



THE EFFECT OF SQ3R (SURVEY, QUESTION, READ, RECITE  
AND REVIEW) STRATEGY  
TO STUDENTS' READING COMPREHENSION  
AT GRADE XI SMAN 3 PANYABUNGAN

A THESIS

*Submitted to State College for Islamic Studies Padangsidimpuan  
As a Partial Fulfillment of Requirement for Degree of Islamic  
Educational Scholar (S.Pd.I) in English Program*

Written By:



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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2013**



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Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Fadhilah Tanjung yang berjudul: **"The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMAN 3 Panyabungan)"** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidempuan. Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

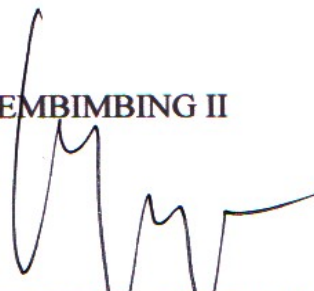
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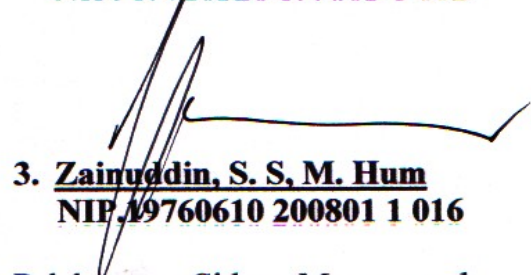
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Telah dapat diterima untuk memenuhi salah satu tugas  
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## TABLE OF CONTENTS

TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLICATION	
LEGALIZATION EXAMINER SHEET	
AUTHORISM OF CHIEF	
ABSTRACT .....	i
ACKNOWLEDGEMENT .....	ii
TABLE OF CONTENTS .....	iv
LIST OF TABLES .....	vi
LIST OF FIGURES .....	vii
LIST OF APPENDICES .....	viii
CHAPTER I. <b>INRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	5
E. Aims of the Research .....	5
F. Research Significances.....	5
G. Definition of Operational Variables .....	6
H. Outline of Thesis .....	7
CHAPTER II. <b>THE THEORETICAL DESCRIPTION</b>	
A. Literature Review .....	9
1. SQ3R Strategy.....	9
a. The Background of SQ3R Strategy .....	9
b. The Concepts of SQ3R Strategy.....	10
c. Principle of SQ3R Strategy .....	12
d. Procedures of SQ3R Strategy.....	14
2. Conventional Strategy .....	15
3. Reading Comprehension.....	16
B. Review of Related findings .....	24
C. Conceptual Framework .....	25
D. Hypothesis .....	27
CHAPTER III. <b>RESEARCH METHODOLOGY</b>	
A. Research Design.....	28
B. Time and Place of Research .....	29
C. Population and Sample .....	29
D. Instrumentation .....	31
E. Validity Test .....	32
F. Procedures of Research .....	35

	G. Tehcnique of Data Analysis.....	37
<b>CHAPTER IV.</b>	<b>DATA ANALYSIS</b>	
	A. Description Data of Pre-test (Before Teaching).....	38
	B. Description Data of Post-test (After Teaching).....	41
	C. Hypothesis Testing .....	45
	D. Discussion .....	49
	E. Threats of the Research .....	50
<b>CHAPTER V.</b>	<b>CONCLUSION AND SUGGESTION</b>	
	A. Conclusion .....	52
	B. Suggestion.....	53
<b>BIBLIOGRAPHY</b>		
<b>CURRICULUM VITAE</b>		
<b>APPENDICES</b>		

## **LIST OF TABLES**

Table 1: Population of the Research

Table 2: Experiment Class and Control Class

Table 3: Indicator of pre and post test

Table 4: The Score of Pre-test in Experimental Class

Table 5: The Frequency Distribution of Students' Score in Experimental Class

Table 6: The Score of Pre-test in Control Class

Table 7: The Frequency Distribution of Students' Score in Control Class

Table 8: The Score of Post-test in Experimental Class

Table 9: The Frequency Distribution of Students' Score in Experimental Class

Table 10: The Score of Post-test in Control Class

Table 11: The Frequency Distribution of Students' Score in Control Class

Table 12: List of Score

Table 13: The Table Coefficient Effect of Interpretation

## **LIST OF FIGURES**

Figure 1: Histogram of Students' Pre-test Score in Experimental Class

Figure 2: Histogram of Students' Pre-test Score in Control Class

Figure 3: Histogram of Students' Post-test Score in Experimental Class

Figure 4: Histogram of Students' Post-test Score in Control Class

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### **ABSTRACT**

Reading is not easy learning activities. In every level of education in Indonesia, English is one of the compulsory courses that is taught from primary school until university. Like in SMA N 3 Panyabungan, all of students can read. But the problem is most of them do not remember what they have read, they do not understand about main idea or component of paragraph, lack of vocabularies. This research concerned about students' reading comprehension by SQ3R (survey, question, read, recite, and review) to students' Reading Comprehension at Grade XI SMA N 3 Panyabungan.

The research was conducted by quantitative approach in experimental method. The population of this research was 120 students of the grade XI SMA N 3 Panyabungan. Then, the sample of research was 60 students. Next, the pre test and post test about reading comprehension were given to the sample. To analysis the data, the writer used formulation of T-test.

After calculating the data to show the description of the data was found that the score of  $t_0$  was bigger than  $t_s$  ( $1.89 > 1.68$ ). It was concluded that students' reading comprehension achievement by using SQ3R strategy is better than conventional strategy ( $\mu_1 > \mu_2$ ).  $H_a$  was accepted. Meanwhile, students' reading comprehension achievement by using SQ3R (survey, question, read, recite and review) Strategy is not better than conventional strategy ( $\mu_1 = \mu_2$ ).  $H_0$  was rejected. So, students' reading comprehension achievement by using SQ3R (survey, question, read, recite and review) Strategy is better than conventional strategy at grade XI SMA N 3 Panyabungan.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Reading is one of the four language skills that used to grasp the ideas that presented to get the information. Reading is important to be learned and mastered by every individual. By reading, it will help students to comprehend the text and recall information that needed from the text. Reading is a way to get information from something that is written. Reading involves the introduction of symbols that make up a language.

The important of reading is to comprehend the text. Readers construct new knowledge from the interaction between texts and their own background knowledge. A researcher can communicate with a reader throughout a text. It happens in human minds, people receive the text and then process with their minds. In processing in their minds, they make their own interpretations of the text they read.

Reading enrichs our knowledge. Reading can add knowledge, someone who likes reading has information that will be saved in their memory. Such as, the information about education, business, religion, politic and so on. All of those can add our knowledge than looking and listening only. After reading, will get a new information from text.

Reading is not a easy learning activities. In every level of education in Indonesia, English is one of the compulsory courses that is taught from primary school until university. Like in SMA N 3 Panyabungan, all of students can read. But the problem is most of them can not remember what they have read, they do not understand about main idea or component of paragraph, lack of vocabularies.

Students do not understand the component of paragraph. A good paragraph consists of main idea, supporting sentence and conclusion. Based on the information from the student in SMAN 3 Panyabungan, they do not understand about main idea, supporting sentence and conclusion. And to find the three components from the text, they get difficult to find all components.

Students do not have many vocabularies. Vocabulary is one way to comprehend the sentences. If the students are ordered by teacher to translate, they usually use the dictionary because they do not know the meaning of the words. So, it makes them difficult to comprehend the text.

Students do not have strategy for reading. After reading they do not understand about main idea, supporting sentence and conclude the paragraph, because they do not have strategy for reading. Students must have reading strategy to be easier and better to comprehend the text, because reading strategy is important for student and teacher, and reading strategy is ways to reach goal in understanding text. To make students comprehend the text, there are some strategies. The strategies like SQ3R ( survey, question, read, recite, and review), skimming and scanning and making connection.

First, SQ3R (Survey, Question, Read, Recite and Review) is a systematic reading study procedure designed to be used with content materials that are organized through the use of reading, underlining, and other format cues that highlight important topics. SQ3R stand for the five steps of the process: Survey, question, read, recite and review.

Second, skimming is reading at the fastest speed a person can accomplish. It is used when a reader wishes to cover material in a hurry, skimming is an activity to take the point of something that students read, it tries to find out the important things from the text. Last, scanning is technique to find specific information and to read the detail information faster. But SQ3R strategy is to make them easier and better to understand the text. The SQ3R system improves their reading efficiency in three ways, it increases their comprehension, crease their recall, and it saves studentsvaluable time by encouraging students to learn as students read.

Based on strategies above, SQ3R strategy is more efficiency without skimming and scanning strategy. But skimming and scanning strategy can make student comprehend the text.

Based on the above background, the researcher conducted experimental research at SMA Negeri 3 Panyabungan. Researcher believed that this research concerned can motivate students to read and improve their reading skill, because of various importance of reading to be skill. In order to get reading more active

and integrated, so researcher entitled this research with “The Effect of SQ3R Strategy on Reading Comprehension at Grade XI SMA Negeri 3 Panyabungan”.

### **B. Identification of the Problem**

Based on background of research about students’ reading comprehension, students do not have a desire to read, lack of strategy and score of reading skills. It makes them very difficult to comprehend the text. On the other word, the method is used by the teachers less effective in teaching English.

### **C. Limitation of the Problem**

The problem of reading English is very large. The researcher needs to limit of the problem which would be investigated. This is done because the limitations of researcher, both in terms of fund and research time.

Based on identification of the problem above, the researcher focuses on use reading strategies and reading comprehension, and the researcher offers to solve the problem on reading skills by SQ3R strategy. So that, this research about the effect of SQ3R (survey, question, read, recite, and review) to students’ reading comprehension at grade XI SMAN 3 Panyabungan in 2012/2013 academic years.

#### **D. Formulation of the Problem**

To make the problems clearer, the researcher formulated the problem based on the identification above as follow: “Whether the students’ reading comprehension achievement by using SQ3R Strategy is better than conventional strategy at grade XISMA Negeri 3 Panyabungan?”

#### **E. Aims of the Research**

The Aims of research is to examine the formulation of the problem. So that, based on the formulation above the researcher determines that the aims of the research is to find the Students’ Reading Comprehension achievement by using SQ3R strategy whether it is better than conventional strategy at Grade XI SMA Negeri 3 Panyabungan or not.

#### **F. Research Significances**

This research has significances to the following area: the result of this research will give one suitable method that can be used by teachers to get successful teaching. This research is expected to provide information, which may have practical as well as theoretical values for English language teacher. Theoretically, the result of this research will add what has been found in the area of English teaching in foreign language. The result of this research will inform an english language teachers in their attempts to decide which one of the best method in teach reading.

Then, the English teaching method that is suitable to the student situation and materials of the study that can improve the students reading skill in English. For the english teaching of SMA Negeri 3 Panyabungan. This study can help and improve the quality of teaching reading skills.

The last is the result of this research is hoped to help the other researcher who will conduct further research in the same topic. This research can give them information about reading strategy. Especially, use SQ3R Strategy on reading comprehension. So that, it can be make them easier in their research.

#### **G. Definition of Operation Variables**

There are two variables from the title; it is explained as below:

1. SQ3R Strategy: SQ3R is a systematic reading study procedure designed to be used with content area material that are organized through of heading, underlining, and other format cues that high light important topics.<sup>1</sup> The science of planning and directing large-scale military operation.<sup>2</sup> In conclusion, SQ3R strategy is the strategy or the way that used by the readers to understand the text.
2. Students' Reading Comprehension: Reading is a fluent process of readers combining information from a text and their own background knowledge to

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<sup>1</sup>Wayne Otto, *How to Teach Reading*, (Philippines: Addison-Wesley Publishing Company, 1997), p.204.

<sup>2</sup>ViktoriaNeufeldt, *Webster's New College Dictionary*, ( USA: Macmillan, 1996), P.1.324

build meaning.<sup>3</sup>The meaningful interpretation of written or printed verbal symbols.<sup>4</sup> Comprehension is exercise that trains students to understand a language.<sup>5</sup>In conclusion, students' reading comprehension is process communication between the readers and the writer to understanding the text in reading comprehension.

## H. Outline Thesis

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

In the chapter one, It described all aspects of the issues related to this research as a focus of study, including arguments why the issue is worthy of study for examination. It consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, significances of the research, definition of operational variables and outline thesis.

In the chapter two, described therein all the information that investigators found problems related to research and problem-solving research. It consists of theoretical description, review of related findings, the conceptual framework, and hypothesis.

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<sup>3</sup>David Nunan, *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003), p. 58.

<sup>4</sup>Albert J. Harris, *How to Increase Reading Ability*, (New York: MC Kay Company, 1969), p.3

<sup>5</sup>Oxford Learner's, *Pocket Dictionary*. (New York: harpen Collins Publisher), p.86.

In the chapter three, described therein all matters relating to research methods implemented. It consists of time and place of the research, research design, population and sample, instrumentation, technique of collecting data, and technique of data analysis.

In the chapter four, described in it throughout the research findings is the answer to the problems of research that has been formulated. It consists of the description of data before and after using predicting information from the pictures, hypothesis testing, discussion, and threats of the research.

At the last, in the chapter five, it consists of conclusion and suggestion. The conclusion is the answer to the problem formulated in the thesis introduction. On the advice contains things that need to be recommended and followed from the findings.

## **CHAPTER II**

### **THEORETICAL DESCRIPTION**

#### **A. Literature Review**

Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problems. It purposes to determine what has already been done that relates to the topic of the research and provides the understandings and insights necessary to develop a logical framework into the topic. This research reviews the theories of SQ3R strategy and reading comprehension.

#### **1. SQ3R Strategy**

##### **a. The Background of SQ3R Strategy**

SQ3R or SQRRR is reading comprehension method named for its five steps: survey, question, read, recite, and review. Abidin says, “The method was introduced by Francis Pleasant Robinson from Ohio State University America in his 1946 book *Effective Study*. SQ3R strategy is always developed from time to time, this is done because this strategy teaching the ability to organize information, understand reading abilities, self

expression, and the ability strategy is education to use find the main idea, so that, it can be remembered for a long time.”<sup>1</sup>

Some students may need to learn a high structured technique for using varying reading rates for different purposes. The SQ3R method first introduced by Robinson (1946), is a systematic reading-study procedure designed to be used with content-area materials that are organized through the use of headings, underlining, and other format cues that highlight important topics. SQ3R stands for the five steps of the process: survey, question, read, recite, and review.

Robinson suggests that the survey step should take no more than one minute; however, students feel that the amount of time spent will depend on the length of the selection and on the density of ideas. Regardless of these considerations, however, the survey step should be completed quickly.<sup>2</sup> Students must be taught early that they must be active participants in reading and that they should read content-area materials differently from the way in which they read narrative material. The teachers must overcome students' concept that all reading is done essentially the same way and at the same rate.

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<sup>1</sup>Abidin. SQ3R Strategy. Accessed from([http://www.blogspot.com/2012/10/-SQ3R\\_strategy](http://www.blogspot.com/2012/10/-SQ3R_strategy)), retrieved on november 28, 2012 at 11.00 a.m.

<sup>2</sup>Wayne Otto. Loc.cit.

## **b. The Concepts of SQ3R Strategy**

The SQ3R system improves your reading efficiency in three ways, it increases to comprehension, increases to recall, and to solves valuable time by encouraging students to learn as students read. Student' comprehension is most directly improved by the survey, question, read, recite and review.<sup>3</sup>As mentioned previously, SQ3R is a very popular, well researched reading study system. However, to make the best use of SQ3R, students need to adjust and adapt the procedure to fit the material they are studying and students learning style.

SQ3R study method is the best stated in terms of descriptive objectives. The learner will read science materials at one half the rates with which she or he reads prose materials. A more general descriptive objective is needed. The learner varies the reading rate in accordance with the nature of the material and his or her own characteristic.<sup>4</sup>Teachers should be wary of slighting the study skills that involve variation using SQ3R strategy, to be easier and be better for student to understanding the text.

Adapting SQ3R to suit students learning style. Through out this text they have probably found that some techniques works better for students than others. This is perfectly natural and consists out with learning theory. Students may also have noted that they learn some what differently from

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<sup>3</sup>Kathleen T.McWhorter. *Efficient and flexible reading*.(New York: Harper Collins Publisher,1992).p.68

<sup>4</sup>Wayne Otto. Op. Cit. p.205

others, when students have discovered some features of their own learning style, student can adapt the SQ3R system to suit it.

David says, “SQ3R strategy is effectively for reading comprehension, and easier to comprehend the text.”<sup>5</sup>Next, Kathleen T. McWhorter says, “the SQ3R system has been used successfully for many years. Considerable experimentation has been done, and the system has proven effective in increasing students’ retention.”<sup>6</sup>

From the definition above, the researcher concludes that SQ3R strategy is well researched reading study system and SQ3R stands for survey, question read, recite, review. It is a proven technique to sharpen your study skills. SQ3R helps make reading and studying purposeful and effective, so that you use your time most efficiently.

### **c. Principle of SQ3R strategy**

SQ3R strategy stands for survey, question, read, recite, review.

#### **1. Survey**

Become familiar with the overall content and organization of the material you already learned this technique and know it as pre- reading.<sup>7</sup>

Get an idea of what the chapter is about by reviewing the highlights:

a) Read the title, headings and subheadings.

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<sup>5</sup>David. Definition SQ3R Strategy (<http://www.Definition SQ3R Strategy.com>), retrieved on December 20, 2012 at 10.00 a.m.

<sup>6</sup>Ibid p.62

<sup>7</sup>Kathleen T. McWhorter. Loc.cit.

- b) Notice words that are italicized or bold.
- c) Look at charts, graphs, pictures, maps and other visual material.
- d) Read captions.
- e) Read the very beginning and end of the chapter.

## 2. Question

This technique will help the reader focus precisely on what is to be found in that section and will also help to bring to the reader's mind the information he or she already knows about the topic. The question step helps to set the reading task for the student.

## 3. Read

The reader is to focus only on the main topic and the important supporting details that are needed to answer the question fully. Because the reader is seeking the answer to a specific question through this reading, she or he is actively involved in the perusal of the section and is not just passively moving the eyes across down the page.<sup>8</sup>

## 4. Recite

Probably the most important part of the system, "recite" means that you should stop after a section or after each major heading, look away from the page, and try to remember the answer to your question. If you are unable to remember look back at the page and re-read the

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<sup>8</sup>Wayne Otto. Loc.cit

material. Then test them again by looking away from the page and “reciting” the answer to their question.

## 5. Review

Immediately after they have finished reading, go back through the material again, reading titles, introductions, summaries, headings and graphic material. As they read each heading, recall their question and test them to see if they can still remember the answer.<sup>9</sup>

From the definition above, the researcher concludes that Survey, Question, Read, Recite and Review or SQ3R strategy is quickly through the selection looking at key words and finding the main idea, supporting sentence and conclusion. It can be remembered for a long time.

### **d. Procedures of SQ3R Strategy**

According to Robinson in Wayne Otto, the followings are the procedures of SQ3R strategy:

- 1) The student glances quickly through the selection looking at key words and headings in order to get a general idea of the important concept covered by the selection.
- 2) To turn first, heading into a question.
- 3) Involves reading the first section in order to answer the question.
- 4) The reader attempts to reconstruct the answer to the question,
- 5) The reader looks through the notes that have been made, noting again the key points and the supporting details it.<sup>10</sup>

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<sup>9</sup>Kathleen T. McWhorter. Op. Cit., p.63

<sup>10</sup>Wayne Otto. Loc. Cit.

Abidin says, “SQ3R strategy is always developed from time to time, this is done because this strategy teaches the ability to organize information, understand reading abilities, self expression, and the ability strategy is that education to use finding the main idea, so that, it can be remembered for a long time.”<sup>11</sup>

From the definition above, the researcher concludes that SQ3R strategy is quickly through the selection looking at key words and understand reading abilities.

## 2. Conventional Strategy

Conventional strategy is the strategy or the way usually used by the teachers to teach the text to students.<sup>12</sup> According to Hudson that conventional strategy is the strategy used by teachers based on mutual agreement in a school.<sup>13</sup> The researcher concluded that conventional strategy is the strategy used to teach learning materials based on the agreement at school by teacher.

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<sup>11</sup>Abidin. Loc. Cit.

<sup>12</sup>John Dryden. *Conventional Strategy* (<http://www.britannica.com/EBchecked/topic/421797/nuclear-strategy/52993/Conventional-strategy>), retrieved on november 28, 2012 at 11.00 a.m.

<sup>13</sup>Hudson. *The Meaning of Conventional Strategy* (<http://www.conventional-strategy/topic/54372-strategy>), retrieved on november 28, 2012 at 11.00 a.m.

Based on explanation above, the researcher concluded that the procedure used by English teacher at SMA Negeri 3 Panyabungan, are as follows:

- a) Explain the subject matter;
- b) Describes the generic structure of text;
- c) Order the students to translate the text at home (homework);
- d) Answering the questions.

### **3. Reading Comprehension**

#### **a. The Definition of Reading**

Reading is one of the most important skills in language learning beside speaking, writing, and listening. Reading is a way to get information from something that was written.

According to David Nunan,

Reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a code variety of reading strategies to accomplish a purpose for reading.<sup>14</sup>

From the statement about reading in Islam described in the Qur'an Surah Al-Alaq versus 1-5:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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<sup>14</sup> David Nunan. Loc.Cit.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning:

1. Read it with (calling) the name of your God who created.
2. He has created human from a clot of blood.
3. Read it, and your God is Merciful.
4. Who taught (the human) through the medium of pen.
5. He taught human what he did not know.<sup>15</sup>

Michael O, Malley says,

Reading was one assumed to be a combination of decoding and oral language, it is now known and it is ledged that reading comprehension depends heavily on knowledge of language. In addition to producing literal comprehension, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interacting between texts and their own background knowledge.<sup>16</sup>

Next, Brown says, "Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it."<sup>17</sup> Moreover,

<sup>15</sup> Abdullah Yusuf Ali. *The Glorious Quran* (Beirut: Dar El Fikr, 2009) p. 558.

<sup>16</sup> J. Michael O, Malley. *Authentic Assessment for English Language Learners*, (USA : Addison-wesley Publishing Company, 1996), p. 94.

<sup>17</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (Pearson education Inc, 2004), p. 189.

Henry Guntur Tarigan says “Reading is bringing meaning to and getting meaning from printed or written material.”<sup>18</sup>

By looking of the above definition, it can be concluded that reading is receptive skills, it is a transactional between a reader and a writer. A writer can communicate with a reader through out a text. Spending time reading in class is important because students benefit from the time to apply reading skills and strategies and also because time spent reading results in acquisition of new knowledge.

#### **b. Comprehension**

Jack C. Richards said that comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.<sup>19</sup> According to Kasihani K.E suyanto that comprehension is a process is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.<sup>20</sup>

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<sup>18</sup> Henry Guntur Tarigan. *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung:Angkasa, 1980), p.8.

<sup>19</sup> Jack C. Richards. *Methodology in language Teaching* (New York: Cambridge University Press, 2002), p.277.

<sup>20</sup> Kasihani K.E Suyanto. *English for Young Learner*(Jakarta: Bumi Aksara, 2008), p.27.

Based on the explanation above, the researcher concludes that comprehension is a process in which the reader may construct meaning by interacting with the text, and reading comprehension is a constructive process the visual information and corrects it with information in the text. Reading comprehension text must have interacting between the reader and the writer by having the same interpretation upon text.

### c. Characteristics of Reading

A good way to understand reading is to consider what is required for fluent reading and characteristic of reading. According to Zainil that the characteristic of reading:

- a. Read rapidly for comprehension.
- b. Recognize words rapidly and automatically.
- c. Draw on a very large vocabulary store.
- d. Integrate text information with their own knowledge.
- e. Recognize the purpose for reading.
- f. Comprehend the text as necessary.
- g. Shift purpose to read strategically.
- h. Use strategies to monitor comprehension.
- i. Recognize and repair miscomprehension.
- j. Read critically and evaluate information.<sup>21</sup>

According to Douglas Brown that the characteristic of reading are:

- a. Identify your purpose of reading a text.
- b. Apply spelling rules and convention for bottom up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes) to determine meaning.
- d. Guess at meaning (of words, idiom, etc) when you are not certain.
- e. Skim the text for the gist and for main ideas.

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<sup>21</sup> Zainil. Language Teaching Seminar, (Padang : Universitas Negeri padang, 2006)

- f. Scan the text for specific information (name, date, key word).
- g. Use silent reading techniques for rapid processing.
- h. Use marginal notes, outlines, chart or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.<sup>22</sup>

So, the researcher concluded the characteristic of reading is important for students or reader. It will help the students to be more comprehended the text or recall the information that needed from the text.

#### **d. Types of Reading**

Several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks :

##### **1. Perspective**

Perspective reading tasks involve attending to the components of large stretches of discourse: letter, words, punctuation, and other graphemic symbols.

##### **2. Selective**

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple-choice, etc.

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<sup>22</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (United States of America: Longman, 2004), p.188.

### 3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

### 4. Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.<sup>23</sup>

From the explanation above, it can be concluded that the reader must see it from word for word, sentence, paragraph, punctuation and text so that the information obtained in accordance with the contents of the text.

### e. The Level of Comprehension

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the situation on largely comprehension, because the same structure or vocabulary on the combination of them might have different meaning situation.

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<sup>23</sup>*Ibid* , p.189.

Smith in Wayne Otto said that, there are four level of comprehension<sup>24</sup>:

1. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.

2. Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3. Critical Reading

When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.

4. Creative reading

Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new creates something new an idea, the

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<sup>24</sup> Wayne Otto, op. Cit.,p.152

solution to a problem, a new way of looking at something from ideas gleaned from the text.

From the explanation above, it can be concluded the reader use strategy to easier comprehending the text, critical reader and creative in reading. It can also enhance understanding of the content information presented in a text.

Reading comprehension needs evaluation. Evaluation is broader concept than assessment it involves, collecting and interpreting information (which will usually include assessment data) for making decisions about the effectiveness of a particular program. Jack says, "Evaluation is concerned with answering questions such as these."<sup>25</sup> It can be concluded the evaluation for making decision about the effectiveness.

Further, reading comprehension of the students to express thought, telling, idea, and sense. So, indicator reading comprehension are:

- Topic
- Main idea
- Supporting sentence
- Specific information
- Vocabulary
- Conclusion

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<sup>25</sup>Jack C. Richards. *Curriculum development in language teaching*, (USA: CAMBRIDGE, 2001), p. 286.

## B. Review of Related Findings

There are some related findings to this research. Many people had done research about English. These related findings discuss about strategy and method in English, like SQ3R Strategy, Grammar translation Method, then, discuss about reading comprehension.

The first, Lindayanti had done research about “The Comparative Study between SQ3R ( Survey, question, read, recite and review) and Discussion Method to the Grade XI Madrasah Aliyah Ittihadul Muballighin Ujung Gading Students’ comprehending Narrative Text Ability in 2010-2011 academic Year”.<sup>26</sup> The result of her research said that the students are better in comprehension narrative text by using SQ3R method based on the mean score 70, discussion method that have the mean score is 68,75. So that, SQ3R better than discussion method.

The second, Irma Yeka had done research about “The Relationship between reading and structure Ability to the students of SMA N 4 Padangsidempuan”.<sup>27</sup> Based on the Arikunto’s table of interpretation the correlation is sufficient, because the correlation between reading comprehension of

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<sup>26</sup> Lindayanti, “The Comparative study between SQ3R (Survey, Question, Read, Recite and Review) and Discussion Method to the Grade XI Madrasah AliyahIttihadul Muballighin Ujung Gading Students’ Comprehending Narrative text Ability in 2010-2011 academic Years” (*Script*, FKIP Universitas Muhammdiyah Tapanuli Selatan Padangsidempuan,2011), p. 60.

<sup>27</sup> Irma Yeka, “The relationship between reading and structure Ability to the students of SMA N 4 Padangsidempuan in 2005/2006 Academic year” ( *Script*, FKIP Universitas Muhammadiyah Tapanuli Selatan Padangsidempuan,2006), p. 36.

the students and the structure of the students at SMA N 4 Padangsidempuan is 0,720.

The last, Rosita Dalimunthe had done research about “A case Study on The Correlation between The mastery on Grammar and reading comprehension of SMKN 1 Padangsidempuan”.<sup>28</sup>Based on the Arikunto’s table of interpretation the correlation is sufficient, because the correlation between reading comprehension of the students and grammar competence is 0,720.

In conclusion, from the description above, the researcher can be conclude that method can increase the students’ reading comprehension. Next, the researcher hopes that SQ3R strategy can increase the students’ reading comprehension and this research will complete and contribute a previous finding. So that, the researcher interests to make the research about “The effect of SQ3R strategy on reading comprehension at grade XI SMA N 3 Panyabungan”.

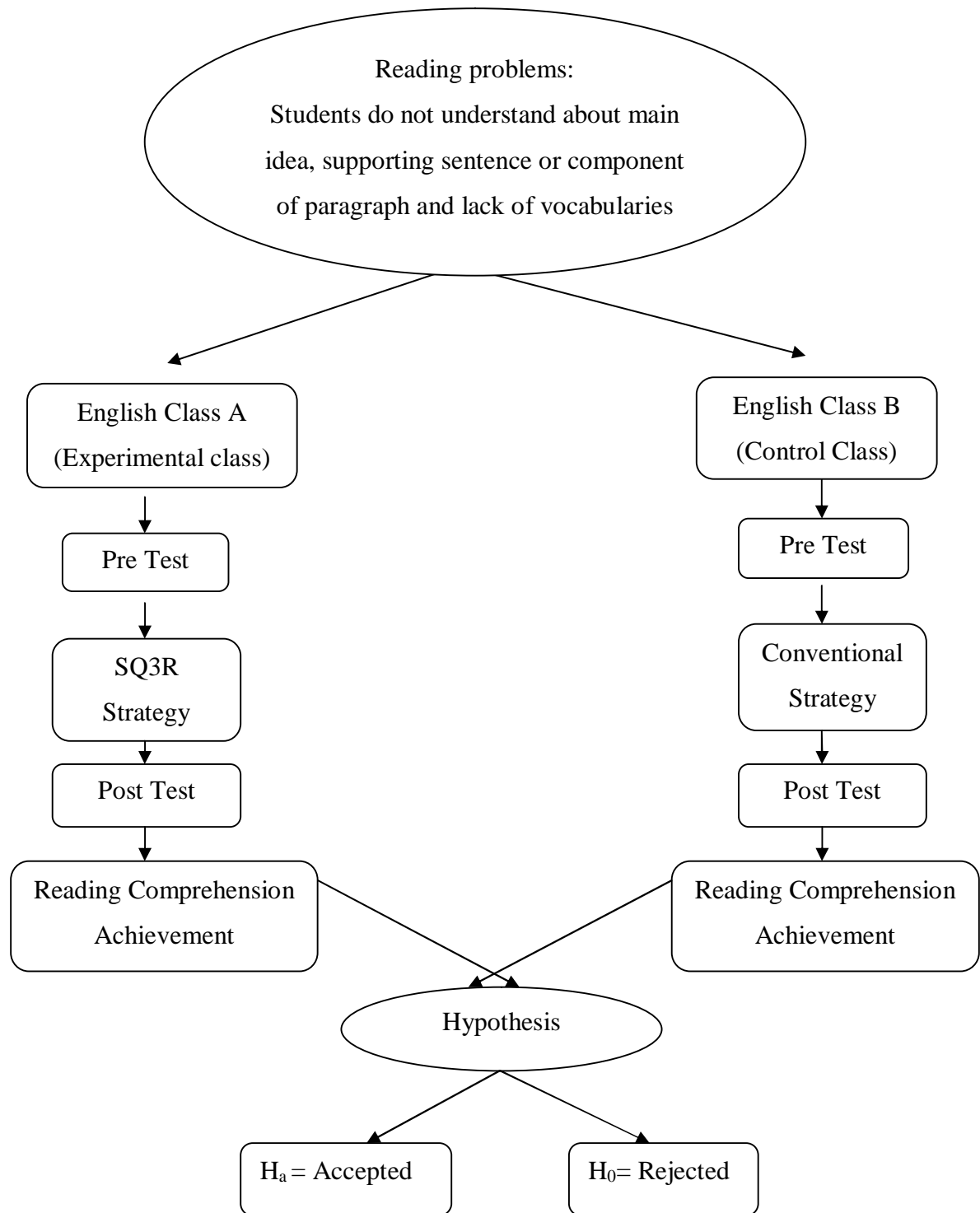
### **C. Conceptual Framework**

The successful of reading comprehension depends on many factors. One of them is how the teacher teaches to the students. The suitable method is very important to teach reading. Reading comprehension is defined as the level of understanding of a text. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. The

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<sup>28</sup> Rosita Dalimunthe, “A case Study on the Correlation between The Mastery on Grammar and reading Comprehension” (Skripsi, FKIP Universitas Muhammdiyah Tapanuliselatan Padangsidempuan, 2007), p. 61.

relation of reading strategy on student's reading comprehension can be seen as follow:



From the picture above, there are many problems on students' reading comprehension. Such as, they do not get the main idea, supporting idea, conclusion, and lack of vocabulary. By using good and correct strategies students will be able to understand and to comprehend the English text easily. Teaching reading strategies will increase the student ability in comprehending text. Student will be able in comprehending text if the teacher teach them with correct strategies. It means that teachers should use good strategies in teaching, the more they use good strategies, the more the students got their lesson and the more they comprehend the text.

#### **D. Hypothesis**

L.R Gay (1992) says, "A hypothesis is a researcher's tentative prediction of the results of the research findings."<sup>29</sup> The purpose of hypothesis is to answer certain specific question. So that, the hypotheses are as follows:

$H_a$ : Students' reading comprehension achievement by using SQ3R Strategy is better than conventional strategy

$(\mu_1 > \mu_2)$ .

$H_0$ : Students' reading comprehension achievement by using SQ3R Strategy is not better than conventional strategy  $(\mu_1 = \mu_2)$ .

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<sup>29</sup>L.R. Gay and Peter Airasian. *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71 .



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher uses experimental method in doing this research. L.R.Gay says, “Experimental research is the only type of research that can test hypothesis to established cause and effect”.<sup>1</sup> Next, according to Creswell, “Experimental research included the experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.”<sup>2</sup>

From the quotation above, the researcher concludes that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable and more to other variables. The experimental research controls the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start of experiment.

In this research, the researcher gives the pre test and post test to experimental and control class. It can be seen from the following table:

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<sup>1</sup> L. R. Gay and Peter Airasian, Op.cit., p.367

<sup>2</sup> John W. Creswell, *Research Design*, (USA: Sage Publication, 2002), p.14

Table of the design of instrumentation

Class	Pretest	Treatment	Post test
Experimental class	✓	✓	✓
Control class	✓	X	✓

## B. Time and Place of Research

This research had been done at grade XI SMAN 3 Panyabungan. It is located at complex STAIM Panyabungan. This subject of research is the second grade of student in SMAN 3 Panyabungan. The schedule of this research is from February until March 2013, it is about one month.

## C. Population and Sample

### 1. Population

Suharsimi Arikunto says, “A population is a set (collection) of all elements processing one or more attributes of interest.”<sup>3</sup> Based, on the quotation above, the population of research consists of 4 classes. So that, it can be seen the table follow:

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<sup>3</sup>Suharsim Arikunto. *Prosedure Penellitian Suatu Pendekatan Praktek*, (Jakarta:RinekaCipta, 1993).p.10

Table 1:

Table the Population of the Research

No.	Class	Total Student
1.	XI IPA 1	30
2.	XI IPA 2	30
3.	XI IPS 1	30
4.	XI IPS 2	30
	Total of Student	120

## 2. Sample

Based on population, the researcher has decided to take two classes as sample. It is experimental class and control class by using cluster random sampling technique. So the researcher has to take 60 students from 120 students. Arikunto says, "Sample is a part of population which will be researched".<sup>4</sup> According to Gay and Airasian, "Sample comprises the individuals, items, or events selected from a larger group referred to as a population".<sup>5</sup> Then, Mohammad Ali stated that sample is partially taken from the whole subject and the representative of the population".<sup>6</sup> In this research, the researcher has decided to take two classes as sample. One class is experimental group and control group. It can be seen the table follow:

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<sup>4</sup> Ibid,p.109

<sup>5</sup> L.R. Gay and Peter Airasian. *Op. Cit*, p. 121.

<sup>6</sup> H. Mohammad Ali. *Strategi Penelitian Pendidikan* (Bandung: Angkasa, 1993), p. 60.

Table 2 :

Table the Sample of the Research

Experimental class (XI IPA 1)	Control class (XI IPS 1)
30 Students	30 Students

So, the total of sample is 60 students.

#### D. Instrumentation

A research must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. The researcher used instrument validity and reliability for taking the valid data, after that the researcher thought the pre test and post test. In addition Suharsimi Arikunto says, “Instrument of the research is to get the data from the students, the researcher collected by giving multiple-choice test. Cyril says, “ a multiple-choice questions (MCQs) is test item usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.”<sup>7</sup> Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability.

Further, reading comprehension of the students to express thought, telling, idea, and sense. So, indicator Reading Comprehension are:

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<sup>7</sup> Cyril J. Weir. *Communicative language Testing*, (New York: Prentice Hall, 1990), p. 43.

Table 3:

**Pre test**

Indicators	Numbers
Topic	3, 8, 15, 17
Main idea	2, 6, 7, 25
Supporting Sentence	5, 9, 14, 18
Conclusion	1, 10, 16, 24
Specific Information	4, 19, 21, 22, 23
Vocabulary	11, 12, 13, 20

**Post test**

Indicators	Numbers
Topic	1, 5, 9, 11
Main idea	14, 19, 21, 25
Supporting Sentence	8, 7, 17, 24
Conclusion	2, 10, 15, 22
Specific Information	6, 13, 16, 20, 23
Vocabulary	3, 4, 12, 18

From the indicator above, the researcher gives 20 test for pretest and 20 test for post test to the students, the researcher collected by giving multiple-choice. The experimental group and the control group are given some material, which is consisted of communication aspects that will be taught by the teacher in different ways. The experimental group is taught by using SQ3R strategy and the control group is taught by the conventional method.

**E. Validity Test**

To get the data from the students, the researcher collected by giving multiple-choice test and answer the questions based on the narrative text. Test is

some of question or view and other tool used for measure skill, knowledge, and intelligence ability.

#### 1. Instrumentation Validity

Suharsimi Arikunto stated, Validity is the chance which shows the level of instrument about measurement something.<sup>8</sup> There are two validity of instrument:

- a. Logical validity is the instrument which done by analysis logically; it comfort to the content.
- b. Empirical validity is the instrument has comfort to aspect empirically.

In this research, the researcher used content validity to establish the validity of the instrument. Suharsimi Arikunto says product moment is the formula to test validity<sup>9</sup>. So, the researcher used product moment as follow:

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

Where:

$r_{xy}$  : correlation

X : score question

Y : total of score question

N : Total of student

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<sup>8</sup> H. Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 1993), p. 167.

<sup>9</sup> Suharsimi Arikunto, *Op. Cit.*, p. 213.

Validity is to show how far the test can be testing to get the data. In this research, test validity was done using formulation of product moment. The test is valid if  $r_{\text{count}} > r_{\text{table}}$ .

The calculations of test validity (Appendix 13 and 14), for pre-test showed that 22 numbers is valid from 25 number of test. Whereas for post-test showed that 21 numbers is valid from 25 number of test. Therefore, the researcher took 20 valid test of the pre-test and post-test to be tested in the experimental class and control class.

## 2. Instrumentation Reliability

Another requirement is also important for a researcher is reliability. A research instrument is said to have a high reliability value, if the tests are made to have consistent results in a measure that would be measured.

Suharsimi Arikunto said that to obtain the reliability of the test; the researcher uses formula K-R 20<sup>10</sup>:

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

Where:

$R_{11}$  : test reliability

K : total of question

V : variants total

P : proporsi subject who is right answer

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<sup>10</sup>*Ibid.*, p. 231.

Q : proporsi subject who is wrong answer

The reliability of the characteristic of a good test refers to consistency of the measurement. In this research, test reliability was done using formulation KR-20. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$ .

The calculation of pre test reliability (Appendix 7) is 0.943. The calculation of post test reliability (Appendix 7) is 0.846. It is concluded that the instrument is reliable.

## **F. Procedures of Research**

To get the data from the students the researcher collects by giving pretest and post test by test to students. Test is some of question or view and other tool is used for measure skill, knowledge, and intelligence ability. The test divided in to two kinds, that is:

### **a. Pre-test**

The pretest is conducted to find out the homogeneity of the sample. The function of the pretest is to find the mean. Scores of the SQ3R strategy group and conventional group before the researcher gives treatment. In this case, the researcher hopes that the whole students' reading ability are same, or if there is a difference between those group, the difference is hopefully not significant

b. Treatment

The experimental class and control class are given some material, which is about reading aspect that will be taught by the researcher in different ways. The experimental class is given treatment, it is taught by using of SQ3R Strategy. The control class is taught by using conventional strategy.

c. Post test

After giving treatment, the researcher conducts a post-test which the some test with the pretest, and has been conducted in the previous of the research. This post test is the final test in the research, especially measuring the treatment, where is significant or not. After conducting the post-test, the researcher analyzed the data. And the researcher will find out the effect of SQ3R strategy in the experimental group.

### G. Technique for data Analysis

The analysis of data is done to find out the ability of two groups that have been divided in to experimental and control class. From hypothesis is to answer the result of the research. So that, the data will be analyzed by using the following t-test<sup>11</sup> formula:

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

T = the value which the statistical significance

$M_1$  = the average score of the experimental class

$M_2$  = the average score of the control class

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

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

$N_1$  = number of experimental

$N_2$  = number of control

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<sup>11</sup> Suharsimi Arikunto. *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p. 507.



## **CHAPTER IV**

### **DATA ANALYSIS**

As mentioned in earlier chapter, in order to evaluate the effect of predicting information from the pictures on reading comprehension, the researcher has calculated the data using pre test and post test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the researcher described the data as follow:

#### **A. Description Data of Pre-test (Before Teaching)**

The pre-test scores obtained before teaching in experimental class and control class is as follows:

##### **1. Experimental class**

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

Table 4:

The score of pre-test in experimental class

Mean	71.3
Modus	78
Median	69.5
The lowest score	50
The highest score	78

Based on the table above the mean of score in experimental class was mean 71.3, modus was 78, and median was 69.5. The writer got the highest

score was 78, and the lowest score was 5. Next, the calculation of how to get it can be seen in the appendix 9.

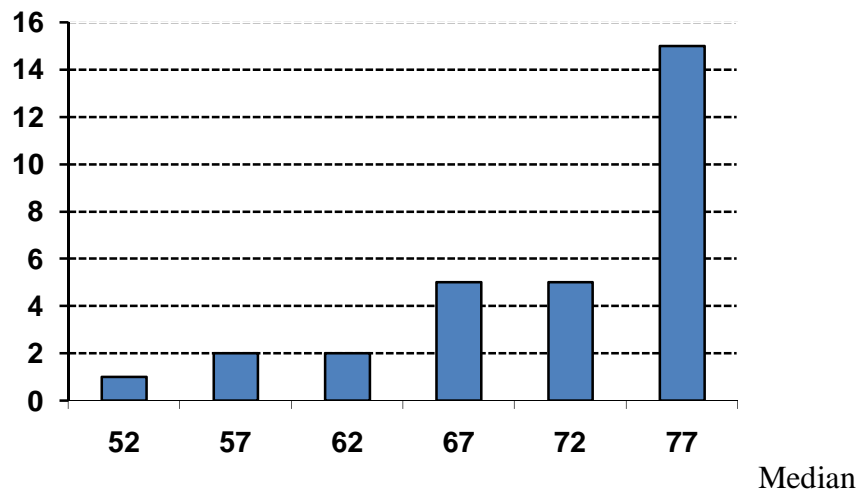
Table 5:

The frequency distribution of students' score in experimental class

No.	Interval	Median	Frequency
1.	50-54	52	1
2.	55-59	57	2
3.	60-64	62	2
4.	65-69	67	5
5.	70-74	72	5
6.	75-79	77	15
Total			30

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

Frequency



## 2. Control class

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

Table 6:

The score of pre-test in control class

Mean	71.16
Modus	78
Median	68.5
The lowest score	50
The highest score	78

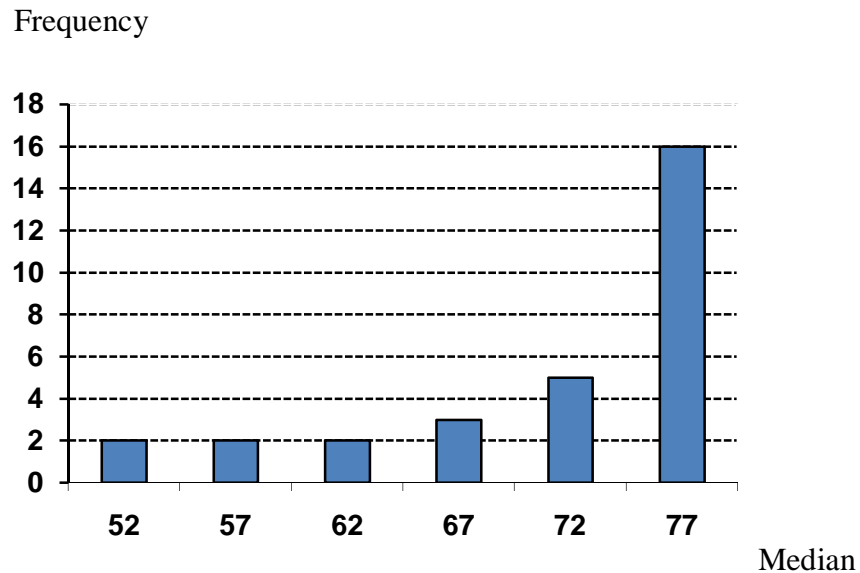
Based on the table above the mean of score in control class was 71.16, modus was 78, and median was 68.5. The researcher got the highest score was 78, and the lowest score was 50. Next, the calculation of how to get it can be seen in the appendix 10.

Table 7:

The frequency distribution of students' score in control class

No.	Interval	Median	Frequency
1.	50-54	52	2
2.	55-59	57	2
3.	60-64	62	2
4.	65-69	67	3
5.	70-74	72	5
6.	75-79	77	16
	Total		30

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



From the table above, the researcher 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.

### B. Description Data of Post-test (After Teaching)

The post-test scores obtained after teaching in experimental class and control class is as follows:

#### 1. Experimental class

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

Table 8:

The score of post-test in experimental class

Mean	74,3
Modus	85
Median	73.52

The lowest score	60
The highest score	85

Based on the table above the mean of score in experimental class was 74.3, modus was 85, and median was 73.52. The researcher got the highest score was 85, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 11. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

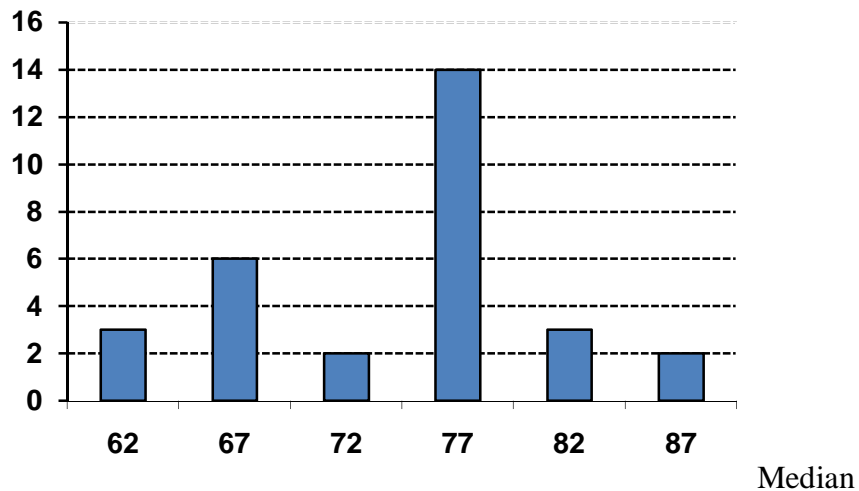
Table 9:

The frequency distribution of students' score in experimental class

No.	Interval	Median	Frequency
1.	60 - 64	62	3
2.	65 - 69	67	6
3.	70 - 74	72	2
4.	75 - 79	77	14
5.	80 - 84	82	3
6.	85 - 89	87	2
Total			30

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

Frequency



## 2. Control class

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

Table 10:

The score of post-test in con

Mean	72.8
Modus	85
Median	71.51
The lowest score	60
The high score	85

Based on the table above the mean of score in control class was 72.8, modus was 85, and median was 71.51. The researcher got the highest score was 85, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 12. Then, the computed of the frequency distribution

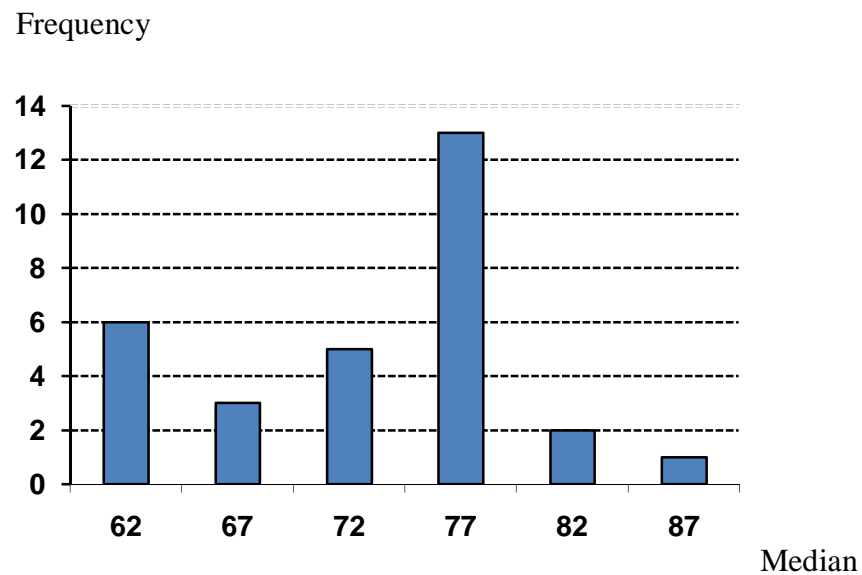
of the student's score of class can be applied into table frequency distribution as follows:

Table 11:

The frequency distribution of students' score in control class

No.	Interval	Median	Frequency
1.	60 - 64	62	6
2.	65 - 69	67	3
3.	70 - 74	72	5
4.	75 - 79	77	13
5.	80 - 84	82	2
6.	85 - 89	87	1
Total			30

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



Next, from calculation above the researcher concluded the students' ability after teaching increased slowly. It can be seen from the mean score of experimental class was bigger than control class ( $74.3 > 72.8$ ).

### C. Hypothesis Testing

Hypothesis alternative ( $H_a$ ) of research was Students' Reading Comprehension achievement by using SQ3R Strategy is better than conventional strategy ( $\mu_1 > \mu_2$ ) and Hypothesis zero ( $H_0$ ) of research was Students' Reading Comprehension achievement by using SQ3R Strategy is not better than conventional strategy ( $\mu_1 = \mu_2$ ). Based on the data analysis, to prove hypothesis above used formula of T-test. The steps was started. It can be seen as follow:

There were many steps to analysis data, they were:

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

- The average score of experimental class

$$\begin{aligned} M_1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{810}{78} \\ &= 10.39 \end{aligned}$$

- The average score of control class

$$M_2 = \frac{Y_2^2}{Y_2}$$

$$= \frac{511}{61}$$

$$= 8.37$$

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

- The deviation score of experimental class

$$\sum X_1^2 = \sum Y_1^2 - \frac{(\sum Y_1)^2}{n_1}$$

$$= 810 - \frac{(78)^2}{30}$$

$$= 810 - \frac{6084}{30}$$

$$= 810 - 202,8$$

$$= 607,2$$

- The deviation score of control class

$$\sum X_2^2 = \sum Y_2^2 - \frac{(\sum Y_2)^2}{n_2}$$

$$= 511 - \frac{(61)^2}{30}$$

$$= 511 - \frac{3721}{30}$$

$$= 511 - 124.03$$

$$= 386.97$$

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

Table 12:

List of score

No.	Symbol	Score
1.	$M_1$	10.39
2.	$M_2$	8.37
3.	$X_1^2$	607.2
4.	$X_2^2$	386.97
5.	$n_1$	30
6.	$n_2$	30

$$\begin{aligned}
 T-test &= \frac{M_1 - M_2}{\sqrt{\left[ \frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
 &= \frac{10.39 - 8.37}{\sqrt{\left[ \frac{607.2 + 386.97}{30 + 30 - 2} \right] \left[ \frac{1}{30} + \frac{1}{30} \right]}} \\
 &= \frac{2.02}{\sqrt{\left[ \frac{994.17}{58} \right] \left[ \frac{2}{30} \right]}} \\
 &= \frac{2.02}{\sqrt{[17.140] \left[ \frac{2}{30} \right]}} \\
 &= \frac{2.02}{\sqrt{\frac{34.28}{30}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{2.02}{\sqrt{1.142}} \\
&= \frac{2.02}{1.068} \\
&= 1.89
\end{aligned}$$

$$d.f = (n_1 + n_2 - 2) = 30 + 30 - 2 = 60 - 2 = 58.$$

In the table (Appendix 15) the score  $t_{s\ 0.05} = 1.68$  and  $t_o = 1.89$  ( $1.89 > 1.68$ ). So that, from the calculation above, it was concluded that the result of experimental class was bigger than control class. Hypothesis alternative ( $H_a$ ), it was students' reading comprehension achievement by using SQ3R Strategy is better than conventional strategy ( $\mu^1 > \mu^2$ ) can be accepted. While hypothesis zero ( $H_o$ ), it was students' reading comprehension achievement by using SQ3R Strategy is not better than conventional strategy ( $\mu_1 = \mu_2$ ) was rejected.

Next, to know the categorize how far the effect of SQ3R Strategy to Students' Reading Comprehension was low, it would be interpreted from the table below:

Table 13:

The table coefficient effect of interpretation

Coefficient interval	Effect level
0.00 – 0.20	Very low
0.21 – 0.40	Low
0.41 – 0.60	Enough
0.61 – 0.80	High
0.81 – 1.00	Very high

To know the effect of SQ3R Strategy to Students' Reading Comprehension, to minimized  $t_s$  ( $1.89 - 1.68 = 0.21$ ). Next, the result of it interpreted to above table.

So that, the effect of SQ3R strategy to students' Reading Comprehension at grade XI SMA N 3 Panyabungan is low.

#### D. Discussion

The results of this research support the Kathleen T. McWhorter theory who claimed that reading strategy 'SQ3R' can make students increases to comprehension, increases to recall, and to solve valuable time by encouraging students to learn as students read. Student' comprehension is most directly improved by the survey, question, read, recite and review.<sup>1</sup> According to David that SQ3R strategy is effectively for reading comprehension, and easier to

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<sup>1</sup>Kathleen T. McWhorter. Op. Cit. p.68

comprehend the text.<sup>2</sup> This is evidenced by the results of my research that using SQ3R Strategy is better than conventional strategy. Although the researcher found the effect was low.

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 using SQ3R 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 SQ3R Strategy is not better than conventional 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 ( $74.3 > 72.8$ ). Finally, the researcher concluded that SQ3R Strategy was effective in reading ability.

#### **E. Threats of the Research**

Whole series of research have been carried out in accordance with the steps set out in the research methodology. These results meant that the results truly objective and systematic. However, to get the perfect result of the research is very difficult due to various limitations. Among the constraints faced by the researcher

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<sup>2</sup>David. Op. Cit. retrieved on December 20, 2012 at 10.00 a.m.

during the conduct of research and preparation of this thesis is a matter of honesty of respondents in answering the questions contained in the instrument (test), the respondent may be true but sometimes there is also dishonest to affect the data obtained. And the researcher found the effect was low. It can be the threats of the research, limitation of the instrument that can not reach the real data, others.

Although the researcher found obstacles in conducting this research, with a vengeance and tried as much as possible, do not reduce the significance of this research. The end with all the efforts, hard work and assistance of all parties, this thesis can be completed.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research and calculation of the data, the researcher got the conclusion that the effect of SQ3R Strategy to students' reading comprehension. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' achievement in reading ability after learning by SQ3R strategy at SMA N 3 Panyabungan was 74.3. It can be seen from the mean score of experimental class.
2. The students' achievement in reading ability after learning by conventional strategy at SMA N 3 Panyabungan was 72.8. It can be seen from the mean score of control class.
3. Students' reading comprehension achievement by using 3 Strategy is better than conventional strategy ( $\mu_1 > \mu_2$ ). Hypothesis alternative ( $H_a$ ) was accepted. Meanwhile, students reading comprehension achievement by using SQ3R Strategy is not better than conventional strategy ( $\mu_1 = \mu_2$ ). Hypothesis zero ( $H_0$ ) was rejected. It can be seen from the mean score of experimental and control class ( $74.3 > 72.8$ ). From the calculation of  $t_o = 1.89$ . While  $t_s$  score is 1.68. So, students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy at grade XI SMA N 3 Panyabungan.

**B. Suggestion**

After the researcher finished this research, the researcher suggests as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research SQ3R Strategy is better than conventional starategy.

So that, the researcher suggests SQ3R Strategy can be applied on the English teaching classroom especially for the teachers who want to increase students' reading comprehension. And the last is to make students get the goal of learning the teachers must know the procedures of method and technique to make a good preparation.

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## **CURRICULUM VITAE**

### **A. Identity**

**Name : Fadhilah Tanjung**

**Reg.No : 08 340 0013**

**Place and Birthday : Longat 07 juli 1991**

**Sex : Female**

**Religion : Islam**

**Address : Panyabungan**

### **B. Parents**

**Father's name : Sarif Hasan Tanjung**

**Mother's name : Rosliah Nasution**

### **C. Educational Background**

- 1. Graduated from elementary school in SD Negeri 147555 Longat from 2001/2002.**
- 2. Graduated from junior high school in MTs.N Panyabungan from 2004/2005.**
- 3. Graduated from senior high school in MAN Panyabungan 2007/2008.**
- 4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan.**

## **APPENDIX 1**

### **PLANNING OF THE TEACHING CLASS EXPERIMENT**

School	: SMA Negeri 3 Panyabungan
Subject matter	: English
Class / Semester	: XI / 2
Standard Competence	: Understanding the meaning of written text functional and simple short essay in narrative text to interact in the context of everyday life.
Basic Competence	: Responding to the meaning and rhetorical steps in a simple short essay accurately, fluently and thank to interact in the context of everyday life in narrative text.
Kind of text	: Narrative text
Aspect / Skill	: Reading
Time	: 10 x 40 Menit

#### **1. Objectives**

- a) To make students able to identify the topic.
- b) To make students able to identify the main idea.
- c) To make students able to identify the supporting sentence.
- d) To make the students able to identify the specific information.
- e) To make the students able to identify vocabulary.
- f) To make the students able to identify conclusion.

## **2. Indicators**

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

## **3. Learning Material**

Narrative text:

### **The Myth of MalinKundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of

being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

## **A HERMIT**

Many years ago, there lived a hermit in a forest in Sumatra. He didn't grow food and depended on the jungle to survive. Soon, there was a drought, and all the plants and fruits trees in the jungle died.

The old man had nothing to eat now, so he returned to begging. He went to a nearby village trying to get some food. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while hermit was sitting in his shut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by, and taking pity on the hermit, gave him some padi seeds.

Before the boatman went away, he said, "these seeds will grow and give you ever-lasting harvest if you work hard. If you are tired o the work, the padi plants will turn into weeds."The old hermit worked hard to clear land sowed the seeds before the rains came.

Strangely, after a short period of time, the padi was ready for harvesting. The old man got a lot of rice from the harvests. After each harvest, the plants grew back again right away. When the villagers heard about the

hermit and his wonderful padi, they flocked to his padi-field and took home as much padi as they could.

One day, the hermit became so tired of harvesting the padi that he shouted. “Oh, stop growing, you wretched thing!”. As soon as he said this, the padi plants turned into weeds.

#### **4. Learning Experience**

SQ3R Strategy

#### **5. Procedures**

- a) Survey: The student glances quickly through the selection looking at key words and headings in order to get a general idea of the important concept covered by the selection.
- b) Question: Heading into a question, the students precisely on what is to be found in that section and will also help to bring to the student’s mind the information.
- c) Read: Involves reading the first section in order to answer the question posed in 2.
- d) Recite: The reader attempts to reconstruct the answer to the question, without looking back in the text.
- e) Review: The reader looks through the notes that have been made, noting again the key points and the supporting details.

#### **6. Evaluation**

Evaluation is broader concept than assessment it involves, collecting and interpreting information (which will usually include assessment data) for making decisions about the effectiveness of a particular program.

Indicator	Percentage
• Topic	16,66 %
• Main idea	16,66 %
• Supporting sentence	16,66 %
• Specific information	16,66 %
• Vocabulary	16,66 %
• Conclusion	16,66 %

1. The topic of above text is...
  - a. Malinkundang
  - b. Ali Baba
  - c. A Shepherd Boy
  - d. The lion and the mouse
  - e. LakeToba
2. The main idea of the first paragraph is...
  - a. MalinKundang had to live hard with his mother.
  - b. MalinKundang was a healthy, diligent, and strong boy.
  - c. MalinKundang and her mother lived in a small village near the beach in west Sumatra.
  - d. He usually went to sea to catch fish.
  - e. MalinKundang's father had passed away when he was a baby.
3. From the text we may conclude that myth of MalinKundang...
  - a. MalinKundang had to live hard with his mother.

- b. MalinKundang turned into a stone.
  - c. MalinKundang was a healthy, diligent, and strong boy.
  - d. He had a huge ship and was helped by many ship crews loading trading goods.
  - e. He helped the merchant.
4. She cursed MalinKundang that he would turn into a.... if he didn't apologize.
- a. Mountain
  - b. River
  - c. Tree
  - d. Stone
  - e. Cat
5. The word passed away(paragraph 1, line 3) has the same meaning as...
- a. Pass by
  - b. Fall
  - c. Pass out
  - d. Sad
  - e. Death
6. MalinKundang turned into a stone because....
- a. Was too late for MalinKundang to apologize
  - b. Was thrown by the wave out of his ship.
  - c. Old woman ran to the beach to meet the new rich merchant.
  - d. MalinKundang defeated the pirates.
  - e. The merchant was so happy and thanked to him.
7. The text above is about...
- a. A hermit
  - b. Old man
  - c. Food
  - d. Fruits
  - e. Plants

8. The author tells that a hermit is...
- a. The plants and fruits trees in the jungle died.
  - b. A hermit didn't grow food and depended on the jungle to survive.
  - c. The old man had nothing to eat.
  - d. The villagers were very happy to help him.
  - e. The old hermit worked hard to clear land sowed the seeds before the rains came.
9. The .... And fruit trees in the jungle died.
- a. Fruit
  - b. Hermit
  - c. Plants
  - d. Stone
  - e. Old man
10. The word give (paragraph 2, line 5) closest meaning to...
- a. Make
  - b. Hope
  - c. Get
  - d. Offer
  - e. Talk
11. Why did padi plants turn into the weeds...
- a. The hermit got angry with the villagers.
  - b. The hermit stopped growing the padi plants.
  - c. The villagers grew weeds instead of padi plants.
  - d. The villagers took home as much padi as they could.
  - e. The hermit shouted ordering the padi plants to stop growing.
12. From the text we may conclude that A hermit...
- a. The hermit became so tired of harvesting the padi that he shouted.
  - b. The villagers heard about the hermit and his wonderful padi.
  - c. The old man got a lot of rice from the harvests.

- d. The old hermit worked hard to clear land sowed the seeds before the rains came.
- e. Hermit was sitting in his shut.

**Validator,**

**SojuangonRambe, S. S, M. Pd**  
**NIP. 19790815 200604 1 003**

## **APPENDIX 2**

### **PLANNING OF THE TEACHING CLASS CONTROL**

School	: SMA Negeri 3 Panyabungan
Subject matter	: English
Class / Semester	: VIII / 2
Standard Competence	: Understanding the meaning of written text functional and simple short essay in narrative to interact in the context of everyday life.
Basic Competence	: Responding to the meaning and rhetorical steps in a simple short essay accurately, fluently and thank to interact in the context of everyday life in narrative text.
Kind of text	: Narrative text
Aspect / Skill	: Reading
Time	: 10 x 40 Menit

#### **1. Objectives**

- a) To make students able to identify the topic.
- b) To make students able to identify the main idea.
- c) To make students able to identify the supporting sentence.
- d) To make the students able to identify the specific information.
- e) To make the students able to identify vocabulary.
- f) To make the students able to identify conclusion.

#### **2. Indicators**

- a) Students able to identify the topic.
- b) Students able to identify the main idea.

- c) Students able to identify the supporting sentence.
- d) Students able to identify the specific information.
- e) Students able to identify the vocabulary.
- f) Student able to identify the conclusion.

### **3. Learning Material**

Narrative text:

#### **The Myth of MalinKundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged

MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

## **A HERMIT**

Many years ago, there lived a hermit in a forest in Sumatra. He didn't grow food and depended on the jungle to survive. Soon, there was a drought, and all the plants and fruits trees in the jungle died.

The old man had nothing to eat now, so he returned to begging. He went to a nearby village trying to get some food. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while hermit was sitting in his shut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by, and taking pity on the hermit, gave him some padi seeds.

Before the boatman went away, he said, "these seeds will grow and give you ever-lasting harvest if you work hard. If you are tired o the work, the padi plants will turn into weeds."The old hermit worked hard to clear land sowed the seeds before the rains came.

Strangely, after a short period of time, the padi was ready for harvesting. The old man got a lot of rice from the harvests. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful padi, they flocked to his padi-field and took home as much padi as they could.

One day, the hermit became so tired of harvesting the padi that he shouted. “Oh, stop growing, you wretched thing!”. As soon as he said this, the padi plants turned into weeds.

#### **4. Learning Experience**

Conventional strategy

#### **5. Procedures**

- a) Explain the subject matter.
- b) Describes the generic structure of text.
- c) Order the students to translate the text.
- d) Answering the questions.

#### **6. Evaluation**

Evaluation is broader concept than assessment it involves, collecting and interpreting information (which will usually include assessment data) for making decisions about the effectiveness of a particular program.

Indicator	Percentage
• Topic	16,66 %
• Main idea	16,66 %
• Supporting sentence	16,66 %
• Specific information	16,66 %
• Vocabulary	16,66 %
• Conclusion	16,66 %

1. The topic of above text is...
  - a. Malinkundang
  - b. Ali Baba
  - c. A Shepherd Boy
  - d. The lion and the mouse
  - e. LakeToba
2. The main idea of the first paragraph is...
  - a. MalinKundang had to live hard with his mother.
  - b. MalinKundang was a healthy, diligent, and strong boy.
  - c. MalinKundang and her mother lived in a small village near the beach in west Sumatra.
  - d. He usually went to sea to catch fish.
  - e. MalinKundang's father had passed away when he was a baby.
3. From the text we may conclude that myth of MalinKundang...
  - a. MalinKundang had to live hard with his mother.
  - b. MalinKundang turned into a stone.
  - c. MalinKundang was a healthy, diligent, and strong boy.
  - d. He had a huge ship and was helped by many ship crews loading trading goods.
  - e. He helped the merchant.
4. She cursed MalinKundang that he would turn into a.... if he didn't apologize.
  - a. Mountain
  - b. River
  - c. Tree
  - d. Stone
  - e. Cat
5. The word passed away(paragraph 1, line 3) has the same meaning as...
  - a. Pass by
  - b. Fall

- c. Pass out
- d. Sad
- e. Death

6. MalinKundang turned into a stone because....

- a. Was too late for MalinKundang to apologize
- b. Was thrown by the wave out of his ship.
- c. Old woman ran to the beach to meet the new rich merchant.
- d. MalinKundang defeated the pirates.
- e. The merchant was so happy and thanked to him.

7. The text above is about...

- a. A hermit
- b. Old man
- c. Food
- d. Fruits
- e. Plants

8. The author tells that a hermit is...

- a. The plants and fruits trees in the jungle died.
- b. A hermit didn't grow food and depended on the jungle to survive.
- c. The old man had nothing to eat.
- d. The villagers were very happy to help him.
- e. The old hermit worked hard to clear land sowed the seeds before the rains came.

9. The .... And fruit trees in the jungle died.

- a. Fruit
- b. Hermit
- c. Plants
- d. Stone
- e. Old man

10. The word give (paragraph 2, line 5) closest meaning to...

- a. Make
- b. Hope
- c. Get
- d. Offer
- e. Talk

11. Why did padi plants turn into the weeds...

- a. The hermit got angry with the villagers.
- b. The hermit stopped growing the padi plants.
- c. The villagers grew weeds instead of padi plants.
- d. The villagers took home as much padi as they could.
- e. The hermit shouted ordering the padi plants to stop growing.

12. From the text we may conclude that A hermit...

- a. The hermit became so tired of harvesting the padi that he shouted.
- b. The villagers heard about the hermit and his wonderful padi.
- c. The old man got a lot of rice from the harvests.
- d. The old hermit worked hard to clear land sowed the seeds before the rains came.
- e. Hermit was sitting in his shut.

### APPENDIX 3

Instrument before testing validity

#### INSTRUMENT FOR PRE-TEST

Pre test

Name :

Class :

Time : 60 minute

**Choose the correct answer by crossing (x) a, b, c, or e!**

**The text is for questions number 1 and 3**

*Female kangaroos, like the females of other marsupials, have special abdominal pouches. The newly born young, commonly called a joey, finds its way into the pouch unassisted by the mother. The pouch, in which the joey is kept until it is 5 to 9 months old (depending on species) contains four mammary glands, of which two at time are functional. The joey emerges permanently for 6 to 10 months, and then stays with its mother, continuing to suckle by placing its head in her pouch, usually until it is 12 to 18 month old.*

1. From the text we may conclude that female kangaroos. . .
  - a. Help their children find ways into their pouch
  - b. Have four mammary glands
  - c. Stay with their children for 6 to 18 months
  - d. Keep their children wholly, inside their pouch for 5 to 9 months
  - e. The joey is the name given for female kangaroos
2. The author tells that female kangaroos is. . .
  - a. Female kangaroos take care of their children in their pouch
  - b. Young kangaroos are born and named joey
  - c. Important are pouches for female kangaroos and their children
  - d. Female kangaroos give birth to joey
  - e. Female kangaroos feed their children
3. What is the text about...

- a. The pouch
- b. Kangaroos
- c. The joey
- d. Suckle
- e. Mammary gland

**The text is for questions number 4 to 6**

***The lion and the mouse***

*Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. "how dare you!" he roared, and raised his paw to kill the mouse. " please, sir," begged Miss mouse, "let me go, and one day I may do something for you in return. "you help me! Ha...ha...., " laughed Mr. lion, but he let her go.*

*One day, Mr. Lion was caught in a net spread by hunters. "I can't get out!" he roared angrily. " but I can help you, "said a tiny voice. Then Miss mouse nibbled and gnawed the ropes until the lion was free. "there". She said proudly, "if you had not let me go, I would not have found a way to help you. " yes, you should thank her, Mr. lion. She has saved your life", said a monkey who was sittina on a branch of a tree.*

- 4. The...was caught in the net.
  - a. Cat
  - b. Hunter
  - c. mouse
  - d. Lion
  - e. monkey
- 5. The Mouse ran over the lion's face because she....
  - a. Was chased by a wild cat
  - b. Was not afraid of the lion
  - c. Wanted to wake up the lion
  - d. Hoped the lion would help her
  - e. Expected the lion would kill the cat
- 6. What does the author tells about the lion and the mouse....
  - a. A monkey helped Mr. Lion.
  - b. Miss mouse helped release Mr. Lion.
  - c. Mr. Lion caught Miss Mouse.

- d. Mr. Lion was trapped by the hunters.
- e. The hunters were caught in a net.

**The text is for questions number 7 to 10**

*Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means of practice to your English Progress. Some underlying reasons can be drawing to support the idea why we use songs in language learning.*

*Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.*

*Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are affective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically, and poetically, and can be analyzed in the same way as any other literary sample.*

*Furthermore, songs can be appropriated by listeners for their own purposes. Most pop songs and probably many other types don't have precise people, place, or time references.*

*In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism, and, yes, even revolutions.*

*Last but not least, there are many learning activities we can do with songs, such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary and studying the culture.*

7. The main idea of the text above is to....
- a. Describe the song
  - b. Tell that singing is important
  - c. Amuse the readers with the song
  - d. Persuade the readers that learning English through music and song is enjoyable
  - e. Say that it is important learning English with English song
8. The text above is about...
- a. English song
  - b. Learning to sing
  - c. Learning English is the same as learning the song
  - d. Learning music and English song is enjoyable
  - e. The use song in learning English
9. Below are the supporting arguments of the idea that using music and songs can be enjoyable in language learning, *except*...
- a. Through songs we can learn grammar, practice listening comprehension, and learn vocabulary.
  - b. Songs cannot be appropriated by listeners for their own purpose.
  - c. The songs are effective that make learners more motivated.
  - d. Songs work on our short-and-long term memory.
  - e. Through songs learners are relaxed.
10. The conclusion of the text above is...
- a. Learning English can be fun and enjoyable by learning through music and songs.
  - b. There are many learning activities we can do with songs.
  - c. Why we use songs in learning English.
  - d. Learning music and songs can be enjoyable and fun.
  - e. Music and songs are effective to learn English.

**The text is for questions number 11 to 14**

### **Ramayana**

*Long time ago, there was a king namely Rahwana. He was very rich and powerful, but he had no wife to accompany him in his life. He had a very big and beautiful palace. And in the other side, there was another king namely Rahma. He had a very beautiful wife namely Shinta.*

*One day, Rahma wanted to hunt wild animals in the forest with his servant. He left his wife in the beautiful park behind the palace. He told Shinta not go out from magical circle he had made on the ground.*

*Rahwana knew that Rama had gone to hunt. He changed into a golden deer and came near shinta. Shinta wanted to catch the deer and she got out the circle. Then Rahwana kidnapped her. He brought her to his palace as his wife.*

*Rama knew who kidnapped her wife. He asked Hanoman to help him fight against*

11. "...long time ago, there was a king namely Rahwana". (Paragraph 1)

The underlined word is similar to...

- a. Palace
- b. Affect
- c. Now
- d. Let
- e. When

12. "...but he had no wife to accompany him in **his life**". The bold typed words refer to...

- a. Shinta
- b. Rama
- c. Rahwana
- d. Hanoman
- e. Servant

13. "...He was very rich and powerful". (Paragraph 1)

The underlined word is closest in meaning to...

- a. Beautiful
- b. Successful
- c. Eventful

- d. Forceful
  - e. Careful
14. Shinta went out from magic circle because ...
- a. She wanted to Join his husband
  - b. She wanted to escape from Rahwana
  - c. She wanted to catch a beautiful deer
  - d. She wanted to catch rahwana
  - e. She wanted to Catch a golden deer

**The text is for question number 15 and 16**

*Once upon a time, a rabbit wanted to across a river but he could not swim. He had an idea. He saw the boss of the crocodile swimming in the river. The rabbit asked the boss of the crocodile, "How many crocodiles are there in the river?" the rabbit asked for the second time." What is it for?" the boss of the crocodile asked.*

*"All of you are good, nice, gentle, and kind, so I want to make a line in order to count the amount of the crocodiles in this river. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all of his friends and asked them to make a line 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 to all of the crocodiles because he had crossed the*

- e. The boss of the crocodile and all of his friends
16. We know the conclusion from the first paragraph that ....
- a. The rabbit actually wanted to cross the river
  - b. The rabbit actually wanted to swim across the river
  - c. The rabbit actually wanted to meet the boss of the crocodile
  - d. The rabbit actually wanted to know where the crocodiles are
  - e. The rabbit actually wanted to know the number of the crocodiles there

**The text is for question number 17 to 20**

Moose deer is small, fast runner animal. It only eats plants, but a lot of animals want to eat it. To stay alive, mouse deer wanted to cross the river. He wanted to eat tasty and juicy fruits, roots, and shoots on the other side. To do this, he must cross the river which was inhabited with crocodiles. "I have an idea," mouse deer whispered to himself.

Then, mouse deer called out, "crocodile!" crocodile rose from the water. "Hello mouse deer. Have you come to be my breakfast?" he asked.

"Not today, Croc. I have order from the King. He wants me to count all the crocodiles," mouse deer explained. "The King?", said crocodile. "What must I do?"

"you, crocodiles, must line up from this side of the river to the other side," mouse deer ordered.

After that, crocodile's got all his friends and family. They line up across the river.

Mouse deer jumped on crocodile back" one, "it started to count. He jumped onto the next crocodile. "two" and the next, "there".

17. The story is about....
- A mouse deer and a river
  - An animal and the king
  - Fruits on the other side of the river
  - A mouse deer and crocodiles
  - Crocodiles and the king
18. Mouse deer wanted to move to the other river side because....
- There were a lot of crocodiles there
  - It was more scenic than the other side
  - The king had ordered to do so
  - Mouse deer wanted to count the number of crocodiles
  - There were enough fruits and roots for the mouse deer
19. Mouse deer counted the number of crocodiles by...
- Stepping on their back

- b. Lining up in front of them
- c. Ordering fruits, roots, and shoots to them
- d. Swimming before them
- e. Running quickly

20. "...mouse deer explained. "The King?". (Paragraph 3)  
The underlined word is similar to...

- a. make
- b. tell
- c. clear
- d. from
- e. dear

**The text is for questions number 21 to 25**

King Lir lived long ago in Ireland. He had four children, two boys and two girls, whom he loved dearly. However, their stepmother was jealous. She wove a spell that turned the children into swans.

Lir was heartbroken. His beard and hair turned white. With grief he searched for his children. One day, he saw four swans. He did not realize who they were, although they recognized him as their father.

The spell could only be broken if the mountain in north was joined to the one in the south. This seemed impossible, but after many years all the birds flew into the air and formed an area between the mountains. The swans were transformed and Lir saw his children once more. They were no longer young, but had grown old. With hair as white as their father's.

21. The story took place in...
- a. A land
  - b. The south mountain
  - c. Ireland
  - d. The north mountain
  - e. Stepmother's home
22. The characters in the story above are....
- a. King Lir and his wife
  - b. King Lir and his four children

- c. King Lir, the stepmother, and the swans
- d. The stepmother, the swans, and the children
- e. King Lir, the four children, and the stepmother

23. King Lir had four children are...

- a. Two boys and two girls
- b. Three boys and one girl
- c. One boy and three girls
- d. Four boys
- e. Four girls

24. The conclusion of the story above is....

- a. Stepmothers are usually wicked persons
- b. The wicked person should be defeated
- c. Goodness wins over badness
- d. Patience is rewarding
- e. Birds can help people

25. The author tells that King Lir is....

- a. King Lir lived in Ireland and his children.
- b. Lir was heartbroken.
- c. He searched for his children.
- d. His beard and hair turned white.
- e. She wove a spell that turned the children into swans.

## INSTRUMENT FOR POST-TEST

Post test

Name :

Class :

Time : 60 minute

**Choose the correct answer by crossing (x) a, b, c, or e!**

**The text is for questions number 1 to 4**

*A shepherd boy, tending his flock not far from a village, liked to amuse himself by crying out "Wolf! Wolf!"*

*His trick succeeded two or three times. The whole village came running to his assistance, only to be laughed at falling for his joke.*

*Then, one day, the wolf came for real. The boy cried out in earnest, but his neighbors, thinking he was tricking them, ignored his cries, and the wolf devoured the sheep.*

1. The topic of the above text is...
  - a. A Shepherd Boy
  - b. The Wolf
  - c. The Sheep
  - d. Village
  - e. Neighbor
2. From the text we may conclude that Shepherd Boy...
  - a. The village came running to his assistance
  - b. The boy cried out in earnest
  - c. The wolf devoured the sheep
  - d. His trick succeeded two or three times
  - e. The boy tending his flock
3. "...*The boy cried out in earnest*". (paragraph 3).  
Is closest in meaning to...
  - a. Hurt
  - b. Desperate

- c. Wept
- d. Screamed
- e. Busted

4. The word them in (paragraph 3 and the second line) refers to the...
- a. Shepherd boy
  - b. Village
  - c. Sheep
  - d. Shepherd boy's neighbors
  - e. Wolf

**The text is for questions number 5 to 7**

*Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.*

*We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then.*

*Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?"*

*Hearing his unexpected question, I answered reluctantly, "because he is not Phil Collins!"*

5. The text above is about?
- a. The writer's five-years old son
  - b. Willy and his new drum
  - c. Phil Collins and his drum
  - d. A policeman and his whistle
  - e. Willy's drum private teacher
6. From the text above we know that Willy is a/an....boy.
- a. Funny
  - b. Smart
  - c. Stupid

- d. Childish
- e. Annoying

7. Which sentence makes the text funny?
- a. He is very inquisitive.
  - b. He also likes asking me everything he wants to know.
  - c. Even his question sometimes seem precocious for a boy of his age
  - d. “because he is not Phil Collins.”
  - e. He blew his whistle now and then.

**The text is for question number 8 to 10**

*In the middle of a bright day, I planned to have lunch in a new restaurant. I drove along the West Road at a reasonable speed.*

*About fifty metres before the crossroads, a pedestrian who was walking on the pavement suddenly ran across the road in front of my car. I was really in panic. But I had to swerve to avoid the pedestrian. I crashed into a car which was parked by the side of the road.*

*Fortunately, the pedestrian wasn't injured, but I had a bad cut on my face because my head hit the wind screen. I had forgotten to put on my seat belt. An ambulance took me to the hospital where I had to have five stitches and took a rest for some hours.*

*There was a lot of damage to my car; the wind screen was broken and the bodywork was*

8. The writer was in panic because...
- a. A pedestrian was hit by a car
  - b. A pedestrian ran into his car
  - c. A pedestrian suddenly ran across the road
  - d. A pedestrian had a bad cut on her head
  - e. He saw a pedestrian crossing the road
9. What is the text about...
- a. Restaurant
  - b. An ambulance
  - c. Hospital

- d. Policeman
- e. A pedestrian

10. From the text we can conclude that...

- a. The pedestrian was careless
- b. The pedestrian was careful
- c. The writer drove his/her car fast
- d. The driver helped the pedestrian
- e. The witness helped the victims

**The text is for questions number 11 to 15**

*One day, the wind and the Sun were disputing which was the stronger. Suddenly they saw a traveler came down the road, and the Sun said, "I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger. You begin." So the Sun retired behind the cloud, and the wind began to blow as hard as it could upon the traveler. But the harder he blew the more closely did the traveler wrap his cloak round him, till at last the Wind gave up in despair. Then the Sun came out and shone in all his glory upon the traveler, who soon found it was too hot to walk with his cloak on.*

11. The suitable title of the text is....

- a. The Strongest and the Weakest
- b. The wind and the sun
- c. The traveler's cloak
- d. The sun and the cloak
- e. Blowing with the Wind

12. The word disputing in (the first line) has the same meaning as...

- a. Talking
- b. Speaking
- c. Asking
- d. Arguing
- e. Answering

13. The... were disputing which was the stronger.

- a. Wind
- b. Cloud
- c. Star

- d. Sky
- e. Sun

14. The main idea of paragraph is...

- a. The Sun retired behind the cloud
- b. The Wind and the sun were disputing which was the stronger
- c. The Wind gave up in despair
- d. The sun found it was too hot to walk with his cloak on
- e. The wind began to blow as hard as it could upon the traveler

15. The conclusion of the text above is...

- a. The sun retired behind the cloud
- b. The sun came out and shone all his glory upon the traveler
- c. The wind began to blow as hard as it could upon the traveler
- d. The wind gave up in despair
- e. They saw a traveler came down the road

**The text is for questions number 16 to 19**

*We are writing to complain about ads on TV. There are so many ads, especially during our favourite programmes. we think they should be stopped for a number of reasons.*

*First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seem to be more ads than programmes.*

*Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy, and chips. And they make people want things they do not really need and cannot afford.*

*Finally, the people who make ads have too much say in what programme people watch. That is because they want to put all their ads on popular programme that a lot of people watch. Some programmes which are not so popular get stopped because they do not attract enough ads, even though those programmes may be someone's favorite.*

16. There are...bad influences of ads on TV.

- a. One
- b. Three
- c. Four
- d. Five
- e. Two

17. These are bad effects of ads on TV, *except*....

- a. People eat unhealthy food
- b. People can own the things according to their need
- c. People buy what they really unwanted
- d. People can imitate the cruelty on TV
- e. People cannot get a complete program

18. "First, ads are nuisance." (par. 2 and the second line)

The bold typed word has the same meaning with...

- a. Foolish
- b. Fun
- c. Interesting
- d. Health
- e. Life style

19. The main idea of the text is....

- a. Complain about ads on TV
- b. Ads are nuisance
- c. Ads are bad influence on people
- d. Some programs which are not so popular
- e. TV station should stop showing ads

**The text is for question number 20 to 22**

### **The Clown Who Lost His Laugh**

Once upon a time, there was a clown. The clown was sad because he had lost his laugh. He didn't think anything was funny anymore. So he went to the woods to see if he could find his laugh.

In the woods, he met the three bears. He asked the bears if they knew what had happened to his laugh. The bears said that a girl with golden hair had come into their house and eaten porridge, broken a chair, and slept in their beds. The bears said that the girl might have stolen the clown's laugh. So the clown went further into the woods to look for the girl with golden hair.

As luck would have it, the girl with golden hair was walking through the woods on her way to her grandmother's house. When the clown asked her if she had seen his laugh, she said that all she had seen there were very angry, very hairy, growly, grizzly bears. The clown thought this was very funny and started to laugh.

20. The main character of the story above is...

- a. A bear
- b. A girl with golden hair
- c. The girl's grandmother
- d. Three bears
- e. A clown

21. The author tells that the Clown is...

- a. The Clown could find his laugh
- b. The Clown meet the three bears
- c. The Clown went further into the woods
- d. The Clown was funny anymore
- e. The Clown had lost his laugh

22. The conclusion of the text above is....

- a. The Clown though this was very funny and started to laugh
- b. The clown was sad because he had lost his laugh
- c. The clown went to the woods
- d. They knew what had happened to his laugh
- e. The clown went further into the woods to look for the girl with golden hair

**The text is for questions number 23 to 25**

#### A Lathe

*A lathe is a machine for shaping or boring metal, wood, etc; in which the working is turned about a horizontal axis against a fixed tool. The lathe is divided into four main parts; bed, headstock, tailstock, and carriage.*

*The bed is the foundation of the lathe. It is made from cast iron and rigidly secured to the lathe stand. The top surface of the bed is accurately machined to form the bed ways or vee ways. All the other parts of the lathe sit on and slide along these bed ways. The accuracy of the lathe is determined by the accuracy of the ways and care should always be taken to keep them in perfect condition.*

*The headstock is secured to the left-hand end of the bed and sits on the bed ways. Its main purpose is to supply the motive power to the lathe. The headstock contains the belts, pulleys, or gears, which bring the power from the motor to the work piece so that it can be machined.*

*The tailstock has the job of supporting the loose end of the metal while it is machined. The tailstock can be used to support a drill chuck for drilling as well as other devices*

23. A headstock contains....
- a. Bed ways and vee ways
  - b. Belts, pulley, or gears
  - c. A drill and a pulleys
  - d. Bed, tailstock, and headstock
  - e. A carriage and a belt
24. The function of tailstock in a lathe is to...
- a. Form the bed ways and vee ways
  - b. Shape or bore wood, metal, etc
  - c. Make sure the accuracy of the lathe
  - d. Support the loose end of the metal while it is machined
  - e. Support the lathe tool and move it
25. What does the author tell about a lathe...
- a. The bed is the foundation of the lathe
  - b. The headstock is secured to the left-hand end of the bed and sits on the bed ways
  - c. The tailstock has the job of supporting the loose end of the metal while it is machined
  - d. A lathe is a machine for shaping or boring metal
  - e. The carriage is used to support the lath tool

**Validator,**

**Sojuangon Rambe, S. S, M. Pd**  
**NIP. 19790815 200604 1 003**

Pre-test and Post-test for Control and Experimental Class

### INSTRUMENT FOR PRE-TEST

Pre test

Name :

Class :

Time : 60 minute

**Choose the correct answer by crossing (x) a, b, c, or e!**

**The text is for questions number 1 and 2**

*Female kangaroos, like the females of other marsupials, have special abdominal pouches. The newly born young, commonly called a joey, finds its way into the pouch unassisted by the mother. The pouch, in which the joey is kept until it is 5 to 9 months old (depending on species) contains four mammary glands, of which two at time are functional. The joey emerges permanently for 6 to 10 months, and then stays with its mother, continuing to suckle by placing its head in her pouch, usually until it is 12 to 18 month old.*

1. From the text we may conclude that female kangaroos. . .
  - a. Help their children find ways into their pouch
  - b. Have four mammary glands
  - c. Stay with their children for 6 to 18 months
  - d. Keep their children wholly, inside their pouch for 5 to 9 months
  - e. The joey is the name given for female kangaroos
2. What is the text about...
  - a. The pouch
  - b. Kangaroos
  - c. The joey
  - d. Suckle
  - e. Mammary glands

**The text is for questions number 3 and 4**

***The lion and the mouse***

*Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. "how dare you!" he roared, and raised his paw to kill the mouse. " please, sir," begged Miss mouse, "let me go, and one day I may do something for you in return. "you help me! Ha...ha...., " laughed Mr. lion, but he let her go.*

*One day, Mr. Lion was caught in a net spread by hunters. "I can't get out!" he roared angrily. " but I can help you, "said a tiny voice. Then Miss mouse nibbled and gnawed the ropes until the lion was free. "there". She said proudly, "if you had not let me go, I would not have found a way to help you. " yes, you should thank her, Mr. lion. She has saved your life", said a monkey who was sitting on a branch of*

3. The...was caught in the net.
  - a. Cat
  - b. Hunter
  - c. mouse
  - d. Lion
  - e. monkey
4. What does the author tells about the lion and the mouse....
  - a. A monkey helped Mr. Lion.
  - b. Miss mouse helped release Mr. Lion.
  - c. Mr. Lion caught Miss Mouse.
  - d. Mr. Lion was trapped by the hunters.
  - e. The hunters were caught in a net.

**The text is for questions number 5 to 8**

*Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means of practice to your English Progress. Some underlying reasons can be drawing to support the idea why we use songs in language learning.*

*Firstly, "the song stuck in my head" phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.*

*Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are affective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically, and poetically, and can be analyzed in the same way as any other literary sample.*

*Furthermore, songs can be appropriated by listeners for their own purposes. Most pop songs and probably many other types don't have precise people, place, or time references.*

*In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism, and, yes, even revolutions.*

*Last but not least, there are many learning activities we can do with songs, such*

5. The main idea of the text above is to....
- Describe the song
  - Tell that singing is important
  - Amuse the readers with the song

- d. Persuade the readers that learning English through music and song is enjoyable
  - e. Say that it is important learning English with English song
6. The text above is about...
- a. English song
  - b. Learning to sing
  - c. Learning English is the same as learning the song
  - d. Learning music and English song is enjoyable
  - e. The use song in learning English
7. Below are the supporting arguments of the idea that using music and songs can be enjoyable in language learning, *except*...
- a. Through songs we can learn grammar, practice listening comprehension, and learn vocabulary.
  - b. The songs are effective that make learners more motivated.
  - c. Songs cannot be appropriated by listeners for their own purpose.
  - d. Songs work on our short-and-long term memory.
  - e. Through songs learners are relaxed.
8. The conclusion of the text above is...
- a. Learning English can be fun and enjoyable by learning through music and songs.
  - b. There are many learning activities we can do with songs.
  - c. Why we use songs in learning English.
  - d. Learning music and songs can be enjoyable and fun.
  - e. Music and songs are effective to learn English.

**The text is for questions number 9 to 11**

### **Ramayana**

*Long time ago, there was a king namely Rahwana. He was very rich and powerful, but he had no wife to accompany him in his life. He had a very big and beautiful palace. And in the other side, there was another king namely Rahma. He had a very beautiful wife namely Shinta.*

*One day, Rahma wanted to hunt wild animals in the forest with his servant. He left his wife in the beautiful park behind the palace. He told Shinta not go out from magical circle he had made on the ground.*

*Rahwana knew that Rama had gone to hunt. He changed into a golden deer and came near shinta. Shinta wanted to catch the deer and she got out the circle. Then Rahwana kidnapped her. He brought her to his palace as his wife.*

9. "...long time ago, there was a king namely Rahwana". (Paragraph 1)

The underlined word is similar to...

- a. Palace
- b. Affect
- c. Now
- d. Let
- e. Era

10. "...He was very rich and powerful". (Paragraph 1)

The underlined word is closest in meaning to...

- a. Beautiful
- b. Successful
- c. Eventful
- d. Forceful
- e. Careful

11. Shinta went out from magic circle because ...

- a. She wanted to Join his husband
- b. She wanted to escape from Rahwana
- c. She wanted to catch a beautiful deer
- d. She wanted to catch rahwana
- e. She wanted to Catch a golden deer

**The text is for question number 12 and 13**

*Once upon a time, a rabbit wanted to across a river but he could not swim. He had an idea. He saw the boss of the crocodile swimming in the river. The rabbit asked the boss of the crocodile, "How many crocodiles are there in the river?" the rabbit asked for the second time." What is it for?" the boss of the crocodile asked.*

*"All of you are good, nice, gentle, and kind, so I want to make a line in order to count the amount of the crocodiles in this river. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all of his friends and asked them to make a line 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 to all of the crocodiles because he had crossed the*

12. What is the topic....
- a. Twenty crocodiles
  - b. The boss of the crocodile
  - c. A rabbit and twenty crocodiles
  - d. A rabbit and the boss of crocodile
  - e. The boss of the crocodile and all of his friends
13. We know the conclusion from the first paragraph that ....
- a. The rabbit actually wanted to cross the river
  - b. The rabbit actually wanted to swim across the river
  - c. The rabbit actually wanted to meet the boss of the crocodile
  - d. The rabbit actually wanted to know where the crocodiles are
  - e. The rabbit actually wanted to know the number of the crocodiles there

**The text is for question number 14 to 16**

Moose deer is small, fast runner animal. It only eats plants, but a lot of animals want to eat it. To stay alive, mouse deer wanted to cross the river. He wanted to eat tasty and juicy fruits, roots, and shoots on the other side. To do this, he must cross the river which was inhabited with crocodiles. "I have an idea," mouse deer whispered to himself.

Then, mouse deer called out, "crocodile!" crocodile rose from the water. "Hello mouse deer. Have you come to be my breakfast?" he asked.

"Not today, Croc. I have order from the King. He wants me to count all the crocodiles," mouse deer explained. "The King?", said crocodile. "What must I do?"

"you, crocodiles, must line up from this side of the river to the other side," mouse deer ordered.

After that, crocodile's got all his friends and family. They line up across the river.

Mouse deer jumped on crocodile back" one, "it started to count. He jumped onto the next crocodile. "two" and the next, "there".

14. Mouse deer wanted to move to the other river side because....
- a. There were a lot of crocodiles there
  - b. It was more scenic than the other side
  - c. The king had ordered to do so
  - d. Mouse deer wanted to count the number of crocodiles
  - e. There were enough fruits and roots for the mouse deer
15. Mouse deer counted the number of crocodiles by...
- a. Stepping on their back
  - b. Lining up in front of them
  - c. Running quickly
  - d. Ordering fruits, roots, and shoots to them
  - e. Swimming before them
16. "...mouse deer explained. " The King?". (Paragraph 3)  
The underlined word is similar to...
- a. make
  - b. tell
  - c. clear
  - d. from
  - e. dear

**The text is for questions number 17 to 25**

King Lir lived long ago in Ireland. He had four children, two boys and two girls, whom he loved dearly. However, their stepmother was jealous. She wove a spell that turned the children into swans.

Lir was heartbroken. His beard and hair turned white. With grief he searched for his children. One day, he saw four swans. He did not realize who they were, although they recognized him as their father.

The spell could only be broken if the mountain in north was joined to the one in the south. This seemed impossible, but after many years all the birds flew into the air and formed an area between the mountains. The swans were transformed and Lir

17. The story took place in...
- a. A land
  - b. The south mountain
  - c. Ireland

- d. The north mountain
- e. Stepmother's home

18. King Lir had four children are...

- a. Two boys and two girls
- b. Three boys and one girl
- c. One boy and three girls
- d. Four boys
- e. Four girls

19. The conclusion of the story above is....

- a. Stepmothers are usually wicked persons
- b. The wicked person should be defeated
- c. Patience is rewarding
- d. Goodness wins over badness
- e. Birds can help people

20. The author tells that King Lir is....

- a. King Lir lived in Ireland and his children.
- b. Lir was heartbroken.
- c. He searched for his children.
- d. His beard and hair turned white.
- e. She wove a spell that turned the children into swans.

## INSTRUMENT FOR POST-TEST

Post test

Name :

Class :

Time : 60 minute

**Choose the correct answer by crossing (x) a, b, c, or e!**

**The text is for questions number 1 to 3**

*A shepherd boy, tending his flock not far from a village, liked to amuse himself by crying out "Wolf! Wolf!"*

*His trick succeeded two or three times. The whole village came running to his assistance, only to be laughed at falling for his joke.*

*Then, one day, the wolf came for real. The boy cried out in earnest, but his neighbors, thinking he was tricking them, ignored his cries, and the wolf devoured the sheep.*

1. The topic of the above text is...
  - a. A Shepherd Boy
  - b. The Wolf
  - c. The Sheep
  - d. Village
  - e. Neighbor
2. From the text we may conclude that Shepherd Boy...
  - a. The village came running to his assistance
  - b. The boy cried out in earnest
  - c. The wolf devoured the sheep
  - d. His trick succeeded two or three times
  - e. The boy tending his flock
3. The word them in (paragraph 3 and the second line) refers to the...
  - a. Shepherd boy
  - b. Village

- c. Sheep
- d. Shepherd boy's neighbors
- e. Wolf

**The text is for questions number 4 to 6**

*Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.*

*We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then.*

*Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?"*

*Hearing his unexpected question, I answered reluctantly, "because he is not Phil Collins!"*

- 4. The text above is about?
  - a. The writer's five-years old son
  - b. Willy and his new drum
  - c. Phil Collins and his drum
  - d. A policeman and his whistle
  - e. Willy's drum private teacher
- 5. From the text above we know that Willy is a/an....boy.
  - a. Funny
  - b. Smart
  - c. Stupid
  - d. Childish
  - e. Annoying
- 6. Which sentence makes the text funny?
  - a. He is very inquisitive.
  - b. He also likes asking me everything he wants to know.
  - c. Even his question sometimes seem precocious for a boy of his age
  - d. "because he is not Phil Collins."

- e. He blew his whistle now and then.

**The text is for question number 7 to 9**

*In the middle of a bright day, I planned to have lunch in a new restaurant. I drove along the West Road at a reasonable speed.*

*About fifty metres before the crossroads, a pedestrian who was walking on the pavement suddenly ran across the road in front of my car. I was really in panic. But I had to swerve to avoid the pedestrian. I crashed into a car which was parked by the side of the road.*

*Fortunately, the pedestrian wasn't injured, but I had a bad cut on my face because my head hit the wind screen. I had forgotten to put on my seat belt. An ambulance took me to the hospital where I had to have five stitches and took a rest for some hours.*

*There was a lot of damage to my car; the wind screen was broken and the bodywork was badly dented. I was interviewed by the police in the hospital.*

7. The writer was in panic because....
- a. A pedestrian was hit by a car
  - b. A pedestrian ran into his car
  - c. A pedestrian suddenly ran across the road
  - d. A pedestrian had a bad cut on her head
  - e. He saw a pedestrian crossing the road
8. What is the text about...
- a. Restaurant
  - b. An ambulance
  - c. Hospital
  - d. Policeman
  - e. A pedestrian
9. From the text we can conclude that...
- a. The pedestrian was careless
  - b. The pedestrian was careful
  - c. The writer drove his/her car fast

- d. The driver helped the pedestrian
- e. The witness helped the victims

**The text is for questions number 10 to 14**

*One day, the wind and the Sun were disputing which was the stronger. Suddenly they saw a traveler came down the road, and the Sun said, "I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger. You begin." So the Sun retired behind the cloud, and the wind began to blow as hard as it could upon the traveler. But the harder he blew the more closely did the traveler wrap hi cloak round him, till at last the Wind gave up in despair. Then the Sun came out and shone in all his glory upon the traveler, who soon found it was too hot to walk with his cloak on.*

- 10. The suitable title of the text is....
  - a. The Strongest and the Weakest
  - b. The wind and the sun
  - c. The traveler's cloak
  - d. The sun and the cloak
  - e. Blowing with the Wind
- 11. The word disputing in (the first line) as the same meaning as...
  - a. Talking
  - b. Speaking
  - c. Asking
  - d. Arguing
  - e. Answering
- 12. The... were disputing which was the stronger.
  - a. Wind
  - b. Cloud
  - c. Star
  - d. Sky
  - e. Sun
- 13. The main idea of paragraph is...

- a. The Sun retired behind the cloud
- b. The Wind and the sun were disputing which was the stronger
- c. The Wind gave up in despair
- d. The sun found it was too hot to walk with his cloak on
- e. The wind began to blow as hard as it could upon the traveler

14. The conclusion of the text above is...

- a. The sun retired behind the cloud
- b. The sun came out and shone all his glory upon the traveler
- c. The wind began to blow as hard as it could upon the traveler
- d. The wind gave up in despair
- e. They saw a traveler came down the road

**The text is for questions number 15 and 16**

*We are writing to complain about ads on TV. There are so many ads, especially during our favourite programmes. we think they should be stopped for a number of reasons.*

*First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seem to be more ads than programmes.*

*Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy, and chips. And they make people want things they do not really need and cannot afford.*

*Finally, the people who make ads have too much say in what programme people watch. That is because they want to put all their ads on popular programme that a lot of people watch. Some programmes which are not so popular get stopped because they do not attract enough ads, even though those programmes may be someone's favorite.*

15. These are bad effects of ads on TV, *except*....

- a. People can own the things according to their need
- b. People eat unhealthy food

- c. People buy what they really unwanted
- d. People can imitate the cruelty on TV
- e. People cannot get a complete program

16. "First, ads are nuisance." (par. 2 and the second line)

The bold typed word has the same meaning with...

- a. Foolish
- b. Fun
- c. Interesting
- d. Health
- e. Life style

**The text is for question number 17 and 18**

### **The Clown Who Lost His Laugh**

Once upon a time, there was a clown. The clown was sad because he had lost his laugh. He didn't think anything was funny anymore. So he went to the woods to see if he could find his laugh.

In the woods, he met the three bears. He asked the bears if they knew what had happened to his laugh. The bears said that a girl with golden hair had come into their house and eaten porridge, broken a chair, and slept in their beds. The bears said that the girl might have stolen the clown's laugh. So the clown went further into the woods to look for the girl with golden hair.

As luck would have it, the girl with golden hair was walking through the woods on her way to her grandmother's house. When the clown asked her if she had seen his laugh, she said that all she had seen there were very angry, very hairy, growly, grizzly bears. The clown thought this was very funny and started to laugh.

17. The main character of the story above is...

- a. A bear
- b. A girl with golden hair
- c. The girl's grandmother
- d. Three bears
- e. A clown

18. The author tells that the Clown is...
- a. The Clown could find his laugh
  - b. The Clown meet the three bears
  - c. The Clown went further into the woods
  - d. The Clown was funny anymore
  - e. The Clown had lost his laugh

**The text is for questions number 19 and 20**

A Lathe

*A lathe is a machine for shaping or boring metal, wood, etc; in which the working is turned about a horizontal axis against a fixed tool. The lathe is divided into four main parts; bed, headstock, tailstock, and carriage.*

*The bed is the foundation of the lathe. It is made from cast iron and rigidly secured to the lathe stand. The top surface of the bed is accurately machined to form the bed ways or vee ways. All the other parts of the lathe sit on and slide along these bed ways. The accuracy of the lathe is determined by the accuracy of the ways and care should always be taken to keep them in perfect condition.*

*The headstock is secured to the left-hand end of the bed and sits on the bed ways. Its main purpose is to supply the motive power to the lathe. The headstock contains the belts, pulleys, or gears, which bring the power from the motor to the work piece so that it can be machined.*

*The tailstock has the job of supporting the loose end of the metal while it is machined. The tailstock can be used to support a drill chuck for drilling as well as other devices*

19. A headstock contains....
- a. Bed ways and vee ways
  - b. Belts, pulley, or gears
  - c. A drill and a pulleys
  - d. Bed, tailstock, and headstock
  - e. A carriage and a belt
20. What does the author tell about a lathe ...
- a. The bed is the foundation of the lathe

- b. The headstock is secured to the left-hand end of the bed and sits on the bed ways
- c. The tailstock has the job of supporting the loose end of the metal while it is machined
- d. A lathe is a machine for shaping or boring metal
- e. The carriage is used to support the lath tool

**Validator**

**Sojuangon Rambe, S. S, M. Pd**  
**NIP. 19790815 200604 1 003**

## **APPENDIX 5:**

The key answers of pre-test and post-test

### **Pre-test**

1. b	6. e	11. e	16. b
2. b	7. c	12. c	17. c
3. d	8. a	13. a	18. a
4. b	9. e	14. e	19. d
5. d	10. d	15. c	20. a

### **Post-test**

1. a	6. d	11. d	16. a
2. c	7. c	12. d	17. e
3. e	8. e	13. b	18. e
4. a	9. c	14. c	19. b
5. b	10. b	15. a	20. d

## Appendix 6

### PRE TEST VALIDITY

#### FOR ITEM 9

$$\begin{aligned}\sum x &= 22 & \sum y &= 392 \\ \sum x^2 &= 22 & \sum y^2 &= 5482 \\ (\sum x)^2 &= 484 & (\sum y)^2 &= 153664 \\ & & \sum xy &= 307\end{aligned}$$

By using the formula of Pearson r, so :

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

$$r_{xy} = \frac{(30.307) - (22.392)}{\sqrt{\{30.22 - (484)\} \{30.5482 - (153664)\}}}$$

$$r_{xy} = \frac{9210 - 8624}{\sqrt{\{(660) - (484)\} \{(164460) - (153664)\}}}$$

$$r_{xy} = \frac{586}{\sqrt{(176)(10796)}}$$

$$r_{xy} = \frac{586}{\sqrt{1900096}}$$

$$r_{xy} = \frac{586}{1378.439}$$

$$r_{xy} = 0,42$$

So that,  $r_{\text{count}} = 0,42$      $n = 30$      $\alpha = 0,05$      $r_{\text{tabel}} = 0,361$ .

The test is valid if  $r_{\text{count}} > r_{\text{tabel}}$ . Based on calculation above, the item six is valid.

## POST TEST VALIDITY

### FOR ITEM 2

$$\sum x = 24 \qquad \sum y = 383$$

$$\sum x^2 = 24 \qquad \sum y^2 = 4971$$

$$(\sum x)^2 = 576 \qquad (\sum y)^2 = 146689$$

$$\sum xy = 320$$

By using the formula of Pearson r, so :

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

$$r_{xy} = \frac{(30.320) - (24.383)}{\sqrt{\{30.24 - (576)\} \{(30.4971) - (146689)\}}}$$

$$r_{xy} = \frac{9600 - 9192}{\sqrt{\{(720) - (576)\} \{(149130) - (146689)\}}}$$

$$r_{xy} = \frac{408}{\sqrt{(144)(2441)}}$$

$$r_{xy} = \frac{408}{\sqrt{351504}}$$

$$r_{xy} = \frac{408}{592.877}$$

$$r_{xy} = 0,68$$

So that,  $r_{\text{count}} = 0,68$      $n = 30$      $\alpha = 0,05$      $r_{\text{tabel}} = 0,361$ .

The test is valid if  $r_{\text{count}} > r_{\text{tabel}}$ . Based on calculation above, the item four is valid.

## Appendix 7

### PRE TEST RELIABILITY

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

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

From the table  $k = 20$

$$\sum x = 392$$

$$\sum x^2 = 8222$$

$$\sum pq = 10.06$$

$$(\sum x)^2 = 153664$$

So that,

$$\begin{aligned} Vt &= \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \\ &= \frac{8222 - \frac{(392)^2}{30}}{30} \\ &= \frac{8222 - 5122.13}{30} \\ &= \frac{3099.87}{30} \\ &= 103.3 \end{aligned}$$

So that,

$$\begin{aligned}r_{11} &= \left( \frac{k}{k-1} \right) \left( \frac{Vt - \sum pq}{Vt} \right) \\&= \left( \frac{20}{20-1} \right) \left( \frac{103.3 - 10,6}{103.3} \right) \\&= (1,052)(0,897) \\&= 0,943\end{aligned}$$

$$r_{\text{count}} = 0,943 \quad \alpha = 0,05 \quad n = 30 \quad r_{\text{tabel}} = 0,361.$$

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

## POST TEST RELIABILITY

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

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

From the table  $k = 20$

$$\sum x = 383$$

$$\sum x^2 = 6391$$

$$\sum pq = 9.79$$

$$(\sum x)^2 = 146689$$

So that,

$$Vt = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

$$= \frac{6391 - \frac{(383)^2}{30}}{30}$$

$$= \frac{6391 - 4889.633}{30}$$

$$= \frac{1501.367}{30}$$

$$= 50.045$$

So that,

$$\begin{aligned}r_{11} &= \left( \frac{k}{k-1} \right) \left( \frac{Vt - \sum pq}{Vt} \right) \\&= \left( \frac{20}{20-1} \right) \left( \frac{50.045 - 9.79}{50.045} \right) \\&= (1,052)(0,804) \\&= 0,846\end{aligned}$$

$r_{\text{count}} : 0,846$  ,  $\alpha = 0,05$  ,  $n = 30$  and  $r_{\text{tabel}} = 0,361$ .

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

## APPENDIX 9

### THE PRE TEST EXPERIMENTAL CLASS

1. The score of control class from low score to high score

50	65	70	75	76	78
58	68	70	75	76	78
58	68	72	75	76	78
64	68	72	75	76	78
64	68	72	75	76	78

2. High score : 76

3. Low score : 52

4. Range : High score –low score  
:  $78 - 50 = 28$

5. The total of classes (Bk) :  $1+3,3 \log n$   
:  $1+3,3(\log 30)$   
:  $1+3,3 (1,4771)$   
:  $1+4,87443$   
:  $5,87443$   
: 5

6. Interval (i) :  $\frac{R}{BK}$   
:  $\frac{28}{5}$   
: 5,6  
= 5

7. Mean score :

Interval	F	X	FX
50-54	1	52	52
55-59	2	57	114
60-64	2	62	124
65-69	5	67	335
70-74	5	72	360

75-79	15	77	1155
i=5	30	387	2140

$$\text{Mx: } \frac{\sum fx}{N} : \frac{2140}{30} = 71.3$$

8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(30) = 15$$

$$b = \frac{75 + 74}{2} = 74,5$$

$$p = 15$$

$$F = 175 + 5 = 20$$

$$f = 15$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 15 \left( \frac{15 - 20}{15} \right)$$

$$= 74,5 + 15 (-0,3)$$

$$= 74,5 + (-4,5)$$

$$= 69,5$$

9. Modus = 78

## APENDIX 10

### THE PRE TEST CONTROL CLASS

1. The score of experimental class from low score to high score

50	64	72	75	75	78
52	68	72	75	75	78
55	68	72	75	76	78
55	68	72	75	76	78
64	70	75	75	76	78

2. High score : 78

3. Low score : 50

4. Range : High score –low score  
:  $78 - 50 = 28$

5. The total of classes (Bk) :  $1+3,3 \log n$   
:  $1+3,3(\log 30)$   
:  $1+3,3 (1,4771)$   
:  $1+4.87443$   
:  $5,87443$   
: 5

6. Interval (i) :  $\frac{R}{BK}$   
:  $\frac{28}{5}$   
: 5,6  
= 5

7. Mean score :

Interval	F	X	FX
50-54	2	52	104
55-59	2	57	114
60-64	2	62	124
65-69	3	67	201

70-74	5	72	360
75-79	16	77	1232
i=5	30	387	2135

$$\text{Mx: } \frac{\sum fx}{N} : \frac{2135}{30} = 71.16$$

8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(30) = 15$$

$$b = \frac{75 + 74}{2} = 74.5$$

$$p = 16$$

$$F = 16 + 5 = 21$$

$$f = 16$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 16 \left( \frac{15 - 21}{16} \right)$$

$$= 74,5 + 16 (-0,375)$$

$$= 74,5 + (-6)$$

$$= 68.5$$

9. Modus = 78

## APPENDIX 11

### THE POST TEST EXPERIMENTAL CLASS

1. The score of experimental class from low score to high score

60	68	72	75	76	80
60	68	75	75	76	80
64	68	75	76	78	80
68	68	75	76	78	85
68	72	75	76	78	85

2. High score : 85

3. Low score : 60

4. Range : High score –low score  
:  $85 - 60 = 25$

5. The total of classes (Bk) :  $1+3,3 \log n$   
:  $1+3,3(\log 30)$   
:  $1+3,3 (1,4771)$   
:  $1+4,87443$   
:  $5,87443$   
: 5

6. Interval (i) :  $\frac{R}{BK}$   
:  $\frac{25}{5}$   
: 5

7. Mean score :

Interval	F	X	FX
60 – 64	3	62	186
65 – 69	6	67	402
70 – 74	2	72	144
75 – 79	14	77	1078
80 – 84	3	82	246

85 – 89	2	87	174
i=5	30	447	2230

$$\text{Mx: } \frac{\sum fx}{N} : \frac{2230}{30} = 74.3$$

8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(30) = 15$$

$$b = \frac{75 + 74}{2} = 74,5$$

$$p = 14$$

$$F = 14 + 2 = 16$$

$$f = 14$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 14 \left( \frac{15 - 16}{14} \right)$$

$$= 74,5 + 14 (-0,07)$$

$$= 74,5 + (-0,98)$$

$$= 73.52$$

9. Modus = 85

## APPENDIX 12

### THE POST TEST CONTROL CLASS

1. The score of control class from low score to high score

60	64	72	76	76	78
60	68	72	76	78	78
60	68	72	76	78	80
64	68	72	76	78	80
64	72	76	76	78	85

2. High score : 85

3. Low score : 60

4. Range : High score –low score  
:  $85 - 60 = 25$

5. The total of classes (Bk) :  $1+3,3 \log n$   
:  $1+3,3(\log 30)$   
:  $1+3,3 (1,4771)$   
:  $1+4.87443$   
:  $5,87443$   
: 5

6. Interval (i) :  $\frac{R}{BK}$   
:  $\frac{25}{5}$   
: 5

7. Mean score :

Interval	F	X	FX
60 – 64	6	62	372
65 – 69	3	67	201
70 – 74	5	72	360
75 – 79	13	77	1001
80 -84	2	82	164

85- 89	1	87	87
i=5	30	447	2185

$$\text{Mx: } \frac{\sum fx}{N} : \frac{2185}{30} = 72.8$$

8. Median

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(30) = 15$$

$$b = \frac{75 + 74}{2} = 74,5$$

$$p = 13$$

$$F = 13 + 5 = 18$$

$$f = 13$$

$$\text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,5 + 13 \left( \frac{15 - 18}{13} \right)$$

$$= 74,5 + 13 (-0,23)$$

$$= 74,5 + (-2.99)$$

$$= 71,51$$

9. Modus = 85

## APPENDIX 8

### The Score of Experimental Class

Number of students (n)	Pre-test	Post-test	$Y_1$	$Y_1^2$
1	78	80	2	4
2	76	76	0	0
3	75	78	3	9
4	70	76	6	36
5	65	68	3	9
6	50	60	10	100
7	58	64	6	36
8	68	76	8	64
9	70	75	5	25
10	75	85	10	100
11	76	85	9	81
12	78	80	2	4
13	78	75	-3	9
14	76	72	-4	16
15	75	75	0	0
16	72	75	3	9
17	68	76	8	64
18	58	60	2	4
19	64	68	4	16
20	68	68	0	0
21	72	68	-4	16
22	75	76	1	1
23	76	80	4	16
24	78	75	-3	9
25	64	72	8	64
26	68	68	0	0
27	72	78	6	36
28	75	78	3	9
29	76	68	-8	64
30	78	75	-3	9
Total			78	810

The Score of Control Class

Number of students (n)	Pre-test	Post-test	$Y_1$	$Y_1^2$
1	64	68	4	16
2	76	76	0	0
3	75	76	1	1
4	68	72	4	16
5	64	64	0	0
6	72	64	-8	16
7	72	72	0	0
8	68	64	0	0
9	72	76	4	16
10	72	76	4	16
11	78	78	0	0
12	75	78	3	9
13	75	80	5	25
14	75	78	3	9
15	55	64	9	81
16	50	60	10	100
17	75	78	3	9
18	70	72	2	4
19	55	60	5	25
20	75	72	-3	9
21	68	68	0	0
22	78	78	0	0
23	76	76	0	0
24	78	80	2	4
25	75	76	1	1
26	78	85	7	49
27	76	78	2	4
28	75	76	1	1
29	52	60	8	64
30	78	72	-6	36
Total			61	511

**Tabel Harga Kritik dari r Product Moment**

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	99%		95%	99%		95%	99%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0,997	0,999	27	0,381	0,487	55	0,226	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	1,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,095
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

N = Jumlah pasangan yang digunakan untuk menghitung r

**Daftar Nilai Persentil Untuk Distribusi t**

V	t <sub>0.995</sub>	t <sub>0.99</sub>	t <sub>0.975</sub>	t <sub>0.95</sub>	t <sub>0.90</sub>	t <sub>0.80</sub>	t <sub>0.75</sub>	t <sub>0.70</sub>	t <sub>0.60</sub>	t <sub>0.55</sub>
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Nilai persentil

Untuk distribusi t

NU = db

(Bilangan Dalam Badan Daftar Menyatakan t)

NU	t <sub>0,995</sub>	t <sub>0,99</sub>	t <sub>0,975</sub>	t <sub>0,95</sub>	t <sub>0,925</sub>	
1	63,66	31,82	12,71	6,31	3,08	
2	9,92	6,96	4,30	2,92	1,89	
3	5,84	4,54	3,18	2,35	1,64	
4	4,60	3,75	2,78	2,13	1,53	
5	4,03	3,36	2,57	2,02	1,48	
6	3,71	3,14	2,45	1,94	1,44	
7	3,50	3,00	2,36	1,90	1,42	
8	3,36	2,00	2,31	1,86	1,40	
9	3,25	2,82	2,26	1,83	1,38	
10	3,17	2,76	2,23	1,81	1,37	
11	3,11	2,72	2,20	1,80	1,36	
12	3,06	2,68	2,18	1,78	1,36	
13	3,01	2,65	2,16	1,77	1,35	
14	2,98	2,62	2,14	1,76	1,34	
15	2,95	2,60	2,13	1,75	1,34	
16	2,92	2,58	2,12	1,75	1,34	
17	2,90	2,57	2,11	1,74	1,33	

18	2,88	2,55	2,10	1,73	1,33	
19	2,86	2,54	2,09	1,73	1,33	
20	2,84	2,53	2,09	1,72	1,32	
21	2,83	2,52	2,08	1,72	1,32	
22	2,82	2,51	2,07	1,72	1,32	
23	2,81	2,50	2,07	1,71	1,32	
24	2,80	2,49	2,08	1,71	1,32	
25	2,79	2,48	2,06	1,71	1,32	
26	2,78	2,48	2,06	1,71	1,32	
27	2,77	2,47	2,05	1,70	1,31	
28	2,76	2,47	2,05	1,70	1,31	
29	2,76	2,46	2,04	1,70	1,31	
30	2,75	2,46	2,04	1,70	1,31	
40	2,70	2,42	2,02	1,68	1,30	
60	2,66	2,39	2,00	1,67	1,30	
120	2,62	2,36	1,98	1,66	1,29	
00	2,58	2,33	1,06	1,645	1,28	

Sumber : Statistical Tables for Biological, Agricultural, and Medical Research, Fisher,

R.A dan Yates, F.Table 111, Oliver & Boyd Ltd. Edinburgh.

t 0,995 untuk test 2 ekor dengan  $t_0$  0,01

t 0,975 untuk test 2 ekor dengan  $t_0$  0,05