THE CORRELATION BETWEEN STUDENT'S VERBS MASTERY AND COMPREHENDING NARRATIVE TEXT AT GRADE VII MTs NEGERI SIPIROK

A THESIS

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

Written by:

NURHOTMA SIREGAR
Reg. No. 0734000162

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
PADANGSIDIMPUAN
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2014

Term : A Thesis
a.n. Nurhotma Siregar
I Term : 7 (seven) exemplars

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IAIN Padangsidimpuan
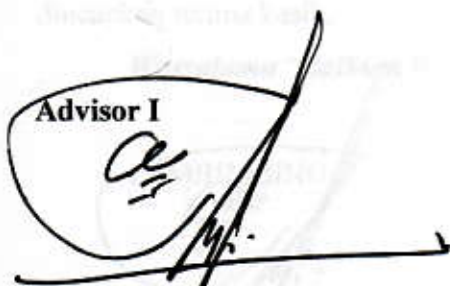in _
             Padangsidimpuan

Assalamu'alaikumWr. Wb.

     After reading, studying and giving advice for necessary revise on thesis belong to *Nurhotma Siregar* entitle *"The Correlation Between Students Verbs Mastery and Comprehending Narrative Text at Grade VII MTs Negeri Sipirok,* we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidimpuan.

     Therefore, we hope she could be to defend her thesis in Munaqasyah.

     That's all and thank you for the attention.

Wassalamu'alaikumWr.Wb.

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Keguruan

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            Padangsidimpuan

Assalamu 'alaikum Wr. Wb.

Setelah membaca, menelaah dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Nurhotma Siregar** yang berjudul *The Correlation Between Students Verbs Mastery and Comprehending Narrative Text at Grade VII MTs Negeri Sipirok,* maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang ilmu bahasa inggris pada Jurusan Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan.

Seiring dengan hal di atas, maka saudari tersebut sudah dapat menjalani sidang munaqasyah untuk mempertanggungjawab-kan skripsinya ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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DECLARATION OF SELF THESIS COMPLETION

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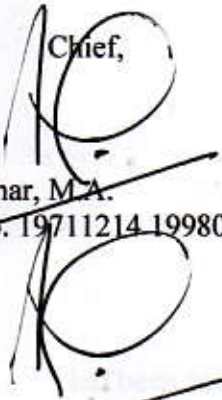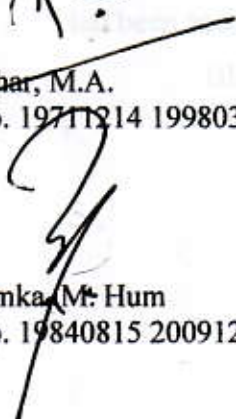METERAI TEMPEL
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EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

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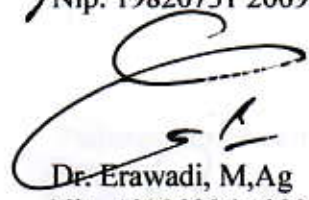
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Time : 14.00 until finish
Result/Mark : 67, 5 /C
IPK : 2,82
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The Thesis with Title: **The Correlation between Students Verbs Mastery and Comprehending Narrative Text at Grade VII MTs Negeri Sipirok.**

Written by   : NURHOTMA SIREGAR

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Had been accepted as a partial fulfillment of the requirement for the degree of

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ABSTRACT

Name : **NURHOTMA SIREGAR**
Register Number : **07 340 0162**
Department : **TARBIYAH**
Study Program : **TADRIS BAHASA INGGRIS**
The little of the thesis : **THE CORRELATION BETWEEN STUDENTS' VERBS MASTERY AND COMPREHENDING NARRATIVE TEXT AT GRADE VII MTs NEGERI SIPIROK.**

The objectives of the research is to know about how far the student's verbs mastery and narrative text at grade VII MTs Negeri Sipirok and to know correlation the significant student's verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok.The number of population is 108 students' and sample is 53 students where the writer uses random sampling in the class VII MTs Negeri Sipirok.

The writer applies the library and field research to get data. The library research is applied based on the needs the books as the sources of theories and information, and the field research is applied based on the data from the field, in this case from the MTs Negeri Sipirok. As instruments for collecting the data uses test from multiple choice.

After analyzing the data, it is got that value of the significant correlation between students' verbs mastery and comprehending narrative text with correlation index r_{xy} is 0, 865 . And based on the data that have been analyzed, it can be found that (X) students' verbs mastery is categorized "low" (55,17), (Y) students' comprehending narrative text is low (58,24). By consulting this value to the table given before, it is know that this value can be categorized into sufficient correlation category. It means that there is a significant the correlation between students' verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok and the hypothesis of this researcher is accepted.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

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2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, the dean of Tarbiyah Department.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag, the dean of English Study Program.

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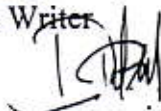
6. My beloved Parents (Abdul kadir siregar and Deniari Harahap), my beloved brother (Abdul Gani siregar, Ali Sahruddin Siregar), my beloved sister (Nurmala Siregar, Nursakina Siregar, Nurkhotimah Hasibuan and Eka Mahrani Siregar) my beloved big family (Rahmad Hasibuan, Alpi Ramadan Hasibuan, Yulira Nasution, Parulian Lubis) who always give their materials, prays, motivation, and moral encouragement to finish my study.

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10. The Headmaster of MTs Negeri Sipirok.

11. The English Teacher of the MTs Negeri Sipirok.

12. The students of MTs Negeri Sipirok as of this sample of this research.

13. All the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan,   2014
The Writer

NURHOTMA SIREGAR
Reg. No. 07 340 00162

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a mean of communication and a central human existence and social process. Language is the most important development in human history. The art, science, laws, economic system and religions of world could not exist without language. Language is recognized as the most perfect instruments of communication. It is one of the tools of accumulate information of science, technology and others. Trough the language people learn everything about what they want to know. Language is a result of the culture. Since language becomes a part of human culture. it is necessary to maintain and develop it.

English is the language used by most people in every country for communicating and interactive one other. People have long time interested in language it a seemed from the way to how investigate the language. They do different times and everything they do motivated by principle derived modern science.

English as an international language has success attracted most of people in the world to learn it. It is caused by its role, in which used in the international meetings, in the scientific books, and other written materials. Then spoken in international events and is used as the medium of transferring information flow on science, technology, and culture as well. As fact, students should be able to perform language skill such as listening, speaking, reading and writing. For the

students, writing is the most difficult subject. It is supply from the primary school up to the university level. It can see from the curriculum made by the government through the department of national education. Unfortunately, even though the students have been learning English for a long time, it is stills found that most of the students still have difficulties to master it. It is from the students' abilities in almost all the language skill tend to be low. One of the students, difficulties lies on narrative, it this case the students are not able to comprehend language patters from the writer representation on the narrative text. For knowledge of grammar very important to mastery by students of English, because know grammar permeates all the language, and learned for the purposes of the communication. Grammar permeates all language skill and the oral use of target language for communicative purpose. Separate references to grammar will also found in the discussion of listening comprehension, reading and writing, which skills involves distinct aspects of grammar.

From the above, it is clear enough for us that grammar permeates all language skills and the objective of learning grammar is the oral use for communicative purpose. Then concern or nucleus of grammar traditionally is verb. It is the students are having much verb, they will be better in grammar. Verb is a word or phrase indicating an action, an event or a state. Part of verbs is class of verb (verbal and nominal), and structure of verb (regular and irregular), then time of verb. Then, in the application of grammar, there are kinds of text they are: exposition, description, argumentation, and narration. Narrative is to tell

a story, describe an experience. In arranging ideas in paragraph it based on the time, the important characteristics achieved by written are coherence, completeness, unity and cohesion. The part of narrative of text between: social function, genetic structure of narrative there are example orientation, complication, resolution, and by which writer amuses, entertains people, and to deal with actual or vicarious experience, lexical grammatical feature, the function of grammatical features, example of narrative, and analysis of narrative. Student should know about components in writing narrative paragraph well.

A narrative text is a paragraph, whereas a paragraph made up from group of sentences, and a sentence is form least subject and predicate or verb: and it has a complete thought. It means that the student ability in verbs is very important in order to comprehend the language patterns from the written representation on the narrative text. Then, For call into being, achievement, and meaning, which good to a material learning, so teacher give creative in used model in lesson order students can comprehend about lesson in class. This is very changes to reaction in process learning and order students do not silent in class.

Based observation and interview at January 12th and 26th 2013 Years, Armen Pulungan S.Pd and Pittor Naposo Harahap S.Pd says that her students are confused in verbs and narrative text because many students think English grammar is bored and it is difficult to comprehending. The students are also lazy and dislike English grammar, difficulties of English study, less understand in

verbs and narrative texts, difficult of students in comprehending narrative text about using grammar and difficult understand text. The students are not writing narrative text about stories or legends, then less motivated to students of teacher.

Based explanation in the above, we are knowing that in VII class of MTs Negeri Sipirok for students are confused in verbs and narrative text because many students think English grammar is bored and it is difficult to comprehending. The students are also lazy and dislike English grammar, difficulties of English study, less understand in verbs and narrative, difficult of students in comprehending narrative text about using grammar and difficult understand text.

Fact that teacher in MTs Negeri Sipirok less teacher so that learning process effect to student's then happen most of students cannot understand verbs and narrative text well in English. They still find difficulties in verbs mastery and comprehending narrative text. Some efforts have done by teacher, such as giving extra class afternoon and maximizing the motivation for students. Then less material of teacher and motivation of teacher.

Of the result test in VII class MTs Negeri Sipirok that of 27 students only 8 students getting value ≥ 70 so that students which complete study only 30% and not complete 19 students or 70%. It's showing in comprehend of students in correlation of verb and narrative text very low. Based the result of test in above, we know that 27 students only 8 student's getting value ≥ 70 o that students which complete study only 30% and not complete 19 students or 70%. So that verbs mastery and comprehending narrative text of students' in MTs Negeri

Sipirok is very low. Because, students dislike study English, difficulty in comprehending text from narrative, less motivated teacher to students, difficulty in write sentences and made text.

Based on the above explanation the writer is interested to research about:

"THE CORRELATION BETWEEN STUDENT'S VERBS MASTERY AND COMPREHENDING NARRATIVE TEXT AT GRADE VII MTs NEGERI SIPIROK"

B. Identification of the Problem

Based background of problem in above writer identification of the problem between:

1. There are two factors that can influence it, they are:

    a. Internal factor is which factor occurs from the students selves.

    Such as:

    1. Theory mastery, students have not understanding about narrative text, more of students do less interesting to English learner.

    2. The teacher is not skilled in learning process in class and less English teacher then motivation of teacher so that they are not focus, sleepy, and talking with their friend when studying English grammar especially verb and comprehending narrative text, the students are also lazy and dislike English grammar, and difficulties of English study (verb and comprehending narrative text).

3. Study result of achieve by student's in English learning never agree with expect.

    b. External factor is which factor occurs from the outside of students, such as teaching methods, teachers, learning media, etc.

C. The Limitation of the Problem

Based identification of the problem of this research is How far the correlation between student's verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok. However, in order to minimize confusion and misunderstanding about top discussed, it has regarded important for the written describe the limitation of her research.

1. According A S Hornby says that mastery is a complete knowledge; great skill: achieve/ attain mastery of several languages, show complete mastery in one's handling of a difficult situation.[1] A. Merrianm Websters mastery is physical, mental or legal to perform (he has ability occomplish whatever he sets his mind to).[2]

2. According A S. Hornby says that verb as a noun word is word or phrase indicating an action, an event or a state.[3]

3. According Gorys Keraf said that narrative is text which to effort to describe entirely to the readers about the events have happened.[4]

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[1] A S Hornby, *Oxford Advanced Learners Dictionary,* (Oxford: Oxford University Press, 1995), p. 721.

[2] A. Merriam, *Websters Collegiate Thesaurus,* (USA: Massa 976), p. 33.

[3] A S Hornby, *Oxford Advanced Learners Dictionary,* (Oxford: Oxford University Press, 1989), p. 1416.

4. The student's mastery in using the appropriate verbs in the context, whereas the students comprehending narrative text means the students mastery in understanding what was written on the narrative text.

5. After both of the variable discussed, the writer will explain how far the correlation between student's verbs mastery (variable X) and comprehending narrative text (variable Y).

D. The Formulation of the Problem

Based limitation of the problem above become formulation of problem in research is:

1. How far the correlation between students' verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok?

2. Is there significant the correlation between student's verbs mastery and comprehending narrative text?

E. The Objectives of the Research

Beside the above purpose, the writer carries out this research based on the following purposes:

1. To know how far the correlation between student's verbs mastery and narrative text at grade VII MTs Negeri Sipirok.

2. To know what any the significant correlation between student's verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok.

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[4] Jhon Langan, *Collage Writing Skills with Readings,* (New York: MC Graw-Mill Book Company, 1986), p. 111.

F. Significant of the Research

The significances of the research are:

1. The writer wants to find out about how far the correlation between student's verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok. The writer has chosen verbs based on the consideration that verbs are using in the narrative text. Narrative is chosen as the main variable, because important role in order to improve our knowledge about something. As which far she knows that this topic has never searched by other researchers before.

2. The headmaster gives motivation in English teacher so the teachers will be professional teachers.

3. For English teachers to get information help the quality of the teaching and learning process.

4. For students can see their weakness in the correlation between student's verbs mastery and comprehending narrative text.

5. To other researchers who will research the same topic.

G. Outline of the Thesis

The systematic of this research divided into five chapters. Each chapter consists of many sub chapters detail as follow: In chapter one it is consist background of the Background of the problem, Identification of the problem, the Limitation of the problem, the objectives of problem, the formulation of the problem, Significant of research, and outline of the thesis. In chapter two it is consists Theoretical description between explains about terminologies, the

hypothesis, review related finding, and conceptual framework. In the chapter three, it is consist of research methodology and this research methodology consist of method of research, the kind of research, the location and time of research, the population and sample, the instrument for collecting the data, and the technique of the data analysis. In chapter four, it is consist of the analysis data and testing hypothesis. Finally, in the chapter five consist of conclusion, and suggestion.

CHAPTER II
THEORETICAL DESCRIPTION

A. Verb

1. Definition of Verb

Verb is a word expression name, behavior, action, activities or what do and can too explanation state of being.[1]According Wren and Martin state: a verb is a word tells or asserts something about a person or thing. Verb comes from the Latin: verbum, it is calling verb because it is the most important in a sentence. A verb often consists of more than one word. Sometimes, thought the verb reflectively.[2]

Jayanthi Daksima Murty says that verbs described as a word is use to indicate an action, a state of being of existence or possession. Example, bought, save, handed, lent, offered, paid, played, promised, showed, song, made, told, sent, sold, got.[3]She said that a verb tells about what a person or thing does, what done to person or thing, what a person or thing tells about being or existence, and it may tell about possession.[4]

Besides that, according to Milon Nandy stated that verb is a word used to say something about person or thing. It tells what a person or thing

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[1]Mun.fika, Sam. S. Warib Sam. A. Sosesanto, *Complete English Grammar/Tata BahasaInggrisLengkap,* (Surabaya: Apollo), p. 2.
[2] Wren and Martin, *High School English Grammar and Composition,* (S. Chand and Company Ltd: New Delhi, 1986), p. 84.
[3]JayanthyDakshina Murthy, *Contemporary English Grammar,*(Delhi: Book Palace,2003), p. 86.
[4]*Ibid.,*p.87.

does.[5]Verb is a word or group word that expresses an action (such as eat), an event (such as happen) or a state (such as exist): regular and irregular, transitive and intransitive verb.[6] Verb is a word or phrase indicating an action, an event or a state. Example *bring, happen, exist: an irregular and regular, modal or phrasal verbs, and transitive verbs and intransitive verbs.*[7]

A Verb tells us:

a. What a person or thing does

Example:

Riki Anjani reads

The sun rises

b. What is done to a person or thing

Example:

He is punished

The papers are spoiled

c. What a person or thing is or thing is or it tells about a state of being or existence

Example:

She is mother

He is teacher

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[5]MilonNandy, *Practical Guidevto mastery of English,* (Singapore: Composite Aid Publication 1998),p. 100.

[6]A. S. Hornby, *Oxford Advanced Learner's Dictionary,* (Oxford University Press: Oxford, 2000), p. 1498.

[7]A. S. Hornby,*Oxford Advenced Learner's Dictionary,* (Oxford University Press: Oxford, 1995), p. 1323.

They are in the house

My father is president

d. It may tell us about possession

Example:

She has blue eyes

I have good memory.

Similarly, Sam A. Susanto stated Verb is a kind of word shows the name of action, behavior, activity and can show the sate of being.[8] Verb is words tell or assert something about a person or thing. The function of verb is Predicate in sentence. Then we know that verbs have very important role in forming the sentence.

It is said so, because a sentence is formed by at least one subject, one verbs and has a complete thoughts. It means that in order to convey something to others the speakers or writer should use verbs to the listener or the readers.

2. **Class of Verbs**

Class of verbs is verbal and nominal

a. **Verbal**

Verbal is a sentence which part important is predicate, verb and will we can sentence of transitive and intransitive.[9]

According Satrio Nugroho said that verbal is a sentence used predicate there is verb.[10] The kind of verbal sentence is:

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[8] Sam A. Susanto, *The New Complete English Grammar,*(Jakarta: PustakaIlmu, 2005),p.26.
[9]Mun.fika, Sam. S. Warib Sam. A. Sosesanto,*Op.Cit.,* p. 32.

1. Negative sentence
   Negative sentence is a sentence used to ask deed, events or situation.
   Example
   She is not beautiful
   We don't read newspaper every morning.
   I do not study English everyday
   He doesn't study English everyday
2. Negative interrogative sentence
   Negative interrogative sentence is a sentence that asks a question used not.
   Example
   Don't you read everyday?
   Doesn't he take the book?
3. Interrogative sentence
   Interrogative sentence is a sentence that asks a question.
   Example
   Do you study a book everyday?
   Does he take a flower everyday?
   What do you want?
   Do you know English?
   When do you return from Delhi?
4. Imperative sentence
   Imperative sentence is a sentence that expresses a command, a request, an entreaty or suggestion.
   a. Request
      Example
      Please post the letter
      Can you lend fifty Rupces?
      May I use your phone?
      Could you wait for me outside?
   b. Command
      Example
      Study, please
      Please, speak
      Don't study
      Close the door!
      Be regular to your classes.
   c. Suggestion
      Example
      You should help the poor man

---

[10]SatrioNugroho, *Practical Complete English Grammar/Tata BahasaInggrisLengkap,* Surabaya: Kartika Design, p. 128.

You had better consult to a physician

What about seeing a film this evening?

So, verbal is a sentence not used to be because any verb. The kind of verbal is negative sentence, interrogative sentence, negative interrogative sentence, and imperative sentence.

b. Nominal

According Mun.fika, Sam. S. Warib and Sam. A. Sosesanto says that: Nominal is a sentence predicate not verb used to be.[11]Nominal is a sentence not used verb and part of important is verb TO BE between is:

1. After subject direct noun.
   Example
   I am a doctor.
   He is an engineer.
   They are farmers.
   My father is a lawyer.
2. After subject direct adjective.
   Example
   Rini is very beautiful.
   That film is very interesting.
   They were absent yesterday.
   Sakina was sick last week.
3. After subject direct adverb and other.
   Example
   Mr .Rido was in Sulawesi yesterday.
   It is 7 o'clock now.
   They are at home today.
   Toni and NurhotmaSiregar were here last night.[12]

4. After to be give verb/verb+ ing, used in sentence form complete or past/present continuous tense.
   Example

[11]Mun.fika, Sam. S. Warib Sam. A. Sosesanto, *Op. Cit.,* p. 3.

[12]*Ibit.,* p. 32.

Nursakinah is playing a Piano now.
They are studying English at the moment.
I was sleeping when you called me last night.
Sanusi and Rahma yanti are discussing a serious problem now.
5. After cat give past participle/verb form to-3 and used in passive sentence.
Example
I am given a book by John.
My car was stolen by someone.
English is spoken all over the word.[13]

So, nominal is a sentence use to be. And in nominal used after subject direct noun, adjective, adverb, give verb/verb+ ing/ used in sentence form complete or past/present continious tense and to be cat give past participle/verb form to-3 and used in passive sentence.

3. **Structure of Verb**

Structure of verbs any two between regular and irregular.

a. **Regular Verb**

A regular verb is a verb which has a normal inflection or normally added by "ed" or "d" to the infinitive. Imam D. Djauhari says that regular is a verb which gotten addition suffix ed in from 2 and 3.[14] Regular verb change verb which regulations abreast normally, is with do added –d or –ed to verb formed one so that become verb from two(past tense) and three (past participle).[15]

Example

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[13]Iman D. Djuhari . *Mastery on English Grammar,* (Surabaya: INDAH, 2011), p. 16.
[14]*Ibit.,*p .44.
[15]SatrioNugroho, *Op. Cit.*, p. 173-188.

Verb I	Verb 2	Verb 3
Bop	Bopped	Bopped
Use	Used	Used
Picnic	Picnicked	Picnicked
Drip	Dripped	Dripped
Excel	Excelled	Excelled

b. **Irregular Verb**

Imam D. Djauhari says that irregular verb is a verb which does not have a normal inflection or nor normally added by "ed" or "d" to infinitive from. Irregular verb have from verb 2 and 3.[16] Irregular verb is change verb which not regulations abreast or can said for determine past tense and past participle and not added –ed or –d.[17]

Example:

Verb 1	Verb 2	Verb 3
Retell	Retold	Retold
See	Sold	Sold
String	Strung	Strung
Win	Won	Won
Tear	Tore	Torn

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[16]Iman D Djauhari, *Op. Cit.,* p. 44.
[17]SatrioNugroho, *Op. Cit.*, p. 173-188.

So, in the structure of verb explains about regular and irregular. Which regular is a verb added ed and d. Then irregular is does not have a normal inflection or nor normally added by "ed" or "d" to infinitive from.

4. **Time of Verb**

   a. **Regular**

      Regular verb from Past Tense (verb II) and from Past Participle (verb III) used of infinitive only added Ed/d. There is:

      1. Verb added "ed" of infinitive.

Verb^1	Verb^2	Verb^3
Ask	Asked	Asked
Open	Opened	Opened
Ship	Ship	Ship
Abash	Abash	Abash
Abduct	Abducted	Abducted

      2. If verb in last "e" so that verb 2 and 3 only added "d".

Verb^1	Verb^2	Verb^3
Change	Changed	Changed
Use	Used	Used
Smoke	Smoked	Smoked
Cycle	Cycled	Cycled

3. If verb last "y" and beat to with consonant so that verb 2 and 3 last change "I" and then with "ed".

Verb¹	Verb²	Verb³
Dry	Dried	Dried
Reply	Replied	Replied
Fry	Fried	Fried
Verify	Verified	Verified

4. If verb last "Y" and beat to vowel so that verb 2 and 3 last "Y" not change and added Ed.

Verb¹	Verb²	Verb³
Destroy	Destroyed	Destroyed
Decoy	Decoyed	Decoyed
Betray	Betrayed	Betrayed

5. If verb last consonant and beat to vowel so that verb 2, and 3, last double and then added "ed".

Verb¹	Verb²	Verb³
Bop	Bopped	Bopped
Drip	Dripped	Dripped
Rob	Robbed	Robbed
Stop	Stopped	Stopped

6. If verb last C and beat to vowel for verb 2 and 3, last C added k beat new and then added ed.

Verb[1]	Verb[2]	Verb[3]
Mimic	Mimicked	Mimicked
Picnic	Picnicked	Picnicked
Shellac	Shellacked	Shellacked

So, number 1 verb 2 and 3 used added "ed". Number 2 verb 2 and 3 if last "e" added ed. Number 3 if verb last Y change become I so that verb 2 and 3 added 'ed', number 4 if last Y so beat to vowel and verb 2 and 3 last Y added "ed", number 5 if last consonant and beat to vowel so verb 2 and 3 last double added 'ed", and then number 6 if verb last C and beat with vowel so that for verb 2 and 3 added K and added 'ed'

b. **Irregular**

A verb in table is from Past Tense (verb 2) and from Past Participle (verb 3) which experience a change irregular and have rule a in itself. Example:

1. All verbs which from same (verb I, verb 2 and verb 3 no change)

Verb[1]	Verb[2]	Verb[3]
Beset	Beset	Beset
Bet	Bet	Bet
Hit	Hit	Hit

Cut	Cut	Cut
Read	Read	Read

2. All verbs which have from 2 same (verb 2 and 3 same).

Verb¹	Verb²	Verb³
Abide	Abode	Abode
Bleed	Bled	Bled
Hear	Heard	Heard
Meet	Met	Met

3. Which verbs have from 3 different (verb I, 2 and 3 from different).

Verb¹	Verb²	Verb³
Arise	Arose	Arisen
Do	Did	Done
Ring	Rang	Rung
Write	Wrote	Wrote

4. Which verbs have two from same (verb 1, 2 and 3 from same).

Verb¹	Verb²	Verb³
Become	Became	Become
Run	Ran	Run
Come	Came	Come

Overcome	Overcame	Overcome
Outrun	Outran	Outrun

So, in irregular verb which any change and different in verb which "a" have same from verb 1, 2 and 3, "b" have two same from verb 2, and 3, and "c" have three different from verb 1,2 and 3, and then "d" have two same from verb1 and 3 from same. Verb is word expression name, behavior, action, activities or what do and can explanation state being, class of verbs, (Verbal and Nominal), structure of verb(regular and irregular verb), and time of verbs (verb 1, verb 2, verb 3, and verb+ ing).

B. Narrative

Here explains about definition of narrative, social function, generic structure of narrative, lexical grammatical features of narrative, example of narrative and analysis of example narrative.

1. Defenition Narrative

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. A narration text is an imaginative story to entertain people.[18]According Mc. Crimmon explains that narration is story told to make a point. It can be used in abbreviated from to introduce or illustrate a complete subject that writers often related narration to lead into body of their

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[18] http=//www.englishindo.com./search/label/text.

writing or intended from provide a detailed, personal account of what happened. Narrative writing places occurrences what happened according to natural time sequence. It means that narrative is a story or event that happened usually describe a process of action and it is told make a point or to explain an idea which is happening chronologically.

According George E. Wishon and Julia M. Burks says that:
"Narrative is the form of writing used to relate the story of acts events. Narration places occurrences in time and tells what happened according to natural time sequence. Types narration includes short stories, novels, and news stories, as well a large part of our everyday social interchange in the form of letters and conversation".[19]

Besides that, A S Hormby in Oxford Advanced learner's Dictionary narrative is a description of event, especially in novel or story, the act or process of feeling a story.[20] Jhon Langan says that Narration is writer tells the story of something that happened. Through narrative, we make a statement clear by relating in detail something that has happened to us.[21] Otong Setiawan Djuharie says that Narrative is the kind text a story or legends the goal amuse readers.[22] Narration is a composition considered as a text. It is a paragraph in which in which recount writer an event to his readers. It can be about biographies, autobiographies, historical, and process.[23] Further, narration is story or tale orderly account of events, compositions that consist

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[19]George E. Wishon Julia M. Burks, *Let's Write English,*(New York: Liton Educational Publishing, 1980), p.378.
[20]A. S. Hornby,*Oxfortd Learner's Dictionary,* (New York: University Press, 2003), p, 1013.
[21]JhonLangan,*Collage Writing Skills With Readings,*(New York: MC Graw-Mill Book Company,1986),p.111.
[22]OtongSetiawanDjuharie,*BahasaInggris,* (Bandung: YramaWidya, 2010), p. 343.
[23]SanggamSiahaan. *The English Paragraph,,(*Graha ilmu,Yogyakarta,2008), p. 110.

of storytelling, in the form of, concerned with storytelling, stories, and novels, able to describe events well.[24].

Example: One day an invitation to hell came to Cinderalla family. Her step sister didn't let her go, so she was very sad. Her step sister went to the ball without her. Fortunately, the fair good other came helped her get the ball. At the ball, Cinderrella danced with prince felt in love with her than the married her. They lived happily ever after.[25]

From some definition above can be concludes narration is the form of writing used to relate the story of act events. From all explanation above, Narrative is a description of event, especially in novel or story, the act or process of feeling a story.

2. Social Function

O' Malley the purpose of narrative may be to reflect, entertain, inform, explain, or persuade. There is fives way the narrative can get some purpose:

a. Tell an existing story.
   The purpose is to entertain or to interest the audience such as danger and suspense.
b. Illustrate a point about human nature.
   Fairy tales and fables are fascinating speak about eternal truths that make a comment on human nature interests readers.
c. Make people laugh.
   Real humor is probably the rarest talent.
d. Show an experience dramatically changed someone's life.
   Experience can fascinate others.
e. Get to the heart of a common, everyday occurrence.
   Put the reader in your place, describing your own feeling exactly.[26]

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[24]A. S. Hornby,*Oxford Advanced learner's Dictionary of Currect English*, New York 1985, p. 561.

[25]OtongSetiawanDjuharie, *Genre,* (Bandung: YramaWidya, 2007), p. 41.

[26]O'malley at All, J. Michael, *Authentic Assessment for English Learner's,* (Addison Wesley Pubishing Company,1996), p. 138.

The researcher inserted to choose this text. Because the researcher thinks many students have done camping, so they easy to understand this text.

3. Generic Structure of Narration

According Otong Setiawan Djuharie said that to write the narrative, there are four components that should be care:[27]
a. Orientation
   Orientation is parts of text give setting or opening about the narrative.
   The function of orientation:
   1) Content of topic an activity or event which wonderfully be talked.
   2) Should insert and can provoke the readers to know specially.
   3) Using adjective to describe to describe personal attitude generally
b. Complication
   Complication is parts of text to inform about the conflict in narrative.
   The function of complication
   1) Details about the activities or the events Content problematic are arranged sequence from introduction, conflict until climax.
   2) Talking chronologically, sequence the activities to done, the same in writing recount text, in narrative texts is also used sequence.
         Makers: first, second, third, etc. or first, next, after, that, then, finally, etc.
c. Resolution
   Resolution is parts of text to describe about the reaction to solve the problem.
   The function of resolution
   1) Content problem solving has told until the climax

d. Coda
   Coda is the describe reflection or evaluation the conflict about the narrative.
   The function of coda
   1) Content about moral lesson is possible can be taken at the events, such as: my aunt was so relive to see the snake leaving the room without making my harm to anybody.[28]

So, in generic structure of narrative explains about orientation, complication/crisis, resolution, reorientation and coda.

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[27]OtongSetiawanDjuharie, *Op. Cit.,* p. 20-22.
[28]Pardiyono, *Teaching Genre- Based Writing,* (Yogyakarta: Andi Offset, 2007), p. 97-98.

4. Lexical Grammatical Feature

Otong Setiawan Djuhariesaid that the language elements is used in writing narrative paragraph are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.[29]

a. Nouns

Noun is a word used as the name of person, place or thing.[30]

According Jayanthy Dakshina Murthy said that noun is a word used to name a person, place, thing, an idea or a quality of mind defined as a noun.[31]
Example:
- *Rahmad* is our *bother*
- *Dictionary* is useful for *students*
- There is a *glass* in the *kitchen*
- *Knowledge* brigs *wisdom*
- I enjoy watching *cricket*

b. Individual Participant

Individual participant means that the subject takes part in a situation or the story of specific subject.[32] Such as story about Sampuraga and Malin Kundang.

c. Past Tense

The simple past tense is use of complete action that happened at one specific time in the past.[33]Betty Schramfer Azar, simple past tense is use to talk about activities or situation that began and ended at a particular

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[29]Otong Setiawan Djuharie, *Op.Cit.,*p. 41.
[30]Wren and Martin,*Op. Cit.,* p. 5.
[31]Jayanthy Dakshina Murthy,*Op. Cit*., p. 5.
[32]Otong Setiawan Djuharie,*Op.Cit.,* p. 41
[33] Cliffs, *TOEFL*, (India: Dream Land, 2005), p. 59.

time is the Past.[34]Then, Jayanthi Dakshina Murthy says that simple past tense is when a verb is use to shown that an action was completed.[35]

d. Conjunction

Conjunction is a word use to join one word to another word, or sentence to another sentence. There are two types of conjunction coordinating conjunction and subordinating conjunction.[36] Slamet Riyanto dkk, conjunction is words that use to connect words or group of words or sentence.[37] Then, Jayanthi Dakshina Murthy, conjunction is a word used to combine two words or sentence is knows as a conjunction.[38]

Example:

- I visited Delhi *and* Agra last year

- She will come today *or* tomorrow

- He tried hard *but* he failed in his attempt

e. Action Verbs

Action Verb is a verb showing happened or activities. Example, stayed, climbed, killed, and other.

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[34]Betty SchrampferAzar, *Fundamentals of English Grammar*, (Jakarta: BinaRupaAksara, 1993), p. 32.

[35]JayanthyDakshinaMurthy,*Op. Cit.*, p. 151.

[36] Wren and Martin, *Op. Cit.,*p. 151-153.

[37]SlametRiyanto, dkk, A *Complete Course to the Toeic Test*, (Jogjakarta: PustakaBelajar, 2009), p. 30-36.

[38]JayanthyDakshina Murthy,*Op. Cit.*, p. 7.

f. Saying Verbs

It is about verb which to show the report or say such as *said, told promised, thought, understood*[39].

So, lexical grammar features explains noun, individual participant, conjunction, action verbs and saying verbs.

5. The Function of Grammatical Features

The function of grammatical features is:

a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.

b. Using verb of doing on predicate, such as ran out, got and bent, etc. which describe the activities.

c. Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy, etc.

d. Repenting subjective pronoun is same in text is general such as: first my aunt was very frightened, but she tried managed herself to quiet.

e. Using conjunction also found such as first such as: first, my aunt was very frightened but she tried to manage herself to be quiet.

6. Example of Narrative

A bad camping

July 1 I want camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark. I quickly set up my tent for began raining. I set off to on explore the jungle and I bought some food, matches, ropes, and a flashlight on my knapsack.

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[39]Betty SchrampferAzar, *Op. Cit*., p. 17.

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then, I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.

I screamed for a help but no one had me. After a few minutes, I turned on my flash light. A ranger saw the light and he saved me," I will handle it". He bandaged my back. After that, he got back with his friend and they carried a litter and put me on.

When the morning came, they to me took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nurse asked me, "Are you okey?" "I am a bit unwell," I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.[40]

<center>The Legend of Rawa Pening</center>

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him," please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water expect the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now as RawaPening like in Slatiga, central java Indonesia.[41]

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[40]OtongSetiawanDjurherie, *Op. Cit.*,p.20-22.

[41] http:// www.englishindo.com/2012/01/narrative-text-penjelasan-contoh,html.

7. **Analysis**

A bad camping

a. Orientation
   July 1 I <u>want</u> camping. I brought my own preparation such as food, tent, etc. I <u>arrived</u> at 07 o'clock in the evening. It was dark. I quickly set up my tent for began raining. I <u>set off</u> to on explore the jungle and I <u>bought</u> some food, matches, ropes, and a flashlight on my knapsack.

b. Complication
   Next, I <u>locked</u> my tent and after I had <u>walked</u> for about 2 km, I was t<u>ired</u>. Then, I <u>found</u> a steep slope. There was no other way so I <u>climbed</u> the slope. Suddenly, one of my ropes was <u>broken</u> and I was <u>hooked</u> at a casuarinas tree.

c. Resolution
   I <u>screamed</u> for a help but no one had me. After a few minutes, I <u>turned</u> on my flash light. A ranger saw the light and he <u>saved</u> me," I will handle it". He <u>bandaged</u> my back. After that, he <u>got back</u> with his friend and they <u>carried</u> a litter and put me on.

d. Coda
   When the morning came, they to me took me to the nearest hospital. I <u>thanked</u> them. It was a bad experience. I only <u>slept</u> and I <u>thought</u> of my injured back. The nurse asked me, "Are you okey?" "I am a bit unwell," I replied. I <u>kept</u> on sleeping and I sometimes listened to the music. When the nurses <u>asked</u>, I only smiled. I knew that I was not recovered yet but I led my life cheerfully. Two weeks later, I went back to Jogjakarta.

The Legend of RawaPening

a. Orientation
   Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and <u>asked</u> for some food, but nobody cared about him. Nobody <u>wanted</u> to help the little boy.

b. Complication
   Finally, a generous woman helped him. She gave him shelter and a meal. When the boy <u>wanted</u> to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She r<u>eminded </u>him," please remember, if there is a flood you must save yourself. Use this is "lesung"

as a boat". The "lesung" was happy and <u>thanked</u> the old woman. The little boy <u>continued</u> his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People <u>challenged</u> each other to pull out that stick. Everybody <u>tried</u>, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy <u>wanted</u> to try his luck so he <u>stepped</u> forward and <u>pulled</u> out the stick. He could do it very easily. Everybody was <u>dumbfounded.</u>

c. Resolution
Suddenly, from the hole left by stick, water spouted out. It did not stop until it <u>flooded</u> the village. And no one was <u>saved</u> from the water expect the little boy and the generous old woman who gave him shelter and meal. As she told him, he <u>used</u> the "lesung" as a boat and <u>picked up</u> the old woman. The whole village became a huge lake. It is now as Rawa Pening like in Slatiga, central java Indonesia.

So, Narrative is a description of event, especially in novel or story, the act or process of feeling a story. Which explanations about social function, generic structure of narrative explains (orientation, complication, resolution, coda), lexical grammatical of narrative text explains (noun, individual participant, conjunction, action verbs, saying verbs), example of narrative text, and analysis of example narrative text.

C. Comprehending Narrative text.

Comprehending narrative text in the topic of this research means the understanding what written on the narrative texts or materials. As we know that a written language is the representation of a language by means of writing system. A written language exists only as a complement to a specific gestural language, and no natural language purely written. However, extinct languages may in effect

purely written when their writings survive. The texts mean the words of something written.

As we know that comprehending is a complete knowledge; great skill: achieve/ attain mastery of several languages, show complete mastery in one's handling of a difficult situation and narrative is a story used past tense. As a developmental process, a teacher must help the students to develop techniques for inferring the meaning of new words, and increasing comprehension of structural signals. In order to improve the student's comprehending narrative texts, the teacher should give students directions that lead the students towards the content of the text. The teacher should know well the important points that his students should later. In other words, before reading the students should have some goals with content of the narrative text. At least they be lead to reach these goals. And then reads and explains the texts. The teacher may draw upon the students experience, ask them for information that will enlighten the class on the specific point and the teacher may also draw on his knowledge. In this case the teacher try to create the students curiosity based on providing necessary background. After that, the teacher of discuss the students' experience which are closely related to the topic; and discuss the background of information essence for understanding about the story. Because the prior knowledge of the students already in their brain can make the students to be much easier understand about the text. After the teacher explained in class proceeds to reexamine the new words in the lesson. A teacher has to look over materials that will give. He should infer which words the

students have already understood. The teacher should explain new vocabularies gradually to help the students in comprehending the text. The teacher proceeds next to test the comprehending of the students on the passage by means of Questions. He should accept short answer to these questions, because the aim here is to test comprehending only. In test the teacher gives multiple choices in questions which do complete sentence. The last step that should doing by teacher is giving written work to the students, because not every student gets or takes the opportunity to answer orally. A written exercise gives everyone an equal chance to comprehending and answer. The types of question for written work should be effective. It could be the question to require the complete answer.

D. Finding of Research

The researcher correlation with "title" the correlation between student's verbs mastery and comprehending narrative text at grade VII MTs NegeriSipirok between is:

First, An Analysis on the Relationship between the Student's Abilities in Verbs and Their Skills in Grasping the Reading Texts to Second Year Students of SMP Negeri 10 Padangsidimpuan in 2009-2010 Academic Year by YuliraNasution.[42]This research is carried out in order to find out how far the relationship between the students' abilities in verbs and their skills in grasping the

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[42]YuliraNasution, *An Analysis on the Relationship between the Student's Abilities in Verbs and the Their Skill in Grasping the Reading Texts to Second Year Students of SMP Negeri 10 Padangsidimpuan in 2009-2010 Academic Year,* (Padangsidimpuan: UGN, 2010).

reading texts to the second year students of SMP Negeri 10 Padangsidimpuan in 2009- 2010 academic year is. In the script explanation between is:

The formulation problem of researcher as "How far is the relationship between the students' abilities in verbs and their skills in grasping the reading texts to the second year students of SMP Negeri 10 Padangsidimpuan in 2009- 2010 academic year.

The porpuse of researcher is the writer wants to know about how far the students' abilities in verbs and reading are, the writer hopes that this script can help other people who are interesred on this field in order to overcome the same problem, the researcher can be made as media for implementing the three duties of a college, and through this researcher the writer can apply and develop her knowledge which has been got during her study, especially the knowledge of researcher, verbs and reading.

Method of this researcher the writer applies which for getting needed data, the writer applies the library and field researcher. the library researcher is applied referring to the need of books used and the sources of information and theories concerning to the topic of researcher, whereas the field researcher is applied in order to get the needed data in the field, in this case in the SMP Negeri 10 Padangsidimpuan, in the library researcher the writer uses the books which are written by famous writers referring to the topic of the researcher, whereas in the field the writer treats the test to the students' abilities in verbs and their skills in grasping the reading texts, after the library and field the test to students, the next

step which is done by the writer is scoring the result of the test, the scores of the test are made as the data in order to know about how far the relationship between the students' abilities in verbs and their skills in grasping the reading texts to second year students of SMP Negeri in 2009-2010 academic year, then the writer is analyzing it by using the statistical analysis, the statistical formulation which is used is the formulation of Pearson's Product Moment Correlation (r_{xy}) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N \sum X^2 - (\sum X)^2\right\}\{N \sum Y^2 - (N \sum Y^2)\}}}$$

After analyzing the data, it is gotten that the value of r_{xy} is 0,53.

Based explanation in above, we know that significant correlation between the students' abilities in verbs and their skills in grasping the reading texts to the second year students of SMP Negeri 10 Padangsidimpuan in 2009-2010 academic years, the students' abilities in verbs are very important, because it is always used in all the language skills, especially in the reading texts or materials, reading is very important to be mastered by the students, because through reading they can improve their knowledge about everything, reading not only assigning the sounds of the words, but the understanding what is written, the students' abilities, both in verbs and in reading can be categorized the capable category, and the hypothesis of this research is accepted. In the script the sample used 57 students of the research. It means that the writer takes 45% sample from the population.

The instrument for collecting the data, the writer uses the written test and multiple choice test, whereas for the test of reading the writer uses the essay test and translate test. Next, step doing by writer analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Moment Correlation (r_{xy}) and the result of analyzing is 0, 53.

Second, The Effect of Discussion Strategy on Reading Comprehension to the X Grade Students at MAS YPKS Padangsidimpuan by Samsianur Nasution.[43]

The research formulate problems in this research, *The first,* the researcher wants to describe how far is students' ability in reading comprehension by using discussion strategy at MAS YPKS Padangsidimpuan. *The second,* the researcher wants to describe how far is students' ability in reading comprehension by using conventional strategy at MAS YPKS Padangsidimpuan. *The thirth,* the researcher wants to examine the significant different of reading comprehension by using discussion strategy and conventional strategy at MAS YPKS Padangsidimpuan.

The researcher limits the problem, that concist of the time, place, and scope. The time is use about three month in first semester in 2011/2012 academic year. The place of this research is in MAS YPKS Padangsidimpuan in The X Grade Students. And in scope focuses on discussion strategy toward reading

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[43] Samsianur Nasution, *The Effect of Discussion Strategy on Reading Comprehension to the X Grade Students at MAS YPKS Padangsidimpuan,* (Padangsidimpuan: STAIN, 2013).

comprehension, the research will discuss about the identifying main idea and supporting idea in the text.

The Significant of Researcher between is For headmaster and English teachers as a tool compare and to improve the science especially about discussion strategy in reading comprehension at MAS YPKS Padangsidimpuan, For English teachers as information to improve the quality of teaching reading at MAS YPKS Padangsidimpuan and For other readers as an input to conduct further research.

Experimental method was use in this research. Based on Suharsimi Arikunto, experiment is a way to find a causal relationship (causal relationship) between the two factors that intentionally inflicted by researchers with reduce or set aside other factors that could interfere. The writer concluded that experimental research was a kind of research aiming to know causal effect relationship between one variable and more to other variables by reducing or setting aside other factors that could interfere. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristics at the beginning of experiment.

In collecting the data, it was used test. AS. Hornby said that, test is an examination of somebody' knowledge or ability, consisting of question for them to answer or activities for them to carry out an IQ / intelegence / aptitude test.[44] The kind of test in this research was multiple choice. It is decided based on validity and reliability consideration that it is easier to be given, more objective

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[44]A. S. Hornby, *Op .Cit,* p. 1396.,

and more practice. the multiple choice test consists of four option, a, b, c or d. The test consist of two kinds, they are: The pre-test was given to both of control class and experimental class to measure the students' ability before applying the treatment and also to find out whether they are in the same level or not . And The post test was given to both of control class and experimental class to know the ability of students after applying the treatment. Post-test was done to find out the difference between using conventional method in reading comprehension and using discussion strategy in reading comprehension.

The sources of data in this researcher they are experimental class is all the students of X-1 class in MAS YPKS Padangsidimpuan that consist of 31 students. The control class is all the students of X-2 class in MAS YPKS Padangsidmpuan that consist of 31 students.

The analysis data result in before reading between pre-test scores obtained before teaching in experimental class was 70.13, modus was 76, and median was 62. The writer got the highest score was 76, and the lowest score was 52 and control class was 69.97, modus was 76, and median was 61.98. The writer got the highest score was 76, and the lowest score was 52. From the table above, the writer concluded the students' ability before teaching was enough. It was improved by the means score of experimental class was 70.13 and control class was 69.97. And after reading result between above the mean of score in experimental class was 73.93, modus was 76, and median was 74.02. The writer got the highest score was 80, and the lowest score was 60, and the mean of score

in control class was 71.84, modus was 76, and median was 71.02. The writer got the highest score was 80, and the lowest score was 60 . So, the mean score of experimental class was bigger than control class (73.93 > 71.84).

Analysis results and hypothesis testing show that both these variables have the effect and hypothesis alternative (H_a) was accepted. This means that students' reading comprehension achievement by discussion strategy is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis zero (H_0) was rejected. This means that students' reading comprehension achievement by using discussion strategy is not better than conventionall strategy ($\mu_1 = \mu_2$). So, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from means score between the experimental class and control class. It is indicated that the score of experimental class was bigger than control class (73.93 > 71.84).

Based on the result of data analysis that has described in the previous chapter, the writer concluded is The students' achievement in reading ability after learning by using discussion strategy at the X grade students of MAS YPKS Padangsidimpuan was 73.93. It can be seen from the mean score of experimental class. And the students' achievement in reading ability after learning by conventional strategy at the X grade students of MAS YPKS Padangsidimpuan was 71.84. It can be seen from the mean score of control class. Then students' reading comprehension achievement by using discussion strategy is better than

conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It can be seen from the mean score of experimental and control class (73.93 > 71.84). From the calculation of $t_o = 1.86$. While t_s score is 1.67. So, students' reading comprehension achievement by discussion strategy is better than conventional strategy at the X grade students of MAS YPKS Padangsidimpuan.

Thrid, the Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph by Laina Tussifa.[45]This research is carried out in order to find out how far the Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph. The Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph is 44, 33. It can categorize into enough categories based on the test. The difficulties Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph based interview and test to students and English teachers between: difficulties in past, vocabulary, construct the sentences, finding the idea of narrative paragraph, to make the concluding of narrative paragraph and using punctuation.

Based explanation in above in the Ability of the Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph is 44, 33 and difficulties is in past tense, vocabulary, construct the sentences, finding the idea of

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[45]LainaTussifa, *The Ability of the Students TsanawiyahDarulFalahLanggaPayung in Writing Narrative Paragraph,*(Padangsidimpuan: STAIN, 2012).

narrative paragraph, make the concluding of narrative paragraph and using punctuation.

E. Conceptual Framework

Verb is words use every time in life like speaking, speech, comprehension and in sentence with our doing in life . So that the students mastery in verbs are very important, because it always used in all the language skills, expecially in narrative text or materials. And narrative Comprehending is skill in our self not only remember , but change our life and add our knowledge .Students should getting comprehending and mastery in English so that getting analyze problem and very important by the students because getting to show expression our life.

Based theoretical so conceptual framework of research was verbs mastery and comprehending narrative text to show and trying skills students so that getting comprehending and ability , knowledge , and achievement with good .

F. The Hypothesis

Sumadi Surbarata says that Hipotesis penelitian adalah jawaban sementara terhadap masalah penelitian, yang kebenarannya masih baru diuji secara empiris".[46]The hypothesis is tentative answer to a researched problem, in which its truth should be tested empirically. According Arikunto says that Hyothesis is a temporary answer of answer of researcher problem, until proved by the collected

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[46] Suryabarata Sumadi, *Metodologi Penelitian,*(Rajawali Press, Jakarta, 1992),p.69.

data.[47] So that there is the correlation between student verb's mastery and comprehending narrative text at grade VII MTs Negeri Sipirok.

[47] suharsimi Arikunto, *Manajemen Penelitian*(Jakarta: rineka cipta, 2000). p. 234.,

CHAPTER III

RESEARCHER METHODOLOGY

A. Place and time of Research

1. Place of Research

This research was done VII class with number MTs.02.18/PP.00.2/071/2013 in MTs Negeri Sipirok. There is motive writer to researcher to location because the writer knowledge no to research the correlation between student's verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok. Beside that also, this school never know about verb and narrative text.

2. Time of Research

This research was done in MTs Negeri Sipirok. It is located in MTs Negeri Sipirok village sialagundi. The process of research will be done from may to 12th 2013 appropriate with English learner VII class with number MTs .02.18/PP.00.2/071/2013 MTs Negeri Sipirok.

B. Research Design

The kind of research is quantitative research and used correlation method. . Suharsimi Arikunto mengatakan says that " penelitian korelasi bertujuan untuk menemukan ada tidaknya hubungan, dan apabila ada beberapa eratnya hubungan

serta berarti atau tidaknya hubungan itu".[1] So, The correlation research is carried out in order to find out whether there is a correlation between two or more variables, and if the correlation exists, how far it is and whether it is significance or not.

Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exit between two or more quantifiable variables. The purpose of a correlation research study is to determine relationship between variables or to use these relationships to make predictions.[2]

C. The Population and Sample

1. The population

Suharsimi Arikunto said that " populasi adalah keseluruhan aspek penelitian".[3] The population is the whole number of the researcher subject. The population in this study is all of the students at grade VII in MTs Negeri Sipirok. The school consists of four classes as shown in table below:

Table I
The Population of Research

NO	CLASS	TOTAL
1.	VII-1	26
2.	VII-2	27

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[1]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Prak-tik,* (Bina Aksara: Jakarta, 1989), p. 201.
[2] Gay and Peter Airaisan, *Educational Reseach: Competenciens for Analysis and Aplications-6 ed,* (Prentice Hall Inc: New Jersey, 2000),p.321.
[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Prak-tik,* (Jakarta: Rineka Cipta,2006), p. 130..

3.	VII-3	28
4.	VII-4	27
TOTAL STUDENTS		108

From the above table, it can be seen that the population of the research is 108 students.

2. **Sample**

Sample is   partly of total population which eligible for date source. According Suharsimi Arikunto says that   partly or deputy population of research.[4] And Suharsimi Arikunto says that" jika kita hanya akan meneliti sebagian dari populasi, maka penelitian tersebut disebut sample (if we search only a part of population, it means that our research is called the sample research. Sample is a part or the representative of the population)".[5]Menurut Suharsimi Arikunto mengatakan bahwa: " untuk sekedar ancer ancer, maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. selanjutnya jika jumlah subjeknya lebih besar dapat diambil antara 10-15% atau 20-25% atau lebih.[6] (For the estimation, if the number of population is less than 100, it is better for us to take all. So, the research can be state as the population research.

[4] *Ibid*

[5] Suharsimi Arikunto, *prosedur penelitian suatu pendekatan prak-tik*, (Jakarta: Bina Aksara, 1989), p. 104.

[6] *Ibit.*, p. 107.

Furthermore, if the number of population is more than 100, we can take between 10-15% or 20-25% or more".

To remember more population total, so the writer was take sample with cluster sample. For determine cluster sample using to kind Random sampling. There was taking sample with do random sampling mean taking sample on random. Sample of this research take of VII class, then that is students VII-1 to VII-4 class total with 53 students as sample.

D. The Instrument for Collecting the Data

Instrument of research is roan of a part of the research. In used research, data is goal prominent which collecting with used instrument. In order to get data of research, of course the researcher needs instrument. The research instrument is an important role to collect the data. Suharsimi Arikunto says "Instrumen adalah alat yang digunakan untuk mengumpulkan data". (Instrument of research is a tool of facility used by the researcher in collecting data).[7] Instrument of research is tool helping to research in used method collecting of data. In this research used test. To make instruments of research the first determine free variable (Variable X) and sting variable (variable Y). There is free variable (Variable X) in this research as Verbs Mastery and string variable (Variable Y) as Comprehending Narrative Text. Variable verbs mastery concept student's verbs in research this is resulting of student about students mastery which then relation comprehend and

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[7]Suharsimi Arikunto, *Prosedur Penelitian / Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006), p. 160.

adroitness students to comprehending narrative text at grade VII MTs Negeri Sipirok.

The research instrument was an important role to collect the data. This research is used test. In this research, the test consisted of 25 questions for multiple choice with 4 options. To find out the scores of the students answer, the writer gave 4 score for each item. Thus, the maximum score of the test is 100.

1. **Test**

In this research, test is uses as instrument. "Test can be defined as a sample of behavior".[8] The students was gives a test to know and to get the data about student's verb and comprehending in narrative text. Suharsimi Arikunto says that" Test adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukaur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu".[9] So, Test was the measure the skill, knowledge, competence, ability or talents are hard by individual or group. Test was a method to measuring of person's ability, knowledge, or performance in a given domain.[10]According to AS. Hornby that, "Test was an examination of somebody' knowledge or ability, consisting of question for them to answer or activities for them to carry out an IQ / intelegence / aptitude test".[11]It was

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[8]Sandra J. Savignon,*Communicative Competence Theory and Classroom Practice,* (Massachusetts: Addison- Wesley Publishing Company, 1983), p. 232.
[9] Suharsimi Arikunto, *Manejemen Penelitian,* (Jakarta: Rikena Cipta, 2005), p. 156.
[10]*Ibid.,* p. 3.
[11]AS. Hornby, *Op. Cit.,*p.1396.

conclude that test was a way to know person ability, knowledge, or performance in educational world. The kind of test was used multiple choice.

a) Multiple Choice Test

Multiple choice test was require to select the answer from a number of given options, only one of which was correct. The marking process was totally objective because the marker was not permitted to exercise judgment when marking the candidate's answer; agreement has already been reached as to correct answer for each item.[12] Surybrata stated that the item of multiple choice test was consist of a question or the statement do not finish, and follow some possible answers. The test must choose the right answer.[13]

In most multiple choice items there are four or five options, and students have to choose the correct one. One of the most important advantages of multiple choice test is tests get score immediately.

Heaton stated that multiple choice items are constructed,

1) Each multiple choice item should have only one answer.
2) Only one feature at a time should be tested.
3) Each option should be grammatically correct when placed in the stem. Except, of course, in the case of specific grammar test item.
4) All multiple choice test items should be at level appropriate to proficiency level of the test.
5) Multiple choice items should be brief and as clear as possible.
6) In many tests, items was arranged in rough order of increasing difficulty.[14]

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[12]C.J.Weir, *Understanding and Developing Language Tests,* (prentice hall), p. 43.
[13]Sumadi Suryabrata, *Psikologi Pendidikan,* (Jakarta:PT Raja Grapindo Persada,2002), p.315.
[14]Heaton J.B,*Writing English Language Test,* (New York: Longman Group UK Limited, 1988), p. 31.

Multiple choice test is used as the instrument for this research. The form of features in the instrument is listed as follows:

Table II
Indicator of Test

Variable	Indicator	Score
Indentify Verb	I,2,3,4,5,6,7,8,9,10,11,12,13,14,15 ,16,17,18,19,20,21,22,23,24,25	100
Indentify Narrative text	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	100

This classification is considering the amount of the test that divided closely

E. Technique of Collecting Data.

Collecting data is very important in conducting a research because it has the important function in a research. Suggests some way to collect the data they are:

1. Test

The research will give test to students for doing, result and test will be collect and be result of research then test will see how student ability in verbs mastery and comprehending narrative text.

1) The writer is making question with from multiple choice.

2) The writer gives a short explanation about test to students.

3) The writer distributes question form the paper test.

4) The writer gives the time for answering the test.

5) Evaluation test

6) Result of test

F. Validity of instruments

For to knowing validity of test uses point correlation.

$$R_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

R_{pbi} = coefficient of point correlation

M_p = Levels score of student true answer

M_t = Levels score of total score

SD_t = Standart deviation of total score

P   = Student proportion which true answers

q   = Student proportion which false answer

Result the calculation with coefficient of beserial correlation (R_{pbi}) with table r *product moment,* then foreknown look for df- (df = N − nr). If $R_{pbi} \square$ R_{tabel} so that item is valid. The total of 25 question and 53 students to responds so that R_{tabel} = 0,297 then if any valid question and no valid so that question will frequents with new question. The calculation was getting valid and no valid where valid is 14 questions then 11 no valid. The result of validity is any in appendix.

G. The Technique of Data Analysis

The writer uses descriptive statistical to analyze the data. In this research the writer uses descriptive technique to examine the hypothesis. The result of the data that has been evaluating by the markers will generalize in average score.[15]In addition, to know the criteria of score, the writer quotes Muhibbin Syah's opinion as follow:

Table III
The criteria of score[16]

No	Class of score	Predicate
1	80-100	Very high
2	70- 79	Good
3	60- 69	Enough
4	50-59	Bad
5	0-49	Fail

This table to show us about how far correlation between student.s verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok and it is also using for testing the hypothesis that has been formulated before.

Based above collecting data to take of test, the process analysis of data to do with:

1. Analysis Description is for showing about two variables, mean verbs mastery with comprehending narrative text.

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[15] Suharsimi Arikunto, *Prosuder Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p.107

[16]Muhibbin Syah, *Psikologi Pendidikan Pendekatan Baru,* (Bandung: Remaja Rosdakarya,2000). p.81.

2. Analysis infensial is using for looks or knowing two relationship variables with situation, and can see with correlation.

Analysis correlation to done for knowing high or low about correction between variables analysis. This analysis is purposes to answered question any in formulation of problem is what correlation between verbs mastery and comprehending narrative text.

With result narrative text at grade VII MTs Negeri Sipirok and design is:
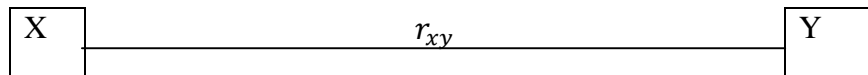
The research in technique of the analysis used Mean, Median and Mode. Formula:

a) Mean

$$M_{\ldots} = \frac{\Sigma_{\ldots}}{N} \text{ or } Mx = \frac{\Sigma X}{N} \text{ and } My = \frac{\Sigma Y}{N}$$

b) Median

$$M_{d\ldots} = \frac{\ldots n + 1}{2}$$

$$M_{d\ldots} = (\ldots + \ldots) : 2 = \ldots..$$

c) Modus

$$M_o = 3 M_{d\ldots} - 2 M_{\ldots}$$

d) Range

$$R = (\text{High value} - \text{Middle value}) = \ldots..$$

e) Class Interval

Class interval = 1+ 3.3 Long N

f) Interval

$$\text{Interval} = \frac{R}{\text{Class Interval}}$$

To find out the correlation of verb mastery and comprehending narrative text, the researcher uses the formula of product moment. The correlation technique is an analysis to evaluate hypothesis concerning between two variables that are examined statistically.

The formula of product moment:

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

Where :
r_{xy} = symbolizes the correlation between verbs mastery and comprehending narrative text
X = Symbolizes the student's scores verbs
Y = Symbolizes the student's score in comprehending narrative texts
$\sum X$= symbolizes the sum of students scores in verbs
$\sum Y$ =Symbolizes the sum of students scores in comprehending narrative text
N = Symbolizes the number of sample. [17]

[17]Suharsimi Arikunto,*Prosedur Penelitian suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2010), p.213.

CHAPTER IV

THE ANALYSIS OF DATA

A. The Analysis of Data

In analyzing the collected of data the writer applies the statistical analysis. The statistical analysis was applied because the collected data is the quantitative data. The statistical analysis is used for the quantitative data, that the data in the form of numbers.

After calculating of analyzing the data, the writer to describe the result for both variables as follows:

1. The Result of Students Verbs Mastery

Regarded to the recapitulation of students' scores, the writer found that the scores are various. The lowest score is 20 and the highest score is 76. The mean or the average score is 55,17, median score 60, and mode 69,66. It is looking in the following table below:

Table IV
The Score Mean, Median and Mode of students' verbs mastery at grade VII MTs Negeri Sipirok

No	Category	Score
1	Mean	55,17
2	Median	60
3	Mode	69,66

Further, the writer orders the scores into frequency distribution which percentages are available

Table V
The frequency distribution of data for students' verbs mastery at grade VII MTs Negeri Sipirok

No	Interval	Mid Point	Frequency	Percentages
1	20-27	23,5	4	7,55%
2	28- 36	31,5	3	5,66%
3	37-45	41,5	8	15,09%
4	46-54	50,5	3	5,66%
5	55- 63	59,5	11	20,75%
6	64- 72	67,5	20	37,73%
7	73– 81	76,5	4	7,55%
			53	100%

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

Frequency.
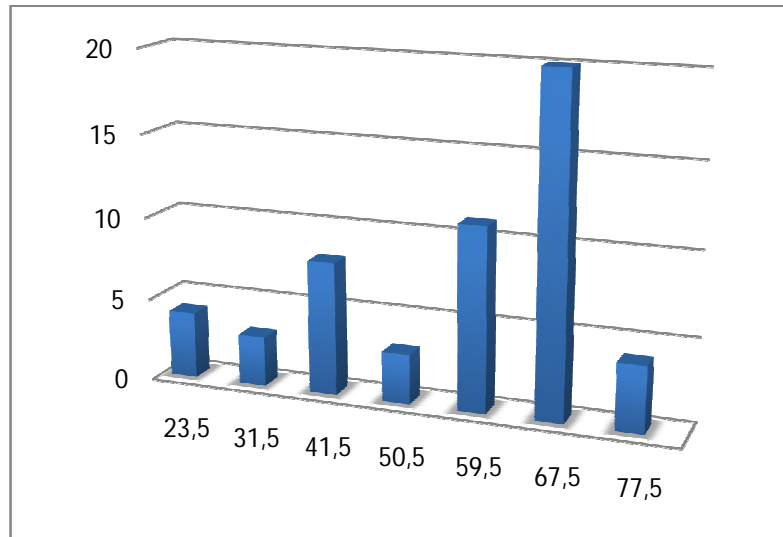
Figure 1: The Histogram of Student's Verbs Mastery (Variable X) at grade VII MTs Negeri Sipirok

2. The Result of Comprehending Narrative Text

Regarded to the recapitulation of student's scores, the writer found that the scores are various. The lowest score is 36 and the highest score is 76. The mean or the average score is 58,24, median score is 60, and mode score is 63,04. It clearly seen in the following table below:

Table VI
The Mean, Median and Mode score of Comprehending Narrative Text at grade VII MTs Negeri Sipirok

No	Category	Score
1	Mean	58,24
2	Median	60
3	Mode	63,04

Then, the writer orders the scores into the frequency distribution, as the following table:

Table VII
The frequency distribution of data for Comprehending Narrative Text at grade VII MTs Negeri Sipirok

No	Interval	Mid Point	Frequency	Percentages
1	36--41	38,5	7	13,20%
2	42 – 47	44,5	3	5,66%
3	48– 53	50,5	7	13,20%
4	54 – 59	56,5	6	11,32%
5	60- 65	63,5	14	26,41%
6	66 – 71	68,5	9	16,98%
7	72 - 77	745	7	13,20%
			53	100%

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

Frequency
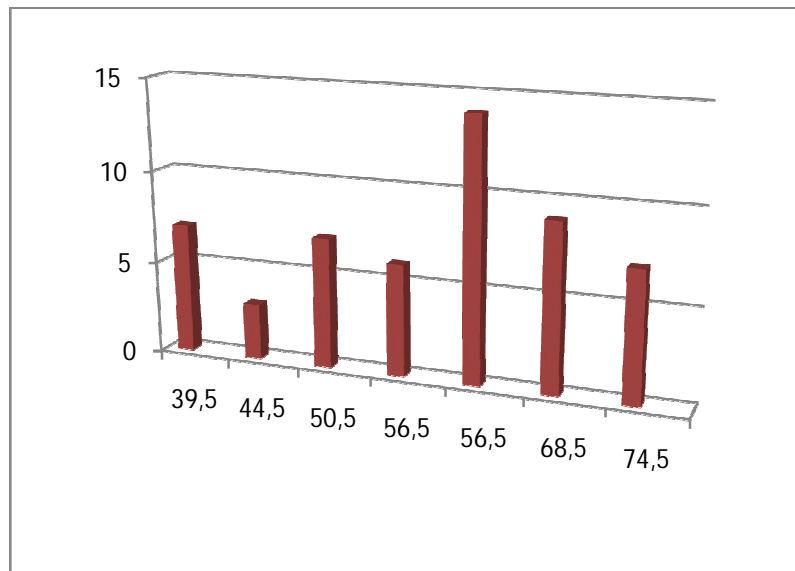
Figure 2: The Histogram of Comprehending Narrative Text (Variable Y) at grade VII MTs Negeri Sipirok.

B. The Hypothesis Testing

After calculating the students' scores, the writer also needs to prove whether the hypothesis that has been stated previously is accepted or rejected.

The tabulation is making get of the writer to describe the data. Then, the data will be processed by using "r" Product Moment formula and it is compared with r table.

Table VIII
The Table of Index Correlation between Students' Verbs Mastery and Comprehending Narrative Text at Grade VII MTs Negeri Sipirok

No	Name	X	Y	X^2	Y^2	XY
1	Wafiatul Kho	44	56	1936	3136	2464
2	KhofifaH	36	40	1296	1600	1440
3	Tiyaslan	20	40	400	1600	800
4	Sammuddin	64	68	4096	4624	4352
5	Ramadhan Siddik	40	60	1600	3600	2400

6	Zulfaizal	52	52	2704	2704	2704
7	Togar Matua	56	52	3136	2704	2912
8	Riski Aprida Yanti	64	64	4096	4096	4096
9	Ibnu Salam	44	52	1936	2704	2288
10	Fitri Novi Yanti	40	56	1600	3136	2240
11	Sati Wahyuni	72	68	5184	4624	4896
12	Resti Apriani Hrp	72	76	5184	5776	5472
13	Alan Syahbah	48	40	2304	1600	1920
14	Deni Pengestu Hrp	60	68	3600	4624	2880
15	Mahmudin Siregar	44	72	1936	5184	3168
16	Mhd Taufik	56	52	3136	2704	2912
17	Rahmad Isnan	44	44	1936	1936	1936
18	Nurul Anrianni	60	64	3600	4096	4020
19	Nursakinah Pohan	64	60	4096	3600	3840
20	Rinaldi	44	48	1936	2116	2024
21	Baginda	20	44	400	1936	880
22	Delianna	48	40	2116	1600	1920
23	Juli Sabrina	76	60	5776	3600	4560
24	Sahriari	72	72	5184	5184	5184
25	Armelita	20	36	400	1296	720
26	Ayu Pebriani	24	40	576	1600	960
27	Sulis Niati	76	68	5776	4624	5168
28	Rohot Harahap	72	76	5184	5776	5472
29	Arif	72	60	5184	3600	4320
30	Yulita Siregar	60	52	3600	2704	3120
31	Putra	68	60	4624	3600	4080
32	Sapruddin Hrp	56	60	3136	3600	3360
33	Idru Alwi	64	56	4096	3136	3584
34	Putrid Annisa	68	72	4624	5184	4896
35	Ramadhan Pulungan	68	60	4624	3600	4080
36	Amara Luskina	32	40	1024	1600	1280
37	Aisah Gultom	76	72	5776	5184	5472
38	Riski Zarkiyah	72	52	5184	2704	3744

39	Suci Purnama	60	68	3600	4624	4080
40	Delfi Yunara	72	76	5184	5776	5472
41	Fahrizal	76	68	5776	4624	5168
42	Andi Leo Harahap	68	68	4624	4624	4624
43	Muharram	68	64	4624	4096	4352
44	Eva Annisyah	60	56	3600	3136	3360
45	Siska Susanti	72	60	5184	3600	4320
46	Abdi Ansyah	68	68	4624	4624	4624
47	M. Risky	60	44	3600	1936	2640
48	Munawir	60	56	3600	3136	3360
49	Iman Rustamim	64	68	4096	4624	4352
50	Sori Awas	64	60	4096	3600	3840
51	Ana Sintia	60	64	3600	4096	3840
52	Nur Anita	36	60	1296	3600	2160
53	Hendra Cahyono	40	56	1600	3136	2240
	Total	**2924**	**3088**	**181956**	**185924**	**179996**

From the data above, it can be seen that $\sum X = 2924$, $\sum X = 3088$, $\sum X^2 = 181956$,

$\sum Y^2 = 185924$, $\sum XY = 179996$ and N = 53.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N \sum X^2 - (\sum X)^2\right\}\left\{N \sum Y^2 - (N \sum Y^2)\right\}}}$$

$$r_{xy} = \frac{53 . 179996 - (2924)(3088)}{\sqrt{\{53.181956 - (2924)^2\}\{53.185924 - (3088)^2\}}}$$

$$r_{xy} = \frac{9539788 - 9029312}{\sqrt{\{9643668 - 8549779\}\{9853972 - 9535744\}}}$$

$$r_{xy} = \frac{510476}{\sqrt{(1093889)(318228)}}$$

$$r_{xy} = \frac{510476}{\sqrt{348106108692}}$$

$$r_{xy} = \frac{510476}{590005,1768349156} = = 0,8652059677483678 = 0,865$$

From the formula and result in above, it can be seen that the score of

"r" Product Moment is 0,865 the score of r table should be related to total

sample (N) where is the total sample of this research is 53 and total variable

(nr) are 2. So, N- nr = 53 – 2 = 52. The score of r table is 0, 297 at 5% significant level and index for correlation 0, 865. So, index correlation minus with r table 0, 865 – 0,297 = 0, 568 (high).

From the calculation and explanation above, the score r_{xy} is greater than the score of r table (0,865 □ 0, 297). So, the hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The conclusions

Based on the result of the research and calculation of the data, the writer got the conclusion about the correlation between verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. There is significant the correlation between students' verbs mastery and comprehending narrative text at grade VII MTs Negeri Sipirok. The students' achievement in students' verbs mastery at grade VII MTs Negeri Sipirok was 55,17. It can be seen from the mean score of variable X (Verbs Mastery). The students' achievement in comprehending narrative text at grade VII MTs Negeri Sipirok was 58,24 It can be seen from the mean score of variable Y (Comprehending Narrative Text). The students' mastery, both in verbs and narrative can category into the capable category.

2. The hypothesis of this research is accepted.

B. The Suggestions

After the writer finished this research, the writer suggests as English teacher, it was expect to use appropriate method to explain or to teach English subject to the students. Realizing how important the students' mastery in verbs is,

and comprehending narrative text, so that it was suggested to the English teachers to teach verbs well. Narrative is assuming as one of the most important language comprehending, so that it is suggesting to the teachers to teach narrative well. For the students it's suggested to learn it well, too. In comprehending narrative, it is suggested to the students to learn the aspects that can influence mastery narrative, such as saying verbs and action verb (structure) and used paste tense. To teachers taking and English teaching order give comprehending in learning process about verbs and narrative text. So, students can understand and next English learning henceforth. To teacher too, should be give material which good and explanation about structure in text (narrative text) in learning process order students understand about text and verbs (structure). And then, because this research is still far from being perfect based on the limitation of the writer, so that it is suggested to other researchers to carry out the deeper research concerning with the topic of this research.

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PENDIDIKAN

SD N 146268 Pudun Julu Lulus Pada Tahun 2001

MTs Swasta NU Lulus Pada Tahun 2004

SMA N 7 Padangsidimpuan Lulus Pada Tahun 2007

Masuk ke STAIN Padangsidimpuan Pada Tahun 200

APPENDIX

VERB MASTERY

Information: **This test is just to know your verbs mastery, there is no affect in your appraisal in final examination of this school.**

Fill in the Completions with suitable verbs and answer sentence in below

1. I need to ……. a new notebook

   a. watch

   b. buy

   c. buying

   d. to buy

2. I was watching TV. I heard a knock on the door. When I heard the knock on the door, I ….it.

   a. Open

   b. am opening

   c. Opened

   d. was opening

3. I … ……TV when gina called last night. We talked for an hour

   a. Watch

   b. Watched

   c. Was watching

   d. am watching

4. What kind is a word of **help**?

a. Verb

b. Adjective

c. Noun

d. Pronoun

5. 1. I was happy to see that.

2. I was ...... that I did something to ...... Eva.

Complete the sentence?

a. Glad and help

b. Help and glad

c. See and help

d. Glad and see.

6. What is mean a word "**wanted**"?

a. Menjalankan

b. Ingin

c. Lupa

d. Melupakan

7. I saw a fish while I …….. in the ocean yesterday

a. swim

b. was swimming

c. answered

d. was answered

8. While I … dinner last night, I burned my finger

a. cooking

b. cook

c. cooked

d. looked

9. Where you……after work yesterday?

   a. you went

   b. you did go

   c. did you went

   d. go

10. What is kind a word (**see)?**

    a. noun

    b. adjective

    c. adverb

    d. verb

11. They… ……here to rest

    a. need

    b. see

    c. cry

    d. came

12. . She told him

       2. He…… the lake

          a. Using

    b. Want

    c. Used

    d. Wanted

13. What is kind a word **called**?

    a. Regular

    b. Irregular

    c. adjective

    d. noun

14. What is kind a word **abode**?

    a. Irregular

    b. pronoun

    c. noun

    d. Regular

15. Where is a word regular?

    a. killed and wanted

    b. above and swim

    c. cook and drink

    d. wanted and above

16. Where is saying verb?

    a. Said and told

    b. Understand and agree

    c. Promised and killed

d. killed and said

17. What is kind a word "**bought**"?

    a. Verb

    b. Adjective

    c. Noun

    d. conjunction

18. What is kind a word (**visited**)?

    a. irregular

    b. transitive

    c. intransitive

    d. regular

19. **Opened and cycled** is …

    a. regular

    b. noun

    c. transitive

    d. irregular

20. **Accept and cancelled** is

    a. irregular and regular

    b. regular and adjective

    c. regular and irregular

    d. irregular and adjective

21. What is verb?

a. a word tells or asserts something about a person or thing

b. a word tell story

c. A word tell happen

d. A word tell opinion

22. You ….. to school yesterday

a. Walked

b. cancelled

c. Openned

d. looked

23. My father …..newspaper

a. read

b. wash

c. cook

d. try

24. He is…..

a. look

b. try

c. cancelled

d. punished

25. **Refuse and speak** a part of…

a. verb

b. noun

c. adverb

d. adjective

KEY ANSWER

1. B	11. A	21. A
2. C	12. D	22. A
3. B	13. A	23. A
4. A	14. A	24. D
5. A	15. B	25. A
6. B	16. A	
7. C	17. A	
8. C	18. B	
9. D	19. A	
10. D	20. A	

APPENDIX

THE CALCULATION DATA OF STUDENT'S VERBS MASTERY

AT GRADE VII MTs NEGERI SIPIROK

1. For mean, median and mode.
   a. Mean of X Variable

   $Mx = \frac{\Sigma x}{n}$

   $Mx = \frac{2924}{53}$

   $Mx = 55,169811$

   $Mx = 55,17$

   b. Median

   $Md\ x = \frac{xn+1}{2}$

   $Md\ x = \frac{53+1}{2}$

   $Md\ x = \frac{54}{2}$

   $Md\ 27 = (60 + 60): 2 = 60$

   c. Mode of X Variable (Mox)

   $Mox = 3\ Mdx - 2\ Mx$

   $Mox = 3x\ 60 - 2\ x\ 55,17$

   $Mox = 180 - 110,34$

   $Mox = 69,66$

   d. Range (R) = (76 – 20) = 56

   e. Class Interval = 1 + 3,3 log N

                   = 1 + 3,3 long 53

                   = 1 + 3, 3 (1, 72428)

                   = 1 + 5, 690124

                   = 6,690124

                   = 7

   f. Interval $= \frac{56}{7}$

               = 8

APPENDIX

THE CALCULATION OF STUDENTS, VERBS MASTERY
AT GRADE VII MTs NEGERI SIPIROK

NO	Name	Verbs mastery
1	Tiyaslan	20
2	Baginda	20
3	Armelita	20
4	Ayu Pebriani	24
5	Amara luksina	32
6	KhofifaH	36
7	Nur Anita	36
8	Ramadhan Siddik	40
9	Fitri Novi Yanti	40
10	Hendra Cahyono	40
11	Wafiatul Kho	44
12	Ibnu Salam	44
13	Mahmudin Siregar	44
14	Rahmad Isnan	44
15	Rinaldi	44
16	Alan Syahbah	48
17	Delianna	48
18	Zulfaizal	52
19	Togar Matua	56
20	Mhd Taufik	56
21	Sapruddin Hrp	56
22	Deni Pengestu Hrp	60
23	Nurul Anrianni	60
24	Yulita Siregar	60
25	Suci Purnama	60
26	Eva Annisyah	60
27	M. Risky	60
28	Munawir	60
29	Ana Sintia	60
30	Sammuddin	64
31	Riski Aprida Yanti	64
32	Nursakinah Pohan	64
33	Idru Alwi	64
34	Iman Rustamim	64

35	Sori Awas	64
36	Abdi Ansyah	68
37	Andi Leo Harahap	68
38	Muharram	68
39	Putrid Annisa	68
40	Ramadhan Pulungan	68
41	Putra	68
42	Siska Susanti	72
43	Riski Zarkiyah	72
44	Delfi Yunara	72
45	Rohot Harahap	72
46	Arif	72
47	Sati Wahyuni	72
48	Resti Apriani Hrp	72
49	Sahriari	72
50	Fahrizal	76
51	Aisah Gultom	76
52	Sulis Niati	76
53	Juli Sabrina	76
	TOTAL	2924

APPENDIX

Validity Test (X)

Step 1. $M_t = \frac{\sum X_t}{N}$

So, $\sum X_t = 749$ and N = 53 So that $M_t = \frac{749}{53} = 14,13$

Steps 2 : $SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$

Where ; $\sum X_t^2 = 11393$, $\sum X_t = 749$ and N = 53

So, $SD_t = \sqrt{\frac{11393}{53} - \left(\frac{748}{53}\right)^2}$

$\qquad = \sqrt{214,92 - 199,71}$

$\qquad = \sqrt{15,21}$

$\qquad = 3,90$

Step 3 = $M_t = \frac{449}{33} = 13,60$

Step 4, $P = \frac{33}{53} = 0,62$

$\qquad P = 1 - 0.62 = 0,38$

Step 7 with formula $R_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

which $R_t = 0,297$

Example item number 1.

Where : $M_t = 14,13$

$\qquad SD_t = 3,90$

$\qquad M_p = 13,60,$

$\qquad P = 0,62$ then

$\qquad q = 0,38$

$\qquad R_{pbi} = \frac{13,60 - 14,13}{3,90} \sqrt{\frac{0,62}{0,38}}$

$\qquad = 0,135 \ (1,277)$

$\qquad = 0,172$

Because $R_{pbi}\ \square\ R_{tabel}$ so question number 1 Not Valid. And then calculation use same with nu

APPENDIX

The result of calculation of coefficient correlation to validity items test number 1 – number 25.

No	M_p	M_t	SD_t	p	q	$\sqrt{p/q}$	$R_{pbi}=\dfrac{M_p-M_t}{SD_t}\sqrt{\dfrac{p}{q}}$	Interpres tasi
1	13,60	14,13	3,90	0,62	0,38	1,277	0, 172	TV
2	13,67	14,13	3,90	0,52	0,48	1,040	0,006	TV
3	14,81	14,13	3,90	0,60	0,40	1,224	0,214	TV
4	14, 71	14, 13	3,90	0,52	0, 48	1,040	0, 156	TV
5	15,38	14, 13	3,90	0,58	0, 42	1,175	0,376	V
6	15,06	14,13	3,90	0,54	0,46	1,083	0,499	V
7	14,25	14,13	3,90	0,54	0,46	1,083	0,257	TV
8	16,14	14,13	3,90	0,60	0,40	1,224	0,036	TV
9	15,81	14,13	3,90	0,52	0,48	1,040	0,535	V
10	15,43	14, 13	3.90	0,62	0,38	1,277	0,549	V
11	15,93	14, 13	3,90	0,60	0,40	1,224	0,407	V
12	15,02	14,13	3,90	0,62	0,38	1,277	0,588	V
13	14,54	14,13	3,90	0,66	0.34	1,393	0,317	V
14	15,10	14,13	3,90	0,62	0,38	1,277	0,134	TV
15	15,93	14,13	3,90	0,71	0.29	1,564	0,387	V
16	14,74	14, 13	3,90	0,58	0,41	1,189	0,548	V
17	15,70	14, 13	3,90	0,66	0,34	1,393	0,217	TV
18	15,17	14,13	3,90	0,64	0,36	1,333	0,535	V
19	15,72	14,13	3,90	0,52	0, 48	1,040	0,276	TV
20	15,43	14,13	3.90	0,54	0,46	1,083	0,439	V
21	15,93	14,13	3,90	0,60	0,40	1,224	0,407	V
22	15,48	14, 13	3,90	0,54	0,46	1,083	0,374	V
23	15,39	14, 13	3,90	0,43	0,57	0,868	0,280	TV
24	14,88	14,13	3,90	0,32	0,58	0,742	0,142	TV
25	16	14,13	3.90	0,33	0,57	0,760	0,364	V

APPENDIX

TEST COMPREHENDING NARRATIVE TEXT

Information: **This test is just to know your comprehending narrative text there is no affect in your appraisal in final examination of this school.**

Fill in the Completions with suitable narrative and answer sentence in below:

1. What is narrative text?

   a. A text which is telling story

   b. A text which is telling past event

   c. A text which is telling how to do something

   d. A text which is telling writer's opinion

2. What is lexical grammatical feature of narrative text?

   a. Using simple past tense and saying verb

   b. Using noun and past tense

   c. Using noun, individual participant, past tense, action verb and saying verb

   d. Using individual participant, past tense, action verb and saying verb

3. What is verb action?

   a. A verb showing happened or activities

   b. Kind of verbs that shows activity action

   c. Kind of verb that shows thinking

   d. Kind of verb that retells other's speech.

Once upon a time, there were 40 thieves who put their stolen money and treasures in a cave saying to the cave entrance, "Open sesame!" Ali Baba, a poor person, saw them while they were doing that, so he heard the opening word. After they left he went towards the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that, he became a rich man and his greedy brother wanted to know how he became rich.

One day his brother followed him to solve that mystery. Next day the brother went back to the cave and opened it. He found a lot of money but when he tried to get out he could not.

After a few minutes the thieves came and saw the brother. The boss asked him how he knew about the cave so he told them the story. They killed the brother and went to find Ali Baba's house.

The next morning the thieves hide in the big jars, and went to Ali Baba's house. The boss and two of his men pretended that they were merchants and then Ali Baba invited them to lunch.

After, lunch they took a rest. The house is maid went out and found 40 thieves in the jars, so she boiled hot oil and poured it on their heads to kill them.

After that Ali Baba lived in happiness forever.

4. The topic of the text is about…..

    a. The thieves and the house maid

    b. Ali baba and fourteen thieves

    c. Ali baba and house maid

    d. Ali baba and forty thieves

5. What is the kind of the test above…..

    a. Procedural

    b. Recount

    c. Argumentation

    d. Narrative

6. Which statement is true based on the text?

    a. Ali baba is greedy and stupid person

    b. The house maid killed all the thieves

    c. Ali baba's brother is a smart person

    d. The thieves are kind and gentle

7. " He took some of it…" (paragraph)

The word he refers to….

    a. The boss of thieve

    b. Ali baba's brother

    c. The house maid

    d. Ali baba

8. What did the house mind do to kill the thieves?

    a. By putting poison the beverage at lunch

    b. By stabbing them with sharp knife

    c. By pouring them with hot oil

    d. By boiling them in hot water

9. Killed are the example of…….

    a. Saying verb

    b. Action verb

    c. Thinking verb

    d. Helping verb

10. What is tense using in text above….

    a. Future

    b. Simple present tense

    c. Perfect tense

    d. Past tense

11. Followed, went, found, and tired of example……

    a. Past tense

    b. Future tense

    c. Perfect tense

    d. Present tense

12. Who are the participants in the text above?

    a. Ali baba, ali baba's brother, 40 thieves and the house maid

    b. By saying words" open sesame"!

    c. Don't greedy

    d. Ali baba invited them to lunch

13. How could the thieves open the cave entrance?

    a. Don't be greedy

    b. By saying words " open sesame"

    c. Ali baba, ali baba's brother, 40 thieves and the house maid

    d. Ali baba invited them to lunch

14. What can we learn from the text above?

    a. By saying words "Open Sesame"!

b. Ali baba, ali baba's brother , 40 thieves and the house maid

c. Ali baba invited them to lunch

d. Don't be greedy

15. What is mean of followed? (paragraph two)

    a. Menagis

    b. Mengikuti

    c. Berlari

    d. Menjaga

16. What is mean a word " mendidih" in English (paragraph four)?

    a. Boiled

    b. Took

    c. Pretended

    d. Went

TEXT II

Once upon a time, a rabbit wanted to cross a river but he could not swim. "How can I cross the river if there is not a bridge?" Said the rabbit.

Then, he had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles in the river?" The boss of crocodile answered, "I don't know how many crocodiles in the river, my grandfather and my father never count them." "Why don't you count them?" Asked the rabbit. The crocodile answered that he can't count.

"All of you are good, nice, gentle and kind, I will help you but first ask all your friends to make line in order. Later I will know how many crocodiles there are in the river," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river.

Just then, the rabbit started to count while jumping from one crocodile to another; one…two…three….four….until twenty, and finally, he thanked all

crocodiles because he had crossed the river. He said goodbye and told the boss of crocodile that there were twenty crocodile in the river.

17. What is kind of text above?

     a. Recount

     b. Narrative

     c. Report

     d. Argumentation

18. The story mainly tells us about….

     a. Twenty crocodiles

     b. A rabbit and crocodiles

     c. The boss of the crocodile

     d. A rabbit and twenty crocodiles

19. How many crocodiles were in the river?

     a. Four crocodiles

     b. Ten crocodiles

     c. Fifteen crocodiles

     d.   twenty crocodiles

20. How could the rabbit cross the river?

     a. He was helped by the boss of crocodiles

     b. He tricked all the crocodiles

     c. He crossed by himself

     d. He crossed by swimming

21. What moral value can we learn from the text above?

    a. We can decieve someone if we need help

    b. We must be smart to solve a problem

    c. We must be clever to cross a river

    d. We can talk to crocodiles

22. Why did the rabbit no be able to cross the river?

    a. Because he could no swim

    b. A rabbit, a boss crocodiles and his friends

    c. A rabbit and twenty crocodiles

    d. He thanked all crocodiles

23. Who are the participants of the text above?

    a. A rabbit, a boss crocodiles and his friends

    b. A rabbit and twenty crocodiles

    c. He thanked all crocodiles

    d. The boss of the crocodiles

24. What is the best title of the text above?

    a. A rabbit, a boss crocodiles and his friends

    b. A rabbit and twenty crocodiles

    c. He thanked all crocodiles

    d. The boss of the crocodile called all his friends

25. What is mean a word "started" (paragraph four)?

    a. Memulai

    b. Melakukan

    c. Mencuci

    d. Menjaga

A KEY ANSWER

1. A
2. C
3. A
4. D
5. D
6. B
7. D
8. C
9. B
10. D
11. A
12. A
13. C
14. D
15. B
16. A
17. B
18. D
19. D
20. B
21. B
22. A
23. A
24. B
25. A

APPENDIX

THE CALCULATION DATA OF COMPREHENDING NARRATIVE TEX AT GRADE VII MTs NEGERI SIPIROK

1. For mean, median and mode.
   a. Mean of Y Variable

   $My = \frac{\Sigma y}{n}$

   $My = \frac{3088}{53}$

   $My = 58,264151$

   $My = 58,24$

   b. Median

   $Md \; y = \frac{yn+1}{2}$

   $Md \; y = \frac{53+1}{2}$

   $Md \; y = \frac{54}{2}$

   $Md \; 27 = (60 + 60): 2 = 60$

   c. Mode of Y Variable (Moy)

   $Moy = 3 \; Mdy - 2 \; My$

   $Moy = 3x \; 60 - 2 \; x \; 58,24$

   $Moy = 180 - 116,48$

   $Moy = 63,04$

   d. Range (R) = (76 – 36) = 40
   e. Class Interval = 1 + 3,3 log N

   $\qquad\qquad = 1 + 3,3 \; long \; 53$

   $\qquad\qquad = 1 + 3, 3 \; (1, 72428)$

   $\qquad\qquad = 1 + 5, 690124$

   $\qquad\qquad = 6,690124$

   $\qquad\qquad = 7$

   f. Interval $= \frac{40}{7}$

   $\qquad\qquad = 5,7142857$

   $\qquad\qquad = 6$

APPENDIX

THE CALCULATION OF COMPREHENDING NARRATIVE TEXT AT GRADE VII MTs NEGERI SIPIROK

No	Name	Y
1	Armelita	36
2	KhofifaH	40
3	Tiyaslan	40
4	Alan Syahbah	40
5	Delianna	40
6	Ayu Pebriani	40
7	Amara Luskina	40
8	Rahmad Isnan	44
9	Baginda	44
10	M. Risky	44
11	Rinaldi	48
12	Zulfaizal	52
13	Togar Matua	52
14	Ibnu Salam	52
15	Mhd Taufik	52
16	Yulita Siregar	52
17	Riski Zarkiyah	52
18	Wafiatul Kho	56
19	Hendra Cahyono	56
20	Fitri Novi Yanti	56
21	Idru Alwi	56
22	Eva Annisyah	56
23	Munawir	56
24	Ramadhan Siddik	60
25	Juli Sabrina	60
26	Nursakinah Pohan	60
27	Arif	60
28	Putra	60
29	Sapruddin Hrp	60
30	Ramadhan Pulungan	60
31	Siska Susanti	60
32	Sori Awas	60
33	Nur Anita	60
34	Riski Aprida Yanti	64
35	Nurul Anrianni	64

36	Muharram	64
37	Ana Sintia	64
38	Sammuddin	68
39	Iman Rustamim	68
40	Abdi Ansyah	68
41	Fahrizal	68
42	Andi Leo Harahap	68
43	Suci Purnama	68
44	Sulis Niati	68
45	Deni Pengestu Hrp	68
46	Sati Wahyuni	68
47	Aisah Gultom	72
48	Putrid Annisa	72
49	Sahriari	72
50	Mahmudin Siregar	72
51	Delfi Yunara	76
52	Rohot Harahap	76
53	Resti Apriani Hrp	76
	TOTAL	**$\sum Y = 3088$**

APPENDIX

Validity Test (Y)

Step 1. $M_t = \frac{\sum X_t}{N}$

So, $\sum X_t = 772$ and N = 53 So that $M_t = \frac{772}{53} = 14{,}56$

Steps 2 : $SD_t = \sqrt{\frac{\sum X_t{}^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$

Where ; $\sum X_t^2 = 11632$, $\sum X_t = 772$ and N = 53

So, $SD_t = \sqrt{\frac{11632}{53} - \left(\frac{772}{53}\right)^2}$

$\qquad = \sqrt{219{,}47 - 212{,}16}$

$\qquad = \sqrt{7{,}31}$

$\qquad = 2{,}70$

Step 3 $= M_t = \frac{484}{33} = 14{,}66$

Step 4, $P = \frac{33}{53} = 0{,}62$

$\qquad\qquad P = 1 - 0.62 = 0{,}38$

Step 7 with formula $R_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

which $R_t = 0{,}297$

Example item number 1.

Where : $M_t = 14{,}56$

$\qquad\qquad SD_t = 2{,}70$

$\qquad\qquad M_p = 14{,}66$

$\qquad\qquad P = 0{,}62$ then

$\qquad\qquad q = 0{,}38$

$\qquad\qquad R_{pbi} = \frac{14{,}66 - 14{,}56}{2{,}70} \sqrt{\frac{0{,}62}{0{,}38}}$

$\qquad\qquad\qquad = 0{,}070\ (1{,}277)$

$\qquad\qquad\qquad = 0{,}047$

Because $R_{pbi} \square R_{tabel}$ so question number 1 Not Valid. And then calculation use same with number 1.

APPENDIX

The result of calculation of coefficient correlation to validity items test number 1 – number 25. (y)

No	M_p	M_t	SD_t	p	Q	$\sqrt{p/q}$	$R_{pbi}=\dfrac{M_p-M_t}{SD_t}\sqrt{\dfrac{p}{q}}$	Interprestasi
1	14,66	14,56	2,70	0,62	0,38	1,277	0,047	TV
2	14,18	14,56	2,70	0,60	0,40	1,224	0,172	TV
3	15.5	14,56	2,70	0,60	0,40	1,224	0,426	V
4	15,03	14,56	2,70	0,54	0,46	1,083	0,188	TV
5	15,26	14,56	2,70	0,64	0,36	1,333	0,345	V
6	15,16	14,56	2,70	0,58	0,42	1,175	0,261	TV
7	14,93	14,56	2,70	0,54	0,46	1,083	0,148	TV
8	15,05	14,56	2,70	0,69	0,31	1,491	0,270	TV
9	14,94	14,56	2,70	0,66	0,34	1,393	0,196	TV
10	14,75	14,56	2,70	0,62	0,38	1,277	0,043	TV
11	14,47	14,56	2,70	0,71	0,29	1,564	0,052	TV
12	15,56	14,56	2,70	0,60	0,40	1,224	0,453	V
13	15	14,56	2,70	0,66	0,34	1,393	0,227	TV
14	14,93	14,56	2,70	0,54	0,46	1,083	0,148	TV
15	15,05	14,56	2,70	0,64	0,36	1,333	0,241	TV
16	14,88	14,56	2,70	0,67	0,33	1,424	0,168	TV
17	15,15	14,56	2,70	0,62	0,38	1,277	0,279	V
18.	15,23	14,56	2,70	0,49	0,51	0,980	0,243	TV
19	15,18	14,56	2,70	0,60	0,40	1,224	0,281	V
20	15,27	14,56	2,70	0,54	0,46	1,083	0,284	V
21	14,96	14,56	2,70	0,50	0,50	1	0,148	TV
22	15,51	14,56	2,70	0,50	0,50	1	0,315	V
23	15,33	14,56	2,70	0,45	0,55	0,904	0,257	TV
24	15,9	14,56	2,70	0,37	0,63	0,766	0,380	V
25	14,61	14,56	2,70	0,49	0,51	0,980	0,018	TV

APPENDIX

A. **Sample of Research**

  1. **Sample of VII-3 MTs N Sipirok**

  2. **Sample of VII-1 AND VII-2 Class MTs N Sipirok**

3. **Teachers MTs N SIPIROK**

4. The picture of school