THE EFFECT OF PREDICTING INFORMATION FROM THE PICTURES ON READING COMPREHENSION AT GRADE VIII JUNIOR HIGH SCHOOL NEGERI 8 PADANGSIDIMPUAN

A THESIS

Submitted to the English Education Study Program of Tarbiyah Department STAIN Padangsidimpuan as a Partial Fulfillment of the Requirements for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

BY :

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Reg. No: 08 340 0039

ENGLISH EDUCATION STUDY PROGRAM

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

Wassalamu 'alaikum Wr. Wb

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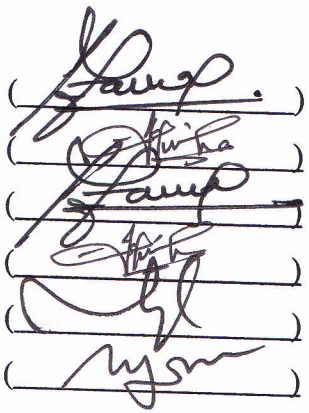

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In the name of Allah SWT, the beneficent and merciful

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

This thesis can't be completed without a great deal of helping from many people, especially Mrs. Eka Sustri Harida, M.Pd., as the first advisor and Mr. Sojuangon Rambe, S.S., M.Pd., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

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ABSTRACT

This research concerned about students' reading comprehension by using Predicting Information from the Pictures on Reading Comprehension at Grade VIII Junior High School Negeri 8 Padangsidimpuan. The research was conducted by quantitative approach in experimental method. The population of this research was 187 students of the grade VIII in Junior High School Negeri 8 Padangsidimpuan. Then, the sample of research was 62 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 (1.86 > 1.67). It was concluded that students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy ($\mu_1 > \mu_2$). H_a was accepted. Meanwhile, students' reading comprehension achievement by using predicting information from the pictures is not better than conventional strategy ($\mu_1 = \mu_2$). H_0 was rejected. So, students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesian, English considered as the first foreign language and taught formally from elementary school up to the university level.

There are four skills that should be mastered. The first, listening is the ability to make sense of what heard and connect it to other information already know. The second, speaking is the ability to communicate orally to express idea and feeling. The third, writing is the ability to inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. And the fourth, Reading is the ability to get the messages or information that comes from the author that can be understood and comprehended by the reader easily.

Statement about reading in Islam described in the Qur'an Surah Al-Baqarah verse 121:

بِسْمِ اللّٰهِ الرَّحْمَنِ الرَّحِيمِ

ٱلَّذِينَ ءَاتَيْنَٰهُمُ ٱلْكِتَٰبَ يَتْلُونَهُۥ حَقَّ تِلَاوَتِهِۦٓ أُو۟لَٰٓئِكَ يُؤْمِنُونَ بِهِۦ ۗ
وَمَن يَكْفُرْ بِهِۦ فَأُو۟لَٰٓئِكَ هُمُ ٱلْخَٰسِرُونَ ﴿١٢١﴾

The meaning:

Those to whom we have sent the book study it as it should be studied, they are the ones that believe therein, those who reject faith therein, the loss in their own.[1] From the explanation above, it can be concluded that peoples must say the words are nice and helpful.

Reading is very important in many aspects of life. Some of the important of reading are; activating mind, get a lot of knowledge about many things in the world such as sciences, technology, sports, arts, cultures, religious, etc, and give us pleasure too.

According to the explanation above, reading should be mastered by everybody, more over students. However, reading still a problem in school, especially at Junior High School Negeri 8 Padangsidimpuan. When I practiced field experience (PPL) at Junior High School Negeri 8, many students who are not interested in reading English because they do not know how to pronounce the words. Sometimes when they are ordered by the teacher to read, they do not have self-confident because afraid laughingstock other students.

[1] Abdullah Yusuf Ali. *The Glorious Quran* (Beirut: Dar El Fikr, 2009), p. 18.

In Addition, students also have difficulty in understanding the texts or to get information from the texts when they read because they are lack of vocabulary and some of difficult words found in the texts. Sometimes students get wrong information from the texts and appropriate with the intent or purpose of the author. And researcher also looks the value of students learning English are low with the average value 68.85 at Junior High School Negeri 8 Padangsidimpuan. Another problem is students do not use reading strategies appropriately so that their reading skills is still low.

There are some alternatives of reading strategies that are available and applicable to solve the problem in reading for instance skimming, is a strategy used to look for the "gist" of what the author is saying without a lot of detail. Scanning, is quickly searching for some particular piece or pieces of information in a text. Pre-questioning, is some questions which are provide before the students read the whole text, in order to build the student's interest and motivation. And predicting information from the pictures, is a strategy in which readers use information from a text (including titles, heading, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read or what comes next.

From the explanation above the researcher choses predicting information from the pictures to improve reading English at Junior High School Negeri 8 Padangsidimpuan because the textbooks there still use a lot of pictures. The Junior High School students need the concrete thing in order to more easily

understand the lesson. Therefore, the pictures created by the author in the text are very important, the students can predict the text by looking at the picture and help them be easier to understand the text.

Based on the explanation above, the writer is interested in finding out the effect of predicting information from the pictures on students' reading comprehension. The research conducted at Junior High School Negeri 8 Padangsidimpuan. Exactly the second grade in 2012 academic years. The research entitled "The Effect of Predicting Information from the Pictures on Reading Comprehension at Grade VIII Junior High School Negeri 8 Padangsidimpuan."

B. Identification of the Problem

Based on observation of the researcher about students' reading activities. There are many problems in the field of reading. The first, many students are not interested in reading English because they do not know how to pronounce the words. The second, students also have difficulty in understanding the texts or to get information from the texts when they read. The third, the value of students learning English are low with the average value 68.85 at Junior High School Negeri 8 Padangsidimpuan. The last, students do not use reading strategies appropriately so that their reading skills is still low.

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 focused on using reading strategies and reading comprehension. So that, this research about the effect of predicting information from the pictures on students' reading comprehension in the report text at grade VIII semester II Junior High School Negeri 8 Padangsidimpuan in 2011/2012 academic years.

D. Research Questions

Based on identification of the problem above, the formulation of the problem are as follows:

1. How far was the students' ability in reading comprehension by using predicting information from the pictures at grade VIII Junior High School Negeri 8 Padangsidimpuan?
2. How far was the students' ability in reading comprehension by using conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan?
3. Were the students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan?

E. The Purposes of the Research

Based on formulation of the problem above, the purposes of this research are as follows:

1. To describe the students' ability in reading comprehension by using predicting information from the pictures at grade VIII Junior High School Negeri 8 Padangsidimpuan.
2. To describe the students' ability in reading comprehension by using conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan.
3. To examine the students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan.

F. Significances of the Research

This research is considered significances to the teachers, researcher, and students. For the teachers may increasing their knowledge in English, especially about the effect of predicting information from the pictures to reading ability and giving reference to development of teaching learning process in reading that predicting information from the pictures can make the students' reading comprehension will be better.

To add the knowledge and experience of researcher in English, especially about the effect of predicting information from the pictures to reading ability and

giving a profitable description to any further researcher to study the same case, so this research become a helpful information and useful reference for the next study.

On the other hand, the students may increase their motivation in learning English as a foreign language, the students have been taught about how to identify the main idea, supporting details of a paragraph, how to recognize kinds of text, giving a contribution to the students how to improve their skill in comprehending about the reading text, and predicting information from the pictures in reading text that can help the students to comprehend the reading text.

G. Definition of Operational Variables

There are two variables in this research that should be clarified are as follows:

1. Predicting information from the pictures

   Predicting information from the pictures is one of reading strategies to be used by researcher which the readers making predictions from the pictures on the texts in order to easier comprehends the text.

2. Reading Comprehension

   Reading comprehension is defined by the researcher is students' understanding of the text after using one of the reading strategies; it is predicting information from the pictures.

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 thesis research as a focus of study, including arguments why the issue is worthy of study for examination. It is consists of background of the problem, identification of the problem, limitation of the problem, research questions, the purposes 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 is consists of theoretical description, review of related findings, the conceptual framework, and hypothesis.

In the chapter three, described therein all matters relating to research methods implemented. It is 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 is consists of the description of data before and after using predicting information from the pictures, hypothesis testing, discussion, and threats of the research.

And the last, in the chapter five, it is 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

THE THEORETICAL DESCRIPTION

A. Theoretical Description

Review of related literature involves the systemic identification, location, and analysis of documents containing information related to the research problem, it proposes 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 predicting information from the pictures and reading comprehension as in the following.

1. Predicting Information

Some opinions about predicting information will be presented by experts as follows. Predicting information is a statement that will happen.[1] According to Anna Uhl Chamot predicting information involves thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge or on information you encounter during the task.[2] Then, according to Kathleen T. McWhorter:

> Predicting information are educated guesses about the material to be read. Predicting information are made based on your experience with written language, as well as your background knowledge and familiarity with the subject. As you work through remaining chapters

[1] AS. Hornby. *The Award Compact English Dictionary* (England: Award Publication, 1985), p. 908.

[2] Anna Uhl Chamot. *The Learning Strategies Handbook* (New York: Longman, 1999), p. 19.

in the text, you will become more familiar with the organization of written materials and your ability to make prediction will improve.[3]

So, the writer concludes that predicting information is one of reading strategies in which readers use information from a text and their own personal experiences to anticipate what they are about to read or what comes next. Students may initially be more comfortable making predictions about fiction than nonfiction or informational text. This may be due to the fact that fiction is more commonly used in early reading instruction. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about the text by ensuring that students have sufficient background knowledge before beginning to read the text.

According to Kathleen T. McWhorter, to get started making predictions, must keep the following questions in mind:

1. What clues does the author give?
2. What will this material be about?
3. What logically would follow?
4. How could this be organized?[4]

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[3] Kathleen McWhorter. *Efficient and Flexible Reading (*New York: Harper Collins Publisher, 1992), p. 33.

[4] *Ibid*, p. 33.

In reading, to comprehend the text, the readers interacts with the text relates to the predicting information from the pictures of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful strategies that will help the reader to comprehend the text when they use the predicting information from the pictures.

a. Skimming

Skimming is a selective reading technique used to obtain key ideas.[5] David Nunan stated that Skimming is looking quickly through the text to get a general idea of what it is about.[6] According to Team of Five that skimming is the ability to identify main idea. Skimming means "Menggaris bawahi yang penting dalam bacaan".[7]

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

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[5] *Ibid*, p. 99.

[6] David Nunan. *Second Language Teaching & Learning* (New York: Heinle &Heinle, 1999), p. 265.

[7] Team of Five. *Improving Reading Skill in English for University Students Book 3* (Jakarta: Darul Ulum Press, 2001), p. 53.

b. Scanning

Scanning is a process of rapidly locating specific information in printed material.[8] David Nunan stated that scanning is looking quickly through a text in order to locate specific information.[9] According to team of five that scanning is a reading technique to be used when you want to find specific information quickly. Scanning helps to find specific facts or pieces of information without reading whole passage.[10] Scanning means "memberi tanda check list pada data yang diperlukan dalam bacaan."[11]

Thus, by scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the student to scan effectively, they should know what kinds of information they needs; also they should have the strong belief where they will find such information needed from the text.

2. Predicting Information from the Pictures

Reading strategy is the strategy or the way that used by the readers to understand the text. Reading strategies are procedures or ways to reach goal

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[8] Kathleen McWhorter. *Op. Cit,* p. 123.
[9] David Nunan. *Op. Cit,* p. 265.
[10] Team of Five. *Op. Cit,* p. 2.
[11] *Ibid,* p. 53.

in understanding text. So, reading strategies are ways to reach goal in understanding written text or printed materials for solving the problems in constructing meaning.[12]

Reading strategies can help students easier in comprehending the text. It is also stated that reading strategies can also enhance understanding of the content information presented in a text, to improve attention and concentration while reading, to increase students' motivation can be creating interest, and to make reading in more active process. By applying reading strategies in reading, it will help the students to more comprehend the text and recall the information that needed from the text.[13]

Predicting information from the pictures is one of the reading strategies used to facilitate students in understanding the texts. By using predicting information from the pictures, the students will be easier in reading comprehension.

a. The Purposes of Predicting Information from the Pictures

Predicting information from the pictures can help the students make connections between new information and what they already know. By making predictions about the text before, during, and after reading,

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[12] Parera. *Reading Strategy* (*http://www.nclrc.org/essentials/reading/stratread.ht*), retrieved on December 02, 2011 at 16.00 p.m.

[13] Yorkey. *Teaching Reading* (*http://www.nclrc.org/essentials/reading/reindex.htm*), retrieved on December 02, 2011 at 16.00 p.m.

students use what they already know as well as what they suppose might happen to make connections to the text.[14]

Snow has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. These strategies include summarizing the main idea, predicting events, or information to which the text is leading, drawing inferences, and monitoring for misunderstandings.[15]

From the explanation above, it can be concluded that predicting information from the pictures is very important because the reading strategy can make connections between new information and what they already know for their ease in understanding the text.

b. Procedures of Predicting Information from the Pictures

Procedures of predicting information from the pictures are:

1). Look at the pictures;

2). Write down predictions about the text. During reading, look for words or phrases from those predictions;

3). While reading, revise the predictions or make new ones.[16]

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[14]Clarke. *Prediction* (*http://www.readinga-z.com/more/reading_strat.html#predictions*), retrieved on December 02, 2011 at 11.00 a.m.

[15] Silberstein. *The Important of Making Predictions (http://www.teachervision.fen.com/skill builder/reading/48711.html#ixzz1eK2TjL16)*, retrieved on December 02, 2011at 11.00 a.m.

[16] Sipay. *Make Predictions*. *http://www.readinga-z.com/more/reading_strat.html#predictions*, retrieved on December 02, 2011 at 11.00 a.m.

According to Clarke, procedures of predicting information from the pictures are:

1. Look at the pictures;
2. Think about what you know about the pictures and making prediction;
3. Revise the predictions.[17]

From the explanation above, it can be concluded that procedures of predicting information from the pictures are:

1. Look at the pictures;
2. Think about what you know about the pictures;
3. Write down predictions about the text. During reading, look for words or phrases from those predictions;
4. Revise the predictions.

3. Conventional Strategy

Conventional strategy is the strategy or the way usually used by the teachers to teach the text to students.[18] According to Hudson that conventional strategy is the strategy used by teachers based on mutual agreement in a school.[19] Based on above explanation, the researcher concluded that

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[17]Clarke. *Op. Cit.*

[18]John Dryden. *Conventional Strategy* (*http://www.britannica.com/EBchecked/topic/421797/n nuclear-strategy/52993/Conventional-strategy*), retrieved on December 02, 2011 at 16.00 p.m.

[19] Hudson. *The Meaning of Conventional Strategy (http://www.conventional strategy/topic/54372-strategy),* retrieved on August 07, 2012 at 11.00 a.m.

conventional strategy is the strategy used to teach learning materials based on the agreement at school

The way of teachers to teach English text at Junior High School Negeri 8 Padangsidimpuan to class VIII students, particularly VIII.4 and VIII.5 that is by order the students to translate these texts at home (homework) and do the exercise of the text. Before that, the teacher explains the meaning of text and the generic structure in the class. Then the teacher asked students to translate the text without looking at the text already in translate (homework). The teacher told the students to translate the text and one sentence for one student. After the text is interpreted, the teacher asked students to answer questions on the text.

Based on explanation above, the researcher concluded that the procedure used by English teacher at Junior High School Negeri 8 Padangsidimpuan, especially VIII.4 and VIII.5 classes are as follows:

1. Explain the subject matter;
2. Describes the generic structure of text;
3. Order the students to translate the text at home (homework);
4. Answering the questions.

4. Reading Comprehension

The terminology of the reading comprehension consists of two lexical items, they are: reading and comprehension. For making us more clearly about the two lexical items, let you see the following discussion:

a. The Meaning of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening, and writing and it cannot be denied that reading is one of the most important. According to Marilyn in College and English Communication that reading is one of the principal means of obtaining information. The information may be in printed form, such as a book, magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information.[20]

According to David Nunan in his book also said that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.[21] And according to Larsan-Freeman in Bambang Setiyadi book reading is worked on from the beginning but follows from what language learners already know.[22] Next, according to Wayne Otto reading is not just saying the words. Reading must always be a meaning getting

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[20] Marilyn L. Satterwhite. *College and English Communication* (New York: Mc Graw-Hill, 2002), p. 21.

[21] David Nunan. *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003), p. 68.

[22] Ag. Bambang Setiyadi. *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 80.

process.[23] And then, according to Jeremy Harmer that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.[24]

Based on explanation above, the researcher concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

b. The Meaning of Comprehension

It is necessary for the students of Junior High School to master reading comprehension. Jack C. Richards stated that comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.[25] According David Nunan comprehension is essential to successful reading.[26] Then, according to Kasihani K.E Suyanto comprehension is a process in which the reader may construct meaning by interacting with the text. In reading

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[23] Wayne Otto. *How to Teach Reading* (United State of America: Addison-Wesley Publishing Company, 1979), p. 147.

[24] Jeremy Harmer. *How to Teach English* (England: Addison Wesley Longman, 1998), p. 68.

[25] Jack C. Richards. *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 277.

[26] David Nunan. *Op .Cit*, p. 75.

comprehension, a reader should have knowledge about understanding the reading passage.[27]

Based on explanation above, the researcher concludes that comprehension 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. Reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, Reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

Here are some items to be aware that some readers have no difficulty in understanding the text. According to Kathleen T. McWhorter, to select an appropriate level of comprehension and recall, you might try the following techniques:

1. Clearly define your purpose for reading the material.
2. Decide what, if anything, you will be required to do after you have read the material.
3. Evaluate the relative difficulty of the material.[28]

[27] Kasihani K.E Suyanto. *English for Young Learner* (Jakarta: Bumi Aksara, 2008), p. 27.
[28] Kathleen T. McWhorter. *Op. Cit*, P. 11.

It can be concluded that to select an Appropriate level of comprehension and recall, the reader must know the purpose of reading the text, what would be obtained after reading, and evaluate the difficulties found in the text.

c. The principles of Good Reading

There are some the principles of good reading that aims to help readers more easily understand the text. According to team of five that the principles of good reading which you have already had an opportunity to practice:

1. Force yourself to read slightly faster than it seems comfortable. Rapid reading will actually help you to concentrate better on ideas and the relations between ideas, for you will not have time to concern yourself with individual words.
1. As you read, toy to get a sense of the writer's organization. Look for the central ideas, but do not neglect the supporting detail which the writer uses to reach his conclusions or support his argument.
2. Do not stop if you come to an unfamiliar word. Continue your reading and it is very likely that the rest of the sentence (the context) will make the meaning of the new word clear to you. (Occasionally in these selections you will be given footnotes to help you with hard words or phrases that are especially important for comprehension; however, do not bother to read the footnotes if you have a reasonably good idea what these words and phrases mean).
3. Do not allow yourself to go back and reread words and phrases. Start with the idea that you will comprehend everything the first time and you will soon lose the habit of going back over parts of the material you have already read.[29]

[29] Team of Five. *Op. Cit*, p. 33.

From the explanation above, it can be concluded that the principles of good reading is a principle that should be known by the reader to easily understand the text. The reader should concentrate on reading, finding the main idea, supporting sentences, do not stop reading when it finds the difficult words, and making inferences from the text.

d. The Models of Reading

The models of reading are divided into 2, namely: bottom-up and top-down. The models of reading according to J. Michael O'Malley:

1. Bottom-up models refer to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.
2. Top-down models begin with the reader's hypothesis and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text.[30]

From the explanation above, it can be concluded that the models of reading are divided into two, namely: bottom-up and top-down. Readers can use one of two models of reading such as reading to find the main idea and supporting sentences of text.

e. The Importance of Reading Strategies

Reading strategies are important to do by the readers in reading. Brown stated that the important of reading strategies are:

1. Can help the students easier in comprehending the texts.

[30] J. Michael O'Malley. *Authentic Assessment for English Language Learners* (United State of America: Addison-Wesley Publishing Company, 1996), 94.

2. Can improve their reading comprehension like stated in Learning Strategies Database that strategies can improve students reading comprehension.
3. Can enhance understanding of the content information presented in a text, to improve attention and concentration while reading, to increase students' motivation can be creating interest, and to make reading in more active process.
4. Help the students to more comprehend the text and recall the information that needed from the text.[31]

From the explanation above, it can be concluded that reading strategies are very important for the reader because it allows the reader in understanding the text so that the information obtained in accordance with the author's purpose.

Ary Ginanjar Agustian in Emotional Spiritual Quotient stated that the command to read is directly revealed by God. Reading is the beginning of a science, technology, art, and human success.[32] The important of reading can be seen from the statement about reading in Islam described in the Qur'an Surah Al-Alaq versus 1-5:

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[31] Brown. *Reading Comprehension* (http://www.muskingum.edu/~cal/general/reading.html), retrieved on December 13, 2011 at 16.00 p.m.

[32] Ary Ginanjar Agustian. *Emotional Spiritual Quotient* (Jakarta: Arga, 2001), p. 120.

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ

اقْرَأْ وَرَبُّكَ الأَكْرَمُ

الَّذِي عَلَّمَ بِالْقَلَمِ

عَلَّمَ الإِنْسَانَ 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.[33]

It is enough clear for us that reading is one of the important skill in order to get something about knowledge.

f. The Comprehension Signal

The comprehension signal is divided into 2, namely: Positive and negative signals. The comprehension signal according to Kathleen T. McWhorter in *Efficient and Flexible Reading:*

a. Positive signals:
   1. Everything seems to fit and make sense; ideas flow logically from one to another.
   2. You are able to see where the author is leading.
   3. You are able to make connections and see patterns of thought developing.

[33] Abdullah Yusuf Ali. *Op. Cit*, p. 558.

4. You read at a regular pace without slowing down or rereading.
5. You begin to see uses or applications to other situations.
6. You feel comfortable and have some knowledge about the topic.
7. You recognize most words or can figure them out from context.
8. You can express the main ides in your own words.
9. You understand why the material was assigned.
10. You read at a regular, comfortable pace.
11. You understand what is important.

b. Negative signals:
1. Some pieces do not seem to belong; the material seems disjointed.
2. You feel as if you are struggling to stay with the author and are unable to think ahead.
3. You are unable to detect relationships; the organization is not apparent.
4. You need to reread frequently and you make frequent regression.
5. You do not know why the material was assigned and cannot explain why it is important.
6. The topic is unfamiliar, yet the author assumes you understand it.
7. Many words are unfamiliar.
8. You must reread and use the author's language to explain an idea.
9. You do not know why the material was assigned and cannot explain why it is important.
10. You often slow down or reread.
11. Nothing or everything seems important.[34]

Some of the points above can be concluded that in order to understand the reading there are positive signals in which the reader will obtain information in accordance with the text. While negative signals are signals where the reader cannot understand or difficulty when reading text.

[34] *Ibid,* p. 42.

g. To improve reading comprehension

Here are a few items to improve reading comprehension. According to J. Michael O'Malley to improve reading comprehension, the teacher must:

1. Provide a choice of reading selections
2. Ensure that students are reading texts of optimal difficulty which challenge but do not discourage them
3. Encourage rereading of texts
4. Allow students to discuss what they read with others to encourage social negotiation of meaning.[35]

So it can be concluded that in order to improve reading comprehension there are few items that must be considered as selecting readings that correspond to student ability and discussion of information contained in the text so as not to get the wrong information.

h. The purposes of Reading comprehension

There are several the purposes of reading comprehension. According River and Temperly in David Nunan book suggest that there are seven main purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life (Examples, knowing how an appliance works)
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.

[35] J. Michael O'Malley. *Op. Cit*, p. 126.

6. To know what is happening or has happened (as reported in newspaper, magazine, reports, etc).
7. For enjoyment or excitement.[36]

From the explanation above, it can be concluded that the purposes of reading comprehension that a lot and have a goal that is very important because a lot of new information can be obtained so as to add knowledge, either from textbooks, newspapers, magazines, etc.

i. The Taxonomies Levels of Reading Comprehension

Several taxonomies of comprehension skills have been developed. Smith suggests in Wayne Otto book that reading comprehension may be divided into four categories: literal comprehension, interpretation comprehension, critical reading, and creative reading.[37] Literal comprehension as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. Literal comprehension is generally accepted as the most simple, or basic, comprehension skill and one that requires little thinking or reasoning.

Smith's next level is interpretation, which definitely involves thinking skills and requires readers to identify ideas and meaning that are not explicitly stated in the written text. Within the interpretive level, readers may make generalizations, determine cause and effect, identify motives, find relationships, predict endings, and make comparisons.

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[36] David Nunan. *Op. Cit*, p. 251.
[37] Wayne Otto. *Op. Cit*, p. 152.

The third category of skills in Smith's paradigm is critical reading. The critical reading includes both literal comprehension and interpretation, but also goes beyond these two levels of comprehension. When individuals read critically, they evaluate what is read. That is, they examine critically the thoughts of the writer, which have been identified through the two lower levels of comprehension, and judge their validity, or worth.

The fourth level of comprehension that Smith identifies is creative reading going beyond what the author has written, applying ideas from the text to new situation, and recombining the author's ideas with other ideas to form new concepts or to expand old ones. Through creative reading the reader creates something new an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Smith's levels of comprehension can be summarized as follows:

Level 1: Literal comprehension is getting the direct meaning that has been explicitly stated.
Level 2: Interpretation is identifying ideas not explicitly stated.
Level 3: Critical reading is evaluating what is read.
Level 4: Creative reading is applying ideas read to new situation.[38]

[38] Wayne Otto. *Op. Cit*, p. 152-153

Barret also has divided reading comprehension into four taxonomic levels, but in addition has proposed some specific tasks that might be found within each of these levels:

a. Literal recognition or recall
   1. Recognition or recall of details
   2. Recognition or recall of main ideas
   3. Recognition or recall of sequence
   4. Recognition or recall of comparisons
   5. Recognition or recall of cause and effect relationships
   6. Recognition or recall of character traits
b. Inference
   1. Inferring supporting details
   2. Inferring the main idea
   3. Inferring sequence
   4. Inferring comparisons
   5. Inferring cause and effect relationships
   6. Inferring character traits
   7. Predicting outcomes
   8. Inferring about figurative language
c. Evaluation
   1. Judgments of reality or fantasy
   2. Judgments of fact or opinion
   3. Judgments of adequacy or validity
   4. Judgments of appropriateness
   5. Judgments of worth, desirability, or acceptability
d. Appreciation
   1. Emotional response to plot or theme
   2. Identification with characters and incidents
   3. Reactions to the author's use of language
   4. Imagery[39]

Carver, analyzing Spache's description of reading comprehension, suggests four levels of comprehension. Level 1 is the word level. Before one can understand a complete sentence, one must know the meanings of at least most of the words in the sentence, as they are used in that

[39] *Ibid,* p. 153

sentence. The second level described by Carver is the sentence. The reader must combine the words in the sentence and understand what the whole sentence means. The third level involves the unit of the paragraph. Readers comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself. And the fourth level of comprehension contains a large element of reasoning. This level associated with no particular unit and may involve thinking activities which are not at all associated with literal, implied, or tangential meanings of the prose.[40]

Based on the opinion of some experts that it can be concluded that the level of reading comprehension can be seen from the extent to which the ability of the reader in understanding the text.

j. Principal Strategies for Reading Comprehension

There are several principal strategies for reading comprehension that should be known by the reader. According H. Douglas Brown that there are some principal strategies for reading comprehension:

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).

[40] *Ibid,* p. 154.

7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.[41]

From the explanation above, it can be concluded that the principal strategies for reading comprehension is necessary to assist the reader in understanding the text easier to use a lot of reading strategies when reading such as skimming, scanning, guess, silent reading, others.

k. Types of Reading

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

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme 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.

[41] H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (United Stated of America: Longman, 2004), p. 188-189.

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.[42]

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

l. Types of Reading Skill

There are 2 types of reading skills are: micro and macro skill skill. According to Athur Hughes, types of reading skills are:

a. Micro skills, such as:
   1. Scanning text to locate specific information.
   2. Skimming text to obtain the gist.
   3. Identifying stages of an argument.
   4. Identifying examples presented in support of an argument.

b. Macro skills, such as:
   1. Identifying repents of pronouns, etc.
   2. Using context to guess meaning of unfamiliar words.
   3. Understanding relations between parts of text by recognizing development, transition, and conclusion of ideas.[43]

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[42] *Ibid,* p. 189.

[43] Athur Hughes. *Testing for Language Teacher* (New York: Cambridge University Press, 1989), p. 116-117.

According to H. Douglas Brown, types of reading skills are:

a. Micro skills, such as:
   1. Discriminate among the distinctive graphemes andorthographic patterns of English.
   2. Retain chunks of language of different lengths in short term memory.
   3. Process writing at an efficient rate of speed to suit the purpose.
   4. Recognize a core of words, and interpret word order patterns and their significance.
   5. Recognize grammatical word classes (nouns, verbs, etc), system (Examples, tense, agreement, pluralization), patterns, rules, and elliptical forms.
   6. Recognize that a particular meaning may be expressed in different grammatical forms.
   7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills, such as:
   1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
   2. Recognize the communicative functions of written texts, according to form and purpose.
   3. Infer context that is not explicit by using background knowledge.
   4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main ideas, supporting idea, new information, given information, generalization, and exemplification.
   5. Distinguish between literal and implied meanings.
   6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
   7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.[44]

[44] H. Douglas Brown. *Op. Cit*, p. 187-188.

From the opinion above can be concluded that the types of reading skill is divided into two, namely: micro skills and macro skills. Micro skills are the types of reading in which readers are still seeing a fundamental text. While micro skill is the reader must know the text in depth.

m. Testing Reading Comprehension

There is several testing reading comprehension, but researchers only write two forms of test, it is multiple-choice questions (MCQs) and short answer questions.

a. Multiple-choice questions (MCQs)

A multiple-choice test item is usually set out in such a way that the candidate is required to select the answer from the number of given options, only one of which is correct.

Advantages:

1. In multiple-choice tests there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, cannot be affected by the personal judgment or idiosyncrasies of the marker.
2. Because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.
3. The format of the multiple-choice test item is such that the intentions of the test compiler are clear and unequivocal; the candidates know what is required of them.
4. In more open-ended formats, example short answer questions, the candidate has to deploy the skill of writing.

Disadvantages:

1. There is however a number of problems associated with the use of this format.
2. The scores gained in multiple-choice tests, as in true-false tests, may be suspect because the candidate has guessed all or some of the answers.
3. Multiple-choice tests take much longer and are more expensive and difficult to prepare than more open-ended examinations, example compositions.
4. It is extremely time-consuming and demanding to get the requisite number of satisfactory items for a passage, especially for testing skills such as skimming.
5. A further objection to the use of multiple-choice format is the danger of the format having an undue effect on measurement of the trait.
6. There is considerable doubt about their validity as measures of language ability.[45]

b. Short answer questions

Short answer questions are questions which require the candidates to write down specific answers in spaces provided on the question paper.

Advantages:

1. Answers are not provided for the students as in multiple choices: therefore if a student gets the answer right, one is more certain that this has not occurred for reasons other than comprehension of the text.
2. With careful formulation of the questions a candidate's response can be brief and thus a large number of questions may be set in this format, enabling a wide coverage.
3. If the number of acceptable answers to a question is limited it is possible to give fairly precise instructions to the examiners who mark them.

[45] Cyril J. Weir. *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43-44.

4. Activities such as inference, recognition of a sequence, comparison and establishing the main idea of a text, require the relating of sentences in a text with other items which may be some distance away in the text.
5. A strong case can be made in appropriate context, example in EAP test, for the use of long texts with short answer formats on the grounds that these are more representative of required reading in the target situation, at least in terms of length.

Disadvantages:

1. The main disadvantage to this technique is that it involves the candidate in writing and there is some concern, largely anecdotal, that this interferes with the measurement of the intended construct.
2. Care is needed in the setting of items to limit the range of possible acceptable responses and the extent of writing required.[46]

From the explanation above, it can be concluded that any testing reading comprehension has advantages and disadvantages when making a test to students, both in multiple-choice questions, short answer questions, etc.

5. Report Text

According to Linda Gerot and Peter Wignell that text report is the text to describe the way things are, with reference to a range of natural, manmade, and social phenomena in our environment.[47]

[46] *Ibid,* p. 45.

[47] Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p. 196.

a. Generic (Schematic) Structure:

1). General Classification: tells what the phenomenon under discussion is.

2). Description: tells what the phenomenon under discussion is like in terms of parts, qualities, and habits or behaviors, if living; uses, if non-natural.

b. Significant Lexicogrammatical Features:

1). Focus on generic participants (in bold).

2). Use of relational processes (in italics) to state what is and that which it is.

3). Use of simple present tense (unless extinct).

4). No temporal sequence.

c. Example of text report:

Generic structure	**Text**
General classification	Birds are warm-blooded vertebrate animals.
Description	Birds have wings, feathers, a break, no teeth, a skeleton in which many bones are fused together or are absent, and an extremely efficient, one-way breathing system. Flying birds have strong, hollow bones and powerful flight muscles. Most birds can fly. Flying birds' wings are shaped to provide lift, allowing them to fly. These

	light-weight animals have adapted to their environment by flying, which makes them efficient hunters, lets them escape from hungry predators (like cats), and takes them away from harsh weather (migration).

B. Review of Related Findings

There were some findings related to this research. The first is Hayati "The Effect of Guide Reading Technique on the Students' Achievement in Reading Comprehension at MTs. Muhammadiyah 22 Padangsidimpuan". The concluding of her research, there is the effect of guide reading technique on the students' achievement in reading comprehension where the effect is 0.28 a positive effect. The implies that the student's who were taught by using guide reading technique have significant higher after used guided reading technique in teaching reading comprehension.[48]

Next, Leny Mahdalena "Effects of Pre-questioning on the Reading Comprehension Achievement of the Second Grade Students at SMAN-2 Jekan Raya in Academic Year 2006/2007". The concluding of her research that the value of treatments is F = 27.804 with significance value = 000. Since significance value = 000 < 05, Ho is rejected and H_1 is accepted. So, based on

[48] Hayati. The Effect of Guide Reading Technique on the Students' Achievement in Reading Comprehension at MTs. Muhammadiyah 22 Padangsidimpuan (Padangsidimpuan, 2008), p. 46.

calculation of ANOVA, this result gives description that treatment with pre-questioning and without pre-questioning has significant effect on the students reading comprehension. In brief, pre-questioning has significant effect on the students' reading comprehension on achievement.[49]

The last, Dewi Rita "The Correlation Between Reading Strategies Ability and Their Ability in Summarizing Text a Study on the Grade XI Students of SMA Negeri 1 Tambangan in 2009/2010 Academic Years". The concluding of her research, after calculating and analyzing the data of it can be known that the value of calculated rxy is 0.597. So, consequently the obtained value of "r" lies on the classification of 0.41-0.60. Further, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Finally it can be concluded that there was any significant correlation between reading strategies ability and summarizing text ability.[50]

So, from the third of researchers, the writer can be concluded that many reading strategies can increase reading comprehension and reading strategies have significant effect on reading comprehension likes: guide reading technique with reading comprehension, pre-questioning with reading comprehension, and reading strategies with summarizing text. From the third research, predicting information from the pictures have the same position with the second research pre-questioning

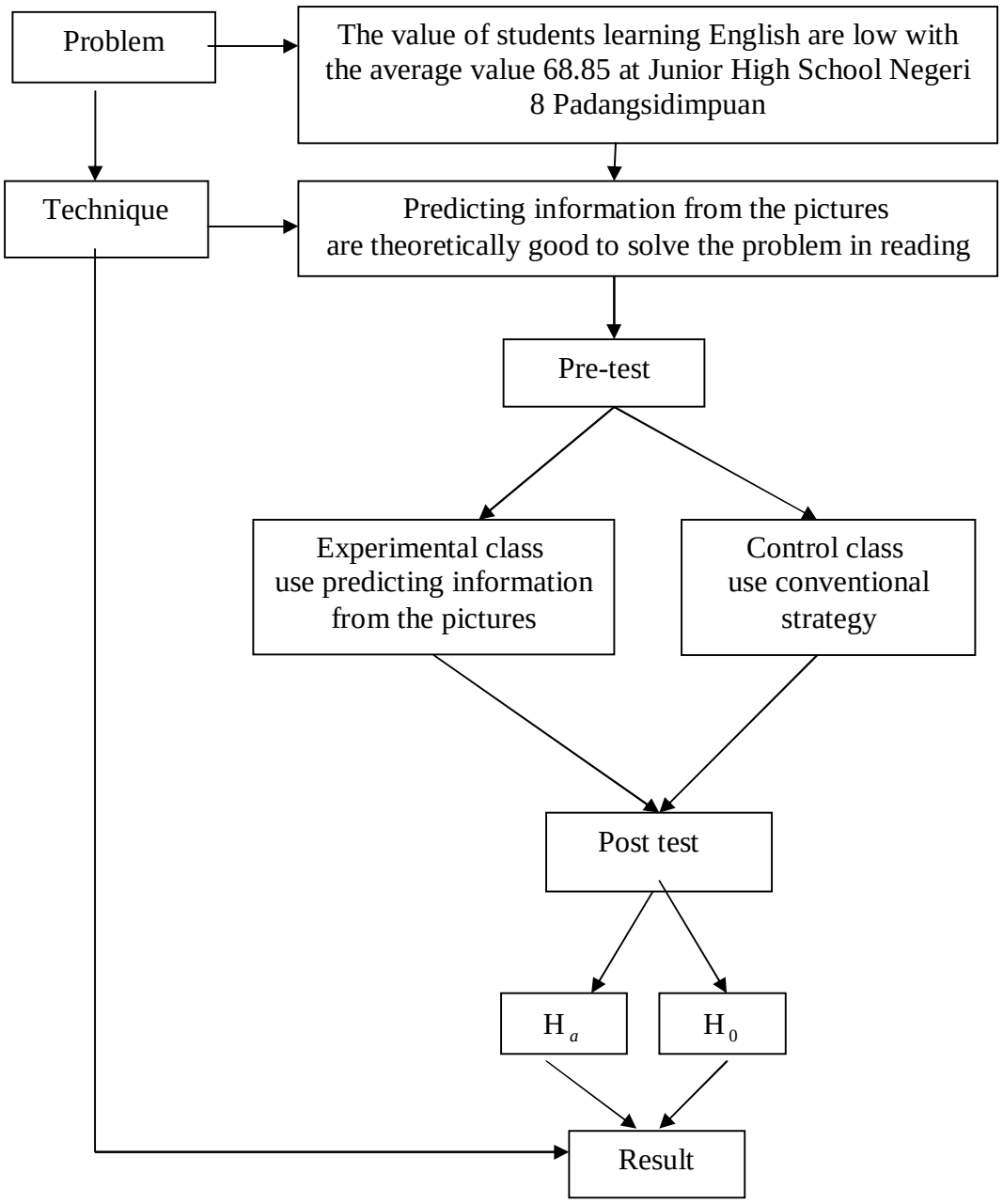
[49] Leny Mahdalena. Effects of Pre-questioning on the Reading Comprehension Achievement of the Second Grade Students at SMAN-2 Jekan Raya in Academic Year 2006/2007 (Jekan Raya, 2006/2007), p. 42.

[50] Dewi Rita. The Correlation Between Reading Strategies Ability and Their Ability in Summarizing Text a Study on the Grade XI Students of SMA Negeri 1 Tambangan in 2009/2010 Academic Years (Padangsidimpuan, 2009/2010), p. 49.

with reading comprehension. Therefore, the researcher wanted to see how the effect of predicting information from the pictures on reading comprehension and how much the effect is.

C. The Conceptual Framework

The successful of reading ability depends by many factors. One of them is how the teacher to teach reading English to the students. The suitable strategy is very important to teach reading. Reading is interactive process between the readers and the text; so to make the students to be able in reading, they must have reading strategies. Reading strategy is the strategy or the way that used by the readers to understand the text. Predicting information from the pictures is one of the reading strategies used to facilitate students in understanding the texts. This strategy has the effect in English, especially in reading comprehension. The relation of predicting information from the picture in reading comprehension can be seen as picture follow:



From the picture above, predicting information from the pictures in reading comprehension has relations. After researcher find a problem reading at Junior High School Negeri 8 Padangsidimpuan that the value of students learning English are low with the average value 68.85 at Junior High School

Negeri 8 Padangsidimpuan. Researcher chose predicting information from the pictures to solve reading problems.

Researcher created a pre-test by using predicting information from the pictures in the experimental class and using conventional strategy in the control class. Then the researcher made the post-test in which researchers should be taught the strategy of predicting information from the pictures before giving the test in the class experimental. After that, researcher compared the results obtained in the experimental class and control class.

D. Hypothesis

Based on formulation of the problem above, the hypothesis of the problem can be mastered alternative and null hypothesis. The hypotheses are as follows:

H_a: Students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy ($\mu_1 > \mu_2$).

H_0: Students' reading comprehension achievement by using predicting information from the pictures is not better than conventional strategy ($\mu_1 = \mu_2$).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

This research had been done at Junior High School Negeri 8 Padangsidimpuan. It is located at H. T Rizal Nurdin km. 8 street, Padangsidimpuan of North Sumatera. This subject of research was the second grade of student in Junior High School Negeri 8 Padangsidimpuan. The schedule of this research was from Nopember 2011 until May 2012, it was about six months.

B. Research Design

The method used in this research was experimental method. According to Suharsimi Arikunto, Experiment is a way to find a causal relationship (causal relationship) between the two factors that intentionally inflicted by researchers with reduce or set aside other factors that could interfere.[1] According to Gay and Airasian, "Experimental research is the only type of research that can test hypotheses to established cause and effect".[2] Next, according John W. Creswell, "Experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized".[3]

From the quotation above, writer concluded that the experimental research was a kind of research which has the aim to know causal effect relationship between one variable and more to other variables with reduce or set aside other

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[1] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1993), p. 3.

[2] L.R. Gay and Peter Airasian. *Educational Research* (USA: Merril, 2000), p. 367.

[3] John W. Creswell. *Research Design* (USA: Sage Publication, 2002), p. 14.

factors that could interfere. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristics at the start of experiment.

In this research, the writer chose this type of research experiment as a quasi-experimental (research pretend), because this type of experiment has not met the requirements as a way of scientific experiments that can be said to follow certain rules.

So, this research isolated the impact of predicting information from the pictures on result of students learning and trying to control the impact of other factors that similar with manner: teach the same subject matter in experiment class and control class; in experimental class by using predicting information from the pictures and control class by using conventional strategy.

C. Population and Sample

1. Population

Suharsimi Arikunto said that a population is a set (collection) of all elements processing one or more attributes of interest.[4] According to Gay and Airasian, "Population is the group of interest to the researcher, the group to

[4] Suharsimi Arikunto. *Op. Cit*, p. 108.

which she or he would like the results of the study to be generalizable".[5] Then, Sugiono stated that population is generalization area consist of object/subject has special quantity and characteristic which determined by researcher to get concluding.[6] The last, Ary said that population is all members of well defined class of people, event, or objects.[7]

From the definition above, it can be concluded that the population is the entire subject under study. The students at grade VIII Junior High School Negeri 8 Padangsidimpuan which amounts to 251 students. But the class VIII-1 and VIII-2 does not include the population because it is a superior class. Thus, the population amounted to 187 students. For more details can be noted in the table below:

Table 1:

Population of the Research

No.	Class	Total Student
1.	VIII.3	31
2.	VIII.4	31
3.	VIII.5	31
4.	VIII.6	31
5.	VIII.7	31

[5] L.R. Gay and Peter Airasian. *Op. Cit*, p. 122.

[6] Rosady Ruslan, SH, MM., *Metode Penelitian Public Relations and Komunikasi* (Jakarta: P.T. Raja Grafindo Persada, 2004), p. 133.

[7] Sukardi. *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

6.	VIII.8	32
	Total	187

2. Sample

Suharsimi Arikunto said that sample is a parts of population which will be researched.[8] According to Gay and Airasian, "Sample comprises the individuals, items, or events selected from a larger group referred to as a population".[9] Then, H. Mohammad Ali stated that sample is partially taken from the whole subject and the representative of the population.[10]

In this research, the writer has decided to take two classes as sample. It is experimental class and control class. Withdrawal of the sample by using cluster random sampling technique. Each element in the population have equal opportunities to chose. The trick to using a lottery, ordinal, random number table or computer. In this research used lottery to choose sample, class VIII-4 chosen as the experimental class and class VIII-5 chosen as the control class. It can be seen the table follow:

Table 2:

Experiment class and control class

Experimental class (VIII.4)	Control class (VIII.5)
31 Students	31 Students

So, the total of sample is 62 students.

[8] Suharsimi Arikunto. *Op. Cit*, p. 109.
[9] L.R. Gay and Peter Airasian. *Op. Cit*, p. 121.
[10] H. Mohammad Ali. *Strategi Penelitian Pendidikan* (Bandung: Angkasa, 1993), p. 60.

D. Instrumentation

A researcher must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto said that Instrument of the research is a tool of facility is used by the researcher in collecting data.[11] So that, the process is easier and better with the more careful, complete and systematic.

To get the data from the students, the writer collected by giving multiple-choice test and answer the questions based on the report 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.[12] 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.

[11] *Ibid*, p. 106.
[12] *Ibid*, p. 167.

In this research, the writer used content validity to establish the validity of the instrument. Suharsimi Arikunto says product moment is the formula to test validity[13]. So, the writer used product moment as follow:

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

Where:

r_{xy} : correlation

X : score question

Y : total of score question

N : Total of student

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 $r_{count} > r_{table}$.

The calculations of test validity (Appendix 13 and 14), for pre-test showed that 28 numbers is valid from 40 number of test. Whereas for post-test showed that 26 numbers is valid from 40 number of test. Therefore, the researchers took 25 valid test of the pre-test and post-test to be tested in the experimental class and control class.

2. Instrumentation Reliability

[13] Suharsimi Arikunto. *Op. Cit*, p. 213.

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 writer uses formula K-R 20[14]:

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

Where:

R_{11} : test reliability

K : total of question

V : variants total

P : proporsi subject who is right answer

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 $r_{count} > r_{table}$.

The calculation of pre test reliability (Appendix 7) is 0.872. The calculation of post test reliability (Appendix 7) is 0.856. It is concluded that the instrument is reliable.

E. Procedures of Research

[14] *Ibid*, p. 231.

To get the data from the students the researcher collects by giving pre-test and post-test to students.

a. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. In the pre-test, the researcher gave instructions how to answer the questions that will be in tests. And then, the researcher gave how much time to answer the questions. The form of test is multiple-choice and answered by the text of reports that have been made by researcher. After that, the answer sheets collected for the analysis or examined by researcher. The function of the pre-test is to find the mean scores of the Predicting information from the pictures group and conventional group before the researcher gives treatment. In this case, the researcher hopes that the whole students' reading comprehension 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 predicting information from the pictures. The control class is taught by using conventional strategy.

c. Post-test

After giving treatment, the researcher conducts a post-test which the same test with the pre-test and has been conducted in the previous of the research. In the post-test, the researcher gives instructions how to answer the questions that will be in tests. And then, the researcher gives how much time to answer the questions. The form of test is multiple-choice and answered by the text of reports that have been made by researcher. After that, the answer sheets collected for the analysis or examined by researcher. This post-test is the final in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data and the researcher will find out the effect of using predicting information from the pictures in the experimental class.

F. Technique of Data Analysis

The formula for calculating the value of learning English at Junior High School Negeri 8 Padangsidimpuan as follow:

$$Score = \frac{Number\ of\ correct\ answer}{Number\ of\ items\ \ tested} \text{ X } 100 = \ldots$$

The analysis of data was done to find out the ability of the two groups that has been divided in to experimental class and control class. The data had been analyzed by using the following T- test[15] formula:

[15]Suharsimi Arikunto. *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), p. 507.

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

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 class

n_2 : Number of control class

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 writer has calculated the data using pre test and post test. Applying quantitave analysis, the writer used the formulation of T-test. Next, the writer 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 3:

The score of pre-test in experimental class

Mean	70.13
Modus	76
Median	62
The lowest score	52
The highest score	76

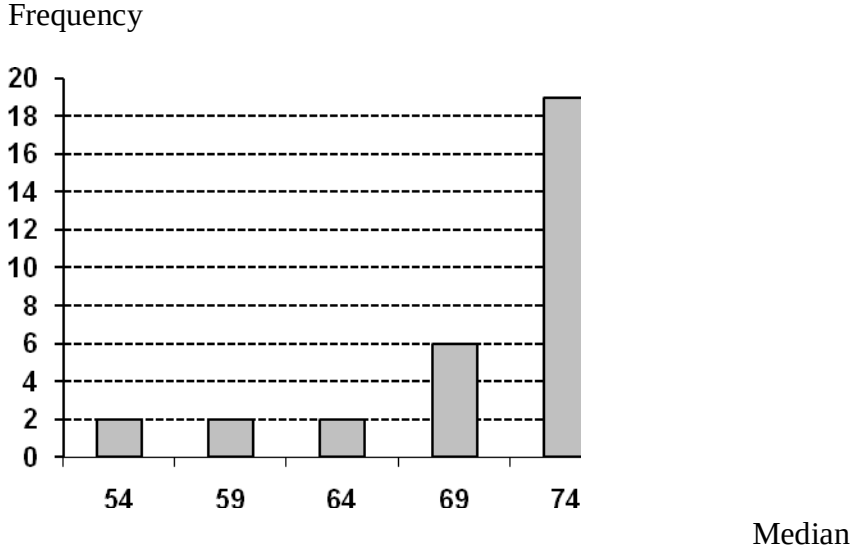
Based on the table above the mean of score in experimental class was 70.13, modus was 76, and median was 62. The writer got the highest score was 76, and the lowest score was 52. Next, the calculation of how to get it can be seen in the appendix 9.

Table 4:

The frequency distribution of students' score in experimental class

No.	Interval	Median	Frequency	Percentages
1.	52 – 56	54	2	7 %
2.	57 – 61	59	2	7 %
3.	62 – 66	64	2	7 %
4.	67 – 71	69	6	19 %
5.	72 – 76	74	19	60 %
	Total		31	100 %

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



2. Control class

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

Table 5:

The score of pre-test in control class

Mean	69.97
Modus	76
Median	61.98
The lowest score	52
The highest score	76

Based on the table above the mean of score in control class was 69.97, modus was 76, and median was 61.98. The writer got the highest score was 76, and the lowest score was 52. Next, the calculation of how to get it can be seen in the appendix 10.

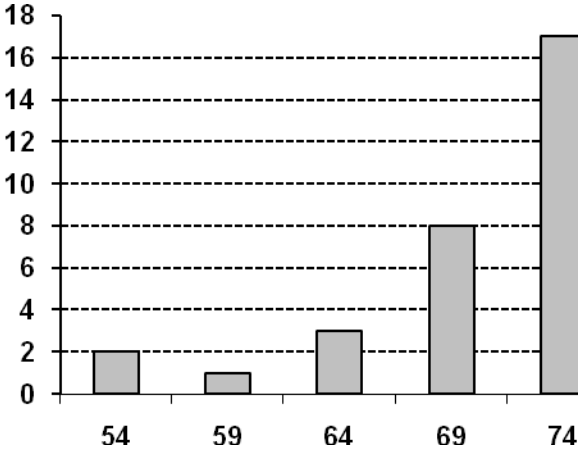
Table 6:

The frequency distribution of students' score in control class

No.	Interval	Median	Frequency	Percentages
1.	52 – 56	54	2	7 %
2.	57 – 61	59	1	4 %
3.	62 – 66	64	3	10 %
4.	67 – 71	69	8	25 %
5.	72 – 76	74	17	54 %
	Total		31	100 %

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

Frequency



Median

From the table above, the writer concluded the students' ability before teaching was enough. It was improved by the means score of experimental class was 70.13 and control class was 69.97.

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 7:

The score of post-test in experimental class

Mean	73,93
Modus	76
Median	74.02
The lowest score	60
The highest score	80

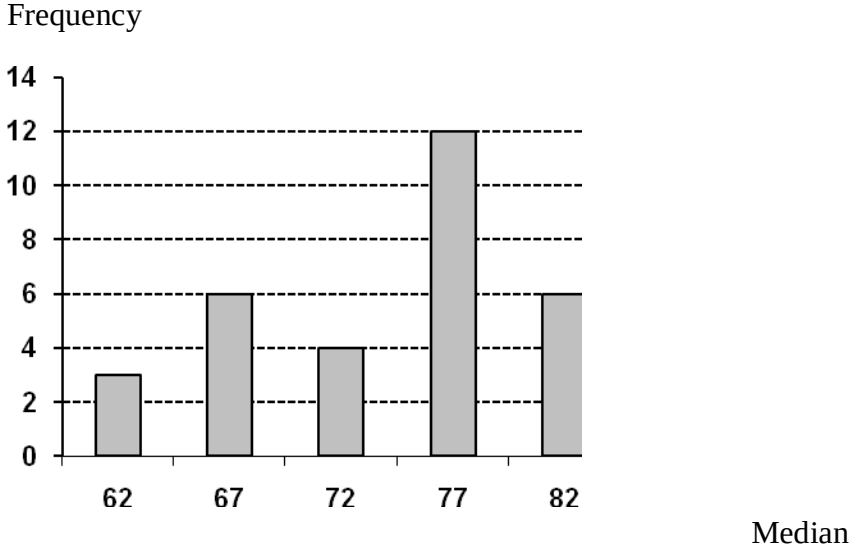
Based on the table above the mean of score in experimental class was 73.93, modus was 76, and median was 74.02. The writer got the highest score was 80, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 11. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

Table 8:

The frequency distribution of students' score in experimental class

No.	Interval	Median	Frequency	Percentages
1.	60 – 64	62	3	10 %
2.	65 – 69	67	6	19 %
3.	70 – 74	72	4	13 %
4.	75 – 79	77	12	39 %
5.	80 – 84	82	6	19 %
	Total		31	100 %

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



2. Control class

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

Table 9:

The score of post-test in control class

Mean	71.84
Modus	76
Median	71.02
The lowest score	60
The high score	80

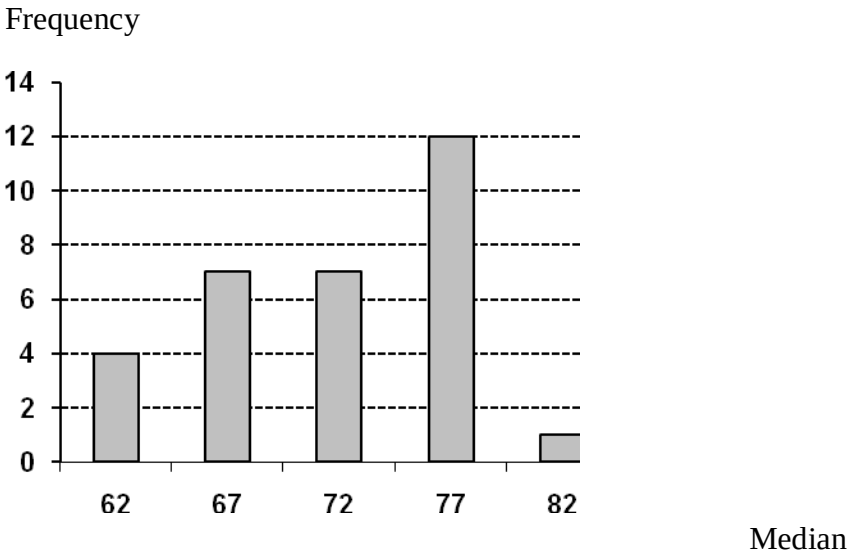
Based on the table above the mean of score in control class was 71.84, modus was 76, and median was 71.02. The writer got the highest score was 80, and the lowest score was 60. Next, the calculation of how to get it can be seen in the appendix 12. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 10:

The frequency distribution of students' score in control class

No.	Interval	Median	Frequency	Persentages
1.	60 – 64	62	4	13 %
2.	65 – 69	67	7	22 %
3.	70 – 74	72	7	22 %
4.	75 – 79	77	12	39 %
5.	80 – 84	82	1	4 %
	Total		31	100 %

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



Next, from calculation above the writer concluded the students' ability after teaching increased slowly. It can be seen from the mean score of experimental class was bigger than control class (73.93 > 71.84).

C. Hypothesis Testing

Hypothesis alternative (H_a) of research was students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy ($\mu_1 > \mu_2$) and Hypothesis zero (H_0) of research was students' reading comprehension achievement by using predicting information from the pictures 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

$$M_1 = \frac{Y_1^2}{Y_1}$$

$$= \frac{592}{100}$$

$$= 5{,}92$$

   - The average score of control class

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

$$= \frac{224}{48}$$

$$= 4{,}67$$

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

   - The deviation score of experimental class

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

$$= 592 - \frac{(100)^2}{31}$$

$$= 592 - \frac{10000}{31}$$

$$= 592 - 322{,}58$$

= 269,42

- The deviation score of control class

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

$$= 224 - \frac{(48)^2}{31}$$

$$= 224 - \frac{2304}{31}$$

$$= 224 - 74,32$$

$$= 149,68$$

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

Table 11:

List of score

No.	Symbol	Score
1.	M_1	5.92
2.	M_2	4.67
3.	X_1^2	269.42
4.	X_2^2	149.68
5.	n_1	31
6.	n_2	31

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

$$= \frac{5{,}92 - 4{,}67}{\sqrt{\left[\frac{269{,}42 + 149{,}68}{31 + 31 - 2}\right]\left[\frac{1}{31} + \frac{1}{31}\right]}}$$

$$= \frac{1{,}25}{\sqrt{\left[\frac{419{,}1}{60}\right]\left[\frac{2}{31}\right]}}$$

$$= \frac{1{,}25}{\sqrt{[6{,}985]\left[\frac{2}{31}\right]}}$$

$$= \frac{1{,}25}{\sqrt{\frac{13{,}97}{31}}}$$

$$= \frac{1{,}25}{\sqrt{0{,}45}}$$

$$= \frac{1{,}25}{0{,}67}$$

$$= 1{,}86$$

d.b = $(n_1 + n_2 - 2)$ = 31+ 31 – 2 = 62 – 2 = 60.

In the table (Appendix 15) the score t_s 0.05 = 1.67 and t_o = 1.86 (1.86 > 1.67). 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 predicting information from the pictures is better than conventionall strategy ($\mu^1 > \mu^2$)

can be accepted. While hypothesis zero (H_0), it was students' reading comprehension achievement by using predicting information from the pictures is not better than conventionall strategy ($\mu_1 = \mu_2$) was rejected.

Next, to know the categorize how far the effect of predicting information from the pictures on reading comprehension was very low, it would be interpretated from the table below:

Table 12:

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 predicting information from the pictures on reading comprehension, to minimized t_s (1.86 – 1.67 = 0.19). Next, the result of it interpretated to above table.

So that, The Effect of Predicting Information from the Pictures on Reading Comprehension at Grade VIII Junior High School Negeri 8 Padangsidimpuan is very low.

D. Discussion

The results of this research support the Yorkey's theory who claimed that reading strategy 'predicting' can make students good in comprehending and help students read more quickly and effectively.[1] According to David Nunan that predicting is more effective learning to comprehend the text because the learners are adequately prepared for the new material.[2] This is evidenced by the results of my research that using predicting information from the pictures is better than conventional strategy. Although the researcher found the effect was very 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 predicting information from the pictures is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis zero (H_0) was rejected. This means that students' reading comprehension achievement by using predicting information from the pictures 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 (73.93 > 71.84). Finally, the writer concluded that predicting information from the pictures was effective in reading ability.

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[1] Yorkey. *Op. Cit.*
[2] David Nunan. *Op. Cit*, p. 187.

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 writer 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 writer found the effect was very low. It can be the threats of the research, limitation of the instrument that can not reach the real data, others.

Although the writer 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 writer got the conclusion that the effect of predicting information from the pictures on reading comprehension. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. The students' achievement in reading ability after learning by predicting information from the pictures at Junior High School Negeri 8 Padangsidimpuan was 73.93. It can be seen from the mean score of experimental class.
2. The students' achievement in reading ability after learning by conventional strategy at Junior High School Negeri 8 Padangsidimpuan was 71.84. It can be seen from the mean score of control class.
3. Students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted. Meanwhile, students reading comprehension achievement by using predicting information from the pictures 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 (73.93 > 71.84). From the calculation of t_o = 1.86. While t_s score is 1.67. So, students' reading comprehension achievement by using predicting information from the pictures is better than conventional strategy at grade VIII Junior High School Negeri 8 Padangsidimpuan.

B. Suggestion

After the writer finished this research, the writer 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 predicting information from the pictures is better than conventional starategy. Althought the effect only a little, but the pictures in textbooks at Junior High School is very useful because the picture can be an attraction for the students so that they would read the book.

So that, the writer suggests predicting information from the pictures technique 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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APPENDIX 14: POST-TEST

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
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ΣX	21	26	17	17	26	21	17	7	22	22	22	19	18	10	25	16	29	9	17	20	16	22	20	7	18	28	12	23	15	21	19	15	17	19	19	14	28	18	
ΣX²	21	26	17	17	26	21	17	7	22	22	22	19	18	10	25	16	29	9	17	20	16	22	20	7	18	28	12	23	15	21	19	15	17	19	19	14	28	18	
(ΣX)²	441	676	289	289	676	441	289	49	484	484	484	361	324	100	625	256	841	81	289	400	256	484	400	49	324	784	144	529	225	441	361	225	289	361	361	196	784	324	
r c	0.47	0.41	0.38	0.37	0.41	0.47	0.38	0.58	0.39	0.01	0.32	0.64	0.67	0.21	0.39	0.32	0.31	0.27	0.20	0.44	0.31	0.42	0.44	0.44	0.37	0.48	0.32	0.11	0.23	0.36	0.38	0.40	0.63	0.43	0.64	0.44	0.18	0.44	
St	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**TV**	**TV**	**V**	**V**	**TV**	**V**	**TV**	**TV**	**TV**	**TV**	**V**	**TV**	**V**	**V**	**V**	**V**	**V**	**TV**	**TV**	**TV**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**TV**	**V**	

APPENDIX 14: POST-TEST

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
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22	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0
23	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1
24	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1

25	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	0
26	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1
27	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0
28	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0
29	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
30	0	1	1	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
ΣX	21	26	17	18	26	21	17	7	22	23	22	19	18	11	26	16	29	8	18	20	17	23	19	6	18	28	11	21	16	22	19	16	18	18	19	16	29	16	12
ΣX²	21	26	17	18	26	21	17	7	22	23	22	19	18	11	26	16	29	8	18	20	17	23	19	6	18	28	11	21	16	22	19	16	18	18	19	16	29	16	12
(ΣX)²	441	676	289	324	676	441	289	49	484	529	484	361	324	121	676	256	841	64	324	400	289	529	361	36	324	784	121	441	256	484	361	256	324	324	361	256	841	256	144
r c	0.46	###	###	###	0.41	0.46	0.76	###	0.38	###	0.31	0.64	###	###	###	###	0.59	0.16	0.32	0.44	0.38	0.49	###	0.27	###	0.48	0.29	0.67	0.33	0.47	0.39	###	###	0.32	###	0.33	0.32	###	0.59
St	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**TV**	**TV**	**V**	**V**	**TV**	**TV**	**TV**	**V**	**TV**	**TV**	**V**	**V**	**V**	**TV**	**TV**	**V**	**V**	**TV**	**V**	**TV**	**V**	**V**	**V**	**V**	**TV**	**V**	**TV**	**TV**	**V**	**V**

TEST VALID FOR POST-TEST

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	28	18	19	20	21	22	23	24	25	ΣY	ΣY²
1	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	9	81
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	23	529
3	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	9	81
4	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0		13	169
5	1	0	0	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	0	13	169
6	0	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	0	11	121
7	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	20	400
8	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	0	0	14	196
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
10	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	0	1	1	15	225
11	0	0	0	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	15	225
12	0	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	1	0	0	0	13	169
13	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	0	0	18	324
14	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	19	361
15	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	11	121
16	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	11	121
17	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	18	324
18	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	19	361
19	1	1	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	9	81
20	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
21	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	22	484
22	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	7	49
23	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
24	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	21	441
25	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	0	0	14	196

26	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	22	484
27	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	10	100
28	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	7	49
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2	4
30	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	1	0	0	0	13	169
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	23	529
ΣX	21	26	17	18	26	21	17	7	22	19	18	20	17	23	18	28	21	22	19	16	18	19	16	12	12	473	
ΣX²	21	26	17	18	26	21	17	7	22	19	18	20	17	23	18	28	21	22	19	16	18	19	16	12	12		
(ΣX)²	441	676	289	324	676	441	289	49	484	361	324	400	289	529	324	784	441	484	361	256	324	361	256	144	144	9451	
r c	0.46	0.41	0.38	0.67	0.41	0.46	0.76	0.57	0.38	0.64	0.67	0.44	0.38	0.49	0.39	0.48	0.67	0.47	0.39	0.42	0.67	0.64	0.42	0.59	0.59	12.85	
St	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**		

TEST VALID FOR PRE-TEST

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	ΣY	ΣY²
1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	10	100
2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	0	17	289
3	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	12	144
4	0	1	1	1	1	0	0	0	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	12	144
5	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	21	441
6	1	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	13	169
7	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	16	256
8	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	18	324
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
10	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	0	0	16	256
11	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	18	324
12	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	19	361
13	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	21	441
14	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	21	441
15	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	21	441
16	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	10	100
17	0	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	12	144
18	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	8	64
19	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	8	64
20	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	20	400
21	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	13	169
22	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	10	100
23	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	22	484
24	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	8	64
25	1	1	0	0	1	1	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0	10	100

26	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	22	484
27	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	8	64
28	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	10	100
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2	4
30	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	15	225
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
ΣX	21	26	17	17	26	21	7	22	19	18	25	20	22	20	7	28	19	15	17	19	19	14	18	13	13	463	7947
ΣX²	21	26	17	17	26	21	7	22	19	18	25	20	22	20	7	28	19	15	17	19	19	14	18	13	13		
(ΣX)²	441	676	289	289	676	441	49	484	361	324	625	400	484	400	49	784	361	225	289	361	361	196	324	169	169	9227	
r c	0.47	###	0,38	0.57	0.41	0.47	0.58	0.39	0.64	0.67	0.39	0.44	0.42	0.44	0.44	0.46	0.38	0.40	0.63	0.43	0.64	0.44	0.44	0.73	0.49	12.2	
St	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**	**V**		

NO	X	Y	X²	Y²	XY
1	0	16	0	256	0
2	1	25	1	625	25
3	1	19	1	361	19
4	1	22	1	484	22
5	1	30	1	900	30
6	0	23	0	529	0
7	0	22	0	484	0
8	1	29	1	841	29
9	1	38	1	1444	38
10	1	22	1	484	22
11	1	27	1	729	27
12	1	28	1	784	28
13	1	29	1	841	29
14	1	31	1	961	31
15	1	30	1	900	30
16	1	17	1	289	17
17	1	19	1	361	19
18	0	15	0	225	0
19	0	15	0	225	0
20	0	34	0	1156	0
21	0	24	0	576	0
22	0	17	0	289	0
23	1	34	1	1156	34
24	0	17	0	289	0
25	0	18	0	324	0
26	1	31	1	961	31
27	0	17	0	289	0

28	0	19	0	361	0
29	0	7	0	49	0
30	0	24	0	576	0
31	1	39	1	1521	39
Total	**17**	**738**	**17**	**19270**	**470**

NO	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
1	21	738	21	19270	550
2	26	738	26	19270	654
3	17	738	17	19270	448
4	17	738	17	19270	470
5	26	738	26	19270	654
6	21	738	21	19270	550
7	17	738	17	19270	448
8	7	738	7	19270	222
9	22	738	22	19270	564
10	22	738	22	19270	525
11	22	738	22	19270	557
12	19	738	19	19270	524
13	18	738	18	19270	504
14	10	738	10	19270	261
15	25	738	25	19270	631
16	16	738	16	19270	418
17	29	738	29	19270	708
18	9	738	9	19270	242
19	17	738	17	19270	428
20	20	738	20	19270	525
21	16	738	16	19270	417
22	22	738	22	19270	567
23	20	738	20	19270	525
24	7	738	7	19270	209
25	18	738	18	19270	471
26	28	738	28	19270	698
27	12	738	12	19270	322
28	23	738	23	19270	559
29	15	738	15	19270	384

30	21	738	21	19270	539
31	19	738	19	19270	495
32	15	738	15	19270	403
33	17	738	17	19270	477
34	19	738	19	19270	500
35	19	738	19	19270	524
36	14	738	14	19270	383
37	28	738	28	19270	679
38	18	738	18	19270	478
39	13	738	13	19270	392
40	13	738	13	19270	365

NO	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
1	21	738	21	19270	550
2	26	738	26	19270	654
3	17	738	17	19270	448
4	17	738	17	19270	470
5	26	738	26	19270	654
6	21	738	21	19270	550
7	17	738	17	19270	448
8	7	738	7	19270	222
9	22	738	22	19270	564
10	22	738	22	19270	525
11	22	738	22	19270	557
12	19	738	19	19270	524
13	18	738	18	19270	504
14	10	738	10	19270	261
15	25	738	25	19270	631
16	16	738	16	19270	418
17	29	738	29	19270	708
18	9	738	9	19270	242
19	17	738	17	19270	428
20	20	738	20	19270	525
21	16	738	16	19270	417
22	22	738	22	19270	567
23	20	738	20	19270	525
24	7	738	7	19270	209
25	18	738	18	19270	471
26	28	738	28	19270	698
27	12	738	12	19270	322
28	23	738	23	19270	559
29	15	738	15	19270	384

30	21	738	21	19270	539
31	19	738	19	19270	495
32	15	738	15	19270	403
33	17	738	17	19270	477
34	19	738	19	19270	500
35	19	738	19	19270	524
36	14	738	14	19270	383
37	28	738	28	19270	679
38	18	738	18	19270	478
39	13	738	13	19270	392
40	13	738	13	19270	365

NO	X	Y	X^2	Y^2	XY
1	1	15	1	225	15
2	1	37	1	1369	37
3	1	15	1	225	15
4	0	19	0	361	0
5	1	23	1	529	23
6	0	18	0	324	0
7	1	30	1	900	30
8	1	22	1	484	22
9	1	39	1	1521	39
10	0	21	0	441	0
11	0	25	0	625	0
12	0	22	0	484	0
13	1	25	1	625	25
14	1	28	1	784	28
15	0	17	0	289	0
16	0	17	0	289	0
17	1	29	1	841	29
18	1	28	1	784	28
19	1	19	1	361	19
20	1	33	1	1089	33
21	1	34	1	1156	34
22	1	16	1	256	16
23	1	31	1	961	31
24	1	29	1	841	29
25	0	24	0	576	0
26	1	29	1	841	29
27	1	19	1	361	19

28	1	16	1	256	16
29	0	6	0	36	0
30	0	19	0	361	0
31	1	37	1	1369	37
Total	**21**	**742**	**21**	**19564**	**554**

APPENDIX 1

PLANNING OF THE TEACHING
CLASS EXPERIMENT

School : SMP Negeri 8 Padangsidimpuan
Subject matter : English
Class / Semester : VIII / 2
Standard Competence : Understanding the meaning of written text functional and simple short essay in procedure and report 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 procedure and report text
Kind of text : Report text
Aspect / Skill : Reading
Time : 10 x 40 Menit

1. Indicators

a. Students are able to comprehend report text
b. Students are able to identify the specific and general information of report text

2. Objectives

a. To make students are able to comprehend report text
b. To make students are able to identify the specific and general information of report text

3. Learning Material

Report text:

Mosquitoes are insects in the family Culicidae. They have a pair of scaled wings, a pair of halteres, a slender body, and long legs. The females of most mosquito species suck blood (hematophagy) from other animals, which has made them the most deadly disease vector known, killing millions of people over thousands of years and continuing to kill millions per year by the spread of diseases.

Length varies but is rarely greater than 16 mm (0.6 inch), and weight up to 2.5 mg (0.04 grain). A mosquito can fly for 1 to 4 hours continuously at up to 1–2 km/h travelling up to 10 km in a night. Most species are nocturnal or crepuscular (dawn or dusk) feeders. During the heat of the day most mosquitoes rest in a cool place and wait for the evenings. They may still bite if disturbed. Mosquitoes are adept at infiltration and have been known to find their way into homes via deactivated air conditioning units.

4. Learning Experience

Predicting information from the pictures

5. Procedures

a. Look at the pictures.

b. Write down predictions about the text. During reading, look for words or phrases from those predictions.

c. While reading, revise the predictions or make new ones

Meeting 1:

No	Kegiatan Belajar	Waktu
1.	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2.	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test	60 minutes
3.	Closing ➢ Collect the paper test ➢ Greeting	10 minutes

Meeting 2, 3 and 4:

No	Kegiatan Belajar	Metode	Waktu
1.	Introduction ➢ Greeting ➢ Motivation ➢ Appersepsi	Predicting information from the pictures	10 minutes
2.	Main Activity ➢ Explain about report text ➢ Explain about the generic structure of report text ➢ Look at the pictures. ➢ Write down predictions about the text. During reading, look for words or phrases from those predictions. ➢ While reading, revise the predictions		60 minutes

	or make new ones ➢ Students answer the questins		
3.	Closing ➢ Conclusion ➢ Greeting		10 minutes

Meeting 5 :

No	**Kegiatan Belajar**	**Waktu**
1.	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2.	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test	60 minutes
3.	Closing ➢ Collect the paper test ➢ Greeting	10 minutes

6. Evaluation

Indicator	**Technique**	**Form**	**Instrument**
Identifying information from the report text	Literal test	Multiple choice	Choose the correct answer by crossing a, b, c or d

APPENDIX 2

PLANNING OF THE TEACHING
CLASS CONTROL

School : SMP Negeri 8 Padangsidimpuan
Subject matter : English
Class / Semester : VIII / 2
Standard Competence : Understanding the meaning of written text functional and simple short essay in procedure and report 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 procedure and report text
Kind of text : Report text
Aspect / Skill : Reading
Time : 10 x 40 Menit

1. **Indicators**
   a. Students are able to comprehend report text
   b. Students are able to identify the specific and general information of report text
2. **Objectives**
   a. To make students are able to comprehend report text
   b. To make students are able to identify the specific and general information of report text

3. Learning Material

Report text:

The cat (*Felis catus*), also known as the domestic cat or housecat to distinguish it from other felines and felids, is a small domesticated carnivorous mammal that is valued by humans for its companionship and ability to hunt vermin and household pests. Cats have been associated with humans for at least 9,500 years, and are currently the most popular pet in the world. Owing to their close association with humans, cats are now found almost everywhere on Earth. Their adaptability, rapid breeding rate, and predatory instincts make them effective hunters. In some locations, cats have affected indigenous animal populations; this has led them to be classified as an invasive species in some areas. Many problems are caused by the large number of feral cats worldwide, with a population of up to 60 million of these animals in the United States alone. Failure to control the breeding of pet cats by spaying and neutering and the abandonment of former household pets cause the development of such feral colonies.

Cats are similar in anatomy to the other felids, with strong, flexible bodies, quick reflexes, sharp retractable claws, and teeth adapted to killing small prey. As nocturnal predators, cats use their acute hearing and ability to see in near darkness to locate prey. Not only can cats hear sounds too faint for human ears, they can also hear sounds higher in frequency than humans can perceive. This is because cats' usual prey (particularly rodents such as mice) make high frequency noises, so cats' hearing has evolved to pinpoint these faint high-pitched sounds. Cats rely more on smell than

taste, and have a vastly better sense of smell than humans.

Despite being solitary hunters, cats are a social species and use a variety of vocalizations, pheromones and types of body language for communication. These include meowing, purring, trilling, hissing, growling, and grunting.They are also bred and shown as registered pedigree pets. This hobby is known as cat fancy.

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 at home (homework).

d. Answering the questions.

Meeting 1:

No	**Kegiatan Belajar**	**Waktu**
1.	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2.	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test	60 minutes
3.	Closing ➢ Collect the paper test ➢ Greeting	10 minutes

Meeting 2, 3 and 4:

No	Kegiatan Belajar	Metode	Waktu
1.	Introduction ➢ Greeting ➢ Motivation ➢ Appersepsi	Predicting information from the pictures	10 minutes
2.	Main Activity ➢ Explain the subject matter ➢ Describes the generic structure of text ➢ Order the students to translate the text at home (homework) ➢ Answering the questions.		60 minutes
3.	Closing ➢ Conclusion ➢ Greeting		10 minutes

Meeting 5:

No	Kegiatan Belajar	Waktu
1.	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2.	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test	60 minutes
3.	Closing ➢ Collect the paper test ➢ Greeting	10 minutes

6. Evaluation

Indicator	Technique	Form	Instrument
Identifying information from the report text	Literal test	Multiple choice	Choose the correct answer by crossing a, b, c or d

APPENDIX 3

Instrument before testing validity

INSTRUMENT FOR PRE-TEST

Answer the questions based on the text:

Text 1:

Orangutans or Pongo pygmaeus belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans. They only live on the island of Borneo and in the northern corner of the island of Sumatra.

Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacks that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys. When a female is ready to mate, she will seek out an adult male. Orangutan is mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants

stay very close to their mothers for the first three years until they don't consume their mother's milk.

1. What is the topic of the text?
   a. The general description of orangutans
   b. The life habitat of orangutans
   c. How orangutans live
   d. The adaptation of orangutans with its environment

2. Orangutans also known as…
   a. Male orangutans
   b. Female orangutan's
   c. Monkeys
   d. Pongo pygmaeus

3. Why is the orangutan endanger?
   a. Because they are difficult to get foods
   b. Because they are difficult to get water
   c. Because of habitat lost and poachers keep on killing, owning, and exporting orangutans
   d. They are have not place to live

4. Where are the orangutans live?
   a. On the island of Borneo and in the northern corner of the island of Sumatra
   b. On the island of Sumatera
   c. In the northern corner of the island of Borneo
   d. In the southern corn On the island of Sumatera

5. The main idea of the first paragraph is…
   a. The general description of orangutan
   b. The food types of orangutan
   c. Orangutan is mammals
   d. The life habitat of orangutan

6. How long and heavy are female orangutans?

a. 95 cm (37 in) and 77 kg (170 lb)
c. 78 cm (31 in) and 37 kg (81 lb)
b. 95 cm (37 in) and 37 kg (81 lb)
d. 78 cm (31 in) and 77 kg (170 lb)

7. How far is the male orangutan can heard?

a. More than 1 km (0.6 mi) away
c. Less of 1 km (0.6 mi) away
b. At least 1 km (0.6 mi) away
d. At least 1 km (0.5 mi) away

Text 2:

Rabbits are small mammals in the family Leporidae of the order Lagomorphs, found in several parts of the world. In general, rabbits divided into two types. First, rabbit-free. Second, pet rabbit. Included in the category of free rabbits are hares (Lupus curpaeums) and the wild rabbit (Oryctolagus cuniculus).Viewed from the type of fur, rabbit is composed of type short and long haired with a slightly yellowish color. When winter, this yellow color turned to gray.

The rabbit's long ears, which can be more than 10 cm long, are probably an adaptation for detecting predators. They have large, powerful hind legs. Each foot has five toes, with one greatly reduced in size. They are digitigrades animals; they move around on the tips of their toes. Wild rabbits do not differ much in their body proportions or stance, with full, egg-shaped bodies. Their size can range anywhere from 20 cm in length and 0.4 kg in weight to 50 cm and more than 2 kg.

The fur is most commonly long and soft, with colors such as shades of brown, gray, and buff. The tail is a little plume of brownish fur (white on top for cottontails.

Rabbit will bit or maybe take a peek in someone that she loves. Just for information, rabbit's memory strength is low, so she marks her place in order that she won't forget.

8. The text describes…
   a. Rabbits are small mammals
   b. The life habitat of rabbits
   c. The fur of rabbits
   d. The general description and kinds of rabbit
9. What kind of animal is rabbit?
   a. Small reptile's
   b. Big reptile's
   c. big mammals
   d. Small mammals
10. Where are the rabbits usually found…
   a. In the zoo
   b. In several parts of the world
   c. In the cave
   d. In the forest
11. How long are the rabbit's ears?
   a. 10 cm
   b. 15 cm
   c. More than 10 cm
   d. Less of 10 cm
12. How long and heavy are wild rabbits?
   a. 20 cm and 3 kg
   b. 50 cm and more than 2 kg
   c. 20 cm and more than 0,4 kg
   c. 50 cm and 0,4 kg
13. The main idea of the third paragraph is…
   a. Kinds of rabbit
   b. The general description of rabbits
   c. The life habitat of rabbits
   d. The fur of rabbits
14. Which of the following statements is false according to the text?
   a. Rabbits are only found in Indonesia
   b. Rabbits are small mammals
   c. The fur is most commonly long and soft
   d. Types of rabbits are rabbit-free and pet rabbit

Text 3:

Pandas are mammals. They are tame animal and they are kind of raccoon. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam. Today, pandas are found in six isolated forest areas in Sichuan, Gansu, and Shaanxi provinces in China.

Pandas live in high mountainous areas, usually from 2,700 to 3,700 meters (8,500 to 11,500 feet) above sea level, that have natural forested areas with fir, spruce, and bamboo. Many people think that the pandas only eat stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats flowers like crocuses and irises which grow in its mountain habitat. In the wild it will also catch fish and hunt small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

15. The text tells us about…

a. Kinds of panda

b. Pandas are mammals

c. The general description of pandas

d. The life habitat of pandas

16. What kind of animal is panda?
    a. Carnivores
    b. Reptiles
    c. Herbivores
    d. Raccoon
17. Where are the pandas live?
    a. In South and North China
    b. In North and East China
    c. In South and East China
    d. In South and East Myanmar
18. Which of the following is not part of the pandas described in the first paragraph?
    a. Pandas are mammals
    b. Pandas found in Japan
    c. Pandas are kind of raccoon
    d. Pandas are tame animal
19. How high mountains for Pandas live?
    a. More than 2700 meters
    b. Less of 2700 meters
    c. More than 11.500 feet
    d. Less of 8500 feet
20. The main idea of the second paragraph is…
    a. Pandas are mammals
    b. Pandas are tame animals
    c. The habitat and food of pandas
    d. Kinds of panda
21. What is the favorite food of panda?
    a. Bamboos
    b. Insects
    c. Fruits
    d. Flowers

Text 4:

Birds are warm-blooded vertebrate animals. Birds have wings, feathers, a beak, no teeth, a skeleton in which many bones are fused together or are absent, and an extremely efficient, one-way breathing system. Flying birds have strong, hollow bones and powerful flight muscles.

Most birds can fly. Flying birds' wings are shaped to provide lift, allowing them to fly. These light-weight animals have adapted to their environment by flying, which makes them efficient hunters, lets them escape from hungry predator (like cats), and takes them away from harsh weather (migration).

22. This text mainly discusses…
    a. Birds are warm-blooded vertebrate animals
    b. Flying birds' wings
    c. Birds can fly
    d. The general description and adaptation of birds wits its environment
23. What kind of animal is bird?
    a. Cold-blooded
    b. Warm-blooded
    c. Hot-blooded
    d. fresh blooded
24. The following are function of the birds flying ability, except…
    a. Lets them escape from hungry predator
    b. Takes them away from harsh weather
    c. Makes them efficient hunters
    d. They cannot adapted to their environment

25. What is predator of birds?
    a. Cat
    b. Mouse
    c. Dog
    d. Fish
26. The main idea of the second paragraph is…
    a. Birds are warm-blooded
    b. The function of birds' wings
    c. The general description of birds
    d. Kind of birds

Text 5:

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

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

27. What is the main information from the text?

a. How elephants live
c. The general description of elephants
b. The trunk of an elephants
d. The life habitat of elephants

28. Which of the following is not part of elephant described in the first paragraph?

a. It looks strange
c. It is heavy
b. It is wild
d. It has a trunk

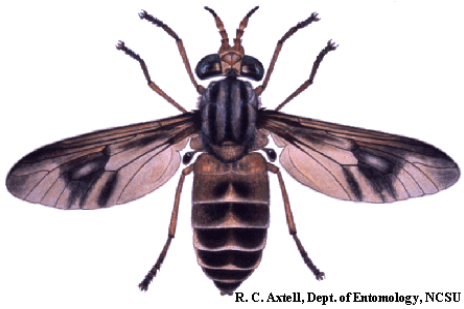
29. What is elephant's peculiar feature and it has various uses?

a. The trunk
c. The eyes
b. The tail
d. The legs

30. The main idea of the second paragraph is…

a. The general description of an elephants
b. An elephant is the largest of all animals
c. An elephant is the strongest of all animals
d. The trunk

Text 6:



Deer flies belong to the same family as horse flies and therefore the two have many similar characteristics. The good news about deer flies and horse flies is that they're more interested in biting animals than biting people. The bad news is that these flies can significantly impact some animals. In Canada, deer flies are most numerous in areas containing ponds, marshes, streams or bogs, and come out only during the day from June to August when the weather is warm. They prefer to feed on

animals such as caribou, moose and cattle. In some cases, cattle can spend so much time fending off deer flies that meat and milk production are curtailed. The deer fly's tendency to feed, get distracted and leave, then return for more feeding, also means that cattle, caribou and moose can end up with numerous bites from the same fly.

While horse fly larvae are capable of inflicting a painful bite if handled, scientists do not know whether deer fly larvae share this characteristic. Both are equipped with a similar set of mandibles but it's not known how deer fly larvae use theirs. You can spot deer flies by their boldly patterned wings and you may see them hovering on hilltops, in sunlit clearings, or along forest paths. Adult males are equipped with large amounts of nectar, which provides them with enough energy to hover in one spot for minutes at a time. Adult females meantime prefer less hovering and more feeding. Laboratory experiments have shown that deer flies are capable of transmitting some diseases to animals. And although extremely unlikely, these diseases can be transmitted to people who have been in contact with infected animals. However, there have been no cases of this occurring in Canada.

31. The text is about…
    a. The life habitat of deer flies
    b. The general description of deer flies
    c. How deer flies live and danger of deer flies
    d. The adaptation of deer flies with its environment
32. What is the bad news about deer flies and horse flies?
    a. They are more interested in biting animals than biting people
    b. These flies can significantly impact some animals
    c. Deer flies are capable of transmitting some diseases to animals
    d. Deer flies are capable of inflicting a painful bite
33. Where are the deer flies usually found?
    a. In America
    b. In Australia
    c. In Canada
    d. In Africa

34. Where is the life habitat of deer flies?

a. Marshes
c. Cave
b. Trees
d. Sea

35. When did the deer flies come out to feed on animals such as caribou, moose and cattle?

a. June to August when the weather is hot
b. June to August when the weather is warm
c. August to June when the weather is warm
d. August to June when the weather is hot

36. The second paragraph focuses on…

a. Danger of deer flies and horse flies
b. The good news about deer flies and horse flies
c. Deer flies belong to same family as horse flies
d. The bad news about deer flies and horse flies

Text 7:

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and most fearsome predator on Earth's land ever to have existed. This dinosaur once lived in the Cretaceous period approximately 68 to 65 million years ago. The T-rex lived in a humid, semi-tropical environment, in open forests with nearby rivers and in coastal forested swamps. The seasons were mild. Tyrannosaurus rex was up to 40 feet (12.4 m) long, about 15 to 20 feet (4.6 to 6 m) tall. The arms were only about 3 feet (1 m) long. Tyrannosaurus rex was roughly 5 to 7 tons in weight.

As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth. With its fast ability to run at an astonishing speed of 32 mph (50 kHz), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

37. What is the text above about?
    a. Tyrannosaurus rex is carnivorous
    b. The life habitat of tyrannosaurus rex
    c. Tyrannosaurus rex is the largest and most fearsome predator on earth
    d. The general description of tyrannosaurus rex and how tyrannosaurus rex live
38. Where are the tyrannosaurus rex usually found?
    a. In the Cretaceous
    b. In the Africa
    c. In the America
    d. In the British
39. Paragraph one mainly discusses about…
    a. How tyrannosaurus rex live
    b. The general description of tyrannosaurus rex
    c. Tyrannosaurus rex is carnivorous
    d. Tyrannosaurus rex is gigantic predator
40. How long are the arms of tyrannosaurus rex?
    a. 3 feet (2 m)
    b. 3 feet (3 m)
    c. 3 feet (1 m)
    d. 40 feet (12,4 m)

Validator,

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

INSTRUMENT FOR POST-TEST

Answer the questions based on the text:

Text 1:

Lion is an animal from cat gen. Lion is a carnivore, so they usually eat meats. Lion has a strong body like tiger and a fur in their tails. Male lions and female lions are different. The difference is in their heads. The male lion have fur in their head and the female lion haven't. The weight of male lion is about 225 kilograms and the weight of female lion is about 150 kilograms. They live in a forest or grassland.

Lion can be found in South Africa, Timor Timur and India. But because of the hunter want their fur, the habitats of lion dropped drastically. The lion are famous in South Africa especially in Savannah land. They are known as "King of Savannah" because of their bold and bravery. They owned the Savannah as their own land. Their numbers in Savannah are many too. They usually live in group. In that group, male lion is larger than the female lion because the male lion is the strongest lion and they are needed to protect the female and their cubs. The lion have their own territory. They always hunt in group. They hunt zebras, deers, and the other herbivore animal. They have their rival that they can said enemy. It was hyena. Hyenas live in group too, but they only act at night.

Lion is different from the other *felidae* family like tiger, cat, leopard, cheetah and the other. The example is lion and tiger. Lion has a strong nail to climb the trees, but tiger can't. Then the difference of lion and cheetah is lion has a strong and big

body, but cheetah only has a small body. The most difference from lion and the other *felidae* family is lion lives in groups but cat, tiger and cheetah don't. Cat, tiger and cheetah usually live as individually.

Lion is a tame animal although they are wild beast. We can call them a tamed animal because lion doesn't attack human except hunter. We can see them in zoo too. In zoo, we can see a group of lion that standing on a big rock. Lion loves rocks because they used rocks as their toys. In savannah land, lion lives in a stone cave. Lion is a good animal that can be used in commercial too. Their skill in jumping makes they usually used in a circus. They can jump on a ring of fire without fear.

Lion is protective of their cubs. If their baby is in danger, lion comes and attack the beast that attacks their baby. As an animal, lion is almost same like human. They love their child as we are. If they are in danger, lion use their strong and sharp nails to attack and crawl the enemy

1. What is the topic of the text?
   a. The life habitat of lions
   b. How lions live
   c. The adaptation of lions with its environment
   d. The general description of lions
2. The main idea of the first paragraph is…
   a. The general description of lion's
   b. Lion is a tame animal
   c. Lions are known as king of savannah
   d. The life habitat of lions
3. What is the weight of a male lion and a female lion?
   a. 220 kg and 150 kg
   b. 225 kg and 140 kg
   c. 225 kg and 120 kg
   d. 225 kg and 150 kg
4. Where are the lions usually found?
   a. In south Africa
   b. In south America
   c. In south Europe
   d. In south English

5. Lion also known as…

a. King of forest
c. King of Savannah
b. King of mountain
d. King of tree

6. What is enemy of lion?

a. Zebra
c. Dear
b. Hyena
d. Bird

7. Why is the lion called a tame animal?

a. Because they used rocks as their toys
b. Because they can jump on a ring of fire without fear
c. Because they usually used in a circus
d. Because lion doesn't attack human except hunter

Text 2:

Komodo is the world's heaviest lizard, weighing 150 pounds or more. It lives in the scrub and woodland of a few Indonesian islands. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragons saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey, and then follow it until the animal is too weak to carry on. This lizard species is threatened by hunting, loss of prey species and habitat loss.

8. The text describes…
   a. Kinds of komodo
   b. Komodo is the world's heaviest lizard
   c. The life habitat of komodo
   d. The general description of komodo and how komodo live
9. What kind of animal is komodo?
   a. Big mammal's
   b. Small mammal's
   c. Reptile
   d. Fresh-blooded
10. Where are the komodos usually found?
   a. In the tree of a few Indonesian island
   b. In the ground of a few Indonesian island
   c. In the scrub and woodland of a few Indonesian islands
   d. In the cave and woodland of a few Indonesian islands
11. How heavy are the world's heaviest lizards?
   a. More than 150 kg
   b. Less of 150 kg
   c. 200 pounds (91 kg)
   d. Less of 200 pounds (91 kg)
12. The main idea of the second paragraph is…
   a. Komodo is the world's heaviest lizard
   b. Kinds of komodo
   c. Comoro's teeth
   d. Skin and sense of komodo

13. Which of the following statements is true according to the text?

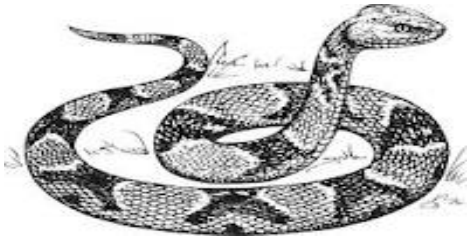
a. Komodo is not the world's heaviest lizard

b. The largest komodo is more than 15 feet (2 meters)

c. The Komodo dragon’s teeth are almost completely covered by its mouth

d. The bacteria that live in the Komodo dragons saliva causes septicemia

Text 3:



Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but form a sub-group of their own (Serpents). Snakes have not legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bake on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun’s warmth to heat their body up.

Most snakes live in the country. Some types of snakes live in trees; some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake’s diet usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodiles and even wild boars.

Many snakes protect themselves with their fangs. Boa Constrictors can give you a bear hug which is so powerful. It can crush every single bone in your body. Some snakes are protected by scaring their enemies away like the Cobra. The Flying Snakes glides away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

14. The text tells us about…

    a. Snakes are reptile's
    c. The general description of snakes
    b. The life habitat of snake's
    d. Kinds of snake

15. Which of the following is not part of the snakes described in the first paragraph?

    a. Snakes are reptiles (cold-blooded creatures)
    b. Snakes have not legs
    c. Most snakes live in the country
    d. Snakes are not slimy

16. Where are the snakes live?

    a. In trees and waters
    c. Only in trees
    b. Only in waters
    d. Only in long grass

17. What is the name of snakes that can eat small crocodiles and even wild boars?

    a. Cobra
    c. Serpents
    b. Boa Constrictors
    d. Anaconda

18. Paragraph two mainly discusses about…

    a. Snakes are reptiles
    b. The life habitat of snakes
    c. The general description of snakes
    d. The skin of snakes

19. What is the name of snakes that can give a bear hug which is so powerful?

    a. Cobra
    c. Serpents
    b. Boa Constrictors
    d. Anaconda

Text 4:

Sharks are carnivores. They eat all kinds of flesh. Sharks prefer tuna, mackerel and even smaller sharks for dinner, but they will eat swimmers if the conditions are right.

Sharks have very sharp senses of vision, hearing, and smell to help them find food. They can see seven times better than human and can hear sounds over two miles away. About two-thirds of a shark's brain is used for smell, so if there is even a tiny amount of blood in the water, a shark will smell it-even if it's almost a mile away.

Instead of bones, sharks have something called cartilage. Bones are hard and don't bend. Cartilage is flexible, allowing sharks to bend so their heads can reach their tails. The cartilage also allows sharks to turn very quickly. All this makes them better hunters. Humans have cartilage too, but only in places like our ears and noses.

20. What does the text inform?

a. The life habitat of shark's
b. How sharks live
c. The general description of sharks
d. The sharks' senses

21. What kind of animal is shark?

a. Herbivores
b. Carnivores
c. Omnivores
d. Reptile

22. How is the shark sense?

a. Seven times better than human and can hear sounds over two miles away

b. Six times better than human and can hear sounds over two miles away

c. Five times better than human and can hear sounds over two miles away

d. Four times better than human and can hear sounds over two miles away

23. What are the sharks have instead of bones?

a. Ears

b. Tails

c. Cartilage

d. Noses

24. The following are the reason why sharks become better hunters, except…

a. Because they can bend their body

b. Because they can turn quickly

c. Because they can see better than human

d. Because their bones are hard and don't bend

Text 5:

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour. The largest kangaroos are the Great Grey Kangaroo and

the Red Kangaroo. Adults grow to a length of 1.60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

25. What is the main information from the text?
    a. How kangaroos live
    b. Kangaroos are marsupials
    c. Kangaroos called a wallaby
    d. The general description of kangaroos
26. Where are the kangaroos live?
    a. In New York
    b. On the Australian island
    c. On the Asian island
    d. Only in New Guinea
27. What do you call a small relative kangaroo that lives on the island of Tasmania Australia and New Guinea?
    a. Wallaby
    b. Red Kangaroo
    c. Great Grey Kangaroo
    d. White kangaroo
28. How long are the largest kangaroos?
    a. 1, 60 meters
    b. 9 meters
    c. 8 meters
    d. More than 3 meters
29. The second paragraph is mainly about the fact that...
    a. A kangaroo is an animal found only in Australia
    b. Kangaroos are not marsupials
    c. Kangaroos are marsupials
    d. Kangaroos eat grass and plants
30. What is the meaning of kangaroos are marsupials?
    a. The female kangaroo has an external pouch on the front of her body
    b. The male kangaroo has an external pouch on the front of her body
    c. The female kangaroo has not an external pouch on the front of her body
    d. The male kangaroo has not an external pouch on the front of her body

Text 6:

The dolphin is the wood duck of pelagic fishes, so spectacularly colorful that it seems impossible it could have evolved by accident. The back and head are iridescent, glowing neon blue and chartreuse green. The sides and belly are gold, sprinkled with bright blue spots. And, like some other pelagic, the fish has the ability to "light up" with shimmering waves of color across its body, almost as if its skin were embedded with moving lights.

In fact, biologists say the fish's color is the result not only of pigment, but of microscopic structures in the skin, which the fish can manipulate to change its color. The color changes could have evolved for spawning selection, or perhaps as a camouflage when approached by predators, as with many bottom creatures. In any case, the spectacular color in life leaves no doubt when a dolphin dies; the skin almost instantly turns an ugly, blotchy gray-silver or dull yellow.

Dolphins are found in the Atlantic, Pacific and Indian oceans, anywhere that the water remains at 70 degrees or warmer throughout the winter. In U.S. waters they migrate seasonally, following bait northward along the Atlantic coast to Virginia and beyond in spring, back toward the Keys in winter, but good numbers remain in Florida waters throughout the summer as well. The dolphin is unique among pelagic fishes in that the mature males have a distinctly different shape than the females; the forehead of an adult "bull" is high and blunt, while the "cow" has a more typical, streamlined forehead. (The males look just like the females until they approach adulthood.) There are no reports of the male using this head as a battering ram in

mating battles, but it's pretty clearly a secondary sexual characteristic. Dolphin reportedly can reach speeds up to 50 mph, and sometimes run down flying fish in the air, though more commonly they race along just under the surface, watching a flyer and eating it the second it touches down. They also eat lots of squid, small bonito and other pelagic bait.

31. The text is about…
    a. The life habitat of dolphins
    b. The general description of dolphins
    c. How dolphins live
    d. The adaptation of dolphins with its environment
32. Why is the dolphin called pelagic fishes?
    a. Because dolphin can manipulate to change its color
    b. Because dolphin using this head as a battering ram in mating battles
    c. Because dolphin run down flying fish in the air
    d. Because dolphin eat lots of squid, small bonito, and other pelagic bait
33. The first paragraph focuses on…
    a. The life habitat of dolphins
    b. The dolphin is unique among pelagic fishes
    c. The food of dolphins
    d. The skin of dolphins
34. Where are the dolphins usually found?
    a. In northward along the Indian Oceans
    b. In Florida waters
    c. In southward along the Atlantic coast to Virginal
    d. In Africa waters
35. How speed is the dolphin when run down flying fish in the air?
    a. 500 mph
    b. 5 mph
    c. 50 mph
    d. 70 mph

Text 7:

The cassowary (Causeries) is a very large flightless bird native to the tropical forests of New Guinea, nearby islands and northeastern Australia. The Southern Cassowary is the third tallest and second heaviest living bird, smaller only than the ostrich and emu. Cassowaries feed mainly on fruits, though all species are truly omnivorous and will take a range of other plant food including shoots, grass seeds, and fungi in addition to invertebrates and small vertebrates. Cassowaries are very shy, but when disturbed, they are capable of inflicting serious injuries to dogs and children.

36. What is the text above about?

a. The cassowary
b. The large bird
c. The tropical forest
d. The flightless birds

37. Where are the cassowary usually found?

a. The islands and South Australia
b. Tropical forest of New York
c. The tropical forests of New Guinea
d. West Australia

38. What is the southern cassowary?
    a. The third tallest and first heaviest living bird, smaller only than the ostrich and emu
    b. The third tallest and second heaviest living bird, smaller only than the ostrich and emu
    c. The second tallest and second heaviest living bird, smaller only than the ostrich and emu
    d. The third tallest and first heaviest living bird, smaller only than the ostrich and emu
39. What are the cassowaries consume primarily?
    a. Seeds
    b. Fungi
    c. Grass
    d. Fruit
40. What kind of animal is cassowary?
    a. Herbivores
    b. Carnivores
    c. Omnivorous
    d. Reptile

Validator,

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

APPENDIX 4

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

INSTRUMENT FOR PRE-TEST

Answer the questions based on the text:

Text 1:

Orangutans or Pongo pygmaeus belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans. They only live on the island of Borneo and in the northern corner of the island of Sumatra.

Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacks that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys. When a female is ready to mate, she will seek out an adult male. Orangutan is mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants

stay very close to their mothers for the first three years until they don't consume their mother's milk.

1. What is the topic of the text?
   a.The general description of orangutans
   b.The life habitat of orangutans
   c.How orangutans live
   d.The adaptation of orangutans with its environment
2. Orangutans also known as…
   a. Male orangutans
   b. Female orangutan's
   c. Monkeys
   d. Pongo pygmaeus
3. Why is the orangutan endanger?
   a. Because they are difficult to get foods
   b. Because they are difficult to get water
   c. Because of habitat lost and poachers keep on killing, owning, and exporting orangutans
   d. They are have not place to live
4. Where are the orangutans live?
   a. On the island of Borneo and in the northern corner of the island of Sumatra
   b. On the island of Sumatera
   c. In the northern corner of the island of Borneo
   d. In the southern corn On the island of Sumatera
5. The main idea of the first paragraph is…
   a. The general description of orangutan
   b. The food types of orangutan
   c. Orangutan is mammals
   d. The life habitat of orangutan

6. How long and heavy are female orangutans?

a. 95 cm (37 in) and 77 kg (170 lb)
b. 95 cm (37 in) and 37 kg (81 lb)
c. 78 cm (31 in) and 37 kg (81 lb)
d. 78 cm (31 in) and 77 kg (170 lb)

Text 2:

Rabbits are small mammals in the family Leporidae of the order Lagomorphs, found in several parts of the world. In general, rabbits divided into two types. First, rabbit-free. Second, pet rabbit. Included in the category of free rabbits are hares (Lupus curpaeums) and the wild rabbit (Oryctolagus cuniculus).Viewed from the type of fur, rabbit is composed of type short and long haired with a slightly yellowish color. When winter, this yellow color turned to gray.

The rabbit's long ears, which can be more than 10 cm long, are probably an adaptation for detecting predators. They have large, powerful hind legs. Each foot has five toes, with one greatly reduced in size. They are digitigrades animals; they move around on the tips of their toes. Wild rabbits do not differ much in their body proportions or stance, with full, egg-shaped bodies. Their size can range anywhere from 20 cm in length and 0.4 kg in weight to 50 cm and more than 2 kg.

The fur is most commonly long and soft, with colors such as shades of brown, gray, and buff. The tail is a little plume of brownish fur (white on top for cottontails. Rabbit will bit or maybe take a peek in someone that she loves. Just for information, rabbit's memory strength is low, so she marks her place in order that she won't forget.

7. The text describes…

a. Rabbits are small mammals
c. The fur of rabbits
b. The life habitat of rabbits
d. The general description and kinds of rabbit

8. What kind of animal is rabbit?

a. Small reptile's
c. big mammals
b. Big reptile's
d. Small mammals

9. How long and heavy are wild rabbits?

a. 20 cm and 3 kg
b. 50 cm and more than 2 kg
c. 20 cm and more than 0,4 kg
c. 50 cm and 0,4 kg

10. The main idea of the third paragraph is…

a. Kinds of rabbit
c. The life habitat of rabbits
b. The general description of rabbits
d. The fur of rabbits

Text 3:

Pandas are mammals. They are tame animal and they are kind of raccoon. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam. Today, pandas are found in six isolated forest areas in Sichuan, Gansu, and Shaanxi provinces in China.

Pandas live in high mountainous areas, usually from 2,700 to 3,700 meters (8,500 to 11,500 feet) above sea level, that have natural forested areas with fir, spruce, and bamboo. Many people think that the pandas only eat stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats flowers like crocuses and irises which grow in its mountain habitat. In the wild it will also catch fish and hunt small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

11. The text tells us about…
    a. Kinds of panda
    b. Pandas are mammals
    c. The general description of pandas
    d. The life habitat of pandas
12. The main idea of the second paragraph is…
    a. Pandas are mammals
    b. Pandas are tame animals
    c. The habitat and food of pandas
    d. Kinds of panda

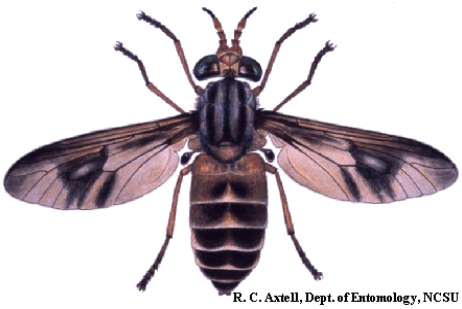
Text 4:

Birds are warm-blooded vertebrate animals. Birds have wings, feathers, a beak, no teeth, a skeleton in which many bones are fused together or are absent, and an extremely efficient, one-way breathing system. Flying birds have strong, hollow bones and powerful flight muscles.

Most birds can fly. Flying birds' wings are shaped to provide lift, allowing them to fly. These light-weight animals have adapted to their environment by flying, which makes them efficient hunters, lets them escape from hungry predator (like cats), and takes them away from harsh weather (migration).

13. This text mainly discusses…
    a. Birds are warm-blooded vertebrate animals
    b. Flying birds' wings
    c. Birds can fly
    d. The general description and adaptation of birds wits its environment
14. What kind of animal is bird?
    a. Cold-blooded
    b. Warm-blooded
    c. Hot-blooded
    d. fresh blooded
15. The following are function of the birds flying ability, except…
    a. Lets them escape from hungry predator
    b. Takes them away from harsh weather
    c. Makes them efficient hunters
    d. They cannot adapted to their environment
16. The main idea of the second paragraph is…
    a. Birds are warm-blooded
    b. The function of birds' wings
    c. The general description of birds
    d. Kind of birds

Text 5:



Deer flies belong to the same family as horse flies and therefore the two have many similar characteristics. The good news about deer flies and horse flies is that they're more interested in biting animals than biting people. The bad news is that these flies can significantly impact some animals. In Canada, deer flies are most numerous in areas containing ponds, marshes, streams or bogs, and come out only during the day from June to August when the weather is warm. They prefer to feed on animals such as caribou, moose and cattle. In some cases, cattle can spend so much time fending off deer flies that meat and milk production are curtailed. The deer fly's tendency to feed, get distracted and leave, then return for more feeding, also means that cattle, caribou and moose can end up with numerous bites from the same fly.

While horse fly larvae are capable of inflicting a painful bite if handled, scientists do not know whether deer fly larvae share this characteristic. Both are equipped with a similar set of mandibles but it's not known how deer fly larvae use theirs. You can spot deer flies by their boldly patterned wings and you may see them hovering on hilltops, in sunlit clearings, or along forest paths. Adult males are equipped with large amounts of nectar, which provides them with enough energy to hover in one spot for minutes at a time. Adult females meantime prefer less hovering and more feeding. Laboratory experiments have shown that deer flies are capable of transmitting some diseases to animals. And although extremely unlikely, these diseases can be transmitted to people who have been in contact with infected animals. However, there have been no cases of this occurring in Canada.

17. The text is about…
    a. The life habitat of deer flies
    b. The general description of deer flies
    c. How deer flies live and danger of deer flies
    d. The adaptation of deer flies with its environment
18. What is the bad news about deer flies and horse flies?
    a. They are more interested in biting animals than biting people
    b. These flies can significantly impact some animals
    c. Deer flies are capable of transmitting some diseases to animals
    d. Deer flies are capable of inflicting a painful bite
19. Where are the deer flies usually found?
    a. In America
    b. In Australia
    c. In Canada
    d. In Africa
20. Where is the life habitat of deer flies?
    a. Marshes
    b. Trees
    c. Cave
    d. Sea
21. When did the deer flies come out to feed on animals such as caribou, moose and cattle?
    a. June to August when the weather is hot
    b. June to August when the weather is warm
    c. August to June when the weather is warm
    d. August to June when the weather is hot
22. The second paragraph focuses on…
    a. Danger of deer flies and horse flies
    b. The good news about deer flies and horse flies
    c. Deer flies belong to same family as horse flies
    d. The bad news about deer flies and horse flies

Text 6:

Tyrannosaurus rex, sometimes just called T-rex, is believed to be the largest and most fearsome predator on Earth's land ever to have existed. This dinosaur once lived in the Cretaceous period approximately 68 to 65 million years ago. The T-rex lived in a humid, semi-tropical environment, in open forests with nearby rivers and in coastal forested swamps. The seasons were mild. Tyrannosaurus rex was up to 40 feet (12.4 m) long, about 15 to 20 feet (4.6 to 6 m) tall. The arms were only about 3 feet (1 m) long. Tyrannosaurus rex was roughly 5 to 7 tons in weight.

As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth. With its fast ability to run at an astonishing speed of 32 mph (50 kHz), a perfect slim and stiff tail that gave it an excellent balance and allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

23. Where are the tyrannosaurus rex usually found?

a. In the Cretaceous
c. In the America
b. In the Africa
d. In the British

24. Paragraph one mainly discusses about…

a. How tyrannosaurus rex live
b. The general description of tyrannosaurus rex
c. Tyrannosaurus rex is carnivorous
d. Tyrannosaurus rex is gigantic predator

25. How long are the arms of tyrannosaurus rex?

a. 3 feet (2 m)
c. 3 feet (1 m)
b. 3 feet (3 m)
d. 40 feet (12,4 m)

INSTRUMENT FOR POST-TEST

Answer the questions based on the text:

Text 1:

Lion is an animal from cat gen. Lion is a carnivore, so they usually eat meats. Lion has a strong body like tiger and a fur in their tails. Male lions and female lions are different. The difference is in their heads. The male lion have fur in their head and the female lion haven't. The weight of male lion is about 225 kilograms and the weight of female lion is about 150 kilograms. They live in a forest or grassland.

Lion can be found in South Africa, Timor Timur and India. But because of the hunter want their fur, the habitats of lion dropped drastically. The lion are famous in South Africa especially in Savannah land. They are known as "King of Savannah" because of their bold and bravery. They owned the Savannah as their own land. Their numbers in Savannah are many too. They usually live in group. In that group, male lion is larger than the female lion because the male lion is the strongest lion and they are needed to protect the female and their cubs. The lion have their own territory. They always hunt in group. They hunt zebras, deers, and the other herbivore animal. They have their rival that they can said enemy. It was hyena. Hyenas live in group too, but they only act at night.

Lion is different from the other *felidae* family like tiger, cat, leopard, cheetah and the other. The example is lion and tiger. Lion has a strong nail to climb the trees, but tiger can't. Then the difference of lion and cheetah is lion has a strong and big

body, but cheetah only has a small body. The most difference from lion and the other *felidae* family is lion lives in groups but cat, tiger and cheetah don't. Cat, tiger and cheetah usually live as individually.

Lion is a tame animal although they are wild beast. We can call them a tamed animal because lion doesn't attack human except hunter. We can see them in zoo too. In zoo, we can see a group of lion that standing on a big rock. Lion loves rocks because they used rocks as their toys. In savannah land, lion lives in a stone cave. Lion is a good animal that can be used in commercial too. Their skill in jumping makes they usually used in a circus. They can jump on a ring of fire without fear.

Lion is protective of their cubs. If their baby is in danger, lion comes and attack the beast that attacks their baby. As an animal, lion is almost same like human. They love their child as we are. If they are in danger, lion use their strong and sharp nails to attack and crawl the enemy

1. What is the topic of the text?
   a. The life habitat of lions
   b. How lions live
   c. The adaptation of lions with its environment
   d. The general description of lions
2. The main idea of the first paragraph is…
   a. The general description of lion's
   b. Lion is a tame animal
   c. Lions are known as king of savannah
   d. The life habitat of lions
3. What is the weight of a male lion and a female lion?
   a. 220 kg and 150 kg
   b. 225 kg and 140 kg
   c. 225 kg and 120 kg
   d. 225 kg and 150 kg
4. Where are the lions usually found?
   a. In south Africa
   b. In south America
   c. In south Europe
   d. In south English

5. Lion also known as…

a. King of forest
c. King of Savannah
b. King of mountain
d. King of tree

6. What is enemy of lion?

a. Zebra
c. Dear
b. Hyena
d. Bird

7. Why is the lion called a tame animal?

a. Because they used rocks as their toys
b. Because they can jump on a ring of fire without fear
c. Because they usually used in a circus
d. Because lion doesn't attack human except hunter

Text 2:

Komodo is the world's heaviest lizard, weighing 150 pounds or more. It lives in the scrub and woodland of a few Indonesian islands. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragons saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey, and then follow it until the animal is too weak to carry on. This lizard species is threatened by hunting, loss of prey species and habitat loss.

8. The text describes…
   a. Kinds of komodo
   b. Komodo is the world's heaviest lizard
   c. The life habitat of komodo
   d. The general description of komodo and how komodo live
9. What kind of animal is komodo?
   a. Big mammal's
   b. Small mammal's
   c. Reptile
   d. Fresh-blooded
10. The main idea of the second paragraph is…
   a. Komodo is the world's heaviest lizard
   b. Kinds of komodo
   c. Comoro's teeth
   d. Skin and sense of komodo
11. Which of the following statements is true according to the text?
   a. Komodo is not the world's heaviest lizard
   b. The largest komodo is more than 15 feet (2 meters)
   c. The Komodo dragon's teeth are almost completely covered by its mouth
   d. The bacteria that live in the Komodo dragons saliva causes septicemia

Text 3:

Sharks are carnivores. They eat all kinds of flesh. Sharks prefer tuna, mackerel and even smaller sharks for dinner, but they will eat swimmers if the conditions are right.

Sharks have very sharp senses of vision, hearing, and smell to help them find food. They can see seven times better than human and can hear sounds over two miles away. About two-thirds of a shark's brain is used for smell, so if there is even a tiny amount of blood in the water, a shark will smell it-even if it's almost a mile away.

Instead of bones, sharks have something called cartilage. Bones are hard and don't bend. Cartilage is flexible, allowing sharks to bend so their heads can reach their tails. The cartilage also allows sharks to turn very quickly. All this makes them better hunters. Humans have cartilage too, but only in places like our ears and noses.

12. What does the text inform?

a. The life habitat of shark's
b. How sharks live
c. The general description of sharks
d. The sharks' senses

13. What kind of animal is shark?

a. Herbivores
b. Carnivores
c. Omnivores
d. Reptile

14. How is the shark sense?

a. Seven times better than human and can hear sounds over two miles away

b. Six times better than human and can hear sounds over two miles away

c. Five times better than human and can hear sounds over two miles away

d. Four times better than human and can hear sounds over two miles away

Text 4:

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour. The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

15. What is the main information from the text?

a. How kangaroos live

b. Kangaroos are marsupials

c. Kangaroos called a wallaby

d. The general description of kangaroos

16. Where are the kangaroos live?

a. In New York

b. On the Australian island

c. On the Asian island

d. Only in New Guinea

17. How long are the largest kangaroos?

a. 1, 60 meters

b. 9 meters

c. 8 meters

d. More than 3 meters

18. What is the meaning of kangaroos are marsupials?

a. The female kangaroo has an external pouch on the front of her body

b. The male kangaroo has an external pouch on the front of her body

c. The female kangaroo has not an external pouch on the front of her body

d. The male kangaroo has not an external pouch on the front of her body

Text 5:

The dolphin is the wood duck of pelagic fishes, so spectacularly colorful that it seems impossible it could have evolved by accident. The back and head are iridescent, glowing neon blue and chartreuse green. The sides and belly are gold, sprinkled with bright blue spots. And, like some other pelagic, the fish has the ability to “light up” with shimmering waves of color across its body, almost as if its skin were embedded with moving lights.

In fact, biologists say the fish’s color is the result not only of pigment, but of microscopic structures in the skin, which the fish can manipulate to change its color. The color changes could have evolved for spawning selection, or perhaps as a

camouflage when approached by predators, as with many bottom creatures. In any case, the spectacular color in life leaves no doubt when a dolphin dies; the skin almost instantly turns an ugly, blotchy gray-silver or dull yellow.

Dolphins are found in the Atlantic, Pacific and Indian oceans, anywhere that the water remains at 70 degrees or warmer throughout the winter. In U.S. waters they migrate seasonally, following bait northward along the Atlantic coast to Virginia and beyond in spring, back toward the Keys in winter, but good numbers remain in Florida waters throughout the summer as well. The dolphin is unique among pelagic fishes in that the mature males have a distinctly different shape than the females; the forehead of an adult "bull" is high and blunt, while the "cow" has a more typical, streamlined forehead. (The males look just like the females until they approach adulthood.) There are no reports of the male using this head as a battering ram in mating battles, but it's pretty clearly a secondary sexual characteristic. Dolphin reportedly can reach speeds up to 50 mph, and sometimes run down flying fish in the air, though more commonly they race along just under the surface, watching a flyer and eating it the second it touches down. They also eat lots of squid, small bonito and other pelagic bait.

19. The text is about…
    a. The life habitat of dolphins
    b. The general description of dolphins
    c. How dolphins live
    d. The adaptation of dolphins with its environment
20. Why is the dolphin called pelagic fishes?
    a. Because dolphin can manipulate to change its color
    b. Because dolphin using this head as a battering ram in mating battles
    c. Because dolphin run down flying fish in the air
    d. Because dolphin eat lots of squid, small bonito, and other pelagic bait

21. The first paragraph focuses on…

a. The life habitat of dolphins

b. The dolphin is unique among pelagic fishes

c. The food of dolphins

d. The skin of dolphins

22. How speed is the dolphin when run down flying fish in the air?

a. 500 mph

b. 5 mph

c. 50 mph

d. 70 mph

Text 6:

The cassowary (Causeries) is a very large flightless bird native to the tropical forests of New Guinea, nearby islands and northeastern Australia. The Southern Cassowary is the third tallest and second heaviest living bird, smaller only than the ostrich and emu. Cassowaries feed mainly on fruits, though all species are truly omnivorous and will take a range of other plant food including shoots, grass seeds, and fungi in addition to invertebrates and small vertebrates. Cassowaries are very shy, but when disturbed, they are capable of inflicting serious injuries to dogs and children.

23. What is the southern cassowary?
    a. The third tallest and first heaviest living bird, smaller only than the ostrich and emu
    b. The third tallest and second heaviest living bird, smaller only than the ostrich and emu
    c. The second tallest and second heaviest living bird, smaller only than the ostrich and emu
    d. The third tallest and first heaviest living bird, smaller only than the ostrich and emu
24. What are the cassowaries consume primarily?
    a. Seeds
    b. Fungi
    c. Grass
    d. Fruit
25. What kind of animal is cassowary?
    a. Herbivores
    b. Carnivores
    c. Omnivorous
    d. Reptile

APPENDIX 5:

The key answers of pre-test and post-test

Pre-test

1. a	6. c	11. c	16. b	21. b
2. d	7. d	12. c	17. c	22. a
3. c	8. d	13. d	18. b	23. a
4. a	9. b	14. b	19. c	24. b
5. d	10. d	15. d	20. a	25. c

Post-test

1. d	6. b	11. d	16. b	21. d
2. a	7. d	12. c	17. a	22. b
3. d	8. d	13. b	18. a	23. b
4. a	9. c	14. a	19. b	24. d
5. c	10. d	15. d	20. a	25. b

Appendix 6

PRE TEST VALIDITY

FOR ITEM 4

$\sum x = 17$ $\quad\quad$ $\sum y = 738$

$\sum x^2 = 17$ $\quad\quad$ $\sum y^2 = 19270$

$\left(\sum x\right)^2 = 289$ $\quad\quad$ $\left(\sum y\right)^2 = 544644$

$\sum xy = 470$

By using the formula of Pearson r, so :

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

$$r_{xy} = \frac{(31.470) - (17.738)}{\sqrt{\{31.17 - (289)\}\{(31.19270) - (544644)\}}}$$

$$r_{xy} = \frac{14570 - 12546}{\sqrt{\{(527) - (289)\}\{(597370) - (544644)\}}}$$

$$r_{xy} = \frac{2024}{\sqrt{(238)(52726)}}$$

$$r_{xy} = \frac{2024}{\sqrt{12548788}}$$

$$r_{xy} = \frac{2024}{3542{,}427}$$

$$r_{xy} = 0{,}57$$

So that, r_{count} = 0,57 $\quad n$ = 31 $\quad \alpha$ =0,05 $\quad r_{tabel}$ = 0,355.

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

POST TEST VALIDITY

FOR ITEM 6

$\sum x = 21$ $\quad\quad$ $\sum y = 742$

$\sum x^2 = 21$ $\quad\quad$ $\sum y^2 = 19564$

$\left(\sum x\right)^2 = 441$ $\quad\quad$ $\left(\sum y\right)^2 = 550564$

$\sum xy = 554$

By using the formula of Pearson r, so :

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

$$r_{xy} = \frac{\left(31.554\right) - \left(21.742\right)}{\sqrt{\left\{31.21 - \left(441\right)\right\}\left\{\left(31.19564\right) - \left(550564\right)\right\}}}$$

$$r_{xy} = \frac{17174 - 15582}{\sqrt{\left\{\left(651\right) - \left(441\right)\right\}\left\{\left(606484\right) - \left(550564\right)\right\}}}$$

$$r_{xy} = \frac{1592}{\sqrt{\left(210\right)\left(55920\right)}}$$

$$r_{xy} = \frac{1592}{\sqrt{11743200}}$$

$$r_{xy} = \frac{1592}{3426{,}835}$$

$$r_{xy} = 0{,}46$$

So that, r_{count} = 0,46 $\quad n = 31 \quad \alpha = 0{,}05 \quad r_{tabel} = 0{,}355$.

The test is valid if $r_{count} > r_{tabel}$. Based on calculation above, the item six 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 $k = 25$

$$\sum x = 463$$

$$\sum x^2 = 9227$$

$$\sum pq = 12{,}16$$

$$\left(\sum x\right)^2 = 214369$$

So that,

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

$$= \frac{9227 - \frac{(463)^2}{31}}{31}$$

$$= \frac{9227 - 6915{,}13}{31}$$

$$= \frac{2311{,}87}{31}$$

$$= 74{,}56$$

So that,

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

$$= \left(\frac{25}{25-1}\right)\left(\frac{74{,}56 - 12{,}16}{74{,}56}\right)$$

$$= (1{,}042)(0{,}837)$$

$$= 0{,}872$$

r_{count} : 0,872 , $\alpha = 0{,}05$, $n = 31$ and r_{tabel} = 0,355.

Test is reliable if $r_{count} > r_{tabel}$. 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 $k = 25$

$$\sum x = 473$$

$$\sum x^2 = 9451$$

$$\sum pq = 12{,}85$$

$$\left(\sum x\right)^2 = 223729$$

So that,

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

$$= \frac{9451 - \frac{(473)^2}{31}}{31}$$

$$= \frac{9451 - 7217{,}064}{31}$$

$$= \frac{2233{,}936}{31}$$

$$= 72{,}062$$

So that,

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

$$= \left(\frac{25}{25-1}\right)\left(\frac{72{,}062 - 12{,}85}{72{,}062}\right)$$

$$= (1{,}042)(0{,}822)$$

$$= 0{,}856$$

$r_{count} = 0{,}856$ $\alpha = 0{,}05$ $n = 31$ $r_{tabel} = 0{,}355$.

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

APPENDIX 9

THE PRE TEST EXPERIMENTAL CLASS

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

52	64	68	72	76	76	76
52	68	68	72	76	76	
60	68	72	72	76	76	
60	68	72	72	76	76	
64	68	72	72	76	76	

2. High score : 76
3. Low score : 52
4. Range : High score –low score
   : 76 – 52 = 24

5. The total of classes (Bk) : 1+3,3 log n
   : 1+3,3(log 31)
   : 1+3,3 (1,4913)
   : 1+4,92129
   : 5,92129
   : 5

6. Interval (i) : $\frac{R}{BK}$
   : $\frac{24}{5}$
   :4,8
   = 4

7. Mean score :

Interval	F	X	FX
52-56	2	54	108
57-61	2	59	118
62-66	2	64	128
67-71	6	69	414
72-76	19	74	1406
i=4	N=31	320	2174

$$\text{Mx: } \frac{\Sigma}{N} fx \quad : \frac{2174}{31} \quad = 70{,}13$$

8. Median

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

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(31) = 15{,}5$$

$$b = \frac{72 + 71}{2} = 71{,}5$$

p =19

F = 19 + 6 =25

f =19

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

$$= 71{,}5 + 19 \left(\frac{15{,}5 - 25}{19} \right)$$

$$= 71{,}5 + 19\ (-0{,}5)$$

$$= 71{,}5 + (-9{,}5)$$

$$= 62$$

9. Modus =76

APPENDIX 10

THE PRE TEST CONTROL CLASS

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

52	64	68	72	72	76	76
56	68	68	72	76	76	
60	68	68	72	76	76	
64	68	68	72	76	76	
64	68	72	72	76	76	

2. High score : 76
3. Low score : 52
4. Range : High score –low score
   : 76 – 52 = 24

5. The total of classes (Bk) : 1+3,3 log n
   : 1+3,3(log 31)
   : 1+3,3 (1,4913)
   : 1+4,92129
   : 5,92129
   : 5

6. Interval (i) : $\frac{R}{BK}$
   : $\frac{24}{5}$
   :4,8
   = 4

7. Mean score :

Interval	F	X	FX
52-56	2	54	108
57-61	1	59	59
62-66	3	64	192
67-71	8	69	552
72-76	17	74	1258
i=4	N=31	320	2169

$$\text{Mx: } \frac{\Sigma}{N} fx \quad : \frac{2169}{31} \quad = 69{,}97$$

8. Median

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

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(31) = 15{,}5$$

$$\text{b} = \frac{72 + 71}{2} = 71{,}5$$

p =17

F = 17 + 8 = 25

f =17

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

$$= 71{,}5 + 17 \left(\frac{15{,}5 - 25}{17} \right)$$

$$= 71{,}5 + 17\ (-0{,}56)$$

$$= 71{,}5 + (-9{,}52)$$

$$= 61{,}98$$

9. Modus =76

APPENDIX 11

THE POST TEST EXPERIMENTAL CLASS

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

60	68	72	76	76	80	80
60	68	72	76	76	80	
64	68	72	76	76	80	
68	68	76	76	76	80	
68	72	76	76	76	80	

2. High score : 80
3. Low score : 60
4. Range : High score –low score
   : 80 – 60 = 20

5. The total of classes (Bk) : 1+3,3 log n
   : 1+3,3(log 31)
   : 1+3,3 (1,4913)
   : 1+4,92129
   : 5,92129
   : 5

6. Interval (i) : $\frac{R}{BK}$
   : $\frac{20}{5}$
   : 4

7. Mean score :

Interval	F	X	FX
60 – 64	3	62	186
65 – 69	6	67	402
70 – 74	4	72	288
75 – 79	12	77	924
80 - 84	6	82	492
i =4	31	360	2292

Mx: $\frac{\Sigma}{N} fx$: $\frac{2292}{31}$ = 73,93

8. Median

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

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(31) = 15{,}5$$

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

p =12

F = 12 + 4 = 16

f =12

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

$$= 74{,}5 + 12\left(\frac{15{,}5-16}{12}\right)$$

$$= 74{,}5 + 12\ (-0{,}04)$$

$$= 74{,}5 + (-0{,}48)$$

$$= 74{,}02$$

9. Modus =76

APPENDIX 12

THE POST TEST CONTROL CLASS

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

60	68	68	72	76	76	80
60	68	72	72	76	76	
60	68	72	72	76	76	
64	68	72	76	76	76	
68	68	72	76	76	76	

2. High score : 80
3. Low score : 60
4. Range : High score –low score
   : 80 – 60 = 20

5. The total of classes (Bk) : 1+3,3 log n
   : 1+3,3(log 31)
   : 1+3,3 (1,4913)
   : 1+4,92129
   : 5,92129
   : 5

6. Interval (i) : $\frac{R}{BK}$
   : $\frac{20}{5}$
   : 4

7. Mean score :

Interval	F	X	FX
60 – 64	4	62	248
65 – 69	7	67	469
70 – 74	7	72	504
75 – 79	12	77	924
80 - 84	1	82	82
i =4	31	360	2227

Mx: $\frac{\Sigma}{N} fx$: $\frac{2227}{31}$ = 71,84

8. Median

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

$$\text{Me} = \frac{1}{2}n = \frac{1}{2}(31) = 15{,}5$$

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

p =12

F = 12 + 7 =19

f =12

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

$$= 74{,}5 + 12\left(\frac{15{,}5-19}{12}\right)$$

$$= 74{,}5 + 12\ (-0{,}29)$$

$$= 74{,}5 + (-3{,}48)$$

$$= 71{,}02$$

9. Modus =76

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	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
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	$t_{0,995}$	$t_{0,99}$	$t_{0,975}$	$t_{0,95}$	$t_{0,925}$	
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	2,68	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

SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

: Sti.14/USB/P /2011
: -
: Pembimbing Skripsi

Padangsidimpuan, November 2011
Kepada Yth :
1. Eka Sustri Harida, M.Pd
2. Sojuangon Rambe, S.S, M. Pd
di –
Padangsidimpuan

mu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian akam Judul Skripsi, telah ditetapkan judul skripsi mahasiswa di bawah ini sebagai berikut:

Nama / NIM : **ZAHRO MAITO POHAN / 08 340 0039**
Jurusan / Prog.studi : Tarbiyah / Tadris Bahasa Inggris 1
Judul Skripsi : **The Effect Of Predicting Information From The Pictures On Reading Comprehension At Grade VIII SMP Negeri 8 Padangsidimpuan**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan bimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak / Ibu, kami ucapkan a kasih.

salamu'alaikum Wr. Wb.

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KETUA JURUSAN TARBIYAH

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA / ~~TIDAK BERSEDIA~~
PEMBIMBING I

15/11-2011

Eka Sustri Harida, M.Pd
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BERSEDIA / TIDAK BERSEDIA
PEMBIMBING II

SOJUANGON RAMBE, S.S, M.Pd
NIP. 19790815 200604 1 003

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
email:stainpasid@yahoo.co.id

Padangsidimpuan, 12 Januari 2012

Nomor :Sti.14/I.B4/PP.00.9/ 32 /2012
Lamp. : -
Hal : ***Mohon Bantuan Informasi Penyelesaian Skripsi.***

Kepada Yth,
Kepala SMP N 8 Padangsidimpuan
di-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Zahro Maito Pohan
Nomor induk mahasiswa	: 08 340 0039
Jurusan/prog.Studi	: Tarbiyah/TBI-1
Alamat	: Sigulang Sopo Indah Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Predicting Information from The Pictures on Reading Comprehension at Grade VIII SMP N 8 Padangsidimpuan".**

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004

Tembusan :
Bina Skripsi

PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 8 PADANGSIDIMPUAN
NSS : 201072005008 NPSN : 10212508 NIS : 200080 AKREDITASI A
JL. TENGKU RIZAL NURDIN KM 8. PIJORKOLING 22733

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor : 424/ 061 /SMP.N8/PSP/2012

Yang bertanda tangan dibawah ini :

Nama	: **M. SALEH MATONDANG, S. Ag**
NIP	: 19580828 198303 1 012
Pangkat/Gol	: Pembina / IVa
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 8 Padangsidimpuan

Menerangkan dengan sebenarnya bahwa :

Nama	: **ZAHRO MAITO POHAN**
N I M	: 08 340 0039
Jurusan	: Tarbiyah
Prog. Studi	: TBI 1

Telah melaksanakan Penelitian pada SMP Negeri 8 Padangsidimpuan tanggal 9 April s/d 18 Mei 2012 untuk menyelesaikan skripsi yang berjudul **" The Effect of Predicting Information from The Pictures on Reading Comprehension at Grade VIII SMP N 8 Padangsidimpuan".**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidimpuan, 18 Mei 2012
Kepala Sekolah,

PEMERINTAH KOTA PADANGSIDIMPUAN DINAS PENDIDIKAN SMP NEGERI 8 PADANGSIDIMPUAN

M. SALEH MATONDANG, S. Ag
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