3H strategy. The test is divided into two kinds, which are pre test and post test. The process of testing as follow:

1. Pre test

The function of pre test is to find the main scores of the interactive strategy class and conventional strategy before researcher gave the treatment. So before conducting the treatment, both experiment and control class would be tested to know their previous achievement in reading comprehension. In this case, researcher has some steps that are:

- Researcher prepared some question about reading comprehension with the kind of text is descriptive, 20 question to experimental class also to control class.
- b. Then, researcher explained what must students to do.
- c. Students answer the question with time 45 minute.
- d. After it, researcher collected their paper test and after it researcher checked their answer to find the score before using 3H strategy.
- 2. Treatment

After giving the pre test, the students would be given the treatment. The experimental class would be taught by using 3H strategy and the control class would be taught without 3H strategy, only explain about descriptive then, read it after it students read one by one, researcher translated the difficult words in the text and then students answer the question. The procedure could be seen below:

Table 5

The Procedures of Research

Experimen class	Control class		
1. Students read a short passage.	1. Explain about descriptive text		
2. Researcher construct question	2. Researcher read the descriptive		
of three kinds.	text		
a. The first is here. Here	3. Researcher asked students to		
questions are literal questions,	read the descriptive text one by		
the answers to which are	one		
apparent in the text. For	4. Researcher translated the		
example, where we can find	difficult words in the text		
the Rafflesia Arnoldi?	5. Answer the question about		
b. Second is hidden. Hidden	descriptive text		
question combines			
information given in different			
parts of the text to come to the			
correct answer. Example,			
what is the mean of it is			
tremendous and high?			
c. Finally is in my head.			
Questions that require			
students to use prior			
knowledge to decide, predict,			
or deduce are head question.			
Such as, why the flower called			
as Rafflesia Arnoldi?			

3	Researcher demonstrates the	
	process of using each strategy,	
	using think aloud strategies to	
	model how to teach question	
	may be approached.	
		1

3. Post test

After giving the treatment to two classes, researcher would give the final test to know their reading comprehension achievement. This test is used for investigating the difference of reading comprehension achievement between the 3H strategy class and conventional class. After conducting the post test, the researcher would analyze the data. Then, researcher would find out the effect of 3H strategy to students' reading comprehension in experimental class.

H. Technique of Data Analysis

The analysis of data is done to find out the ability of two groups that have been divided in to experimental and control class. So that, the data would be analyzed by using the following t-test, the formula as follow:

$$t - test = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right]} \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}$$

T = the value which the statistical significance

 M_1 = the average score of the experimental class

 M_2 = the average score of the control class

 x_{1^2} = deviation of the experimental class

 x_{2^2} = deviation of the control class

 N_1 = number of experimental

 N_2 = number of control

CHAPTER IV

DATA ANALYSIS

A. Description of Data

To evaluate the effect of 3H (Here, Hidden, in my Head) strategy to reading comprehension, the researcher has calculated the data by using pre test and post test. Next, the researcher described the data as follow:

1. Description Data of Pre Test

The score of pre test obtained before teaching in experimental class and control class is as follow:

a. Experimental class

The score of pre test in experimental class before researcher teach the student is as follow:

Table 6

Mean	54.64
Median	51.78
Modus	49
The lowest score	35
The highest score	70

The Score of Pre Test in Experimental Class

Based on the table above, the mean of score in experimental class was 54.64, median was 51.78 and modus was 49. The researcher got the lowest score was 35, and the highest score was 70. Next the calculation of how to get it can be seen in the appendix 17. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution below:

Table 7

requerey Distribution of Students' Score in Experimental Class				
No.	Interval	Frequency	Percentage	
1.	35-40	2	7.14%	
2.	41-46	4	14.3 %	
3.	47-52	9	32.14 %	
4.	53-58	2	7.14%	
5.	59-64	3	10.71 %	
6.	65-70	8	28.57 %	
Total		28	100%	

The Frequency Distribution of Students' Score in Experimental Class

From the data above, it can be drawn at histogram below:



b. Control Class

The score of pre test in control class before teaching is as follow:

Table 8

The Score of Pre-Test in Control Class					
Mean	51.10				
Median	45.75				
Modus	49.5				
The Lowest Score	35				
The Highest Score	65				

The Score of Pre Test in Control Class

Based on the table above, the mean of score in control class was 51.10, median was 45.75 and modus was 49.5. The researcher got the lowest score was 35 and the highest score was 65. Next calculation of how to get it can be seen in the appendix 18. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution as follow:

Table 9

No.	Interval	Frequency	Percentage
1.	35 - 39	5	17. 86 %
2.	40 - 44	0	0
3.	45 - 49	7	25 %
4.	50 - 54	8	28.6%
5.	55 - 59	2	7.14%
6.	60 - 64	3	10. 7 %
7.	65 - 69	3	10. 7 %
Total		28	100%

The Frequency Distribution of Students' Score in Control Class

Based on the data above, it can be drawn at histogram below:



2. Description Data of Post Test

The score of post test in experimental class and control class after teaching is as follow:

a. Experimental Class

The score of post test in experimental class can be seen below:

Table 10

The Score of Fost Test in Experimental Class				
Mean	81.46			
Median	81. 5			
Modus	86. 6			
The Lowest Score	65			
The Highest Score	95			

The Score of Post Test in Experimental Class

Based on the table above, the score of mean in eperimental class was 81.46, median was 81.5 and modus was 86.6. The researcher got the

lowest score was 65 and the highest score was 95. Next, calculation of how to get it can be seen in the appendix 20. Then, the computed of the frequency distribution of the students' score of class can be applied into table frequency distribution below:

Table 11

		I I I I I I I I I I I I I I I I I I I	
No.	Interval	Frequency	Percentages
1.	65 - 69	3	10.7%
2.	70 - 74	4	14.3%
3.	75 – 79	5	17.86%
4.	80 - 84	4	14.3%
5.	85 - 89	7	25%
6.	90 - 94	3	10.7%
7.	95 – 99	2	7.14%
	Total	28	100%

The Frequency Distribution of Students' Score in Experimental Class

Based on the data above, it can be drawn at histogram as below:



b. Control Class

The score of post test in control class after teaching is as follow:

Tal	ble	12
	~	

	The Secre of Fost Test in Control Cluss				
Mean	75				
Median	73.65				
Modus	71.15				
The Lowest Score	60				
The Highest Score	90				

The Score of Post Test in Control Class

Based on the table above, the score of mean in control class was 75, median was 73.65, and modus was 71.15. The researcher got the lowest score was 60 and the highest score was 90. Next, the calculation how to get it can be seen in the appendix 21. Then, the computed of the

frequency distribution of the students' score of class can be applied into table frequency distribution below:

Table 13

The Frequency of Students' Score in Control Class						
No.	Interval	Frequency	Percentage			
1.	60 - 64	4	14.3 %			
2.	65 - 69	5	17.86 %			
3.	70 - 74	6	21.4 %			
4.	75 – 79	4	14.3 %			
5.	80 - 84	3	10.7 %			
6.	85 - 89	4	14.3 %			
7.	90 - 94	2	7.14 %			
	Total	28	100 %			

The Frequency of Students' Score in Control Class

Based on the data above, it can be drawn at histogram below:



B. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of ttest. Hypothesis of research was "There is the significance effect of 3H (Here, Hidden, in my Head) Strategy to Students' Reading Comprehension. Then, the effect of 3H (Here, Hidden, in my Head) strategy to students' reading comprehension can be seen from the score of students in the following:

Table 14

No.	Name	Exper	imental	Range	Name	Cor	ntrol	Range
		Pre	Post			Pre	Post	
		Test	test			test	test	
1.	AM	50	80	30	AH	35	65	30
2.	ASH	35	65	30	ART	50	60	10
3.	EVS	50	75	25	ALZ	50	65	15
4.	HAH	35	65	30	ARG	45	75	30
5.	MA	60	70	10	AYL	50	75	20
6.	MHS	65	85	20	BMS	50	70	20
7.	MS	45	70	25	DW	35	65	30
8.	NF	50	75	25	ELN	45	75	30
9.	NWI	50	70	20	EMH	45	80	35
10.	NA	45	75	30	EVF	35	75	40
11.	PYD	65	80	15	FAS	60	70	10
12.	RMY	70	90	20	FIR	35	65	30
13.	RR	55	75	20	IKP	60	80	20
14.	RP	50	75	25	IND	65	70	5
15.	RT	65	80	15	KH	60	70	10
16.	RD	45	90	45	LEM	35	70	40
17.	RLN	45	70	25	LM	45	65	15
18.	SA	50	85	35	MAN	50	85	35
19.	SAH	50	85	35	MRS	55	70	15
20.	SDJ	70	90	20	MSR	50	60	10
21.	SR	65	80	15	MS	65	85	20
22.	SS	50	65	15	NE	55	70	15
23.	TW	60	85	25	RS	45	70	25

The Score of Experimental and Control Group

24.	WD	55	85	30	RSN	45	60	15
25.	WS	70	95	25	SS	50	85	35
26.	WSR	60	85	25	WSH	50	90	40
27.	YM	50	85	35	WS	45	85	40
28.	YS	70	95	25	YTK	65	90	35
	Total	1540	2220	695		1375	2050	675

To know how much 3H (Here, Hidden, in my Head) strategy produced significant effect to students' reading comprehension in descriptive text, the scores was applied by t-test. It was used to find out the different between the two group.

There were many steps to analysis data, which are:

1. The first step, to find average score each class.

The average score of experimental class

$$M_{1} = \frac{Y_{1}^{2}}{Y_{1}}$$
$$= \frac{18825}{695} = 27.08$$

The average score of control class

$$M_{2} = \frac{Y_{2}^{2}}{Y_{2}}$$
$$= \frac{15825}{675}$$
$$= 23.44$$

2. The second step, to find deviation score each class

The deviation score of experimental class

$$\sum X_1^2 = \sum Y_1^2 - \frac{\left(\sum Y_1\right)^2}{n_1}$$
$$= 18825 - \frac{(695)^2}{28}$$
$$= 18825 - \frac{483025}{28}$$
$$= 18825 - 17250.8$$
$$= 1574.2$$

The deviation score of control class

$$\sum X_2^2 = \sum Y_2^2 - \frac{\left(\sum Y_2\right)^2}{n_2}$$
$$= 15825 - \frac{\left(675\right)^2}{28}$$
$$= 15825 - \frac{455625}{28}$$
$$= 15825 - 16272.3$$
$$= -447.3$$

3. The third step, to use the formulation of T-test

Table 15

	List of Score	
No.	Symbol	Score
1.	M ₁	27.08
2.	M ₂	23.44
3.	X_1^2	1574.2
4.	X_2^2	-447.3
5.	n ₁	28
6.	n_2	28

$$t - test = \frac{M_1 - M_2}{\sqrt{\left[\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right]} \left[\frac{1}{n_1} + \frac{1}{n_2}\right]}$$

27.08-23.4	14	
[15742+-447.3]	1	1
$\sqrt{28+28-2}$	$\lfloor \overline{28} \rfloor$	28
3.64		

$$= \frac{3.64}{\sqrt{\left[\frac{11267}{54}\right]} \left[\frac{2}{28}\right]}$$
$$= \frac{3.64}{\sqrt{\left[20.9\right]} \left[0.07\right]}$$
$$= \frac{3.64}{\sqrt{1.463}}$$

$$=\frac{3.64}{1.20}=3.03$$

 $d.k = (n_1 + n_2 - 2) = 28 + 28 - 2$

$$= 56 - 2 = 54$$

Based on the result's calculation of the t- test, researcher found that t _{count} = 3.03 with opportunity $(1-\alpha)$, 1 - 5% = 95% and $dk = n_1 + n_2 - 2 = 28 + 28 - 2$ = 54 researcher found that t _{table} = 1.67. So that, from the calculation above, it was concluded that the result of experimental class was bigger than control class. Hypothesis was accepted when t_{count} > t_{table}. It means that students' reading comprehension taught by using 3H strategy has significance effect than using conventional strategy.

The data were obtained from pre-test and post-test scores of the experimental and control groups. The mean score of the experimental group in pre-test = 54.64 while the mean score of the control group = 51.10. The mean score of experimental group in post-test = 81.46 is higher than control group 75. Next, the calculation of how to get it can be seen in the appendix 22.

C. Discussion

The results of this research support the Graham and Wong's theory who claimed that 3H (Here, Hidden, in my Head) strategy can improve students' reading comprehension and answer the question whether explicit, implicit and in the students' background knowledge. Based on the theory and related findings, the researcher discussed the result of this research and compared with the related findings. The first is research by Hayati about the effect of guide reading technique on the students' achievement in reading comprehension. Hayati found that the effect of guide reading was 0.28 a positive effect. The hypothesis concluded that this strategy was better than conventional strategy. The second is research about the effect of using 3H (Here, Hidden, in my Head) strategy toward students' reading comprehension. She found that there was the significance effect that was 1.76.

Further, the researcher found that using 3H (Here, Hidden, in my Head) strategy showed the result of mean score in experimental class was 81.46 and control class was 75. It means the result and hypothesis testing showed that 3H (Here, Hidden, in my Head) strategy has the significance effect, and hypothesis is accepted. It can be seen from last score of the calculation above. It was indicated that the score of experimental class was bigger than control class (81.46>75), and also indicated $t_0 \Box t_t$ (3.03 \Box 1.67).

Based on the analysis above, the researcher concluded that using 3H (Here, Hidden, in my Head) strategy is better than using guide reading technique with the result 3.03>0.28. Thus, the researcher concluded that 3H (Here, Hidden, in my Head) strategy also was an effective and efficient strategy and can improve the students' reading comprehension. Also, the result of this research more higher significance effect than the result of the Dila Chintya's research which is 3.03>1.76. Thus, the researcher concluded that 3H (Here, Hidden, in my Head)

strategy also was an effective and efficient strategy and can improve the students' reading comprehension.

D. Threats of the Research

The researcher found the threats of the research as follow:

- 1. The students were not serious when answer the test, because they knew that the test was given them does not effect to their mark.
- 2. The students were lazy for answering the test.
- 3. The students were noisy when researcher taught in treatment so, it can disturb the concentration of other students.
- 4. The researcher was lack of knowledge and experience in processing data. So, the researcher needed much time to finish the thesis.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, researcher can conclude that there is the significance effect of 3H (Here, Hidden, in my Head) strategy to students' reading comprehension at grade X in MA YPKS Padangsidimpuan. It is based on the result of the calculation of t- test in previous chapter that is t _{count} = 3.03 and t _{table} = 1.67. Because of t_{count} > t _{table} (3.03 > 1.67) with each of the sample is 28 students in experiment and control class and d. f = n ₁+ n ₂ - 2 = (28 + 28 - 2 = 54) with significant level 5%, so researcher concluded that students' reading comprehension by using 3H (Here, Hidden, in my Head) strategy has significance effect to students' reading comprehension. It can be seen from the calculation of t- test (3.03> 1.67). It means that there is the significance effect of 3H (Here, Hidden, in my Head) strategy to students' reading comprehension at grade X in MA YPKS Padangsidimpuan.

B. Suggestion

Based on the result of the study, the researcher would like to give some suggestion in teaching English, especially for reading, which are:

 The English teacher hoped to use appropriate strategy in teaching – learning process. Also, teacher should be more creative for applying the various teaching strategy in teaching reading. From the result of the research, 3H strategy was better than conventional (translation strategy). Because of, researcher suggests the 3H strategy can be applied on the English teaching.

- 2. For students, especially at grade X hoped be more active in teaching learning process of reading. Although, do not know the meaning word by word of the text, students still able to answer the text if students apply the 3H strategy.
- 3. This research can be used by the future researcher as reference for studying the other subject in the field of language teaching.
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TABLE OF CONTENTS

TITLE PAGE	
LEGALIZATION OF ADVISOR SHEET	
AGREEMENT OF ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION SHEET	
I FGALIZATION OF SCOLAR MUNAOOSVAH SHFFT	
LEEGALIZATION OF DEAN TADRIVAL AND TEACHED	
TDAINING FACULTV SHEET	
	1
ACKNOWLEDGMENT	11
TABLE OF CONTENTS	111
LIST OF TABLES	iv
LIST OF FIGURES	v
LIST OF APPENDIXES	vi

CHAPTER IINTRODUCTION

A.	Background of the Problem	1
B.	Identification of the Problem	4
C.	Limitation of the Problem	4
D.	Formulation of the Problem	5
E.	Research Objective	5
F.	Significances of the Research	5
G.	Definition of the Operational Variable	5
H.	Thesis Outline	6

CHAPTER II REVIEW OF RELATED LITERATURE

A.	Theoretical Description	8
	1. 3H (Here, Hidden, in my Head) Strategy	8
	2. Conventional Strategy	10
	3. Reading Comprehension	11
	4. DescriptiveText	21
B.	Review of Related Findings	24
C.	Conceptual Framework	25
D.	Hypotheses	25

CHAPTER III RESEARCH METHODOLOGY

A.	Place and Time Schedule of Research	26
B.	Research Design	26
C.	Population and Sample	27

D.	Instrument of Research	29
E.	Testing of Instrument	30
F.	Result of Validity and Reliability Test	32
G.	Procedures of Research	32
H.	Technique of Data Analysis	35

CHAPTER IV DATA ANALYSIS

A.	Description of Data	36
B.	Hypothesis Test	41
C.	Discussion	46
D.	Threats of the Research	47

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion	48

REFERENCES

APPENDIXES

LIST OF TABLES

		Page
Table1	Research Design	27
Table2	Population of the Research	27
Table3	Sample of the Research	28
Table4	Indicator of Test	30
Table5	Procedures of Research	34
Table 6	Score of Pre Test in Experimental Class	36
Table 7	Frequency Distribution of Students' Score in Experimental class	37
Table 8	Score of Pre Test in Control Class	37
Table 9	Frequency Distribution of Students' Score in Control Class	38
Table 10	Score of Post Test in Experimental Class	39
Table 11	Frequency Distribution of Students' Score in Experimental Class	39
Table 12	Score of Post Test in Control Class	40
Table 13	Frequency Distribution of Students' Score in Control Class	41
Table 14	Score of Experimental Class and Control Class	42
Table 15	List of Score	44

LIST OF FIGURES

Figure 1 Histogram of Students' Score in Experimental Class Pre-Test	37
Figure 2 Histogram of Students' Score in Control Class Pre-Test	38
Figure 3Histogram of Students' Score in Experimental Class Post-Test	40
Figure 4 Histogram of Students' Score in Control Class Post-Test	41

LIST OF APPENDIXES

- Appendix 1 Lesson Plan of Experiment Class
- Appendix 2 Lesson Plan of Control Class
- Appendix 3 Instrument Test of Pre Test before Testing Validity
- Appendix 4 Instrument Test of Post Test before Testing Validity
- Appendix 5 Instrument Test of Pre Test after Testing Validity
- Appendix 6 Instrument Test of Post Test after Testing Validity
- Appendix 7 Key Answer
- Appendix 8 Table Validity of Pre Test
- Appendix 9 Calculation of Validity Pre Test
- Appendix 10 Table Reliability Pre Test
- Appendix 11 Calculation of Reliability Pre Test
- Appendix 12 Table of Validity Post Test
- Appendix 13 Calculation of Validity Post Test
- Appendix 14 Table Reliability Post test
- Appendix 15 Calculation of Reliability Post Test
- Appendix 16 Score of Experiment class and Control class in Pre Test
- Appendix 17 The Pre Test of Experimental Class
- Appendix 18 The Pre Test of Control Class
- Appendix 19 Result of Homogeneity Test
- Appendix 20 The Post Test of Experimental Class
- Appendix 21 The Post Test of Control Class
- Appendix 22 The Calculation of t test
- Appendix 23 Percentage of the T Distribution