



THE EFFECT OF SQ4R (SURVEY, QUESTION, READ,
RECITE, REFLECT AND REVIEW)
TO STUDENTS' READING COMPREHENSION
AT GRADE XI AT MAS AL-AHLIYAH AEK BADAK

A THESIS

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

Written by:

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FACULTY OF TARBIYAH AND PEDAGOGY
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PADANGSIDIMPUAN
2014



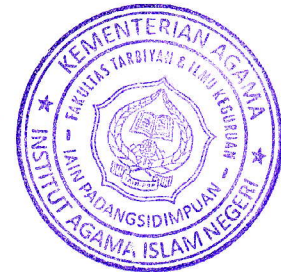
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LETTER OF AGREEMENT

Term : A Thesis
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I Term : 7 (seven) exemplars

Padangsidempuan, June 3rd 2014
To :
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Malianur Hasibuan* entitle "*The Effect of SQ4R (Survey, Question, Read, Recite, Reflect and Review) to Students' Reading Comprehension At Grade XI At MAS Al-Ahliyah Aek Badak*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidempuan.

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

That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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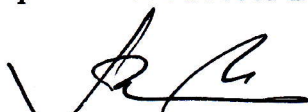
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

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

1. Magdalena, M. Ag., as the first advisor who has given suggestions and helps in writing this thesis.
2. Eka Sustris Harida, M.Pd., as the second advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.
3. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan.
4. Mrs. Hj. Zulhimma, S.Ag.,M.Pd., the Dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Department.
6. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.
7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum) and the staffs for their cooperative and permission to use their books.
8. My beloved parent, (Lanuddin Hasibuan and Yusnaini Batubara) who taught me how to be patient to face this life, my sisters (Rosmaini Hsb, Yusnida Hsb and Jariyah Hsb), and my brother (Ahmad Husein Hsb) who always give their prays, motivation, and moral encouragement to finish my study.
9. My beloved friends who was patience and care to support me.
10. All my friends in IAIN Padangsidimpuan, good luck for you.

11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Amin.

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

Padangsidempuan, June 3rd 2014
Reseacher



MALIANUR HASIBUAN
NIM : 10 340 0088

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ABSTRACT

This research discussed about students' problem in reading comprehension at grade XI MAS Al-Ahliyah Aek Badak. The problems of the research are the students' have low motivation, lack vocabulary, lack concentration, and uninterested teaching strategy. As the result, the students are difficult in reading comprehension. The aim of this research is to find out the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak.

The method of this research was conducted by experimental method with quantitative approach. Experimental method is used to test hypotheses and to see the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak. The resource of the data was cluster random sampling, there were 64 students analytical unit from 104 students of grade XI MAS Al-Ahliyah Aek Badak. Collecting the data researcher was done the instrument test for the students about reading comprehension. To analysis the data, the researcher used formulation of t-test.

Based on the result of the research, researcher showed the description of the data was found that, the mean score of experimental class higher than control class ($72.625 > 64.974$) and the score of t_0 was bigger than t_t ($2.81 > 1.67$). It means that the hypothesis was accepted. It was concluded that there was the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak. Finally, the researcher suggested using SQ4R strategy was effective to improve and to effect the reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is regarded as the most perfect instrument for communication. It can be used for establishing social relationship and conveying information. Everyone knows what is supposed to happen if no instrument for communication. Of course, the atmosphere can become awkward.

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.¹ 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

¹M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)*, (Jaipur: Sunrise Publishers & Distributors), p. 6.

will be clear to a reader. The last, 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. The four aspects should be mastered, especially in reading comprehension.

Based on explanation above, researcher done the beginning study to find research problems. Meanwhile, the theory was used to discuss problems that was found in field is behavioristics theory. Behavioristics theory assumption that children do not have potency since born. The children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on. Then this theory assumption that the children growth relate with the concrete term can be seen and can be observated.² In addition, behavioristics theory assumption that, the children attitude are the result of experience with environment stimulus. Next, learning can be drawn in association between ancient that can be observated, they are stimulus and responses.³ This theory is also said as a stimulus responses theory. So based on the explanation of the behavioristics theory can effect the SQ4R strategy to achieve reading comprehension.

The researcher reason is because SQ4R strategy is an approach in teaching learning process in which the students must able be giving and receiving

²AbuddinNata, *IlmuPendidikan Islam denganPendekatanMultidisipliner* (Jakarta: PT RajagrafindoPersada, 2009), p.175.

³Jeanne Ellis Ormrod, *PsikologiPendidikan*, diterjemahkandari "PsychologyofEducation" olehWahyuIndianti (Jakarta: Erlangga, 2008), p.422-423.

in teaching learning process. Therefore in behavioristics theory the students must be given many stimulus so that the students are able to give many responses. But from the empiric finding in field, researcher do not find the form of teaching learning process as the statement in behavioristics theory and the problems that are find there in the next paragraph.

According to the explanation above, reading should be mastered by everybody, more over students. However, reading still a problem in school, especially at MAS Al-Ahliyah Aek Badak. Many students who are not interested in reading English because they do not know how to pronounce and means of the words.

Then, the students do not have many vocabularies. Many vocabulary is one way to comprehend the sentences. The students do not understand about main idea, supporting sentence and conclusion. They get difficult to find all components. If the students are ordered by teacher to translate, they usually use the dictionary because they do not know the meaning of the words. So, it makes them difficult to comprehend the text.

According to the explanation above, the readers 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 the readers get wrong information from the texts and appropriate with the intent or purpose of the author.

Then, the problem is lack of strategy. Many students do not have strategy for reading, they only reading what ordered their teacher.⁴ After reading they do not know main idea, supporting sentence and conclusion the paragraph. Because they do not have strategy for reading. Student and the teacher must have reading strategy to be easier and better to comprehend the text, because reading strategy is important for student and teacher. To make students comprehend text, there are some strategies. The strategies like SQ4R (survey, question, read, recite, relate, and review), SQ3R (Survey, Question, Read, Recite, and Review and 3H(Here, Hidden, in my Head).

SQ4R is designed to help readers focus on learning what is important to readers. The reader must learn to organize and structure reader studying. The reader can see what is readers' goals as questions, seek answers, achieve readers' goals and move on. SQ4R is an effective strategy to help all students get the information that they need from textbooks. SQ4R stand for the six steps of the process: Survey, question, read, recite, review and reflect. SQ3R(Survey, question, read, recite and review) is a systematic reading study procedure designed to be used with content are materials that are organized through the use of reading, underlining, and other format cues that highlight important topics. SQ3R stand for the five steps of the process: Survey, question, read, recite and

⁴*Private Interview*, English Teacher of grade XI (MAS Al-AhliyahAekBadak) ,on November 24, 2013 at 14.00 p.m.

review. The 3H strategy can improve reading comprehension and increase children's metacognitive functioning related to the comprehension task.

Based on the above background, researcher would conduct experimental research at MAS Al-Ahliyah Aek Badak. So researcher makes the research entitled "The effect of SQ4R to students' Reading Comprehension at Grade XI MAS Al-Ahliyah Aek Badak".

B. Identification of the Problem

Based on background above, the problem of this research can be, the first is used of SQ4R strategy and the second is students' reading comprehension.

One of the problems in learning English often complain by the teacher is the lack of interest from students in learning English. Study is a process that led to occurrence of a change or renewal in behavior and skills. The change can be achieved, or in other words, whether or not the success learning is dependent upon a variety of factors. The factors are into two kinds:⁵

1. Individual factors

Belonging in individual factors there are: the maturity factor /growth, intelligence, training, motivation and personal factors.

⁵M. Ngalim. Purwanto, *Psikologi Pendidikan*, (Bandung: PT RemajaRosdakarya 1992), p. 102.

2. Social factors

Social factors which include, among others: family factor, the teacher and the way of teaching, the tools are used in teaching and learning, environment and the opportunities available and social motivation.

Before appearing in front of the classroom, teacher must master the material or subject matter to be presented to the students and prepare lessons that support the course of the learning process to achieve the intended purpose. But a teacher can't master the material well but can't carry out learning activities effectively and efficiently then the implications for reading comprehension and mastery of learning objectives can't be achieved. This happens because learning activities are not based on a specific learning model resulting in student learning outcomes to be low. Low student learning outcomes in reading comprehension subjects also closely related to the question of strategy or model of lear.

C. Limitation of the Problem

Based explanation above, there are many factors that effected students' mastery of subject matter. 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 limits reading strategies used, it is SQ4R. So that, this research is about the effect of

SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak.

D. Formulation of the Problem

The formulation of the problem was "Is there the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak?".

E. Aim of the Research

The aim of research is to examine the formulation of the problem: "To examine of the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI MAS Al-Ahliyah Aek Badak?".

F. Significances of the Research

This research has significances to the following:

1. As input for the headmaster in guiding English teachers
2. To English teachers, to improve and to motivate the English teaching and able to use some strategies in teaching, especially in reading.
3. To readers, this research is expected to be able to improve their knowledge in research and also to improve their knowledge in learning reading comprehension.

4. To other researchers as the information to do more research related to this problem.

For the English teacher of MAS Al-Ahliyah Aek Badak. This study can help and improve the quality of teaching reading skills. The result of this research is hoped to help the other researcher who will conduct further research in the same topic. This research can give them information about reading strategy. Especially, using SQ4R Strategy on reading comprehension. So that, it make them easier in their research.

G. Definition of the Operational Variable

There are two variable of the title; the writer explains the variable below:

1. SQ4R

SQ4R is designed to help you focus on learning what is important to readers. The reader must learn to organize and structure reader studying. The reader state readers' goals as questions, seek answers, achieve readers' goals and move on. The reader must focus on grasping the key concepts.⁶SQ4R stand for the six steps of the process: Survey, question, read, recite, review and reflect.

⁶Loraine Blaxter, et, al. *How To Research*, (Open University Press: Buckingham-Philadelphia, 1996), p.104.

2. Reading Comprehension

According to David Nunan, “Reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a code variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties.”⁷

Comprehension is the ability to understand the meaning from written or spoken language. Reading comprehension is process communication between the readers and the writer to understanding the text in reading comprehension.

H. Outline Thesis

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

In the chapter one, it described all aspects of the issues related to this is 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, formulation of the problem, the aims

⁷David Nunan, *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003), p.68.

of the research, significances of the research, definition of operational variables and outline thesis.

In the chapter two, described there in 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 there in all matters relating to research method simple. 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 there search 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.

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

THEORETICAL DESCRIPTION

A. Literature Review

Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problems. It purposes to determine what has already been done that relates to the topic of the research and provides the understandings and insights necessary to develop a logical framework into the topic. This research reviews the theories of SQ4R strategy and reading comprehension.

1. SQ4R Strategy

a) Definition of SQ4R Strategy

Walter and Siebert says:“SQ4R is designed to help the reader focus on learning what is important to reader. The reader must learn to organize and structure reader studying. The reader state readers’ goals as questions, seek answers, achieve readers’ goals and move on. The reader must focus on grasping the key concepts”.¹

There are many different methods for studying well, and the SQ4R focuses on reading, understanding and questioning from the reader as readers’ progress through readers’ work. This study method has been around since the 1960's, and has been shown to work well.

¹Loraine Blaxter, et, al. *How To Research*, (Open University Press: Buckingham-Philadelphia, 1996), p. 104.

When the reader is using the SQ4R method, the reader will need to Survey, Question, Read, Recite, Reflect and Review as the reader go through readers' work. This may sound like a lot of effort, but it becomes quicker as reader get used to it, and this method will help reader to understand readers' work better. Like all study methods, some parts of it may work for reader and others may not.

SQ4R is an effective strategy to help all students get the information that they need from textbooks. It works for average, learning disabled, and gifted students whether they are in elementary school or college. There are variations to this strategy, including SQ3R, 3H, and PQ4R, that involve more or fewer steps. Many teachers use the SQ4R strategy in their classrooms. You can teach it to your own children.²

The letters in SQ4R stand for the different steps that students should take in studying a textbook. The reader will have to show readers' children how to follow each step. Stay beside them until they have used SQ4R enough times to become adept at using it.

²Saddleback,http://www.wvup.edu/academics/learning_center/sq4r_reading_method.htm, retrieved on November 25, 2013 at 09.00 a.m.

b) The Steps of SQ4R Strategy

Walter and Siebert says: “The SQ4R strategy consist of the following steps”:

- 1) Survey and question
- 2) Read to answer questions
- 3) Recite and write answers and summaries
- 4) Review³

Similar to SQ3R, this organizer has an additional step that supports students in reading text strategically. Explain the steps that students are to follow when using the SQ4R graphic organizer:

- 1) Survey: Survey the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
- 2) Question: Once reader has identified the headings, turn them into questions.
- 3) Read: Read the selection and work on answering the created questions.
- 4) Recite: Once reader has completed the reading, close the text and orally summarize what reader just read. The reader should take notes in readers’ own words.
- 5) Review: Study the notes and use them to remember what the reading was about.
- 6) Reflect: Write down what this information means to reader and how it contributes to readers’ understanding of the text.⁴

According to the explanation above, the steps of SQ4R strategy are survey, questions, read, recite, relate and review. First, the survey provide each student with an overview of the chapter content. Second, the question step provides a purpose for reading the material in more detail. Third, the purpose of this reading will be to find the answer to the

³Loraine Blaxteret, *Op. Cit.*, p. 104.

⁴Katherine S. Mcknight, *The Teacher’s Big Book of Graphic Organizers*, (Jossey-Bass A wiley Imprint www.josseybass.com, 2010), p. 126.

question posed in step two. Fourth, in recite, each student formulated a question using the first subtopic in the chapter and then read to find the answer to the question. Fifth, in relate once students have recited an answer, they should write it down under the question. Last, the student should spend approximately five minutes reviewing the notes and attempt to recall the main points of the chapter.

2. Conventional Strategy

Conventional strategy is the strategy or the way usually used by the teachers to teach the text to students.⁵According to Hudson that conventional strategy is the strategy used by teachers based on mutual agreement in a school.⁶There searcher concluded that conventional strategy is the strategy used to teach learning materials based on the agreement at school by teacher.

The teacher taught English text at MAS Al-AhliyahAekBadakto class XI students, that is by ordering the students to translate the text at home and then give them exercise of the text. Then the teacher asked students to translate the text without looking at the text already in translate. The teacher told the students to translate the text and one sentence for one

⁵JohnDryden.*ConventionalStrategy*(<http://www.britannica.com/EBchecked/topic/421797/nnu-clear-strategy/52993/Conventional-strategy>), retrieved December 26, 2013 at 10.00 p.m.

⁶Hudson.*The Meaning of Conventional Strategy*(<http://www.conventional-strategy/topic/54372-strategy>), retrieved on December 20, 2013 at 09.00 a.m.

student. After the text is interpreted, the teacher asked students to answer questions on the text.

3. Reading Comprehension

a. The Definition of Reading Comprehension

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.⁷

According to O'Malley:

Reading was one assumed to be a combination of decoding and oral language, it is now a knowledge that reading comprehension depends heavily on knowledge of language. In addition to producing literal comprehension, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interacting between texts and their own background knowledge.⁸

Bacon remarks in his essay of studies "Reading makes a full man." Reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

⁷ M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, p. 113.

⁸J.Michael O, Malley, *Authentic Assessment for English Language Learners*,(USA : Addison-wesley Publishing Company, 1996), p.94.

W.S. Gray notes: Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.

The process of reading may be broadly classified into three stages:⁹

- 1) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- 2) The second stage is the 'structuring stage'. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion.

⁹*Ibid.*, p. 114-116.

It is this stage at which a person really reads for information or for pleasure.

Comprehension is the ability to understand the meaning from written or spoken language. Jack C. Richards said that comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.¹⁰

According to Kasihani K.E Suyanto that comprehension is a process is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.¹¹

So the researcher concludes that, reading comprehension is process communication between the readers and the writer to understanding the text in reading comprehension. Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. It is not a passive activity, but requires the readers to be active and thinking. Reading comprehension is a complex skill includes understanding the

¹⁰Jack C. Richards, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.277.

¹¹Kasihani K.E Suyanto, *English for Young Learner*, (Jakarta: BumiAksara, 2008), p. 27.

text and the component inside. It is the process of understanding the text to get the meaning.

b. The Level of Comprehension

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

Smith in Wayne Otto said that, there are four level of comprehension¹²:

1) Literal Comprehension

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

2) Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, reader may make

¹²Wayne Otto, *How to Teach Reading*, (Philippines: Addison-Wesley Publishing Company, 1997), p. 152.

generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3) Critical Reading

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

4) Creative reading

Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new creates something new an idea, the solution to a problem, a new way of looking at something from ideas gleaned from the text.

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

Reading comprehension needs evaluation. Evaluation is broader concept than assessment it involves, collecting and interpreting information (which will usually include assessment data) for making

decisions about the effectiveness of a particular program. Jack says, “Evaluation is concerned with answering questions such as these.”¹³

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

- 1) Main idea
- 2) Supporting sentence
- 3) Conclusion
- 4) Specific information
- 5) Vocabulary¹⁴

c. Types of Reading Skill

There are 2 types of reading skills: micro and macro skills.

According to Hughes, types of reading skills are:

- 1) Micro skills, such as:
 - (a) Scanning text to locate specific information.
 - (b) Skimming text to obtain the gist.
 - (c) Identifying stages of an argument.
 - (d) Identifying examples presented in support of an argument.
- 2) Macro skills, such as:
 - (a) Identifying repeats of pronouns, etc.
 - (b) Using context to guess meaning of unfamiliar words.
 - (c) Understanding relations between parts of text by recognizing development, transition, and conclusion of ideas.¹⁵

According to Brown, types of reading skills are:

- 1) Micro skills, such as:
 - (a) Discriminate among the distinctive graphemes and orthographic patterns of English.

¹³Jack C. Richards. *Curriculum development in language teaching*, (USA: CAMBRIDGE, 2001), p. 286.

¹⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (United States of America: Longman, 2004), p.206.

¹⁵Arthur Hughes. *Testing for Language Teacher* (New York: Cambridge University Press, 1989), p. 116-117.

- (b) Retain chunks of language of different lengths in short term memory.
 - (c) Process writing at an efficient rate of speed to suit the purpose.
 - (d) Recognize a core of words, and interpret word order patterns and their significance.
 - (e) Recognize grammatical word classes (nouns, verbs, etc), system (Examples, tense, agreement, pluralization), patterns, rules, and elliptical forms.
 - (f) Recognize that a particular meaning may be expressed in different grammatical forms.
 - (g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 2) Macro skills, such as:
- (a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - (b) Recognize the communicative functions of written texts, according to form and purpose.
 - (c) Infer context that is not explicit by using background knowledge.
 - (d) 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.
 - (e) Distinguish between literal and implied meanings.
 - (f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - (g) 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.¹⁶

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.

¹⁶*Ibid*, p. 187-188.

d. 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.

1) 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:

- (a) In multiple-choice tests there is almost complete mark reliability. Candidates' marks, unlike those in subjective formats, cannot be affected by the personal judgment or idiosyncrasies of the marker.
- (b) 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.
- (c) 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.
- (d) In more open-ended formats, example short answer questions, the candidate has to deploy the skill of writing.

Disadvantages:

- (e) There is however a number of problems associated with the use of this format.
- (f) 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.
- (g) Multiple-choice tests take much longer and are more expensive and difficult to prepare than more open-ended examinations, example compositions.
- (h) 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.
- (i) 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.

- (j) There is considerable doubt about their validity as measures of language ability.¹⁷

2) 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:

- (a) 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.
- (b) 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.
- (c) 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
- (d) 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.
- (e) 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:

- (a) 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.
 - (b) Care is needed in the setting of items to limit the range of possible acceptable responses and the extent of writing required.¹⁸

¹⁷Cyril J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43-44.

¹⁸*Ibid*, p. 45.

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

e. The Models of Reading

The models of reading are divided into 2, namely: bottom-up and top-down. The models of reading according to 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.¹⁹

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.

f. Characteristics of Reading

According to Brown that the characteristic of reading are:²⁰

- 1) Identify your purpose of reading a text.
- 2) Apply spelling rules and convention for bottom up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes) to determine meaning.
- 4) Guess at meaning (of words, idiom, etc) when you are not certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (name, date, key word).
- 7) Use silent reading techniques for rapid processing.

¹⁹J. Michael O'Malley, *Op. Cit*, p. 94.

²⁰H.Douglas Brown, *Op. Cit.*, p.188.

- 8) Use marginal notes, outlines, chart or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationship.

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

g. Importance of Reading Strategies

Reading strategies are important to do by the readers in reading.

Brown stated that the important of reading strategies are:²¹

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

²¹Brown, *Reading Comprehension*(<http://www.muskingum.edu/~cal/general/reading.html>), retrieved on December 13, 2011 at 16.00 p.m.

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.

h. Types of Reading

1) Extensive reading

We have discussed the importance of extensive reading for the development of our students' word recognition and for their improvement as readers overall. But it is not enough to tell students to 'read a lot', we need to offer them a programme which includes appropriate materials, guidance, tasks and facilities, such as permanent or portable libraries of books.

(a) Extensive reading materials: one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand.

(b) Setting up a library: in order to set up an extensive reading programme, we need to build up a library of suitable books. Although this may appear costly, it will be money well spent.

(c) The role of the teacher in extensive reading programmes: most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers.

(d) Extensive reading tasks: because students should be allowed to choose their own reading texts, following their own likes and interests, they will not all be reading the same texts at once. For this reason and because we want to prompt students to keep reading –we should encourage them to report back on their reading in a number of ways.

2) Intensive reading

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and tasks. However, there are further roles we need to adopt when asking students to read intensively:

(a) Organizer: we need to tell students exactly what their reading purpose is , give them clear instructions about how to achieve it and explain how long they have to do this. Once we have said *you have four minutes for this*, we should not change that time unless observation suggests that it is necessary.

(b) Observer: when we ask students to read on their own, we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions.

- (c) Feedback organizer: when our students have completed the task, we can lead a feedback session to check that they have completed it successfully.
- (d) Prompter: when students have read a text, we can prompt them to notice language features within it. We may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.²²

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

1) Perspective

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

²²Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, (London & New York: Logman, 1991), p. 283-285.

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.²³

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

B. Review of Related Findings

There are some related findings to this research. Many people had done research about English. These related findings discuss about strategy and method in English, like SQ4R Strategy, then discuss about reading comprehension.

First, Fadhilah Tanjung had done research about “The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students’ Reading Comprehension at Grade XI SMAN 3 Panyabungan. The result of her research

²³H. Douglas Brown, *Op. Cit*, p. 189.

said that the students are there is effect of SQ3R strategy based on the mean score of experimental class was bigger than control class ($74.3 > 72.8$).²⁴

Second, Lindayanti had done research about “The Comparative Study between SQ3R (Survey, question, read, recite and review) and Discussion Method to the Grade XI Madrasah AliyahIttihadulMuballighin Ujung Gading Students’ comprehending Narrative Text Ability in 2010-2011 academic Year”. The result of her research said that the students are better in comprehension narrative text by using SQ3R method based on the mean score 70, discussion method that have the mean score is 68,75. So that, SQ3R better than discussion method.²⁵

Last, Dewi Rita “The CorrelationBetweenReadingStrategiesAbility and Their Ability in Summarizing Text a Study on the Grade XI Students of SMA Negeri 1 Tambangan in 2009/2010 AcademicYears”.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

²⁴FadhilahTanjung, “The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students’ Reading Comprehension at Grade XI SMAN 3 Panyabungan.

²⁵Lindayanti, “The Comparative study between SQ3R (survey, question, read, recite and review) and Discussion Method to the Grade XI Madrasah aliyahIttihadulMuballighin Ujung gading students’ Comprehending Narrative text Ability in 2010-2011 academic Years”.

there was any significant correlation between reading strategies ability and summarizing text ability.²⁶

So that, the researcher interests to make the research about “The effect of SQ4R to students’ reading Comprehension at grade XI MAS Al-AhliyahAekBadak”.

C. Conceptual Framework

The successful of reading comprehension depends on many factors. One of them is how the teacher teaches to the students. The suitable 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. There are many problems on students’ reading comprehension. Such as, they can’t get the main idea, supporting idea, conclusion. Student will be able in comprehending text if the teacher to teach them with correct strategies. This strategy has the effect in English, especially in reading comprehension.

²⁶Dewi Rita, “The CorrelationBetweenReadingStrategiesAbility and Their Ability in Summarizing Text a Study on the Grade XI Students of SMA Negeri 1 Tambangan in 2009/2010 AcademicYears”.

D. The Hypothesis

L.R Gay (1992) says, “A hypothesis is a researcher’s tentative prediction of the results of the research findings. It states the researcher’s expectations concerning the relationship between the variables in the research problem”.²⁷So that, the hypotheses is “There is the effect of SQ4R (survey, question, read, recite, reflect and review) to students’ reading comprehension at grade XI MAS Al-AhliyahAekBadak”.

²⁷L.R. Gay and Peter Airasi, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the Research

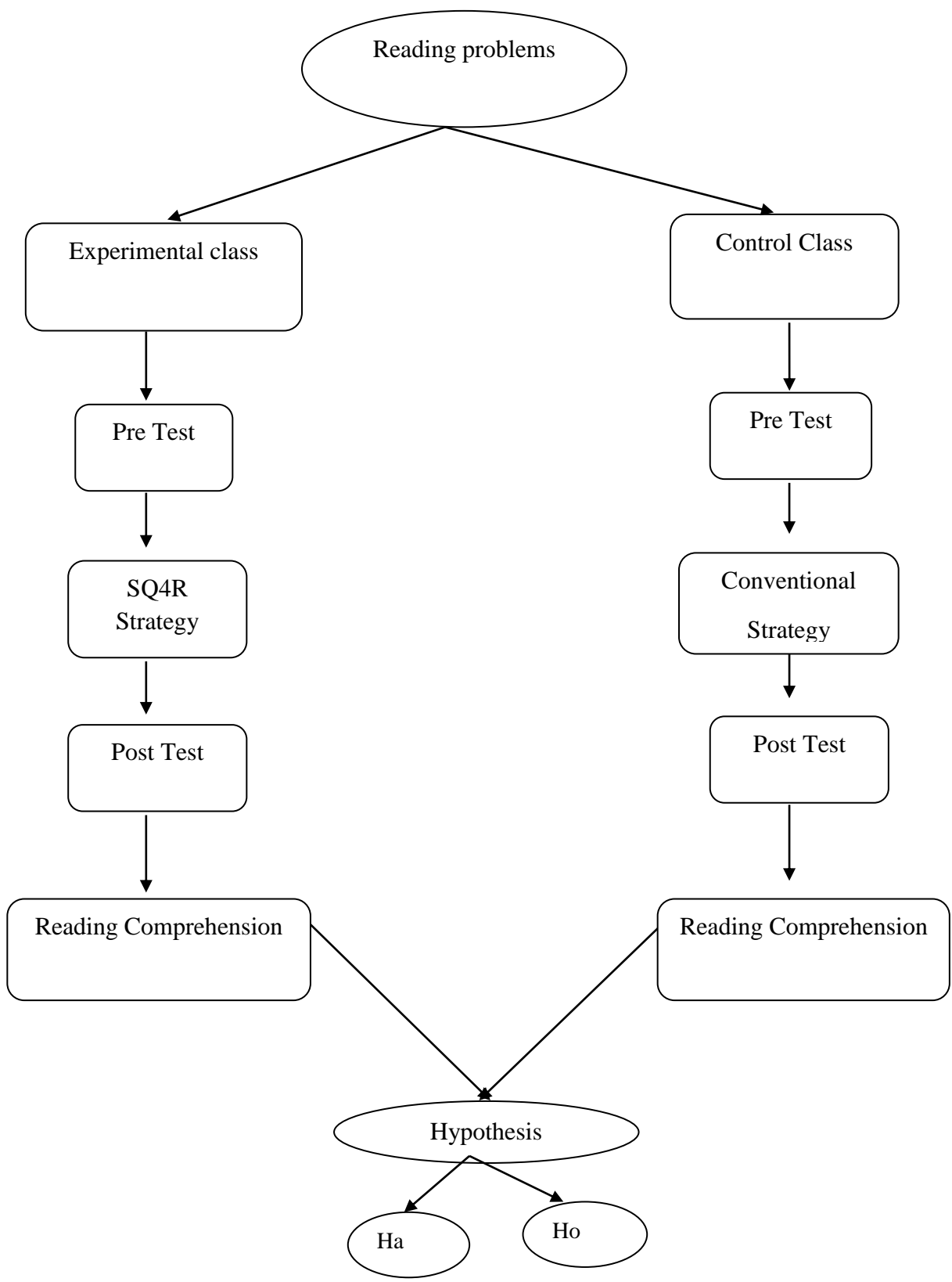
This research would be done at grade XI MAS Al-Ahliyah Aek Badak. It is located at complex Jalan Lintas Sumatera. This subject of research is the second grade of student in MAS Al-Ahliyah Aek Badak. The schedule of this research is from October 2013 June 2014.

B. Research Design

The writer uses experimental method in doing this research. L.R. Gay says,¹ “Experimental research is the only type of research that can test hypothesis to established cause and effect”.

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

¹L.R. Gay and Peter Airasian, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 367.



From the picture above, there are many problems on students' reading comprehension. Such as, they can't get the main idea, supporting idea, conclusion, and lack of vocabulary. By using good and correct strategies students will able to understand and to comprehend the English text easily.

C. Population and Sample

1. Population

According to Gay and Airasian, "Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable".² Then, Sugiono stated that population is generalization area consist of object/subject has special quantity and characteristic which determined by researcher to get concluding.³

From the definition above, it can be concluded that the population is the entire subject under study. The students at grade XI in MAS Al-Ahliyah Aek Badak which amounts to 80 students.

²*Ibid*, p. 122.

³Rosady Ruslan, SH, MM., *Metode Penelitian Public Relations and Komunikasi* (Jakarta: P.T. Raja Grafindo Persada, 2004), p. 133.

Table I
Table the Population of the Research

No.	Class	Total Student
1.	XI 1	20
2.	XI 2	20
3.	XI 3	40
	Total of Student	80

2. Sample

Based on population, the researcher has decided to take two classes as sample. It is experimental class and control class by using cluster random sampling technique. So the researcher has to take 40 students from 80 students. According to Gay and Airasian, "Sample comprises the individuals, items, or events selected from a larger group referred to as a population". In this research, the researcher has decided to take two classes as sample. One class is experimental class and one class is control class. Class XI-1 chosen as the experimental class and class XI-2 chosen as the control class.

Table II
Table the Sample of the Research

Experimental class (XI-1)	Control class (XI-2)
20 Students	20 students

D. Instrumentation

A research must have an instrument in this research. The researcher use instrument validity and reliability for taking the valid data, after that the researcher taking the pre test and post test. Suharsimi Arikunto says, “Instrument of the research is to get the data from the students, the writer collected by giving multiple-choice test. Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. Cyril says, “ a multiple-choice questions (MCQs) is test item usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.”⁴So, 25 for pre test questions and 25 for post test questions. Answer the questions based on the text. Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability.

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

Table III
Indicators of test from variable Y
Pre test

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

⁴Cyril J. Weir. *Communicative language Testing*, (New York: Prentice Hall, 1990), p. 43.

Post test

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

The researcher gives the reading test for pretest and post test to the students. The experimental group and the control group are given some material, which is consisted of communication aspects that will be taught by the teacher in different ways. The experimental group is taught by using SQ4R strategy and the control group is taught by the conventional method.

1. Instrumentation Validity

In this research, researcher uses item validity to establish the validity of the instrument. Where, the test consist of 50 multiple choice test and it divided in to two groups. They are 25 for pre-test (appendix 3) and 25 for post-test (appendix 3). But for the post-test will be conduct after treatment. To know validities each question will be refer to list r point biserial with r_t in 5 % significant : 0,381 and in 1% significant: 0,487. If r account > list question valid.⁵ The formula of r point biserial:

⁵AnasSudijono, *PengantarEvaluasiPendidikan* (Jakarta: PT Raja GrapindoPersada, 2012), p. 185.

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

Where:

r_{pbi} : coefficient item validity

M_p : means score

M_t : means score from score total

SD_t : standard deviation from score total

p : presentation of right answer to the item being tested
it validity item

q : presentation of wrong answer to the item being tested
it validity item

The calculations of test validity, for pre-test showed that 25 numbers is valid from 30 number of test. Whereas for post-test showed that 25 numbers is valid from 30 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

A reliable test, however, may not be valid at all. In our efforts to make tests reliable, we must be wary of reducing their validity.⁶

Suharsimi Arikunto says: that to obtain the reliability of the test; the writer uses formula K-R 20:⁷

⁶Ibid, p. 231.

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

Where:

R₁₁ : test reliability

K : total of question

V : variants total

P : propose subject who is right answer

Q : propose subject who is wrong answer

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

E. Procedures of Research

To get the data from the students the writer collected by giving treatment to SQ4R strategy (variable X). 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 SQ4R Strategy. The control class is taught by using conventional strategy.

⁷Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993) .p. 231.

In this research, the researcher gave materials to two of groups. Sample is divided into two classes. There are experimental class and control class. Experiment class is divided into one class and control class is one class. Experiment class was given to XI-1 consist of 20 students. Control class was given to XI-2 consist of 20 students. Class experiment I was taught by SQ4R strategy and control class was taught by conventional strategy.

First, experimental class. The first day the writer gave pre test to the students. Then researcher taught the students using SQ4R strategy. Second, control class. The first day, the researcher gave pre test to the students. Then, teach the students using conventional strategy. And the last, the writer gave post test to the students.

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

1. Pre-test

The pretest is conducted to find out the homogeneity of the sample. The function of the pretest is to find the mean. Scores of the SQ4R strategy group and conventional group before the researcher gives treatment. In this case, the researcher hopes that the whole students' reading ability are same, or if there is a difference between those group, the difference is hopefully not significant.

2. Post test

After giving treatment, the writer conducts a post-test which the some test with the pretest, and has been conducted in the previous of the research. This post test is the final test in the research, especially measuring the treatment, where is significant or not. After conducting the post-test, the researcher analyzed the data. And the researcher will find out the effect of SQ4R strategy in the experimental group.

F. Technique of Data Analysis

The analysis of data is done to find out the ability of two class that have been divided in to experimental and control class. From hypothesis is to answer the result of the research. So that, the data will be analyzed by using the following t-test, the formula is:⁸

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

T = the value which the statistical significance

M_1 = the average score of the experimental class

M_2 = the average score of the control class

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

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

N_1 = number of experimental

N_2 = number of control.

⁸ Ibid, p. 507

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about reading comprehension to the sample. The sample of this research was class XI-1 for experimental class and class XI-2 for control class. The test was divided into two aspect, they are pre-test and post-test. Pre-test was done before conducted the treatment and post-test was done after conducted the treatment. Researcher applied quantitative analysis by used the formulation of t-test that will be described as follows. It is done to know the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension and to test the hypothesis.

A. Description of Data Before Using SQ4R

1. The Score of Pre-Test in Experimental Class

Based on the calculation of students' answers to the test in pre-test, researcher drawn the score of the students in experimental class in the appendix 9. Next researcher drawn the table sum as below:

Table IV
The Score of Pre-Test in Experimental Class

Statistics	Sum
Mean	64
Median	68,75
Mode	67
The High	74
The Lowest	50

Based on the table above shown that sum of score in experimental class, mean was 64, median was 68.75, mode was 67, researcher got the highest score was 74 and the lowest score was 50.

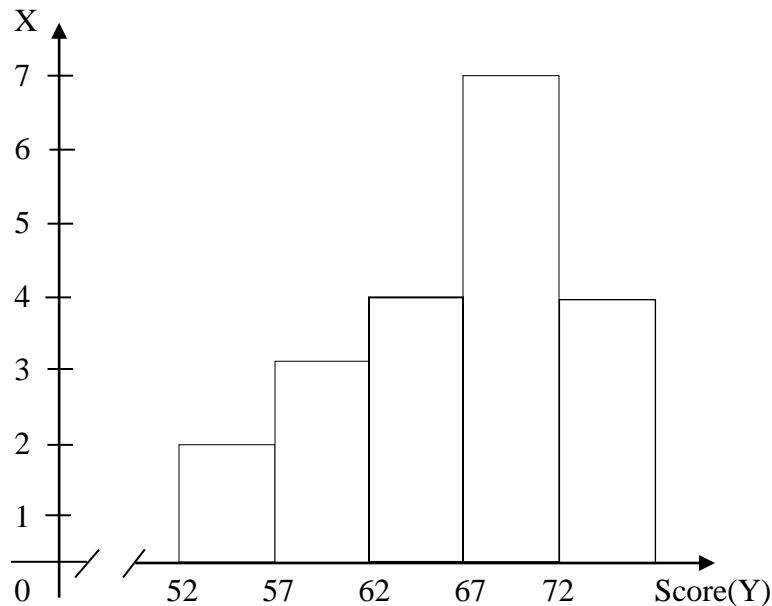
Then, to clearer researcher organized the score of students with 5 classes and 5 intervals. So, the computed of the frequency distribution of the students' score in pre- test of group can be applied in to table frequency distribution as follows:

Table V
The Frequency Distribution of Students' Score in Experimental Class

No	Interval	Frequency	Median	Percentage
1	50-54	2	52	10%
2	55-59	3	57	15%
3	60-64	4	62	20%
4	65-69	7	67	35%
5	70-74	4	72	20%
Total		20		100%

From the table above, the students score that is there in class interval between 50-54 was 2 students (10%), class interval 55-59 was 3 students (15%), class interval 60-64 was 4 students (20%), and the last is class interval 65-69 was 7 students (35%), class interval 70-74 was 4 students (20)%.

From the table above, it could be seen the picture in the below:



Picture 1. Histogram for the percentage of students' score in pre test of experimental group

From the table and histogram above, it could be see that in experiment group 80% students' got under 70, and 20% students' got upper 70, and the mean score was 64.

2. The Score of Pre-Test in Control Class

In pre-test in experimental class, the researcher calculated the result that is got by the students in answering the test at the control class. Researcher drawn the score of the students in control class in the appendix 9. Next researcher drawn the table sum as below:

Table VI
The Score of Pre-Test in Control Class

Statistics	Sum
Mean	57
Median	54,35
Mode	55,6
The High	72
The Lowest	48

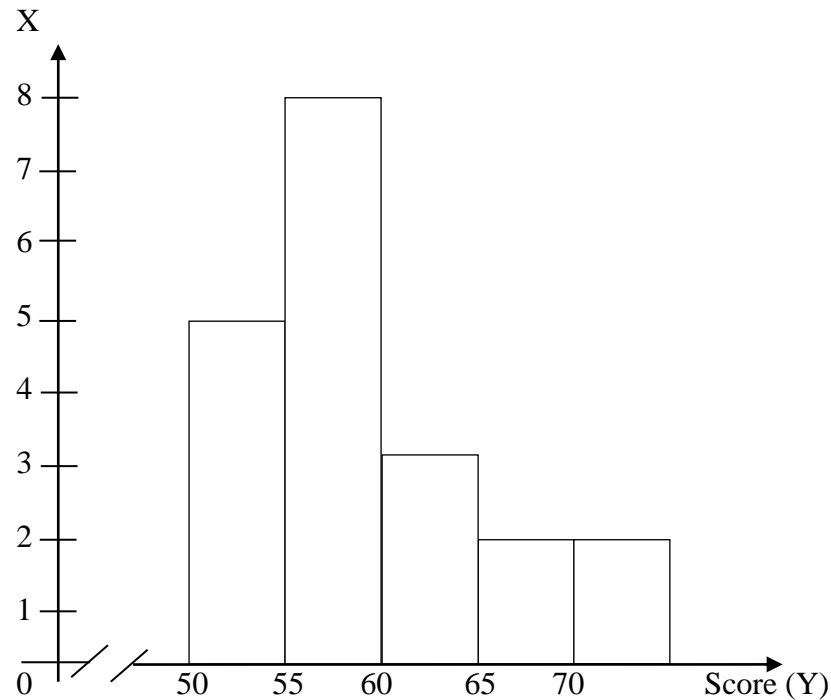
Based on the table sum of score in control class, mean was 57, mode was 55.6, median was 54.35, researcher got the highest score was 72 and the last is lowest score was 48.

Then, the students' score was grouped into 5 classes with 5 intervals. So, the computed of the frequency distribution of the students' score in pre-test of group can be applied in to table frequency distribution as follows:

Table VII
The Frequency Distribution of Students' Score in Control Class

No	Interval	Frequency	Median	Percentage
1	48-52	5	50	25%
2	53-57	8	55	40%
3	58-62	3	60	15%
4	63-67	2	65	10%
5	68-72	2	70	10%
Total		20		100%

From the table above, it could be seen in the picture below:



Picture 2. Histogram for the percentage of students' score in pre test of control class

From the table and histogram above, it could be seen in control group 80% student got under 70, and 20% student upper 70, next mean score was 57, mode was 55.6 and median was 54,35.

B. Description of Data After Using SQ4R

1. The Score of Post-Test in Experimental Class

After done pre-test, researcher give the post-test for the final test and the post-test was given to the students after researcher give teaching before. Based on the calculation of the students' answer to the test in the post-test,

researcher drawn the score of the students in experimental class in the appendix 10. Next researcher drawn the table sum as below:

Table VIII
The Score of Post-Test in Experimental Class

Statistics	Sum
Mean	78,25
Median	83,05
Mode	84,5
The High	89
The Lowest	65

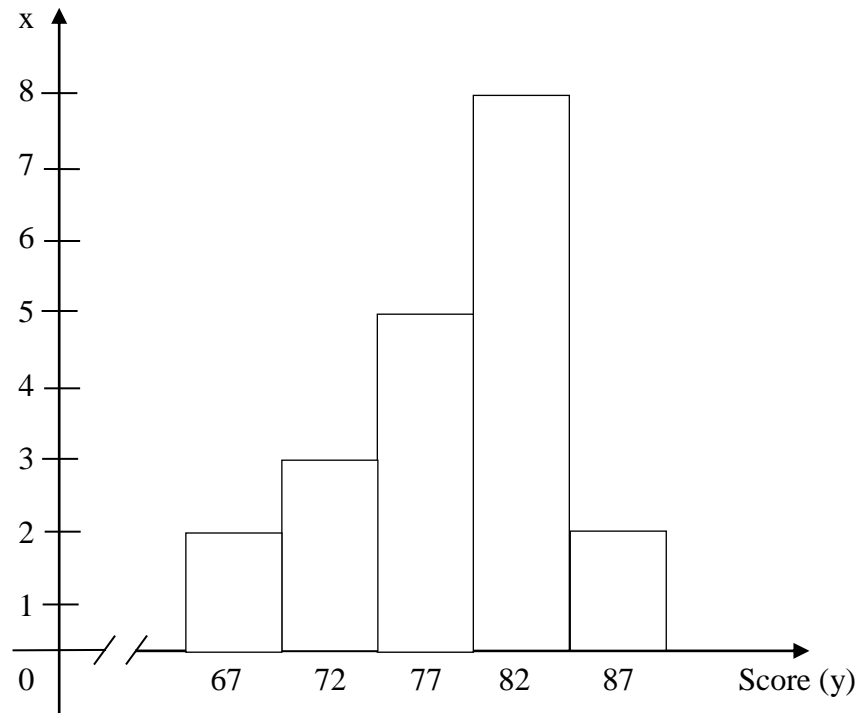
Based on the table above shown that sum of score in experimental class, mean was 78,25 mode was 84,5 median 83,05, the lowest score was 65 and the high score was 89. Next the calculation of how to get it can be see in appendix 10. Then, the computed of the frequency, distribution of the students' score of class can be applied into table frequency distribution as follows:

Then, researcher organized the students' score into 5 classes with 5 intervals. The computed of the frequency distribution of the students' score in post test of group can be applied in to table frequency distribution as follows:

Table IX
The Frequency Distribution of Students' Score in Experimental Class

No	Interval	Median	Frequency	Percentages
1	65-69	67	2	10%
2	70-74	72	3	15%
3	75-79	77	5	25%
4	80-84	82	8	40%
5	85-89	87	2	10%
Total			20	100%

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



From the table and histogram above, it could be seen that in the experimental group 50% of students scored above 70 and 50% of students scored above 80.

2. The Score of Post-Test in Control Class

Based on the calculation of post-test, the researcher drew the score of the students in the experimental class in appendix 10. Next, the researcher drew the table sum as below:

Table X
The Score of Post-Test in Control Class

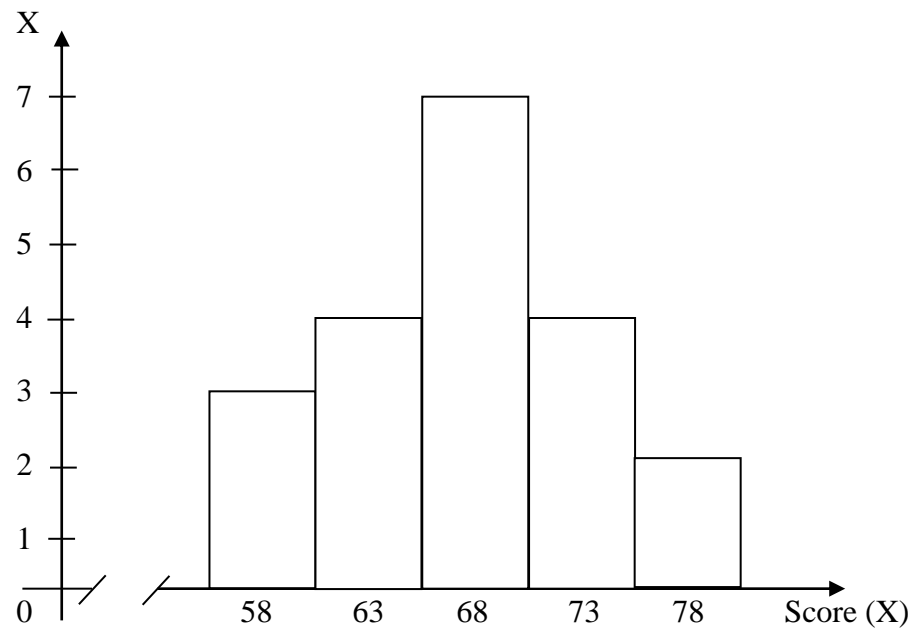
Statistics	Sum
Mean	67,5
Median	68,35
Mode	68
The High	80
The Lowest	56

Based on the table the mean was 67,5, mode was 68 Median was 68,35. Then, to clearer researcher organized the score of students with 5 classes and 5 intervals. The computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table XI
The frequency distribution of students' score in control class

No	Interval	Median	Frequency	Percentages
1	56-60	58	3	15%
2	61-65	63	4	20%
3	66-70	68	7	35%
4	71-75	73	4	20%
5	76-80	78	2	10%
Total			20	100%

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



From the table and histogram above, it could be seen, that is control group, 70% students' got under 70, and 30% students' got upper 70. The mean score was 67,5.

C. Hypotheses Testing

Before make the hypotheses researcher made the formulation of the problem before, the formulation of the problem was "is there the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI at MAS Al-Ahliyah Aek Badak?". Next, the hypotheses of the research was "there is the effect of SQ4R (survey, question,

read, recite, reflect and review) to students' reading comprehension at grade XI at MAS Al-Ahliyah Aek Badak".

Then, researcher have criteria of the test hypotheses, if $t_0 > t_t$ null hypotheses (h_0) is rejected and the alternative hypotheses (h_a) is accepted. In turn if $t_0 > t_t$ the alternative hypotheses (h_a) is rejected and null hypotheses (h_0) is accepted, it means that the hypotheses of research is rejected. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of t-test.

The degree of freedom (dk) is $= (n_1+n_2-2) = 20$ resulted $t_{(0,95)(62)} = 1.67$. The total of students in every classes are 20 in class XI-1 and 2 in class XI-2. So, $dk = (20+20-2) = 38$, from the percentage points of the t distribution can be seen that the table of significant get point 1.67. After the data calculated the researcher got t_0 is 2.81 where as t_t was 1.67. It shown that t_0 is bigger than t_t ($2.81 > 1.67$). So, the hypotheses null (h_0) is rejected and the alternative hypothesis (h_a) is accepted. In conclusion, there was the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI at MAS Al-Ahliyah Aek Badak.

It means that the hypotheses of research is accepted and there is effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI at MAS Al-Ahliyah Aek Badak. It is said because by conducting SQ4R in teaching reading comprehension can improve students' reading comprehension. As addition, there are different between score of students'

reading comprehension in experimental class and control class. The score in experimental class was bigger than control class.

The students' reading comprehension in experimental class is better than control class. It can be seen from mean score in experimental class was 72.625 and mean score in control class was 64.974. The students' score increase from mean score 59.625 to 72.625. From the calculation above the researcher concluded the students' ability after teaching by using SQ4R was increase quickly.

D. Discussion

Based on the theory and related findings, the researcher discuss what that was found. First, Abuddin Nata¹ says that Behavioristics theory assumption that learning is capacity to form stimulus response relation as much as possible. It means that, by much stimulus that is given to students so will much more the students' response in teaching learning process. So, the application of SQ4R a long reading activity will improve the students' stimulus and response and will result good comprehending in reading.

Fadhilah Tanjung had done research about "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMAN 3 Panyabungan. The result of her research

¹Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner* (Jakarta: PT Rajagrafindo Persada, 2009), p. 175.

said that the students are there is effect of SQ3R strategy based on the mean score of experimental class was bigger than control class ($74.3 > 72.8$).²

Therefore, the researcher found the students' reading comprehension before using SQ4R is lower than the students' reading comprehension after using SQ4R. It can be seen from last score of the calculation above indicated $t_o > t_t$ ($2.81 > 1.67$) and also from mean score between the experimental group and control group, it is indicated that the score of experimental group was bigger than control group ($72.625 > 64.97$). Finally, researcher can conclude that the hypotheses was accepted and there was the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension.

E. Threats of the Research

The researcher found the threat of this research, as follows: The students were lack serious to perform the strategy in their group. The was lack of experience in processing data or lack of knowledge about it. The students needed more time for working pre-test and post-test. The limited of English books (especially SQ4R book) in the researcher's campus. The last is the limited of the instrument of research.

²Fadhilah Tanjung, "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMAN 3 Panyabungan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problems and the hypotheses of research, researcher concluded the effect of SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension showed the effect. It can be seen from the result of data analysis that has described in the previous chapter. In which the mean score of experimental class was bigger than control class ($72.625 > 64.97$). From the calculation of t_0 is 2.81, while t_t score is 1.67, so there was positive of effect using SQ4R (survey, question, read, recite, reflect and review) to students' reading comprehension at grade XI at MAS Al-Ahliyah Aek Badak. So that from the calculation in previous chapter, researcher concluded the hypotheses was accepted because $t_0 > t_t$ ($2.81 > 1.67$).

B. Suggestion

The result of this study showed that the use of SQ4R (survey, question, read, recite, reflect and review) improve students' reading comprehension. Therefore, the following suggestions are offered:

1. For headmaster, to make students get the goal of learning, the teacher make a good preparation and headmaster must give teaching to teacher to make students enjoy in learning.

2. For the teachers, it is very wise to use SQ4R (survey, question, read, recite, reflect and review) in teaching reading because this technique can stimulate students to have motivation especially in reading.
3. For the researchers, SQ4R (survey, question, read, recite, reflect and review) as reference to further or other experimental research more paying attention in the efficiency of time.

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CURRICULUM VITAE

A. Identity

Name : MALIANUR HASIBUAN
Nim : 10 340 0088
Place and Birthday : Aek Badak, 05 April 1992
Sex : Female
Religion : Islamic
Address : AEK BADAQ JULU, Kec. Sayurmatinggi, TAPSEL

B. Parent

1. Father's name : LANUDDIN HASIBUAN
2. Mother's name : YUSNAINI BATUBARA

C. Educational background

1. Graduated from Primary School number 142529 Aek Badak in .
2. Graduated from MTs Tsanawiyah Al-Ahliyah Aek Badak in .
3. Graduated from MAS Al-Ahliyah Aek Badak in.
4. Be University student in IAIN Padangsidempuan.

APPENDIX I

PLANNING OF THE TEACHING CLASS EXPERIMENT

School	: MAS AL-AHLIYAH AEK BADAK
Subject matter	: English
Class	: XI
Standard Competence	: Understanding the meaning of written text functional and simple short essay in narrative text to interact in the context of everyday life.
Basic Competence	: Responding to the meaning and rhetorical steps in a simple short essay accurately, fluently and thank to interact in the context of everyday life in narrative text.
Kind of text	: Narrative text
Aspect / Skill	: Reading
Time	: 4 x 45 Minutes (2 meetings)

1. Objectives

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

2. Indicators

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

3. Learning Material

Social function of narrative text: to amuse and entertain.

Generic Structure:

- a. Orientation: sets the scene and introduces the participants
- b. Evaluations: a stepping back to evaluate the plight
- c. Complication: a crisis arises
- d. Resolution: the crisis is resolved
- e. Reorientation: optional

Significant lexiogrammar features: focus on specific participants, use material processes, behavioral processes, and verbal processes. Use temporal conjunction and temporal circumstances, use past tense.

Examples of Narrative text:

The Myth of Malin Kundang

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

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

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

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

A HERMIT

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

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

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

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

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

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

5. Procedures

- a. Survey: the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
- b. Question: once you have identified the headings, turn them into questions.
- c. Read: the selection and work on answering the created questions.
- d. Recite: once you have completed the reading, close the text and orally summarize what you just read. You should take notes in your own words.
- e. Review: study the notes and use them to remember what the reading was about.
- f. Reflect: write down what this information means to you and how it contributes to your understanding of the text.

6. Evaluation

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

1. The topic of above text is...
 - a. Malin Kundang
 - b. Ali Baba
 - c. A Shepherd Boy
 - d. The lion and the mouse
 - e. Lake Toba
2. The main idea of the first paragraph is...
 - a. Malin Kundang had to live hard with his mother.
 - b. Malin Kundang was a healthy, diligent, and strong boy.

- c. Malin Kundang and her mother lived in a small village near the beach in west Sumatra.
 - d. He usually went to sea to catch fish.
 - e. Malin Kundang's father had passed away when he was a baby.
3. From the text we may conclude that myth of Malin Kundang...
- a. Malin Kundang had to live hard with his mother.
 - b. Malin Kundang turned into a stone.
 - c. Malin Kundang was a healthy, diligent, and strong boy.
 - d. He had a huge ship and was helped by many ship crews loading trading goods.
 - e. He helped the merchant.
4. She cursed Malin Kundang that he would turn into a... if he didn't apologize.
- a. Mountain
 - b. River
 - c. Tree
 - d. Stone
 - e. Cat
5. The word passed away(paragraph 1, line 3) has the same meaning as...
- a. Pass by
 - b. Fall
 - c. Pass out
 - d. Sad
 - e. Death
6. Malin Kundang turned into a stone because....
- a. Was too late for Malin Kundang to apologize
 - b. Was thrown by the wave out of his ship.
 - c. Old woman ran to the beach to meet the new rich merchant.
 - d. Malin Kundang defeated the pirates.

- e. The merchant was so happy and thanked to him.
7. The text above is about...
- a. A hermit
 - b. Old man
 - c. Food
 - d. Fruits
 - e. Plants
8. The author tells that a hermit is...
- a. The plants and fruits trees in the jungle died.
 - b. A hermit didn't grow food and depended on the jungle to survive.
 - c. The old man had nothing to eat.
 - d. The villagers were very happy to help him.
 - e. The old hermit worked hard to clear land sowed the seeds before the rains came.
9. The And fruit trees in the jungle died.
- a. Fruit
 - b. Hermit
 - c. Plants
 - d. Stone
 - e. Old man
10. The word give (paragraph 2, line 5) closest meaning to...
- a. Make
 - b. Hope
 - c. Get
 - d. Offer
 - e. Talk
11. Why did paddy plants turn into the weeds...
- a. The hermit got angry with the villagers.
 - b. The hermit stopped growing the paddy plants.

- c. The villagers grew weeds instead of paddy plants.
 - d. The villagers took home as much paddy as they could.
 - e. The hermit shouted ordering the paddy plants to stop growing.
12. From the text we may conclude that A hermit...
- a. The hermit became so tired of harvesting the paddy that he shouted.
 - b. The villagers heard about the hermit and his wonderful paddy.
 - c. The old man got a lot of rice from the harvests.
 - d. The old hermit worked hard to clear land sowed the seeds before the rains came.
 - e. Hermit was sitting in his shut.

Aek Badak, 24 Mei 2014
Mengetahui
Researcher

Malianur hasibuan
Nim: 10 340 0088

Mengetahui
Kepala Madrasah
Al-Ahliyah Aek Badak

Mengetahui
Guru Mapel B.Inggris

H. Batara Murni Pulungan, MA

Rusmaini Amaliyah, S. Pd.

APPENDIX 2

PLANNING OF THE TEACHING CLASS CONTROL

School	: MAS AL-AHLIYAH AEK BADAQ
Subject matter	: English
Class	: XI
Standard Competence	: Understanding the meaning of written text functional and simple short essay in narrative to interact in the context of everyday life.
Basic Competence	: Responding to the meaning and rhetorical steps in a simple short essay accurately, fluently and thank to interact in the context of everyday life in narrative text.
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Aspect / Skill	: Reading
Time	: 4 x 45 Minutes (2 meetings)

1. Objectives

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

2. Indicators

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

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- d. Resolution: the crisis is resolved
- e. Reorientation: optional

Significant lexiogrammar features: focus on specific participants, use material processes, behavioral processes, and verbal processes. Use temporal conjunction and temporal circumstances, use past tense.

Examples of Narrative text:

The Myth of Malin Kundang

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

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

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

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

A HERMIT

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

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

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

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

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

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

4. Learning Experience

Conventional strategy

Conventional strategy is the strategy or the way usually used by the teachers to teach the text to students.

5. Procedures

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

6. Evaluation

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

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

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

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

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

Aek Badak, 24 Mei 2014
Mengetahui
Researcher

Malianur hasibuan
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Mengetahui
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APPENDIX 3

INSTRUMENT FOR PRE-TEST

Name :

Class :

Time : 60 minutes

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

The text is for questions number 1 and 3

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

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are", said the rabbit. Then, the boss of crocodile called all friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one... two...three...four... until twenty, and finally, he thanked all crocodiles because he had crossed river.

1. The story mainly tells us about...
 - a. Twenty crocodiles
 - b. The boss of the crocodile
 - c. A rabbit and twenty crocodiles
 - d. A rabbit and the boss of crocodile
 - e. The boss of the crocodile and all his friends
2. We know from the first paragraph that the rabbit actually wanted...
 - a. To cross the river
 - b. To swim across the river
 - c. To meet the boss of crocodile
 - d. To know where the crocodiles are
 - e. To know the number of crocodiles there
3. "All of you are good, nice, gentle, and kind.." (paragraph 2). The underlined word is synonymous with...
 - a. Wild
 - b. Diligent
 - c. Cheerful
 - d. Easygoing
 - e. Honourable

The text is for questions number 4 to 8

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past, Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed... and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

4. Where did Jack sell his cow?
 - a. At a castle
 - b. At the market
 - c. At the giant's castle
 - d. At the butcher's house
 - e. On the way to the market
5. What is the text about?
 - a. Jack and a butcher
 - b. Jack and the giantess
 - c. Jack and the bean stalk
 - d. A poor widow and his son
 - e. The giantess and her husband

6. "Oh! It's my husband!" cried the giantess. (paragraph 7) "What on earth shall I do?". From the sentence we know that the giantess is... her husband.
 - a. Afraid of
 - b. Angry with
 - c. Fed up with
 - d. Annoyed with
 - e. Displeased with
 - f. Jack's mother looked very furious when Jack told that...
7. The beans were precious
 - a. The butcher bought his cow
 - b. He had sold his cow for the beans
 - c. He traded his cow for the beans
 - d. He met a butcher on the way to the market
8. What do we learn from the text?
 - a. Sincerity makes Jack get something precious
 - b. Jack's mother was a furious mother
 - c. Poverty makes people hopeless
 - d. The giantess took pity on Jack
 - e. Jack was an innocent boy

The text is for questions number 9 to 12

Seven people were killed in a collision between a bus, a car, and a truck on Jalan Sultan at 10:35 p.m. last night. The dead were all passengers of the car. The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car, a small Japanese car, should not have been carrying more than five people. If the passengers had brought their identity cards, the police would have identified the names of the victims easily.

9. What is the main idea of the text above..
 - a. A car accident
 - b. Careless drives
 - c. A small Japanese car
 - d. Victims of an accident
 - e. The function of an identity card
10. What was the cause of the collision?
 - a. The truck came from the opposite directions

- b. The car carried more than five people
 - c. The truck driver didn't use his lights
 - d. The truck driver didn't see the car
 - e. The car tried to overtake the bus
11. "If the passengers had brought their identity cards, the police would have been easy to identify the names of the victims". (The last sentence). The sentence above means...
- a. The victims' names were not know
 - b. The victims were easy to be identified
 - c. The passengers brought their identity cards
 - d. The police had no difficulty in identifying the victims
 - e. It was easy for the police to identify the victims of the accident
12. Who said that the accident was caused by the car?
- a. The police
 - b. The victims
 - c. The reporter
 - d. The truck driver
 - e. The bus passengers

The text is for questions number 13 to 16

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

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

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

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

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

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

Mouse deer kept jumping till he jumped off on the other side of the river. "how many are there?" called crocodile. "just enough!" said mouse deer. "And all stupid!" Finally it went off and found its favorite fruits.

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

The text is for questions number 17 to 20

The lion and the mouse

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

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

17. What is main idea of the text....
- The lion
 - The mouse
 - The lion and the mouse
 - She has saved your life
 - The little mouse
18. The...was caught in the net.
- Cat
 - Hunter
 - Mouse
 - Lion
 - Monkey
19. What does the author tells about the lion and the mouse....
- A monkey helped Mr. Lion.
 - Miss mouse helped release Mr. Lion.
 - Mr. Lion caught Miss Mouse.
 - Mr. Lion was trapped by the hunters.
 - The hunters were caught in a net.
20. From the text we may conclude that the lion...
- Mr. Lion caught Miss Mouse
 - Mr. Lion was trapped by the hunters.
 - A monkey helped Mr. Lion
 - The hunters were caught in a net.
 - The lion lying a sleep when he was suddenly awaked by a mouse running over his face.

The text is for questions number 21 to 25

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

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

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

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

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

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

Thus, from the elaboration above, it can be concluded that by learning through music and songs, learning English can be enjoyable, and it is fun to learn English.

21. The main idea of the text above is to....
- Describe the song
 - Tell that singing is important
 - Amuse the readers with the song
 - Persuade the readers that learning English through music and song is enjoyable
 - Say that it is important learning English with English song

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

APPENDIX 4

INSTRUMENT FOR POST-TEST

Name :

Class :

Time : 60 minute

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

The text is for questions number 1 to 3

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

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

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

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

1. What does the text talk about...
 - a. Willy and his new drum
 - b. Phil Collins and his drum
 - c. A policeman and his whistle
 - d. Willy's drum private teacher
 - e. The writer's five-years old son
2. From the text above know that Willy is a/an...
 - a. Smart
 - b. Funny
 - c. Stupid
 - d. Childish
 - e. Annoying
3. Which sentence makes the next a funny story?
 - a. He is very inquisitive

- b. "Because he is not Phil Collins"
- c. He blew his whistle now and then
- d. He also likes asking me everything he wants to know
- e. "Dad, why is the policeman using a whistle not a drum?"

The text is for questions number 4 to 9

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.

The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you", she announced her choice to the sheiks. "So it is Hakim I will marry."

- 4. What is the main idea of the text above...
 - a. Hakim is the most generous of you
 - b. The Three Sheiks
 - c. Queen of Arabia
 - d. The Three Sheiks and Queen of Arabia
 - e. It was very hard to decide who would be the best of them
- 5. The main idea of paragraph six is ...
 - a. Hakim was an unselfish person
 - b. Hakim was served with succulent meat

- c. Hakim was satisfied with the food served
 - d. Hakim wanted to share the food with the sheiks
 - e. Hakim had made the queen find the resolution of her problem
- 6 The three sheiks were not...
- a. Rich
 - b. Young
 - c. Strong
 - d. Gloomy
 - e. Handsome
7. Which statement is true about the queen?
- a. The queen was the most powerful queen in Africa
 - b. The queen was very proud of her beauty and riches
 - c. The queen herself served the sheiks with delicious food
 - d. The queen was very careful in deciding whom she would marry
 - e. The queen was very satisfied with the food given by the sheiks.
8. The Queen ordered her servants to give the sheiks the same kind of food she got from them the evening before because...
- a. She wanted to entertain her guests
 - b. She wanted to test the sheiks's taste
 - c. She wanted to see the sheiks's reactions
 - d. She wanted to make a joke of the sheiks
 - e. She wanted to repay the sheiks' kindness
9. From the text we may conclude thatTheThree Sheiks and Queen of Arabia...
- a. Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors
 - b. Hakim is young and handsome
 - c. Maura rich and strong
 - d. Hakim is the most generous
 - e. Maura that he was the man for her and they will marry.

The text is for question number 10 to 12

The Clown Who Lost His Laugh

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

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

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

10. The main character of the story above is...
 - a. A bear
 - b. A girl with golden hair
 - c. The girl's grandmother
 - d. Three bears
 - e. A clown
11. The author tells that the Clown is...
 - a. The Clown could find his laugh
 - b. The Clown meet the three bears
 - c. The Clown went further into the woods
 - d. The Clown was funny anymore
 - e. The Clown had lost his laugh
12. The conclusion of the text above is....
 - a. The Clown though this was very funny and started to laugh
 - b. The clown was sad because he had lost his laugh
 - c. The clown went to the woods
 - d. They knew what had happened to his laugh
 - e. The clown went further into the woods to look for the girl with golden hair.

The text is for question number 13 to 16

One of the most wonderful inventions of the past 100 years is the telephone. It was invented in 1876 by Alexander Graham Bell when he was working on a telegraph set. The telephone which is familiar, handy instrument, becomes a highly important part of our daily life. The first telephone was invented in 1877. Today there are over 250,000,000 telephones in the world and it is estimated that nearly 1,000,000,000,00 (billion) conversations take place a day.

13. The text tells about...
 - a. The invention of the telephone
 - b. How the telephone was invented
 - c. Bell, the inventor of the telephone
 - d. The number of telephones used by people
 - e. The estimation of the users of the telephone
14. By 2007, the telephone usage will have been about... years
 - a. 100
 - b. 131
 - c. 231
 - d. 250
 - e. 1000
15. The telephone was invented in the ... century
 - a. 10th
 - b. 13th
 - c. 16th
 - d. 19th
 - e. 20th
16. "... it is estimated that nearly 1,000,000,000,00 (billion) conversations take place a day". The underlined word is similar to...
 - a. Noticed
 - b. Deleted
 - c. Guessed
 - d. Observed
 - e. Produced

The text is for questions number 17 to 20

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

17. The suitable title of the text is...
 - a. The Strongest and the Weakest
 - b. The wind and the sun
 - c. The traveler's cloak
 - d. The sun and the cloak
 - e. Blowing with the Wind
18. The word disputing in (the first line) as the same meaning as...
 - a. Talking
 - b. Speaking
 - c. Asking
 - d. Arguing
 - e. Answering
19. The main idea of paragraph is...
 - a. The Sun retired behind the cloud
 - b. The Wind and the sun were disputing which was the stronger
 - c. The Wind gave up in despair
 - d. The sun found it was too hot to walk with his cloak on
 - e. The wind began to blow as hard as it could upon the traveler
20. The conclusion of the text above is...
 - a. The sun retired behind the cloud
 - b. The sun came out and shone all his glory upon the traveler
 - c. The wind began to blow as hard as it could upon the traveler
 - d. The wind gave up in despair
 - e. They saw a traveler came down the road

The text is for questions number 21 to 25

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

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

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

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

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

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

Thus, from the elaboration above, it can be concluded that by learning through music and songs, learning English can be enjoyable, and it is fun to learn English.

21. The main idea of the text above is to....
- Describe the song
 - Tell that singing is important
 - Amuse the readers with the song
 - Persuade the readers that learning English through music and song is enjoyable
 - Say that it is important learning English with English song

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

APPENDIX 5

THE KEY ANSWERS OF PRE-TEST AND POST-TEST

PRE-TEST

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

POST-TEST

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

APPENDIX 7

SiswaKelompokAtas

No	Items of test																				X_i
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	18
2	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18
3	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	17
4	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	17
5	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	16
6	1	1	0	1	1	1	1	1	1		0	0	1	1	1	1	1	0	1	1	15
7	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	14
8	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	14
9	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	14
10	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	14
11	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	14
12	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	13
13	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	13
14	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	13
15	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	13
	11	12	10	11	11	12	12	10	12	11	12	9	11	11	11	12	11	11	12	10	223

SiswaKelompokBawah

No	Item of test																				X_i
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
16	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	0	1	13
17	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	0	1	1	12
18	1	0	1	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	12
19	0	0	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	1	12
20	0	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	0	1	1	0	12
21	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	12
22	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	11
23	0	1	0	1	1	0	1	1	0	0	1	1	0	0	0	1	1	1	1	0	11
24	1	0	1	1	1	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	11
25	0	0	1	1	1	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	8
26	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	7
27	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	6
28	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	6
29	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	0	0	0	6
30	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	4
	4	6	9	10	7	8	8	7	7	8	8	9	7	7	3	8	6	6	8	7	143

APPENDIX 8

ANALYSIS OF INSTRUMENT

1. Make of sum table in analyzes of test validity
2. Search mean from total score, this is M_t , uses the formulation:

$$M_t = \frac{\sum X_t}{N}$$

$$\sum X_t = 366$$

$$N = 32$$

$$M_t = \frac{366}{30} = 12,2$$

3. Search total of standard deviation:

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

$$SD_t = \sqrt{\frac{4852}{30} - \left(\frac{366}{30}\right)^2}$$

$$SD_t = \sqrt{161,733 - 148,84}$$

$$SD_t = \sqrt{12,893}$$

$$SD_t = 3,59 = 3,6$$

4. Search M_p from item number 1-20
5. Search coefficient correlation r_{pbi} from item number 1-20, uses formulation:

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

Table Validity of Pre- Test

No	M_p	M_t	SD_t	P	q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	Interpretation	
1	13,67	12,2	3,6	0,5	0,5	0,41	$(r_{pbi} > r_{tabel})$	Valid
2	13,06	12,2	3,6	0,6	0,4	0,36	$(r_{pbi} > r_{tabel})$	Invalid
3	13,21	12,2	3,6	0,633	0,367	0,49	$(r_{pbi} > r_{tabel})$	Valid
4	13,14	12,2	3,6	0,7	0,3	0,61	$(r_{pbi} > r_{tabel})$	Valid
5	13,61	12,2	3,6	0,6	0,4	0,59	$(r_{pbi} > r_{tabel})$	Valid
6	12,25	12,2	3,6	0,67	0,33	0,03	$(r_{pbi} > r_{tabel})$	Invalid
7	13,25	12,2	3,6	0,67	0,33	0,58	$(r_{pbi} > r_{tabel})$	Valid
8	13,59	12,2	3,6	0,567	0,433	0,51	$(r_{pbi} > r_{tabel})$	Valid
9	13,21	12,2	3,6	0,633	0,367	0,49	$(r_{pbi} > r_{tabel})$	Valid
10	12,89	12,2	3,6	0,633	0,367	0,33	$(r_{pbi} > r_{tabel})$	Invalid
11	13,25	12,2	3,6	0,67	0,33	0,58	$(r_{pbi} > r_{tabel})$	Valid
12	12,94	12,2	3,6	0,6	0,4	0,31	$(r_{pbi} > r_{tabel})$	Invalid
13	13,5	12,2	3,6	0,6	0,4	0,54	$(r_{pbi} > r_{tabel})$	Valid
14	12,83	12,2	3,6	0,6	0,4	0,26	$(r_{pbi} > r_{tabel})$	Invalid
15	14,14	12,2	3,6	0,467	0,533	0,47	$(r_{pbi} > r_{tabel})$	Valid
16	13,3	12,2	3,6	0,67	0,33	0,61	$(r_{pbi} > r_{tabel})$	Valid
17	13,59	12,2	3,6	0,567	0,433	0,51	$(r_{pbi} > r_{tabel})$	Valid
18	13,35	12,2	3,6	0,567	0,433	0,42	$(r_{pbi} > r_{tabel})$	Valid
19	13,2	12,2	3,6	0,67	0,33	0,56	$(r_{pbi} > r_{tabel})$	Valid
20	13,65	12,2	3,6	0,567	0,433	0,53	$(r_{pbi} > r_{tabel})$	Valid

APPENDIX 9

Score of Pre-Test Experimental Class

1. The score pre-test experimental class from low to high score

50	60	66	68
52	60	60	70
56	64	64	70
58	64	64	72
58	66	66	74

2. High score = 74

3. Low score = 50

4. Range = high score – low score
= 74 – 50
= 24

5. The total of classes = $1 + 3,3 (\log)$
= $1 + 3,3 (\log 20)$
= $1 + 3,3 (1,30)$
= $1 + 4,29$
= $5,29$
= 5

6. Interval = $\frac{R}{bk} = \frac{24}{5} = 4,8 = 5$

7. Mean

No	Nilai	F	X	F.X	FKb	FKa
1	50-54	2	52	104	20	2
2	55-59	3	57	171	18	5
3	60-64	4	62	248	15	9
4	65-69	7	67	469	11	16
5	70-74	4	72	288	4	20
		20		1280		

$$\sum \frac{FX}{N} = \frac{1280}{20} = 64$$

8. Median

$$Bb = 64,5$$

$$\frac{1}{2}n = 10$$

$$KFb = 4$$

$$Fb = 7$$

$$\begin{aligned} Me &= Bb + \left(\frac{1}{2} N - \frac{kfb}{fb} \right) \\ &= 64,5 + \left(\frac{10-4}{9} \right) 5 \\ &= 64,5 + (0,85)5 \\ &= 64,5 + 4,25 \\ &= 68,75 \end{aligned}$$

9. Modus

$$\text{Dik: } \ell = 64,5$$

$$Fa = 4$$

$$Fb = 4$$

$$\begin{aligned} Mo &= \ell + \left(\frac{F\partial}{F\partial + Fb} \right) i \\ &= 64,5 + \left(\frac{4}{4+4} \right) 5 \\ &= 64,5 + (0,5)5 \\ &= 64,5 + 2,5 \\ &= 67 \end{aligned}$$

APPENDIX 10

The Score of Pre-Test Control Class

1. The score of pre-test control class from low to high score

48 54 56 60
48 54 56 66
50 54 56 66
52 56 58 70
52 56 60 77

2. High score = 72
3. Low score = 48
4. Range = high score – low score
= 72– 48
= 24

5. The total of classes $BK = 1 + 3,3 \text{ Log } (n)$
= 1 + 3,3 Log (20)
= 1 + 3,3 (1,30)
= 1 + 4,29
= 5,29
= 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4,8 = 5$$

7. Mean

No	Interval	F	X	FX	FKb	FKa
1	48-52	5	50	250	20	5
2	53-57	8	55	440	15	13
3	58-62	3	60	180	7	16
4	63-67	2	65	130	4	18
5	68-72	2	70	140	2	20
	I=5	20		1140		

$$\begin{aligned}
 \text{Mean} &= \frac{\sum fx}{M} \\
 &= \frac{1140}{20} \\
 &= 57
 \end{aligned}$$

8. Median

Dik: $Bb = 52,5$

$1/2n = 10$

$KFb = 7$

$Fd = 8$

$$\begin{aligned}
 Me &= Bb + \frac{(1/2n - KFb)}{Fd} \\
 &= 52,5 + \frac{(10 - 7)}{8} 5 \\
 &= 52,5 + 0,375 \\
 &= 52,5 + 1,85 \\
 &= 54,35
 \end{aligned}$$

9. Modus

Dik: $\ell = 52,5$

$Fa = 5$

$Fb = 3$

$I = 5$

$$\begin{aligned}
 Mo &= \ell + \left(\frac{F\partial}{F\partial + Fb} \right) i \\
 &= 52,5 + \left(\frac{5}{5+3} \right) 5 \\
 &= 52,5 + 0,625 \\
 &= 52,5 + 3,1 \\
 &= 55,6
 \end{aligned}$$

APPENDIX 11

The Score of Post-Test Experimental Class From High to Low Score

1. The score of pre-test control class from low to high score

65	76	80	82
68	78	80	84
74	78	80	84
74	78	82	86
78	78	82	89

2. High score = 89

3. Low score = 65

4. Range = high score – low score

$$= 89 - 65$$

$$= 24$$

5. The total of classes $BK = 1 + 3,3 \text{ Log } (n)$

$$= 1 + 3,3 \text{ Log } (20)$$

$$= 1 + 3,3 (1,30)$$

$$= 1 + 4,29$$

$$= 5,29$$

$$= 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4,8 = 5$$

7. Mean

No	Interval	F	X	FX	FKb	FKa
1	65-69	2	67	134	20	2
2	70-74	3	72	216	18	5
3	75-79	5	77	385	15	10
4	80-84	8	82	656	10	18
5	85-89	2	87	174	2	20
	I=5	20		1565		

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{M} \\ &= \frac{1565}{20} \\ &= 78,25 \end{aligned}$$

8. Median

Dik: $Bb = 79,5$

$1/2n = 10$

$KFb = 2$

$Fd = 8$

$$\begin{aligned} Me &= Bb + \frac{(\frac{1}{2}n - KFb)}{Fd} I \\ &= 79,5 + \frac{(10 - 2)}{8} 5 \\ &= 79,5 + 5 \\ &= 84,5 \end{aligned}$$

9. Modus

Dik: $\ell = 79,5$

$Fa = 5$

$Fb = 2$

$$\begin{aligned} Mo &= \ell + \left(\frac{F\partial}{F\partial + Fb} \right) i \\ &= 79,5 + \left(\frac{5}{5+2} \right) 5 \\ &= 79,5 + 0,71 \\ &= 79,5 + 3,55 \\ &= 83,05 \end{aligned}$$

10. Standard deviation

No	Interval	F	X	F.X	F.X ²
1	65-69	2	67	134	8978
2	70-74	3	72	216	15552
3	75-79	5	77	385	29645
4	80-84	8	82	656	53792
5	85-89	2	87	174	15138
	I=5	20		1565	123105

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{20(123105) - (1565)^2}{20(20-1)}$$

$$= \frac{2462100 - 2449225}{380}$$

$$= \frac{12875}{380}$$

$$S^2 = 33,8$$

$$S = 5,82$$

APPENDIX 12

Score of Post- Test Control Class

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

56 64 68 72
 60 64 70 74
 60 68 70 74
 64 68 70 78
 64 68 72 80

2. Score high = 80
 3. Score low = 56
 4. Range = score high – score low
 = 80-56
 =24

5. The total of classes (BK) = $1+3,3 C n$
 = $1+3,3 \log (20)$
 = $1+3,3 (1,30)$
 = $1+4,29$
 = $5,29$
 =5

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

7. Mean

No	Interval	X	F	FX	FKb	FKa
1	56-60	58	3	174	20	3
2	61-65	63	4	252	17	7
3	66-70	68	7	476	13	14
4	71-75	73	4	292	6	18
5	76-80	78	2	156	2	20
	I=5		20	1350		

$$\Sigma = \frac{FX}{N} = \frac{1350}{20} = 67,5$$

8. Median

Bb= 65,5

$$\frac{1}{2}n = 10$$

$$KFB = 6$$

$$Fd = 7$$

$$\begin{aligned} \text{Median} &= Bb + \left(\frac{\frac{1}{2}n - KFB}{FD}\right) I \\ &= 65,5 + \left(\frac{10 - 6}{7}\right) 5 \\ &= 65,5 + (0,57)5 \\ &= 65,5 + 2,85 \\ &= 68,35 \end{aligned}$$

9. Modus

$$\begin{aligned} Mo &= l + \left(\frac{Fa}{Fa + Fb}\right) I \\ &= 65,5 + \left(\frac{4}{4 + 4}\right) 5 \\ &= 65,5 + 0,5 \cdot 5 \\ &= 65,5 + 2,5 \\ &= 68 \end{aligned}$$

10. Standard deviation

No	Interval	F	X	F.X	F.X ²
1	56-60	3	58	174	10092
2	61-65	4	63	252	15876
3	66-70	7	68	476	32368
4	71-75	4	73	292	21316
5	76-80	2	78	156	12168
	I=5	20		1350	91820

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{20(91820) - (1350)^2}{20(20-1)}$$

$$= \frac{1836400 - 1822500}{380}$$

$$= \frac{13900}{380}$$

$$S^2 = 36,57$$

$$S = 6,04$$