



**THE EFFECT OF CONTEXTUAL GUESSING TECHNIQUE
ON STUDENTS' READING COMPREHENSION AT X GRADE
OF PONDOK PESANTREN SYEKH AHMAD BASYIR
KECAMATAN BATANG TORU/KABUPATEN
TAPANULI SELATAN**

A THESIS

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

Written by:

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PADANGSIDIMPUAN
2021**



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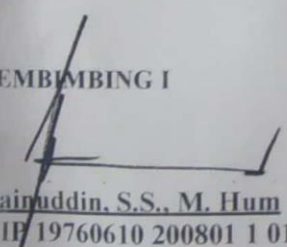
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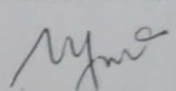
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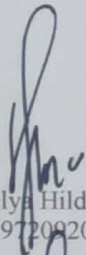


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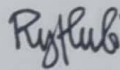
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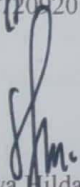
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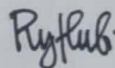


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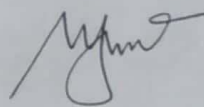
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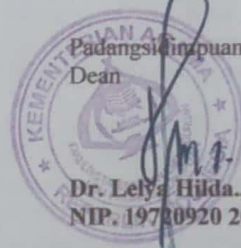
LEGALIZATION

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Kecamatan Batang Toru/Kabupaten
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ABSTRACT

This research focuses on The Effect of Contextual Guessing Technique on Students' Reading Comprehension at X Grade of Pondok Pesantren Syekh Ahmad Basyir. The problems of this research are students faced up difficulties in analyzing the implicit and explicit information of the text, students had no enthusiasme in reading activity in the classroom, and the teacher has no variant techniques when expalain the material in front of the class

The purpose of this research is to find out the Effect of Contextual Guessing Technique on Students' Reading Comprehension at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

This research employed an experimental research. The population of this research is whole X grade of Pondok Pesantren Syekh Ahmad Basyir. Total population is 2 classses with number 40 students. The research took total sampling after conducting normlity and homogeneity, where experimental class is X-2 and control class is X-1. To collect data, researcher used a test for measuring students' reading comprehension ability, and for analyzing the data, the researcher used T-test.

Based on the result of the research, researcher showed the description of the data was found that the mean score of pre-test, control class was higher than experimental class ($43.5 < 51.3$). The after using contextual guessing technique the result of mean score of post-test in experimental class was higher than control class ($69.1 > 62.45$), and the score of t_{count} was bigger than t_{table} ($4.504 > 2.000$). it means the hypothesis alternative (H_a) was accepted. It can be concluded that there was a significant effect of using Contextual Guessing Technique at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

Key Words: *Reading Comprehension, Recount Text, Contextual Guessing Technique*

ABSTRAK

Penelitian ini fokus pada pengaruh teknik menebak berdasarkan kontekstual terhadap pemahaman membaca siswa kelas X Pondok Pesantren Syekh Ahmad Basyir. Permasalahan dalam penelitian ini yaitu, siswa menghadapi kesulitan dalam menganalisis informasi tersirat dan tersurat dari teks, siswa kurang antusias dalam melakukan kegiatan membaca di kelas, dan siswa diharuskan bisa menguasai tata bahasa dalam bahasa Inggris dengan baik dimana pembahasannya tidak ada di buku paket.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik menebak kontekstual terhadap pemahaman membaca siswa kelas X Pondok Pesantren Syekh Ahmad Basyir kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

Penelitian menggunakan penelitian eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas X Pondok Pesantren Syekh Ahmad Basyir. Jumlah populasi sebanyak 2 kelas dengan jumlah 40 siswa. Penelitian ini mengambil total sampling setelah dilakukan tes normalitas dan tes homogenitas, dimana kelas eksperimen adalah X-2 dan kelas kontrol adalah X-1. Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur kemampuan pemahaman membaca siswa, dan untuk menganalisis data digunakan tes-T.

Berdasarkan hasil penelitian, peneliti menunjukkan deskripsi data yang diperoleh bahwa nilai rata-rata pre-test kelas kontrol lebih tinggi dari nilai rata-rata dari kelas eksperimen ($43.5 < 51.3$). Setelah menggunakan teknik menebak isi konteks, hasil rata-rata skor post-test kelas eksperimen lebih tinggi dari kelas kontrol ($69.1 > 62.45$), dan kemudian skor dari t_{count} lebih besar dari t_{table} ($4.504 > 2.000$). Artinya, hipotesis alternatif (H_a) diterima. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan teknik tebak kontekstual pada siswa kelas X Pondok Pesantren Syekh Ahmad Basyir kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

Kata kunci: *Pemahaman bacaan, Teks Recount, Teknik Tebak Kontekstual*

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Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the basic skills that really needed to understand a written text. Many people say from reading can be gotten some information from a book, magazine, newspaper, novel and etc. It tells, when starting to read some books the readers will get some knowledge following by it. Talk about reading, it just do not refers to try understanding a text only but there are so many variants of reading activities. Try to understand the feeling of friends, try to study or comprehend the situation that happened, and try to solve the problem that happened. Every single day many people do reading activities without realize that things before.

There are four language skills in learning a language no exception in English, they are; listening, speaking, reading and writing, but among the four language skills, reading is the one of way to enhance science and information. Reading is an active activity. By reading students also can master many vocabularies and can learn types and models of sentence mastering some vocabularies, it helps many students how to speak up well.

The readers' understanding of the reading text materials would be affected by the comprehension techniques. By using a good technique while reading, the readers would be easy to master the information that consist in a text, so that is why a teacher should be able to choose an interesting technique

when do a reading activities in a classroom. It helps students to do not get bored while learning English. By choosing a good technnique while learning acivities. it helps the class more attractive than teach the students without technique or called common and ancient technique. It is really old and making students get bored or lazy to study. Therefore, the techniques of reading comprehension becomes the important part in mastering and in enhancing the students' knowledge. By reading, students are able to enhance their concept in reading comprehension and increase their pronunciation as well.

The skill of reading comprehension is students' provisions and key of the success in running the process of education. The majority, the science achievement is done by students through reading activity. The science that is gained by the students is not only from the process of teaching-learning in school but also through the reading activity in daily life. Therefore, the technique of reading comprehension becomes the important part in mastering and in enhancing the students' knowledge.¹ Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Good understanding in the component of sentence, knowing some strategies of reading makes students are easy to find out the topic from the readinng and also understanding how to be good

¹ Syamsiah Depalina Siregar, "Contextual Guessing Technique in Reading," *English Journal for Teaching and Learning* 07, no. 01 (2019): 29–44, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ%0AContextual>.

reader. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities. However, not all students are good at comprehending the text that being read. Most of them understand the informational of the text; in other words, they are good in decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text.

Based on an interview between a researcher and one of a student in Pondok Pesantren Syekh Ahmad Basyir from High School level, she said that she faced up difficulties in analyzing the implicit and explicit information of the text. Besides, many students had no enthusiasme in reading class. The students also need to master well about grammar where there is no explanation about it on the textbook. In the reading class, the teacher presented a subject in the text book and asked students to read whether silently or loudly. After that the teacher asked students to find some difficult words and then translate it into Indonesia. Next, the students had to answer the questions based on the text book. Consequently, the reading lesson becomes monotonous and bored, they showed bad attitudes. Finally, the students are not able to get good scores in their reading class.² They also did not know or confuse how to read the English words, it made them not really interest with reading. Besides they were lack in vocabularies and how to pronounce words as well, they were also lack in grammar.

² Private Interview, Anni Hamidah Nasution, student at grade X Pondok Pesantren Syekh Ahmad Basyir . Batang Toru, (Batang Toru: Pondok Pesantren Syekh Ahmad Basyir), 08 November 2019, 9:15 a.m.

Hotnidah Hasibuan, S.Pd is one of the English teacher in Pondok Pesantren Syekh Ahmad Basyir. She said, there are so many unambiguous material in the text book, based on Kurikulum 2013. One of the topic that will be explained to the students will make them confuse, it refers to the grammar material. There is no explanation or grammar class in Senior High School level, so the teacher need to explain about the grammar, for example about the tenses first to make the student more understanding about the topic that is going to explain in the class. She also said that she was hardly ever using technique for teaching reading in her class. But sometimes she will show some pictures to the student to support her teaching because by using that media, her students will be helped to more understanding what they have talked about³

Using contextual guessing technique can be made as the way of teaching to get some information from reading texts. Before students read, the teacher asks the students to find prior knowledge, make predictions, and wonder about big ideas that are not answered in the text. Contextual guessing technique can be a focusing and refining device for expanding vocabulary and for developing all level of comprehension, including critical and creative reading. Therefore, using this technique will help students to enlarge their thinking. In other word, contextual guessing technique makes students to be good reader who can comprehend reading text easily. Therefore, the

³ Private Interview, Hotnidah Hasibuan.SPd, English Teacher in Pondok Pesantren Syekh Ahmad Basyir . Batang Toru, (Batang Toru: Pondok Pesantren Syekh Ahmad Basyir), 8 November 2019, 08:25 a.m.

researcher wants to see the effect of using Contextual Guessing Technique in improving students' reading comprehension in Junior High School level.

Based on the problems that have already explained above, there are so many techniques that able to solve that problem when teach reading comprehension in a school. The researcher interests to solve the problem by using contextual guessing technique on recount text, with the tittle **The Effect of Contextual Guessing Technique on Students' Reading Comprehension at Grade X of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru /Kabupatn TAPSEL.**

B. Identification of The Problem

There are some problems that researcher found about reading comprehension activities in Pondok Pesantren Syekh Ahmad Basyir especially at grade X. Based on inerview between a classroom teacher and one of the students that had researcher explained on the backround above. The problems as follow:

1. The students face up difficulties in analyzing the implicit and explicit information from the text.
2. The students have no enthusiasme in reading class because the teacher only uses less interesting teaching technique namely, conventional technique
3. The students show bad attitudes by talking with their friends when the teacher explain the material in front of the class.

4. The students also do not know or confuse how to read the English words, it means the low in reading practice
5. The Students are lack of vocabulary and pronouuce the English words.
6. The Students also lack in grammar.

C. Limitation of the Problem

Here, the reseacher limited the problem of the reserach about “The students had no enthusiasme in reading activity” by finding an interesting technique, so teacher can create reading class to be more interesting and attractive. So, the study is focused on the effect of using contextual guessing technique to reading comprehension achievement especially in recount text.

D. Formulation of the Problem

Based on the background, some problems can be formulated as follows:

1. How is students’ reading comprehension before learning by using contextual guessing technique at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/ /TAPSEL?
2. How is students’ reading comprehension after learning by using contextual guessing technique at at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/ /TAPSEL?

3. Is there any significant effect of student's reading comprehension by using contextual guessing technique at at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/ /TAPSEL?

E. Objectives of the Research

Based on the formulation of the problem, the researcher determines the object of this research as follows:

1. To know how is the students' reading comprehension before using contextual guessing technique at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru /Kabupatn TAPSEL
2. To know how is the students' reading comprehension after using contextual guessing technique at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru /Kabupatn TAPSEL
3. To know wheter there is or there is not any significant effect of contextual guessing technique on students' reading comprehension at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru /Kabupatn TAPSEL.

F. Significances of the Research

The significances of the research is expected to be useful for:

1. Headmaster, to encourage English teachers to do the best in teaching process.
2. English teachers, to help students in reading comprehension and enlarge the quality of teaching and learning, and also can enrich the knowledge of teacher.

3. Students, to add their knowledge about reading comprehension especially in recount text.
4. Researcher, to use as a reference for the future research.

G. Definition of the Operational Variable

1. Contextual Guessing Technique (Variable X) is one of the techniques that is used by readers in attacking new words. It is closely related to comprehension and this is one of the most practical skills that students learn.
2. Reading Comprehension (Variable Y) is the good way to understand something that being read.

H. Outline of The Research

The systematic of this research is divided into five chapter. Each chapter consist of many sub chapter with detail as follow: in chapter one, it's consist of background of the problem, formulation of the problem. Purpose of the research, significances of the research, and systemtic of the thesis.

In chapter two, it's consists of the theoritical description, which consists of sub chapters such as theoritical description of reading comprehension , and description of contextual guessing technique. Then, review of related findings, conceptual frame work and hypothesis.

In chapter three, it consists of reserach methodology which consists of time and place of the research, research methodology, population and

sample, instrument of research, the technique of data collection and the last the technique of data analysis and outline of the thesis.

In the chapter four, it's consists of the reserach talking about the analysis of data. In this chapter, it's consists of description of data, hypothesis testing, discussion and and the treats of research.

Finally, in chapter five, it consists of conclusison that's giving conclusion about the result of the reserach and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description Research

In this research, theories are needed to explain some concepts and terms that applied in research concerned. Therefore, the explanation of the concepts minimize the possible misunderstanding between the reader and the writer. In other words, they really need to be explained, so the readers understand the point properly.

1. Reading Comprehension

a. The Definition of Reading

Reading is a receptive skills and a transactional process between a reader and a writer. A writer can communicate with a reader throughout a text.

Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.⁴ Students will get many knowledge from the text that have they read, include in it, information and vocabulary.

Reading is an activity that done by someone to get information about something. The linguistics state about reading in

⁴ Eka Sustri Harida, "Understanding Paragraph and Three Phases in Reading Comprehension," *English Education* 4, no. 1 (2016): p.1, <http://journal.iain-padangsidempuan.ac.id>.

many ways, such as Albert J. Harris says that reading is the meaningful interpretation of written or printed verbal symbols.⁵ In the other hand, reading is a process of seeing words, letter, symbols, text and etc, that written in a pattern to understand and retrieve knowledge and information by reading it loudly or silently. By reading people will know and get something to enrich and enlarge their knowledge.

According to Tanskerley in Mutyani Romuly's paper state that reading is a complex process made up of several interlocking skills and processes. It means that reading is a complex one in the process interlocking skill. Moreover, Kalayo and Fauzan said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.⁶ So, the reader needs to know how to get the most important information from the written text.

From the explanation above, the researcher get the conclusion that reading is the proses of looking at a series of written symbols and getting the meaning or information from a text that have read by a reader. In this sense, reading is also a

⁵ Dewi Fatimah Sitompul, Eka Sustris Harida, and Sojuangon Rambe, "Improving Students' Guessing Strategy Reading Comprehension through," *English Journal for Teaching and Learning* 07, no. 01 (2019): p.129, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.

⁶ Mutyani Romuly, "The Effect of Using Contextual Guessing Technique on Reading Comprehension of the Tenth Grade Students at Vocational High School Multi Mekanik Masmur Pekanbaru." (Uin Suska Riau, 2018), p.9, <http://repository.uin-suska.ac.id>.

productive skill that can be got both receiving information and transmitting it.

Reading may be defined as an interaction between a writer and reader, since in reading activity a reader attempts to figure out the information from written text that intended by a writer. In other words, reading can be defined as a communication process between the reader and the writer. This communication process happened when the writer wants to share a message in mind (it may be an idea, a fact, a feeling, etc.).

b. Definition of Reading Comprehension

Cooper in Suhaidah's paper gives the statement that Comprehension is a process in which the reader may construct meaning by interacting with the text.⁷ Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring.

According to Pardo on Chairil Iqbal Aziz's paper state that Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the

⁷ Suhaidah, "The Students' Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA Negeri 1 Galesong Selatan" (universitas Islam Negeri ALAUDDIN Makassar, 2017), p.18., <http://repository.uin-alauddin.ac.id>.

readers existing knowledge and skills during reader text interaction.⁸ In the same vein, Kenedy states that reading comprehension can be defined as a thought process through which readers become aware of an ideas, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose.

c. Process of Reading

According to Anderson in Nunan in Romuly's paper states that in the process of reading, there are categories of reading models. They are:

1) Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of gramatical structure, sentences, and longer text.

2) Top down models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions made. A passage can thus be understood even if all of the individual words are not understood.

3) Interactive models

This model combines elements of both bottom-up and top down models. The readers synthesize based on information provided.⁹

⁸ Chairil Iqbal Aziz, "Using Prediction Strategy to Improve Studens' Ability in Reading Comprehension," *Thesis*, 2016, p.7, <http://repository.ar-raniry.ac.id>.

⁹ Romuly, "The Effect of Using Contextual Guessing Technique on Reading Comprehension of the Tenth Grade Students at Vocational High School Multi Mekanik Masmur Pekanbaru.," p.12.

From the explanation about the process of reading above, the researcher can conclude that getting information from a reading text, a reader also need to know the process of reading to make them more understanding about the content of text as well, but there is a technique of reading also that really suitable and easy to use while doing reading activities. It is called contextual guessing technique.

d. Reading Assessment

Assessment is defined as a process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement of progress and set directions for ongoing teaching and learning.¹⁰ Reading assessment has great power to inform researchers, teachers, administrators, and policy makers. Assessment practices can significantly benefit the learning environment or they can inflict great harm. Therefore, reading assessment needs to be treated with full of care, attention, and respect. Especially for a teacher, needs to have a good responsibility to understand the purpose and the impacts of reading assessment that will be given to the students and be mindful of the results of assessment.

¹⁰ Brian Tiebe and Clement Ackman Joan Kale, *Assessing Reading* (Australia: Pastep, 2002), p.9, <http://esprints.iain-surakarta.ac.id>.

According to Cross and Paris in Munoz Marin's paper states that reading comprehension assessment should be implemented based on the three specific purpose. The first one is sorting, used to predict a learner's academic success or to indicate mastery of an instructional program. The second one is diagnosing, intended to gather information from learner's strategies and process that the teacher can make decision about the instruction process. The final goal is evaluation, which calls for determining the effect of a program on a specific community.¹¹ I do agree with these ideas because assessment absolutely need to be done and the teachers also can measures the ability of the students about the material that have already explained.

Grabe and Stoller in Marin's paper state how the major goal of foreign language reading assessment practices that incorporate the following: fluency and reading speed, automaticity and rapid word recognition, search process, vocabulary knowledge, morphological knowledge, syntactic knowledge, text structure awareness and discourse organization, main ideas comprehension, recall of relevant details, inferences about text information, strategic processing abilities, summarization, synthesis skills and evaluation and lastly critical reading.¹² The teachers should make

¹¹ Munoz Marin, "Exploring Teachers' Practices for Assessing Reading Comprehension Abilities in English as a Foreign Language," *Education* 11, no. 53 (2009): p.4, <http://dialnet.uniroja.es>.

¹² Marin, p.4.

the assessments task based on the real world reading needs in their learning activities.

Standardized assessment makes a serious effort to capture crucial aspects of the component abilities of comprehension. Drawing on these assumptions for standardized test construction, and considering the component abilities outlined in this book, standardized reading assessment should seek to translate (aspects of) the reading construct listed in table below into an effective reading test.¹³

Table I

Component Abilities for Reading Comprehension

Major component abilities for reading comprehension

1. Fluency and reading speed
2. Automaticity and rapid word recognition
3. Search processes
4. Vocabulary knowledge
5. Morphological knowledge
6. Syntactic knowledge
7. Text-structure awareness and discourse organization
8. Main ideas comprehension
9. Recall of relevant details

¹³ & Burns Snow, Griffin, *An Understanding of The Principles and Uses of Assessment Is Essential for All Teachers, and in Particular for Teachers of Reading* (United States of America: Press, 2005), p.9, www.education.gov.pg.

10. Inferences about text information
11. Strategies-processing abilities
12. Summarization abilities
13. Synthesis skills
14. Evaluation and critical reading

2. Description of Contextual Guessing Technique

a. Definition Contextual Guessing

Guessing is essential for listening and reading. It helps the learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning.¹⁴ Learners can be easy to understand a lot of text or knowledge by using guessing technique.

According to Patel Et Al in Syamsiah Depalina Siregar's paper states that contextual guessing technique is a technique to guess the meaning of the word that is important for the English learners because it can improve the ability to think and the ability to connect to students because they enable the current skills guess the meaning of the word.¹⁵

Guessing from context is undoubtedly the most important vocabulary learning technique . Its aim is for learners to be able to make a well-informed guess at the meaning of an unknown word

¹⁴ Sitompul, Harida, and Rambe, "Improving Students ' Guessing Strategy Reading Comprehension through," p.7.

¹⁵ Syamsiah Depalina Siregar, "Contextual Guessing Technique in Reading," p.35.

in context without interrupting the reading too much”. In definition of inferring technique, by McCarthy stated that “inferring involves creating a schema for the unknown word, based on world knowledge and the previous experience, both of the world and the text, it means drawing conclusions as to word meaning.¹⁶

A language learner reads most words in text as sight words and uses information in text to unlock the meaning of unknown words. Contextual guessing strategies are commonly used to infer the meaning of unfamiliar words in situations when language learners have a lack of knowledge in vocabulary, grammar, or other linguistic elements to read a given text.¹⁷ These word, To develop reading efficiency guessing from context is useful “The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption.

Clarke and nation on Morteza Bakhtiarvand’s paper state that propose a guessing technique based on such clues. A beginning step is to get the learner to look closely at the unknown word , next to look at its immediate context , and then to take a

¹⁶ Bounab Samira, “The Importance of the Contextual-Guessing Strategy in Facilitating the Students’ Reading Comprehension The Case of Third Year LMD Students, L’arbi Ben M’Hidi University” (Larbi Ben M’Hidi, 2014), p.43, bib.univ-ueb.dz.

¹⁷ Shufen Huang and Zohreh Eslami, “The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners,” *English Language and Literature Studies* 3, no. 3 (2013): p.2, <https://doi.org/10.5539/ells.v3n3p1>.

much broader view of how the clause containing the word relates to other clauses , sentences , or paragraphs.¹⁸ Inferring the meaning of unknown words relying on the context receives the interest of many researchers. They have defined it as the use of clues that the context provides to help readers so much in comprehending the text without interrupting their reading.

Aspatore in Sri Rahayu's paper states that contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary, to use contextual clues to guess the general meaning; to skip unknown words; and to focus on cognates, roots, prefixes, and suffixes.¹⁹ Contextual guessing is using context to discover the meaning of unknown words to comprehend a reading text. By contextual guessing, readers can identify important words in reading and can in fact make semantic predictions about their relationship to one another.

As states by Hayati in Farida Hariyanti and Khidayatul Munawwaroh's paper states that contextual guessing is using context to discover the meaning of unknown words to comprehend a reading text.²⁰ Contextual Guessing Technique can

¹⁸ Morteza Bakhtiarvand, "The Effect of Contextual Guessing Strategy On Vocabulary Recognition in Reading Comprehension Texts of Iranian EFL Junior High School Students The Effect of Contextual Guessing Strategy On Vocabulary Recognition in Reading Comprehension Texts of Iranian E," no. May (2014): p.9, www.researchgate.net/publication/234154921%0AThe.

¹⁹ Sri Rahayu, "Improving Reading Comprehension Through Contextual Guessing Technique At The Second Grade Students of SMA Negeri 1 Palopo" (Cokroaminoto Palopo University Abstract, 2015), P.9, <http://journal.uncp.ac.id>.

²⁰ Farida Hariyanti and Khidayatul Munawwaroh, "Improving Students' Reading Comprehension Through Contextual Guessing Technique (A Classroom Action Research At

helps students on their reading comprehension. By contextual guessing students can identify important words in reading and make semantic predictions about their relationship to one another.

From the explanation above the researcher can conclude that technique of finding the meaning of an unknown word through its use in a sentence and then guessing how it is pronounced is known as contextual guessing or context identification, or the use of context clues. Contextual guessing is the most important skill used by most readers in attacking new words. It is closely related to comprehension and this is one of the most practical skills students learn.

b. The Implementation of Contextual Guessing Technique Instruction

The present study sees that context has a very important role in reading teaching-learning, but the context alone is not enough. An instruction is needed to make the guessing more effective. According to Alsaawi in Wiena Novianti's paper state that "Students should be taught how to guess the meaning from the context." Walters as cited in Alsaawi commented that this technique might enhance the guessing's effectiveness.²¹

Semester Two of Students of Batanghari University in Academic Year 2013/2014)," *Jurnal Ilmiah Universitas Batanghari Jambi* 14, no. 3 (2014): p.5, <https://doi.org/http://dx.doi.org/10.33087/jiubj.v14i4.217>.

²¹ Wiena Novianti, "Contextual Guessing Strategy Instruction and Students' Mastery on Phrasal Verbs (A Quasi-Experimental Study of a State Vocational School in Tasikmalaya)," *Educational Studies* 1, no. 2 (2014): p.5, <https://doi.org/10.14456/rjes.2014.11>.

These following are the steps of procedure by using contextual guessing strategy which is written down by Irnanda in Hariyanti and Munawwaroh' paper:

- 1) Predicting , which means prediction of general idea of the text from the title or the heading.
- 2) Synonyms which Hancock defines as synonym are two or more words that have meaning same or similar. Time an author uses a term difficult, they often use also a synonym for the word to make meaning becomes clearer.
- 3) Antonyms or Contrast which means a word that has the opposite meaning. A piece placed opposite meaning in a context will provide contrast clue to the meaning of the word not known. Conjunctions such as although, but and and be this contrasting relationship signals.
- 4) Example, as other way to give instructions to readers in finding the meaning of difficult words is to use an example. An author can provide one or more example. These examples are not the same with synonyms. The words indicate like, 'Reviews such as',' Including ', and ' Consists of '. Punctuation such as a colon (:) and a dash (-) can also be a clue granting sample /example.

Example : The river was full of noxious materials
Reviews such as cleaning agents from factories and pesticides from nearby farms.

- 5) General Sense of Passage

According Dycus, context is not something absolute no in the text, but sometimes created itself by the reader. In other words, readers have contributed in construct the meaning of the word in the context. example: The cat springs on the rat.²²

In addition, there are several clues to use in understanding new words by Contextual Guessing Technique that really important for some students to apply, according to Zhong, they are:

- 1) Roots, Prefixes, and Suffixes

²² Syamsiah Depalina Siregar, "Contextual Guessing Technique in Reading," p.38-39.

According to the Oxford Dictionary, a root is the part of a word that has the main meaning and that its other forms are based on; a word that other words are formed from. Example: walk is the root of walks, walked, walking, and walker.²³ According to the Oxford Dictionary, a prefix is syllable, e.g. pre- or un-, placed in front of a word to change its meaning; a word element placed at the beginning of a root. Suffix is the word element that is attached to the end of a root or word. Both prefixes and suffixes change the meaning of the root and form a new word.

2) Sentence Punctuation

Punctuation marks are sometimes used to set off a word which is being used to identify word. Some of the common punctuation marks are: commas [,], brackets [], dashes -, single quotation marks ‘ ’, parentheses (), double quotation marks “ ”.

3) Sentence Connecting Words

Some connecting words indicate an opposite or contrasting meaning in the sentence: although, but, in contrast to, however, even though.²⁴

²³ John Simpson, *Oxford Learner's Pocket Dictionary*, ed. Victoria Bull, fourth Ed (Oxford: Oxford University Press, 2008), p.383.

²⁴ Hariyanti and Munawwaroh, "Improving Students' Reading Comprehension Through Contextual Guessing Technique (A Classroom Action Research At Semester Two of Students of Batanghari University in Academic Year 2013/2014)," p.3.

c. The Procedure of Teaching Reading Comprehension by Using Contextual Guessing Technique

Aspatore cited in Hariyanti and Munawwaroh's paper suggested that contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary. So, the students will not be busy on their dictionary in a reading activity and it can make the reading activity more effective.²⁵ Contextual guessing technique is the useful strategy that can help students to understand more about reading comprehension.

The steps of using contextual guessing technique can be incorporated in class reading

- 1) The teacher explains everything about the technique to the students.
- 2) The students are given a text and the teacher determines the time limit.
- 3) The students start to read the text.
- 4) The students have to answer the comprehensive answer, without looking back at the text.
- 5) The teacher asks whether there is any unknown words, and lists them in the whiteboard.
- 6) The teacher has to provide as many as possible meanings as they can.
- 7) The teacher asks them to retell the content of the passage if it is necessary.
- 8) Discuss the answer of the questions and record their achievements.²⁶

Teachers are supposed to be trained, firstly, on how to teach guessing to students in an effective way. There are different

²⁵ Hariyanti and Munawwaroh, P.3.

²⁶ Romuly, "The Effect of Using Contextual Guessing Technique on Reading Comprehension of the Tenth Grade Students at Vocational High School Multi Mekanik Masmur Pekanbaru.," p.14.

suggested techniques on how to teach guessing. Nation recommended that teachers ought to improve their students' guessing skill through the following steps:

- 1) Giving students the chance to choose the text on which they are capable.
- 2) Ask students to decide part of speech of the target word.
- 3) Ask them to concentrate on the immediate context of the word within a sentence or a clause.
- 4) Encourage them to extend their focus to a wider context.
- 5) Teach them how to read properly and fluently.
- 6) Let students check the meaning whether by checking the part of speech ; if the word has a prefix, root or suffix, it might give a clue to the meaning; put the guessed word in the passage to see whether or not it is appropriate; or consult a dictionary
- 7) Train them how to guess unknown words from the context.²⁷

In summary, teaching by using guessing technique from the context is really a helpful technique and effective in gaining information from a text of reading and copying with new words also when they do reading activity, especially when they try to comprehend recount text.

3. Description of Recount Text

a. Definition of Recount Text

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. According to Anderson and Anderson in Eni Yusnita et al's paper state that recount is a text which list and describe past

²⁷ Ali A. Alsaawi, "To What Extent Guessing the Meaning , from the Context , Is Helpful in Teaching Vocabulary," *Education* 10, no. October 2013 (2018): p.9-10, <https://doi.org/10.2139/ssrn.2819537>.

experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).²⁸ Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Recount text is based on the life experience and foreign language. Recounts are used in the most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

b. Generic Structure of Recount Text

According to Ken Hyland in Syaiful Azhar's paper state the common grammatical features of recount text are:

- 1) Orientation: provides the setting and produces participants. It provides information about whom, where, and when.
- 2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

²⁸ Eni Yusnita et al., "A Classroom Action Research to the Tenth Grade Students Of," *English Education*, 2012, p.3.

- 3) Re-orientation: optional-closure of events. It rounds off the sequence of events.²⁹

Thus the elements must exist in recount text and it gives more explanation in order to make the story clear and understandable about recount text.

c. Teaching Procedure by Using Contextual Guessing in Recount Text

Recount text is based on the life experience and foreign language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

This stages, some activities should be done during teaching and learning process. The procedures are:

1) Pre-Teaching Activities

In this phase, teacher begin the meeting (before learning) by greet the students to open the class and create a good teaching and learn environment. Then, teacher choosing the topic about recount text. After that, teacher introducing to the students about the technique and explain how to use it to the topic and write the steps on the board

The teacher explains everything about the technique to the students. The explanations include the way in determining time limit, how to use the technique, the important key terms and soon.

²⁹ Syaiful Azhar, "Analysis of Generic Structure of Recount Texts" (IAIN Salatiga, 2013), p.16, <http://e-repository.perpus.iainsalatiga.ac.id/>.

2) While-teaching Activities

The students are given a recount text and the teacher determines the time limit. After that, the students divide into 6 groups. Then ask students to start to read the text, motivate them how to read properly and fluently. Next, train the students how to guess unknown words from the text. One thing that should be remembered here is that they are not allowed to open their dictionary.

3) Post-teaching Activities

After the time is up, the students have to answer the comprehensive answer, without looking back at the text. After they finish answering the questions, the teacher asks whether there are any unknown words, and list them on the whiteboard. Then, using the discussion technique, together they have to try to guess and later find out the meaning of the words, from inferences in the context. The teacher has to provide as many as possible meanings as they can.

After knowing all the words in the text, the teacher asks them to retell the content of the passage if it is necessary. The last, they discuss the answer of the questions and record their achievements.

d. The Example of Recount Text

Table II

Example of Recount Text³⁰

No	Recount Text	Generic Structure
1	On Thursday, Darus, Mega and I gathered on campus. We were on group of writing III courses. Once gathered, we started to discuss the task to open premier skills website which ordered by lecturer.	Orientation
2	on the website we got a new knowledge about learning method. It was very interesting. We could learn while playing games and it didn't make me bored. I saw the vidio as a distruction at time of learning also. Although the procedures was a bit complicated, but it was very beneficial for us. We were happy to learn and try what was on the website.	Event
3	After we finished our assigment, we talked about what we got from the website and then, we went home	Re-orientation

³⁰ Azhar, p.33-34.

4. Description Teacher's Technique

Technique are step or action taken for the purpose of wining a war, other defenition of strategy is an effort to achive of succes goal. In education context, J.R David stated in Gili Nur Indah Liyaningsih's paper that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.³¹

Based on the defenition above, it can be concluded that strategy is the important plan that should be prepared as well by a teacher if going to get a goal achieiment in teaching in the classroom. A good strategy can creates a learning activities more effective.

The researcher has explained on the background about the result of an interview between on of an English teacher of Pesantren Ahmad Basyir and the researcher before that the teacher hardly ever use any technique when doing learning activities in reading class. By seeing the lesson plan (RPP) that has already shown by that teacher to the researcher, therefore the researcher can conclude that the procedures of teaching activities is as follows:

- a. The teacher asks students to open their English textbook
- b. Each students will be got a peace of paragraph from the text that is going to be discussed.

³¹ Gili Nur Indah Liyaningsih, "Teachers' Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015 / 2016)" (IAIN Surakarta, 2017), p.37-38, <http://esprints.iain-surakarta.ac.id>.

- c. The teacher ask students to read their own paragraph that hav given.
- d. Teacher asks student translating their own paragraph.
- e. Next, students ask to find the main idea, topic, unknown vocabularies, and then make a summarizing from their paragraph.
- f. Teacher asks students to answer the question list that belong to the content of text.

I. Related Findings

After analyzing the data in the previous chapter, the writer concludes that using Contextual Guessing Technique is effective to improve students' reading comprehension at SMA Negeri 1 Palopo. The data also shows that the students have good score. It is approved by the mean score of the students in post test (8.90) is higher than the mean score of the students' in pre test (5.03). moreover, the attitude of the students at SMA Negeri 1 Palopo toward the use of contextual guessing technique shows that most of the students give very positive attitude.³² In conclusion, there's a successfull using contextual guessing to improve students' reading comprehension.

This is enjoyment of technique was represented by students enthusiasme in following the lesson from the beginning to the end. The student achievement is increased; the score of post test is better than score of pre test ($68.07 > 46.85$) and the effectiveness of guessing meaning from

³² Rahayu, "Improving Reading Comprehension Through Contextual Guessing Technique At The Second Grade Students of SMA Negeri 1 Palopo."

context to increase students vocabulary is categorized as “ High Effect” with $ES > 0.8$ ($4.93 > 0.8$).³³ The conclusion, using contextual guessing able to increase students’ vocabulary by using guessing from context with some context clues is effective to increase students’ vocabulary.

Language learners need to acquire considerable vocabulary to succeed in English-language learning. This makes it impossible for learners to acquire all the necessary vocabulary explicitly; therefore, incidental vocabulary learning is required. When language learners encounter unknown words in reading, they can look up or infer their meaning. Two common strategies were widely used to unlock the meaning of unknown words: dictionary use and contextual guessing. Looking up the meaning of unknown words increases in-depth comprehension of a particular text and the precision of the words in a given context. Inferential guessing is essential in second-language learning.³⁴ Therefore, contextual guessing is really good for improving students’ vocabulary.

The implementation of contextual guessing technique in reading comprehension of students of the tenth grade of senior high school can be done effectively. The students can comprehend the text and read the text in contextual guessing technique in front the class. In addition, the students’ can promote critical thinking about what they read, give some opportunities to improve their ability through expressing their ideas, or

³³ Yuniarti Fitaloka, Rismaya Marbun, and Zainal Arifin, “The Use Guessing from Context Tehnique to Increase Students Vocabulary,” n.d., 1–12.

³⁴ Huang and Eslami, “The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners.”

opinions directly, and make the students are more active in teaching reading comprehension.³⁵ As a result, by implementing contextual guessing technique in teaching reading, the students more enthusiastic caused the all of students have big contribution to answering the question.

The researcher concludes that was an improvement on students' ability in reading comprehension after taught using contextual guessing technique. From pre-test showed that students' achievement was 59.33 it means that still low ability in some students, because the standardized from KKM (Kriteria Ketuntasan Minimal) was 73. In post-test showed that there was increasing students' achievement up to 82.40. It means there was improvement after using contextual guessing technique.³⁶

From the related findings above, the researcher can conclude that the technique is significant with reading comprehension, and also can improve students' vocabularies.

J. Conceptual Framework

The conceptual framework, they are: in the context of English of communicative competence include four major aspects categorized in to main ways was receptive competence and productive competence. Based on the review of related theories above, conceptual framework can be seen from figure below:

³⁵ Syamsiah Depalina Siregar, "Contextual Guessing Technique in Reading."

³⁶ Suhaidah, "The Students' Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA Negeri 1 Galesong Selatan."

The effect of contextual guessing to reading comprehension can be seen as picture follow:

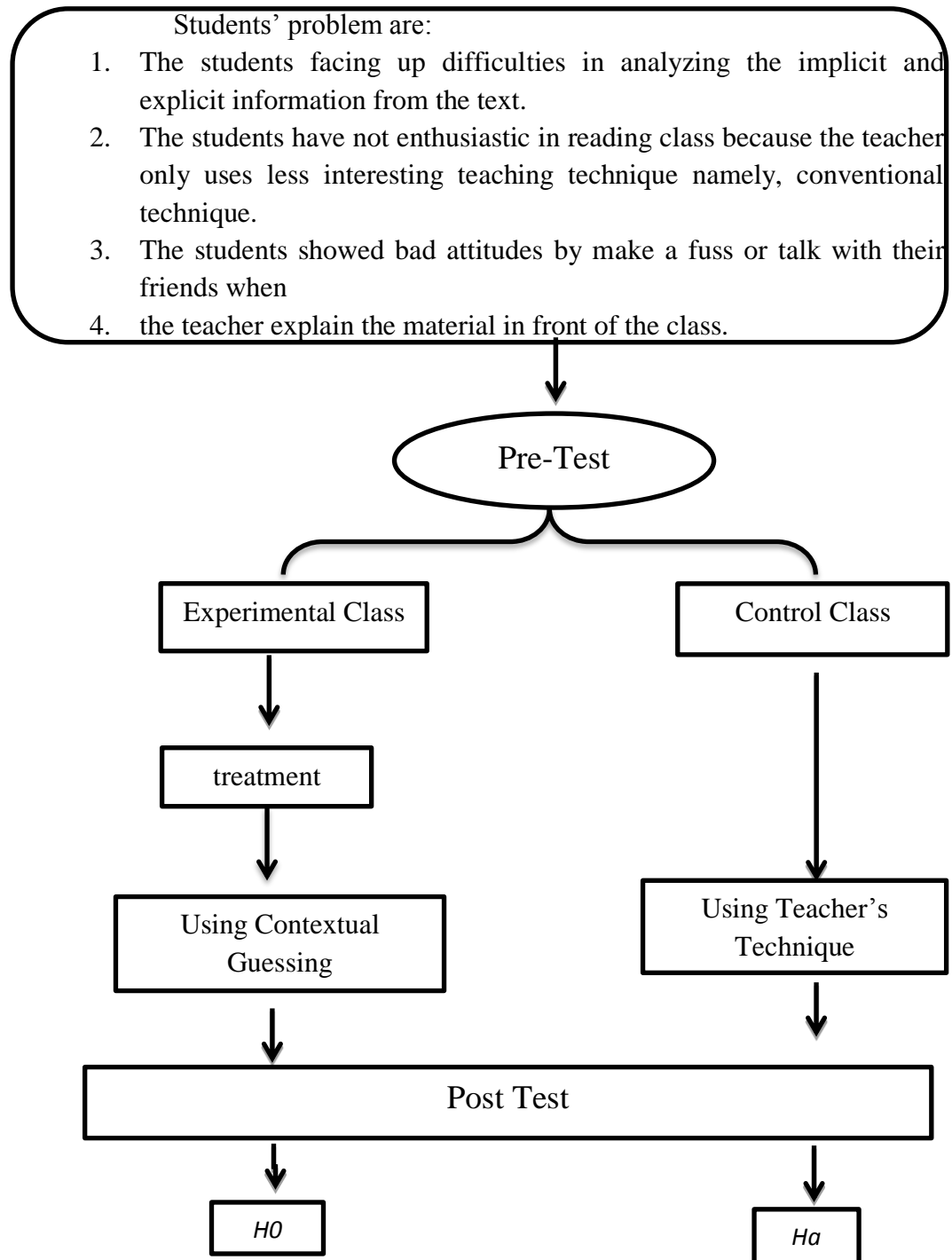


Figure 1: Conceptual Framework

Based on the picture above, contextual guessing technique is a teaching technique that used by the teacher to teach reading comprehension. Contextual guessing technique is one of the technique that can help students easier to understand the contents of a reading text.

First, the researcher gave a pre-test to know about the students' reading comprehension before giving a treatment. Then, reseracher gave a treatment by using contextual guessing technique for experimental class and teacher's technique for control class. The last, researcher gave post-test to figure out the effect of using the contextual guessing technique to students' reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

K. Hypothesis

The reseracher formulates the hypothesis of the research stated that: altearnative hypothesis (H_a): there is a significant effect using contextual guessing on students' reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/Kabupaten Tapanuli Selatan

Null hypothesis (H_0): there is no significant effect using contextual guessing on students' reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru/Kabupaten Tapanuli Selatan.

CHAPTER III
RESERACH METHODOLOGY

A. Place and Time of Research

The location of the research is in Pondok Pesantren Syekh Ahmad Basyir, kecamatan Batang Toru, Kabupaten Tapanuli Selatan, North Sumatera. The researcher started on 8th of November 2019 until 31st of August 2020

B. Research Design

The kind of this research is quantitative with experimental method in this research. The research is two classes, where is experimental class and control class. The experimental class is the class that thought of reading comprehension by using contextual guessing technique, while the control class was the class that though by using teacher technique that he used to do in the classroom.

Table III

Table of the design of collecting data

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
		Contextual Guessing	
Control Class	√	×	√

C. Population and Sample

1. Population

The population was the whole the students at X grade of Pondok Pesantren Syekh Ahmad Basyir. The research did for the grade X-1 and X-2 of Pondok Pesantren Syekh Ahmad Basyir. The population of the research consisted of 2 classes with 40 students. It can be seen from the table below:

Table IV

The population of the X grade in Pesantren Ahmad Basyir

No	Class	Total Students
1.	X-1	20
2.	X-2	20
	TOTAL	40

2. Sample

In this research , the researcher used total sampling. The researcher choosed X-1 consisted of 20 students as a control class and X-2 that consisted of 20 students as a experimental class. Therefore, total samples that used were 40 students.

a) The Normality of the Test

In order to know whether the data had normal distribution or not, the researcher used normality test by using *Chi-Quadrate* formula:³⁷

$$X^2 = \sum \left(\frac{f^0 - fh}{fh} \right)$$

Where:

X^2 = Chi-Quadrate

f^0 = Frequency is gotten from the sample or result of observation (questioner)

fh = frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it used significant level 5% (0.05) and degree of freedom as big as total of frequency was lessened 3 ($dk = k - 3$). If result $X^2_{count} < X^2_{table}$. So, it can be concluded the data is distributed normal.

b) The Homogeneity of the test

The homogeneity test was used to measure whether the data was correlated from true population or not. If both of the

³⁷ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan*, ed. Mara Samin Lubis, Revisi (Padangsidimpuan: Citapustaka Media, 2016), p.71-72.

classes are same, it could be concluded homogenous. It used F-test, as follow:³⁸

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

the hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

The hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha} (n_1-1) (n_2-1)$,

while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n1-1), while detaminators is (n2-1).

Thus the hypothesis for homogeneity is determined as follows:

Ha : homogeneous class

H0 : inhomogeneous class

D. Instrument of Collecting Data

The good intruents cerify the validity of the data. The researcher used instrument of validity and reliabilty for the taking the valid data. The researcher used test as instrumentation.

The researcher used multiple choice test in this research. The researcher gave the test on reading about recount text. The researcher also told verbal intruction about the test to make sure that the respondents understood what to do.

³⁸ Rangkuti, p.72-73.

The instruction was choosing the best answer by crossing a, b, c, d or e that they find in the test. There were some indicators that is used by the researcher to measure the students's ability in reading recount text.

Table V
Indicators of the Pre-Test before testing validity

No	Indicators	Total Test	Number of Item	Scores
1	Identify the information from the text	13	2, 8, 10, 11, 12, 13, 14, 17, 18, 19, 21, 23, 24	$12 \times 4 = 48$
2	Identify the topic from the text	4	1, 5, 9, 22	$4 \times 4 = 16$
3	Identify main idea from the text	2	16, 20	$2 \times 4 = 8$
4	Give the conclusion from the text	1	3	$1 \times 4 = 4$
5	Understand the vocabulary	5	4, 6, 7, 15, 25	$6 \times 4 = 24$
	Total	25	25	100

Table VI
Indicators of the Post-Test before testing validity

No	Indicators	Total Test	Number of Item	Scores
1	Identify the information from the text	13	3, 4, 8, 9, 12, 13, 14, 15, 19, 21,23, 24, 25	$13 \times 4 = 52$
2	Identify the topic from the text	3	1, 7, 18	$3 \times 4 = 12$
3	Identify main idea from the text	1	2	$1 \times 4 = 4$
4	Give the conclusion from the text	1	20	$1 \times 4 = 4$
5	Understand the vocabulary	7	5, 6, 10, 11, 16, 17, 22	$7 \times 4 = 28$
	Total	20	20	100

There were 50 items of multiple choice test in this research before validated, where 25 items for pre-test and 25 items for post-test. The

number of the items that really needed in this reasearch is 20 items for each two of test.

Table VII
Indicators of the Pre-Test after testing validity

No	Indicators	Total Test	Number of Item	Scores
1	Identify the information from the text	10	2, 8, 10, 11, 12, 13, 14, 17, 18, 20	$10 \times 5 = 50$
2	Identify the topic from the text	3	1, 9, 5	$3 \times 5 = 15$
3	Identify main idea from the text	2	16, 19	$2 \times 5 = 10$
4	Give the conclusion from the text	1	3	$1 \times 5 = 5$
5	Understand the vocabulary	4	4, 6, 7, 15	$4 \times 5 = 20$
	Total	20	20	100

Table VIII
Indicators of the Post-Test after testing validity

No	Indicators	Total Test	Number of Item	Scores
1	Identify the information from the text	9	3, 4, 8, 9, 12, 13, 14, 15, 19	$9 \times 5 = 45$
2	Identify the topic from the text	3	1, 7, 18	$3 \times 5 = 15$
3	Identify main idea from the text	1	2	$1 \times 5 = 5$
4	Give the conclusion from the text	1	20	$1 \times 5 = 5$
5	Understand the vocabulary	6	5, 6, 10, 16, 17, 11	$6 \times 5 = 30$
	Total	20	20	100

After validity test, the test provided 20 items for each test, 20 items for pre-test and 20 items for post-test. Above is the table of two of the test after testing validity.

E. Validity and Reability

1. Validity

In this research, the writer used items validity to know the validity of reading comprehension test. In other words, the tests were given based on the material that they have learned. In validity of instrument of the test, it can be seen from the from the difficulties of the test. It means the test is not too easy or not too difficult.

The formula for item difficulty is as follows:³⁹

$$FV = \frac{R}{N}$$

Where :

FV = Facility value (difficulty level)

R = The number of correct answer

2. Reability

This kind of accuracy was reflected in obtaining similar results when measurement was repeated on different occasions or with different instruments or by different persons. The characteristic of reliability was sometimes termed consistency. Briefly, the test was reliable when an examinee's results were consistent on repeated measurement.

$$vt = \sum \frac{(x1 - X)}{n - 1}$$

³⁹ Romuly, "The Effect of Using Contextual Guessing Technique on Reading Comprehension of the Tenth Grade Students at Vocational High School Multi Mekanik Masmur Pekanbaru,," P.31.

Where:

X_1 : total of score

\bar{X} : mean score

n : total of respondents

To find out whether the test is reliable or not, the value of r_{ii} should be compared with r product moment. The value of r_{ii} must be higher than r table.

F. Technique of Data Collecting

Collecting data is the most crucial thing in a research. In this research, the researcher used test in collecting the data. The researcher used test as the technique of collecting data. The test was distributed to measure the students' reading comprehension. "According to Brown in Romuly's paper, test is a method of measuring of a person's ability, knowledge or performance in given domain"⁴⁰. The type of the test was multiple choices that consisted of twenty items. It was divided into two types, pre-test and post-test. Pre-test and post-test were given to both of classes.

1. Pre-Test

The test was written test and the type is multiple choice. There were five indicators of reading comprehension; each indicator was represented by four questions, so the total number of the test was

⁴⁰ Romuly, p.29.

twenty items. This test was given to both of the class-control and experiment class-before each class were given the treatment.

2. Treatment

After giving the pre-test, the students were given a treatment, where the experimental class and the control class were giving some materials, which consist of reading comprehension that experimental class was taught by using tutoring technique and the control class was taught by teacher's technique.

3. Post-Test

After giving the treatment, researcher provided a post-test which different test with pre-test. This post test was the final activity in this reserach, with main purpose was to know wheter "there is an effect of the contextual guessing tehcnique or not.

G. Technique of Analysing data

To analyse the data in experimental research, the researcher uses technique of data analysis. The technique is:

1. Scoring Technique

- a) Total maximal score is 100
- b) The number of score is 20, and a correct answer was given 5 score. There is no score for uncorrect answers. Total score is $5 \times 20 = 100$

2. Requirement test

- a) Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\sum fx}{N}$$

Where :

M_x : mean

\sum_{fx} : total scores

N : number of classes

b) Normality test

The researcher use normality test which using *Chi Quadrate* formula as follow:

$$X^2 = \sum \left(\frac{f_o - f_n}{f_n} \right)$$

where:

x^2 = Chi Quadrate

f_o = frequency is gotten from the sample or observation
(questioner)

f_n = frequency is gotten from the sample as image from
frequency is hoped from the population

c) Homogeneity test

To find homogeneity, the researcher use Harley test. The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallet variant}}$$

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

3. Hypothesis test

Based on the hypothesis, the analysis of the data was done to find out the ability of two groups that had been divided into experiment class and control class. From the hypothesis, researcher known the result of the research. So, the data had analyzed by using the *t-test*, the formula is:

$$T_t = \frac{M1 - M2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

T_t : the value which the statistical significance

$M1$: the average score of the experimental class

$M2$: the average score of the control class

X_1^2 : deviation of the experiment class

X_2^2 : deviation of the control class

n_1 : number of experiment class

n_2 : number of control class

CHAPTER IV

DATA ANALYSIS

This chapter, researcher presents the result of the reserch. To know the extent of the effect of contextual guessing technique on student's readding comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir. The reseracher has calculated the data using pre-test and post-test by applying quantitative reserach. The reseracher used the formulation of t-test to test the hypothesis. Next, the detailed description of data as follow:

A. The Description of Data

1. The Description of Data before Using Contextual Guessing Technique

a. Score of Pre-Test Experimental Class

In pre-test of experimental class, reseracher calculated the result of the test that had been gotten from the the students when aswering the multiple choice. The score can be seen in the table below:

Table IX

The Score of Experimental class in Pre-Test

Total	810
Highest score	75
Lowest score	20
Mean	43.5

Median	58.2
Modus	51
Range	55
Interval	9
Standard deviation	20
Variants	264.210

Based on the table VIII, the total score of pre-test in experimental class was 810, mean was 43.5, standar deviation was 20, variants was 264.210, median was 58.2, modus was 51, range was 55 and interval was 9. The highest score that reseracher got is 75 and the lowest was 20. It can been seen in appendix 21

Then, computed of the frequency distribution of students' score in experimental class can be seen from table beow:

Table X

Frequency Distribution of Students' Score

Interval Class	Frequency	Mid point	Percentages
20 – 28	5	24	25%
29 – 37	4	33	20%
38 – 46	1	42	5%
47 – 55	7	51	35%
56 – 64	1	60	5%
66 – 73	1	69	5%
74 – 82	1	78	5%
$i = 9$	20	-	100%

From the table IX, the students' score in intrval class between 20-28 was 5 students (25%), interval class between 29-37 was 4

students (20%), interval class between 38-46 was 1 student (5%), interval class between 47-55 was 7 students (35%), interval class between 56-65 was 1 student (5%), interval class between 66-73 was 1 student (5%), and th last interval class between 74-82 was 1 student (5%).

In order to get description o the data clearly and completely, the researcher shows the histogram on following figure:

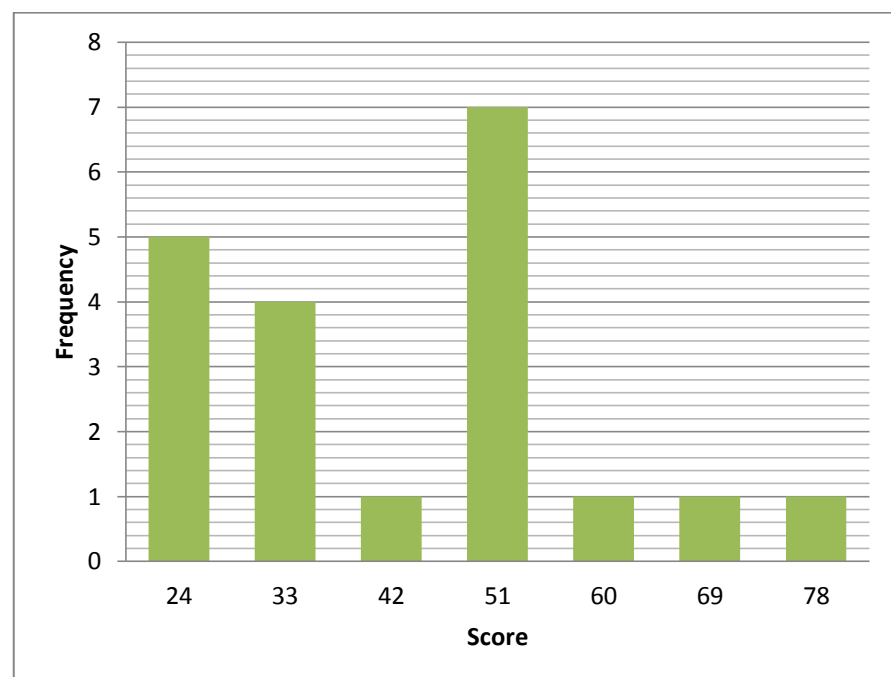


Figure 2: Description Data Pre-Test in Experimental Class

From the histogram on figure 2, the students' score 24 was 5 students, the students' score 33 was 4 students, the students' score 42 was 1 student, the students' score 51 was 7 students, the students' score 60 was 1 student, the students' score 69 was 1 student and the students' score 78 was 1 student.

b. Score of Pre-Test in Control Class

The researcher calculated of the result of pre-test that had been gotten in Control class after answering the test. The score of the pre-test in control class can be seen from the table below:

Table XI

The Score of Pre-test in Control Class

Total	920
Highest score	75
Lowest score	20
Mean	51.3
Median	57.3
Modus	47.76
Range	55
Interval	9
Standard deviation	22.75
variants	210.523

Based on the table XI, the total score of pre-test in control class was 920, mean was 51.3, standar deviation was 22.75, variants was 210.523, median was 53.7, modus was 47.76, range was 55 and interval was 9. The highest score that reseracher got is 75 and the lowest was 20. It can been seen in appendix 21

Table XII**Frequency Distribution of Students' Score**

Interval Class	Frequency	Mid point	Percentages
20 – 28	3	24	15%
29 – 37	4	33	20%
38 – 46	4	42	20%
47 – 55	5	51	25%
56 – 64	1	60	5%
66 – 73	2	69	10%
74 – 82	1	78	5%
$i = 9$	20	-	100%

From the table XII, the students' score in intrval class between 20-28 was 3 students (15%), interval class between 29-37 was 4 students (20%), interval class between 38-46 was 4 students (20%), interval class between 47-55 was 5 students (25%), interval class between 56-65 was 1 student (5%), interval class between 66-73 was 2 students (10%), and th last interval class between 74-82 was 1 student (5%).

In order to get description o the data clearly and completely, the researcher shows the histogram on following figure

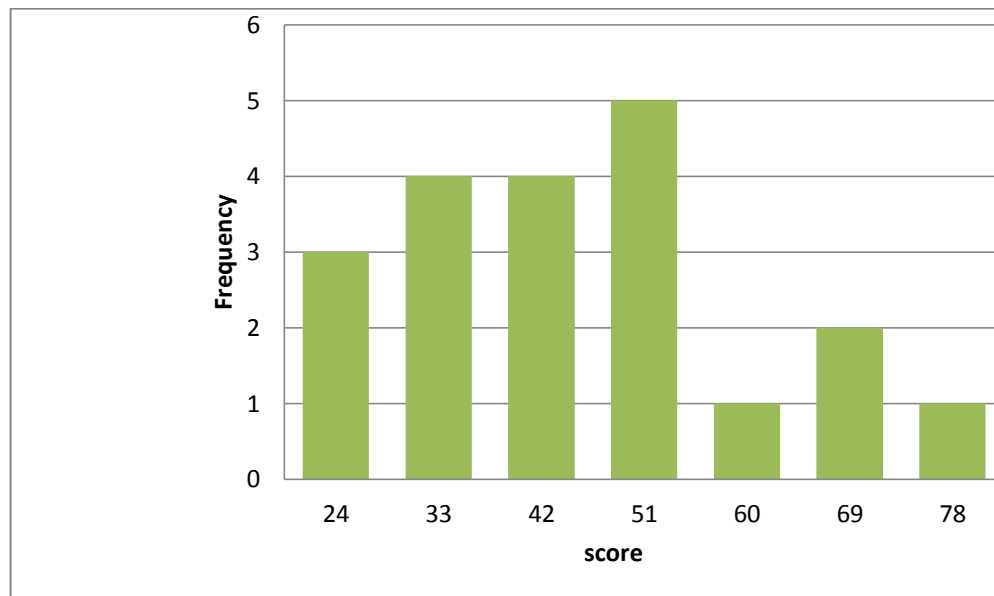


Figure 3: Description Data Pre-Test in Control Class

From the histogram on figure 3, the students' score 24 was 3 students, the students' score 33 was 4 students, the students' score 42 was 4 students, the students' score 51 was 5 students, the students' score 60 was 1 student, the students' score 69 was 2 student and the students' score 78 was 1 student.

c. The comparison between Description Data Pre-Test of Experimental Class and Control Class

Based on the two histograms above between description data experimental and control class in pre-test, can be seen from the histogram below:

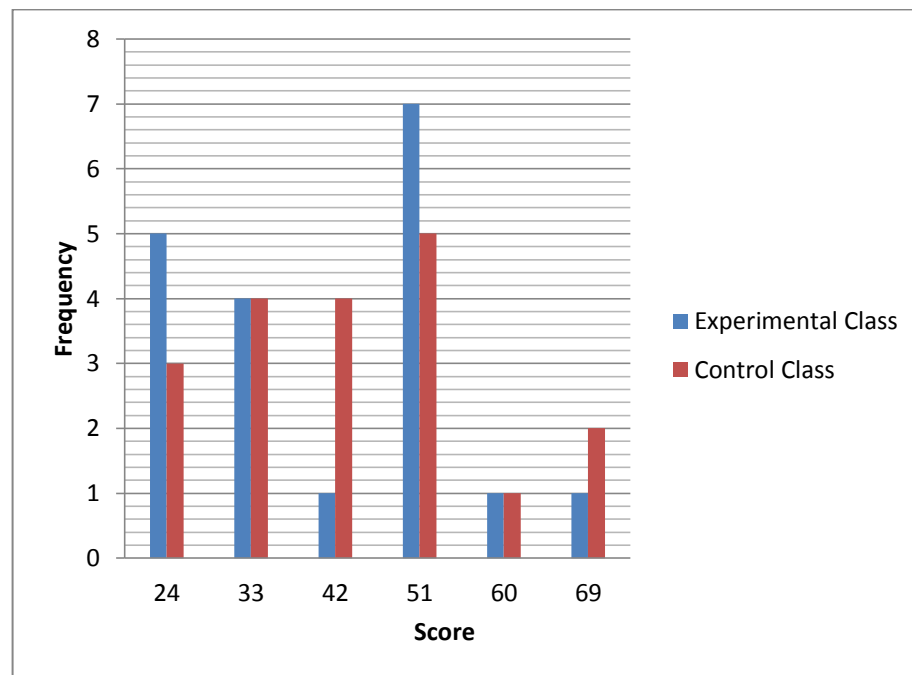


Figure 4: Description of pre-test in experimental class and control

From the histogram on figure 4, can be concluded that the students' in experimental class was higher than the students' in control class.

2. The Description of Data after Using Contextual Guessing Technique

a. Score of Post Test in Experimental Class

Table XIII

The Score of Post-test in Experimental Class

Total	1570
Highest score	95
Lowest score	50

Mean	69.1
Median	81.7
Modus	75.75
Range	45
Interval	7
Standard deviation	13.23
Variants	134.473

Based on the table XIII, the total score of pro-test in experimental class was 1570, mean was 69.1, standar deviation was 13.23, variants was 134.473, median was 81.7, modus was 75.75, range was 45 and interval was 7. The highest score that reseracher got is 95 and the lowest was 50. It can been seen in appendix 17

Table XIV

Frequency Distribution of Students' Score

Interval Class	Frequency	Mid point	Percentages
50 – 56	1	53	5%
57 – 63	1	60	5%
64 – 70	2	63	10%
71 – 77	5	74	25%
78 – 84	4	81	20%
85 - 91	4	88	20%
92 - 98	3	95	15%
$i = 7$	20	-	100%

From the table XIV, the students' score in intrval class between 50-56 was 1 student (5%), interval class between 57-63 was 1 student (5%), interval class between 64-70 was 2 students (10%), interval class between 71-77 was 5 students (25%), interval class between 78-84 was 4 students (20%), interval class between 85-91 was 4 students (20%), and th last interval class between 92-98 was 3 students (15%).

In order to get description o the data clearly and completely, the researcher shows the histogram on following figure

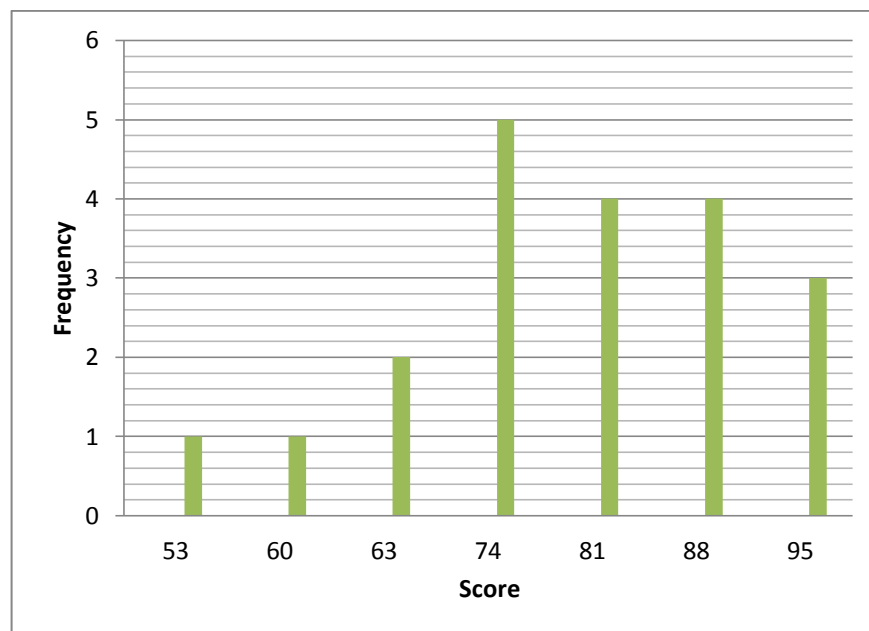


Figure 5: Description Data Post-Test in Experimental Class

From the histogram figure 5, the students' score 53 was 1 student, the students' score 60 was 1 student, the students' score 63 was 2 students, the students' score 74 was 5 students, the students'

score 81 was 4 students, the students' score 88 was 4 students and the students' score 95 was 3 students.

b. Score of Post Test in Control Class

Table XV

The Score of Post-test in Control Class

Total	1445
Highest score	95
Lowest score	50
Mean	62.45
Median	77.5
Modus	68.12
Range	45
Interval	7
Standard deviation	15.12
Variants	-80

Based on the table XV, the total score of pro-test in control class was 1445, mean was 62.45, standar deviation was 15.12, variants was -80, median was 77.5, modus was 68.12, range was 45 and interval was 7. The highest score that reseracher got is 95 and the lowest was 50. It can been seen in appendix 18

Table XVI
Frequency Distribution of Students' Score

Interval Class	Frequency	Mid point	Percentages
50 – 56	3	53	15%
57 – 63	2	60	10%
64 – 70	4	63	20%
71 – 77	3	74	15%
78 – 84	3	81	15%
85 - 91	3	88	15%
92 - 98	2	95	10%
$i = 7$	20	-	100%

From the table XVI, the students' score in intrval class between 50-56 was 3 student (15%), interval class between 57-63 was 2 student (10%), interval class between 64-70 was 4 students (20%), interval class between 71-77 was 3 students (15%), interval class between 78-84 was 3 students (15%), interval class between 85-91 was 3 students (15%), and th last interval class between 92-98 was 2 students (10%).

In order to get description o the data clearly and completely, the researcher shows the histogram on following figure:

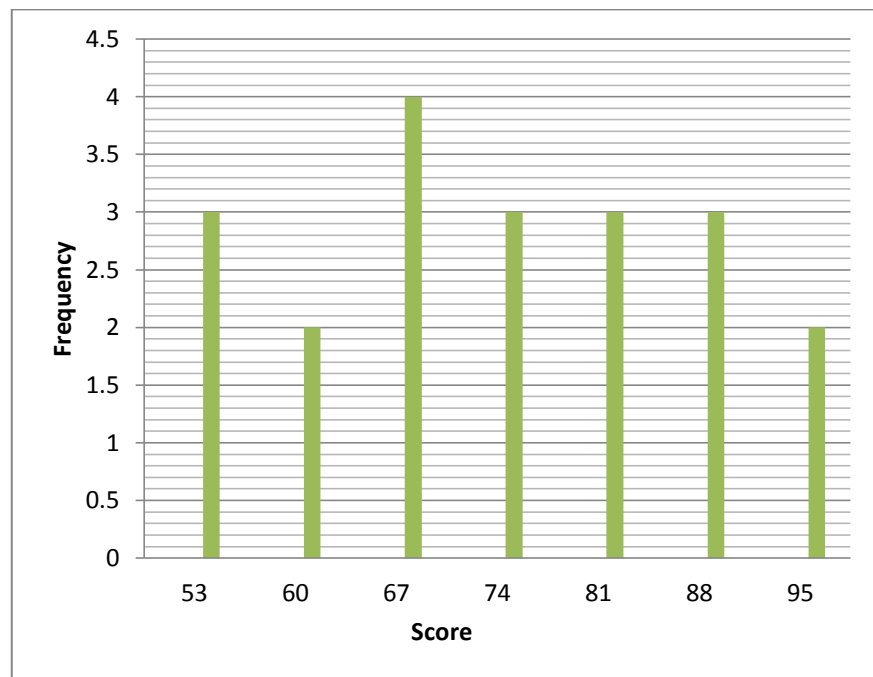


Figure 6: Description Data Post-Test in Control Class

From the histogram on figure 6, the students' score 53 was 3 students, the students' score 60 was 2 students, the students' score 67 was 4 students, the students' score 74 was 3 students, the students' score 81 was 3 students, the students' score 88 was 3 students and the students' score 95 was 2 students.

c. The Comparison between Description Data Post-Test of Experimental Class and Control Class

Based on the two histograms above between description data experimental and control class in pre-test, can be seen from the histogram below:

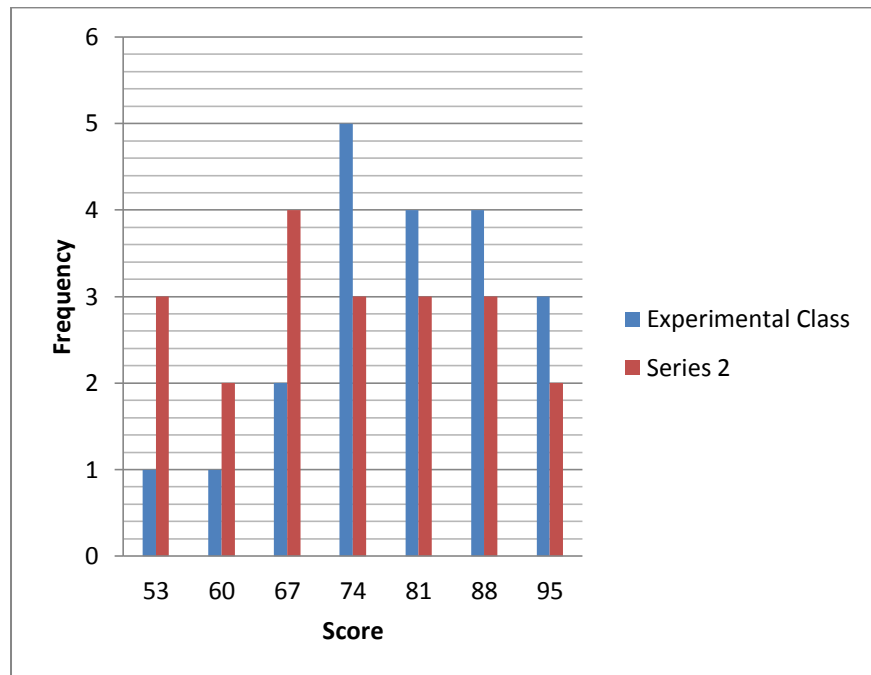


Figure 7: Description of post-test in experimntal class and control

From the histogram 7, can be concluded that the students' in experimental class was higher than the students' in control class.

B. Analysis Data

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

Table XVII

Calculation score of Experimental Class and Control Class

Class	Normality Test		Homogeneity Test	
	X _{count}	X _{table}	f _{count}	F _{table}
Experimental Class	10.64	12.592	1.33 < 2.048	
Control Class	11.36	12.592		

Based on table XVII, researcher made a calculation that the score of experimental class $L_o = 10.64 < L_t = 12.592$ with $n = 20$, and control class $L_o = 11.36 < 12.592$ with $n = 20$, and real level $\alpha = 0.05$. Cause $L_o < L_t$ in the both classes. So, H_a was accepted. It means the experimental class and control class were distributed normal. It can be seen in appendix 18

2) Homogeneity of Experimental Class 1 and 2 in Pre-Test

After doing the calculation, researcher found that $F_{count} = 1.33$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator $n_1 - 1 = 20 - 1 = 19$ and deminator $n_2 - 1 = 20 - 1 = 19$.

Researcher found that $F_{table} = 2.042$. From the distribution list F, researcher found that $F_{table} = 2.042$. So, $F_{count} < F_{table}$ ($1.33 < 2.042$). It could be concluded that there is no difference variant between the X-2 class and X-1 class. It means that the variant is homogenous.

b. Normality and Homogeneity in Post Test

1) Normlity of Experimental Class and Control Class in Post Test

Table XVIII

Normality and Homogeneity in Post Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	F_{table}
	Experimental Class	7.04	9.488	1.62 < 2.036
Control Class	7.04	9.488		

Based on table XVIII, researcher made a calculation that the score of experimental class $Lo = 7.04 < Lt = 9.488$ with $n = 20$, and control class $Lo = 7.04 < 9.488$ with $n = 20$, and real level $\alpha = 0.05$. Cause $Lo < Lt$ in the both classes. So, H_a was accepted. It means the experimental class and control class were distributed normal. It can be seen in appendix 22

2) Homogeneity of Experimental Class 1 and 2 in Post-Test

After doing the calculation, researcher found that $F_{count} = 1.62$. It had been compared to F_{table} with $\alpha 5\%$ and dk numerator $n_1-1 = 20-1 = 19$ and deminator $n_2-1 = 20-1 = 19$). Researcher found that $F_{table} = 2.42$. From the distribution list F, researcher found that $F_{table} = 2.42$. So, $F_{count} < F_{table}$ ($1.62 < 2.036$). It could be concluded that there is no difference variant between the X-2 class and X-1 class. It means that the variant is homogenous.

2. Hypothesis Test

After calculating the data of post-test, the researcher realized that the result of post test both experimental class and control class are normal and homogenous. Researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “there was the significant effect of using contextual guessing technique on students’ reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir kecamatan Batang Toru kabupaten Tapanuli Selatan”. The calculation can be seen on the appendix 21 and 22

Table XIX

Result of T-test from the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.12	1.67155	4.504	2.000

$$H_a: \mu_1 \neq \mu_2$$

Where:

$H_a: \mu_1 \neq \mu_2$ “There was the significant effect of using contextual guessing technique on students’ reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir kecamatan Batang Toru kabupaten Tapanuli Selatan”

Based on the researcher’s calculation, researcher got that t_{count} 4.504 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. Cause $t_{count} > t_{table}$ (4.504 > 2.000), it means that hypothesis H_a was accepted and H_o was rejected. So, There was the significant effect of using contextual guessing technique on students’ reading comprehension. In this case, the mean score of experimental class by using contextual guessing technique was 69.1 and men score of control class was 62.45. the calculation can be seen on appendix 15 and 16.

C. Dicuision

Based on the data analysis, the researcher discussed the result of this research on the effect of using contextual guessing technique on students’ reading comprehension, where the result mean score experimental class was higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 43.35 and control class was 39.75, in post-test mean score in experimental class was 69.1 and control class was 62.45. It means there is a significant

effect by using contextual guessing technique on students reading comprehension at X Grade of Pondok Pesantren Syekh Ahmad Basyir. The theory of Aspatore significant with this research that said contextual guessing technique is a good technique to comprehend a reading text.⁴¹ From his statement that the research has proved this theory to Pondok Pesantren Syekh Ahmad Basyir at X Grade.

The researcher wants to know the similarities and the differences of this research with the other researches through the data analysis or place of the research, etc, the first is Suhaidah the similarity is the object of the research equally at SMA with the same graduate. The difference, in my research talking about genre text is recount text, but in Suhaidah is talking about steps in reading comprehension.⁴² By using contextual guessing technique has a good effect to the students.

The second, Wiena Novianti the similarity is the object of the research equally at State Vocational School. The difference, in my research is talking about genre text is recount text, but in Wiena Novianti's research is talking about phrasal verb.⁴³ The successful of contextual guessing strategy helps students to mastery on phrasal verb.

The third, Sri Rahayu, the similarity object of the research equally at SMA. The difference, in my research is talking about the recount text

⁴¹ Rahayu, "Improving Reading Comprehension Through Contextual Guessing Technique At The Second Grade Students of SMA Negeri 1 Palopo," p.9.

⁴² Suhaidah, "The Students' Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA Negeri 1 Galesong Selatan."

⁴³ Novianti, "Contextual Guessing Strategy Instruction and Students' Mastery on Phrasal Verbs (A Quasi-Experimental Study of a State Vocational School in Tasikmalaya)."

while in Sri Rahayu just talking about reading comprehension only.⁴⁴ By using synthesizing reading strategy has a good effect to the students.

The fourth, Farida Hariyanti and Khidayatul Munawwaroh, the similarity is equally talking about the same genre text is recount text. The difference, in my research the object of the research at SMA, while in Farida and Khidayatul Munawwaroh's research the object at semester two of students of Batanghari University.⁴⁵ The successful of contextual guessing technique could improve the students' reading comprehension at semester two of students of Batanghari University.

The fifth, the similarity is equally of result above from analysis data conclude that technique or method is significant with reading comprehension, also can improve and make students enjoy in reading. So, the researcher used contextual guessing technique can prove and creating the effect in their reading and also made students enjoy in reading skill and this research complete and contribute previous finding.

Based on the explanation above, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using contextual guessing technique on students' reading comprehension.

D. Threats of The Research

⁴⁴ Rahayu, "Improving Reading Comprehension Through Contextual Guessing Technique At The Second Grade Students of SMA Negeri 1 Palopo."

⁴⁵ Hariyanti and Munawwaroh, "Improving Students' Reading Comprehension Through Contextual Guessing Technique (A Classroom Action Research At Semester Two of Students of Batanghari University in Academic Year 2013/2014)."

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure by their own mind because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.
4. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher make a conclusion:

1. Students' reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir before using contextual guessing technique, the result of students' mean score of pre-test was 43.35 in experimental class and 39.75 in control class with the highest score is 75 and the lowest score is 20.
2. The students' score after using contextual guessing technique had higher score. It can be seen from the students' score of post-test, the higher score of post-test using contextual guessing technique in experiment class is 95 and the lowest score is 50 and the mean score became 69.1.
3. The researcher concluded that there was the effect of using contextual guessing technique on students' reading comprehension at X grade of Pondok Pesantren Syekh Ahmad Basyir, the researcher concluded that contextual guessing technique has an effect or effective on students' reading comprehension ability.

B. Suggestion

After took the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster, to motivate the teachers, especially English teachers of Pondok Pesantren Syekh Ahmad Basyir, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the X grade english teachers before studying about reading. The teachers should apply the interesting technique, method, ways or procedures which can improve or help the students in understanding English especially as well especially in recount text. The teacher should be serious to teach about this, make sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE



A. Identity

Name : Nurhabibah Siregar
NIM : 16 203 00068
Place and Birthday : Panobasan, 25th of August 1997
Gender : Female
Religion : Islam
Address : Panobasan, Kec. Angkola Barat, Kab. Tapanuli Selatan

B. Parent

1. Father's name : Nasron Siregar
2. Mother's name : Erni Pane

C. Educational Background

1. Elementary School : MIN Panobasan (2010)
2. Junior High School : MTsN Batang Toru (2013)
3. Senior High School : SMA Negeri 1 Angkola Barat (2016)
4. College : IAIN Padangsidimpuan (2020)

Appendix I

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah	: Pondok Pesantren Syekh Ahmad Basyir
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X-2/Ganjil
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

Melalui pengamatan, tanya jawab, penugasan individu, dan penemuan (discovery) diharapkan siswa dapat : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapi, sesuai dengan konteks penggunaannya sehingga bisa menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)	<ul style="list-style-type: none">- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)- Menyebutkan fungsi sosial, struktur

teks, dan unsur kebahasaan terkait teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)

- Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)

Menyusun teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

- Menganalisis teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- Menghubungkan teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

- Menyimpulkan teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Materi Pembelajaran

My Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in the blue paper. Blue is my grandpa's favourite color.

On Saturday morning, my brother and I helped our sister in the kitchen. We made a birthday cake. It was a big and beautiful cake. I wrote happy birthday on it. We put some chocolate and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some coke and flowers for my grandpa. We sat together in our living room. My said a beautiful prayer. Then, we sang "Happy Birthday" and my grandpa blew out the candle. He cut the cake and gave it to everyone in that room. He opened his present and he was very happy with the shirt. Finally, my grandpa told us some stories.

1. Where did the writer and his family celebrate their grandpa's birthday ...
 - a. In the living room
 - b. In the kitchen

- c. In the shopping
 - d. In the writer's uncle's house
2. The correct sentence based on the text is ...
 - a. The nice batik shirt bought by writer is blue
 - b. The writer bought a birthday cake for his grand father
 - c. The writer's uncle and aunt came on Sunday
 - d. The family didn't get a birthday cake
 3. The text is a/an ... text
 - a. Descriptive
 - b. Report
 - c. Narrative
 - d. Recount
 4. Whata is the purpose of the text?
 - a. To present a point of view
 - b. To inform past events
 - c. To describe something
 - d. To persuade the readers
 5. Which idea can you find in the second paragraph?
 - a. The writer bought a nice a shirt for is grandpa
 - b. The writer and family celebrated their grandpa's birthday
 - c. The writer's uncle came to his house to celebrate his grandpa's birthday
 - d. The writer and his family prepared their grandpa's birthday
 6. What does the candle means ...
 - a. A lamp yo give a light
 - b. A kind of match which is burnt to give a fire
 - c. Rond stick of wax which is lit to burn with a light giving flame
 - d. An electronic lamp which can be switched on to produce the flame
 7. We put some chocolate and a big candle on top of it.
The underline word refers to ...

- a. A candle is on the cake
 - b. Som chocolate is on the candle
 - c. A candle is above of the cake
 - d. The cake
8. The synonym of present in the text is ...
- a. Existence
 - b. Right now
 - c. Feast
 - d. Gift
9. A living room is one of the parts of house. Which is used to ...
- a. Receive the family
 - b. Prepare the meal
 - c. Gather the family member
 - d. Hold a party
10. We bought it and wrapped it i the blue paper (paragraph 1). The word “wrapped” has the same meaning as ...
- a. Decorated
 - b. Packed
 - c. Took
 - d. covered

The key:

- | | |
|------|-------|
| 1. A | 6. C |
| 2. C | 7. D |
| 3. D | 8. D |
| 4. B | 9. A |
| 5. D | 10. D |

D. Metode Pembelajaran

Metode pembelajaran : Contextual Guessing Technique

E. Media Pembelajaran

1. Media/Alat : Lembar Kerja Siswa
2. Alat dan Bahan : Laptop dan Power Point

F. Sumber Belajar

Buku Paket Bahasa Inggris Wajib Kurikulum 2013

G. Langkah Kegiatan

Pertemuan ke-1 (2 x 45 menit)

Kegiatan Penndahuluan

- Guru memberi salam
- Berdoa
- Guru memeriksa kehadiran siswa
- Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
- Guru membei motivasi belajar siswa secara kontekstual sesuai manfaat an aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung.
- Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.

Kegiatan pembelajaran/kegiatan inti

- Pre-Teaching
 - Topik teks recount dipilih oleh guru
 - teknik ini diperkenalkan kepada siswa dan menjelaskan bagaimana menggunakan teknik ini dalam teks recount
- While-teaching
 - Membaca teks recount
 - guru dan siswa melihat cover dan membuat prediksi dari teks recount

- guru membagi siswa menjadi 6 kelompok
- siswa berdiskusi tentang apa yang mereka ketahui dari teks recount
- Ide atau pendapat siswa akan di share ke kelompok yang lain
- Post-Teaching
 - Guru dan siswa melihat kembali informasi dari teks recount dan meninjau ulang gagasan mereka menggunakan teknik diskusi

Penutup

- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan hari itu
- Salam

Pertemuan Ke-2 (2 x 45 menit)

Kegiatan Pendahuluan

- Guru memberi salam
- Berdoa
- Guru memeriksa kehadiran siswa
- Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung.

Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti

- Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain
 - Mengingat kembali materi/teks yang sudah dipelajari

- Siswa menjawab soal yang diberikan guru
- Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan

Kegiatan Penutup

- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan hari itu
- Salam

H. Penilaian: Instrumen dan Teknik Penilaian

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Discovering main idea of the text			Multiple Choice Question (choosen the best answer by crossing (x) a, b, c or d
2. Identifying detail of the text		Multiple Choice	
3. Summarizing concepts of the text	Test Tulisan		

Sitinjak,
April 2020

Mengetahui,

Validator

Hotnida Hasibuan, S.Pd

Peneliti

Nurhabibah Siregar

NIM. 16 203 00068

Appendix 2

Control Class

LESSON PLAN (CONTROL CLASS)

Sekolah	: Pondok Pesantren Syekh Ahmad Basyir
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X-1/Ganjil
Alokasi Waktu	: 2 x 45 menit

A. Tujuan Pembelajaran

Melalui pengamatan, tanya jawab, penugasan individu, dan penemuan (discovery) diharapkan siswa dapat : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapiya, sesuai dengan konteks penggunaannya sehingga bisa menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapiya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)	<ul style="list-style-type: none">- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)- Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount lisan dan tulis dengan

	<p>memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)</p> <p>dengan konteks penggunaannya</p> <ul style="list-style-type: none"> - Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya)
<p>Menyusun teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, sesuai dengan konteks penggunaannya) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Menganalisis teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks - Menghubungkan teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks - Menyimpulkan teks recount dengan memberi dan meminta informasi terkait pengalaman diri dimasa lalu

	<p>dalam bentuk sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Materi Pembelajaran

My Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in the blue paper. Blue is my grandpa's favourite color.

On Saturday morning, my brother and I helped our sister in the kitchen. We made a birthday cake. It was a big and beautiful cake. I wrote happy birthday on it. We put some chocolate and a big candle on top of it.

On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some coke and flowers for my grandpa. We sat together in our living room. My said a beautiful prayer. Then, we sang "Happy Birthday" and my grandpa blew out the candle. He cut the cake and gave it to everyone in that room. He opened his present and he was very happy with the shirt. Finally, my grandpa told us some stories.

1. Where did the writer and his family celebrate their grandpa's birthday

...

- a. In the living room
- b. In the kitchen
- c. In the shopping
- d. In the writer's uncle's house

2. The correct sentence based on the text is ...
 - a. The nice batik shirt bought by writer is blue
 - b. The writer bought a birthday cake for his grand father
 - c. The writer's uncle and aunt came on Sunday
 - d. The family didn't get a birthday cake
3. The text is a/an ... text
 - a. Descriptive
 - b. Report
 - c. Narrative
 - d. Recount
4. What is the purpose of the text?
 - a. To present a point of view
 - b. To inform past events
 - c. To describe something
 - d. To persuade the readers
5. Which idea can you find in the second paragraph?
 - a. The writer bought a nice a shirt for is grandpa
 - b. The writer and family celebrated their grandpa's birthday
 - c. The writer's uncle came to his house to celebrate his grandpa's birthday
 - d. The writer and his family prepared their grandpa's birthday
6. What does the candle means ...
 - a. A lamp yo give a light
 - b. A kind of match which is burnt to give a fire
 - c. Rond stick of wax which is lit to burn with a light giving flame
 - d. An electronic lamp which can be switched on to produce the flame
7. We put some chocolate and a big candle on top of it.
The underline word refers to ...
 - a. A candle is on the cake
 - b. Some chocolate is on the candle
 - c. A candle is above of the cake

- d. The cake
8. The synonym of present in the text is ...
- Existence
 - Right now
 - Feast
 - Gift
9. A living room is one of the parts of house. Which is used to ...
- Receive the family
 - Prepare the meal
 - Gather the family member
 - Hold a party
10. We bought it and wrapped it i the blue paper (paragraph 1). The word “wrapped” has the same meaning as ...
- Decorated
 - Packed
 - Took
 - covered

The key:

- | | |
|------|-------|
| 1. A | 6. C |
| 2. C | 7. D |
| 3. D | 8. D |
| 4. B | 9. A |
| 5. D | 10. D |

D. Metode Pembelajaran

Metode pembelajaran : Contextual Guessing Technique

E. Media Pembelajaran

- Media/Alat : Lembar Kerja Siswa
- Alat dan Bahan : Sipidol dan Papan Tulis

F. Sumber Belajar

Buku Paket Bahasa Inggris Wajib Kurikulum 2013

G. Langkah Kegiatan

Pertemuan ke-1 (2 x 45 menit)
Kegiatan Penndahuluan
<ul style="list-style-type: none"> - Guru memberi salam - Berdoa - Guru memeriksa kehadiran siswa - Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas - Guru membei motivasi belajar siswa secara kontekstual sesuai manfaat an aplikasi materi ajar dalam kehidupan sehari-hari. - Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung. - Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
Kegiatan pembelajaran/kegiatan inti
<ul style="list-style-type: none"> - Guru meminta murid untuk membuka buku paket. - Setiap siswa diberikan bagian yang terdiri dari beberapa paragraf. - Guru menugaskan siswa untuk membaca paragraph tersebut. - Guru meminta siswa untuk menerjemahkan teks. - Siswa mencari main idea, topic, menyimpulkan paragraph dan mencari kosakata sulit. - Guru meminta siswa untuk menjawab beberapa pertanyaan terkait isi teks.
Penutup

<ul style="list-style-type: none"> - Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic. - Siswa diminta membuat kesimpulan pembelajaran pada pertemuan hari itu - Salam
Pertemuan Ke-2 (2 x 45 menit)
Kegiatan Pendahuluan
<ul style="list-style-type: none"> - Guru memberi salam - Berdoa - Guru memeriksa kehadiran siswa - Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat an aplikasi materi ajar dalam kehidupan sehari-hari. - Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. - Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung. <p>Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</p>
Kegiatan Inti
<ul style="list-style-type: none"> - Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain <ul style="list-style-type: none"> • Mengingat kembali mater/teks yang sudah dipelajari • Siswa menjawab soal yang diberikan guru - Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan
Kegiatan Penutup
<ul style="list-style-type: none"> - Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic

- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan hari itu
- Salam

H. **Penilaian:** Instrumen dan Teknik Penilaian

Sub Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
4. Discovering main idea of the text 5. Identifying detail of the text 6. Summarizing concepts of the text	Test Tulisan	Multiple Choice	Multiple Choice Question (choosen the best answer by crossing (x) a, b, c or d

Sitinjak, April 2020

Mengetahui,

Validator

Hotnida Hasibuan, S.Pd

Peneliti

Nurhabibah Siregar

NIM. 16 203 00068

APPENDIX 3**INTRUMENT FOR PRE-TEST BEFORE VALIDITY**

NAME :

CLASS :

SUBJECT :

Introduction

Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all the questions. So, you choose the best answer a, b, c, or d to each question/give mark (x) on the correct answer.

The following text is for question 1 to 4**Unforgettable Experience**

Here is my unforgettable experience. One day, I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore a simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took

photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily, I was chosen as the first winner. I went to the stage and all the judges congratulated and gave a plaque, trophy, and money. I was very happy.

1. What is the writer's intention to write the text?
 - a. To tell his achievement.
 - b. To win the competition.
 - c. To describe his feeling to the teacher.
 - d. To show his disappointment to teacher.
2. Why did the writer feel sad before the competition?
 - a. She had no luxurious gown.
 - b. Her teacher really cares about her.
 - c. Her teacher was not fair to her.
 - d. Her friends did not support her.
3. From the text it can be concluded that ...
 - a. Practise makes performance go well.
 - b. Being nervous helps perform well on the stage.
 - c. Wearing simple clothes can help win the competition.
 - d. It is necessary to wear beautiful costumes for the competition.
4. "...I was nervous, I showed my best performances on the stage."
The sentences can be connected by which of the following words?
 - a. However
 - b. Although
 - c. Because
 - d. But
5. What did the writer tell about in the first paragraph?
 - a. She joined a story telling contest
 - b. She has horrible experience
 - c. Her two friends won a story telling contest
 - d. She has a beautiful costume

6. “I was very happy and eager to win the competition.”
What is the opposite meaning from the underline word above?
- Greedy
 - Humble
 - Cheerful
 - Sad
7. “Finally, anxiety was gone after I had finished performing”
The synonym of anxiety is ...
- Angry
 - Nervouse
 - Exhausting
 - Shy
8. From the story, who did win the contest of the story telling?
- Writer
 - Writer’s friend
 - The teacher
 - Number 10

The following text is for question 9 to 15

My Stir As a Reporter

I usually woke up at four o’clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was ususally held by the United Nation officials or disaster mitigation team.

It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press confrences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as thy said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time stroyies and

race againsts time. It was always fearing that the internet would come crushing down.

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.

9. What did the reporter tell about in the first paragraph?
 - a. He told about his responsibility
 - b. He told about disaster mitigation team
 - c. he told about his career
 - d. he told about his past daily activities

10. The following is true based on the text, *except*?
 - a. The reporter was challenging to visit different refugee camps
 - b. The reporter ate only once a day
 - c. The reporter went back to press center to cover the press conferences
 - d. The reporter fought for the food and second hand clothing

11. The reporter got a difficulty to ...
 - a. Find fresh food
 - b. Send the news
 - c. Check his daily schedule
 - d. Write the stories

12. What did the refugee do to survive?
 - a. Stayed in the camp
 - b. Travel to find food
 - c. Woke up early
 - d. Fought for the food and second hand clothing

13. How much time did the writer take to find fresh food?
 - a. It takes 20 to 45 minutes by car
 - b. It takes 30 to 45 minutes by car
 - c. It takes 45 to 50 minutes by car

- d. It takes 45 minutes by car
14. What is time the writer usually up?
- a. At five o'clock a.m
 - b. At five o'clock p.m
 - c. At four o'clock a.m
 - d. At six o'clock a.m
15. It was always fearing that the internet would come crushing down.
The underline word has a similar meaning with ...
- a. Doubt
 - b. Afraid
 - c. Lucky
 - d. Happy

The following text is for questions 16 to 22

Study Tour

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

16. The text above mainly discusses about ...

- a. The writer's trip to Yogyakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's experience at Yogya Kraton
17. What is the second paragraph mean?
- a. Their first destination on their Study tour is visiting Prambanan Temple
 - b. They learn a lot about Temple
 - c. They continue their journey to Borobudur
 - d. They are getting ready to go home
18. Who is the writer from that story?
- a. A tour guide
 - b. A teacher
 - c. A parent
 - d. A student
19. When did they go to Yogyakarta?
- a. On Monday
 - b. On Tuesday
 - c. On Wednesday
 - d. On Thursday
20. What is the main idea from the second paragraph?
- a. Amazing temples
 - b. The three big temples
 - c. Visited the temples in Prambanan
 - d. Brahmana temple
21. What are the big temples in Prambanan?
- a. Angkor Wat, Syiwa, and Sudra temples
 - b. Paria, Brahmana, and Temples
 - c. Brahmana, Syiwa. And Wisnu temples
 - d. Wisnu Syiwa, and Borobudur temples

The following text is for questions 22 and 25

Holiday with My Family

On semester holiday, Harry and his family went to Cibodas Botanical Garden in Puncak. They went from Jakarta early in the morning to avoid traffic jam. But unfortunately, they still got trapped in traffic jam. They were confuse, should they went back home or wait. Then their driver decided to use alternative way. He took them to small streets, from village to village. It was so far. Harry almost gave up an wanted to thow up. They arrived at the destination three hours later.

When they reached there, Harry felt like his tiredness has gone. The view was amazing. There was a mount so the a air was fresh. The garden was big. They saw many palnts. They sat and ate on the grass while the Harry and his brother were swimming in the river. When they decided to go back home, they heard that the Refflesia Arnoldi was blooming that the day. They couldn't pass that rare opportunity. For the first time in forever, Harry saw that giant flower in front of him . he was in awe. Althought the flower had a bad smell. It was beautiful. He took a picture in front of the flower.

They went back home later after the sun was set. It was a tiring yet satisfying holiday for their family.

22. What is the text above?
 - a. The best time with family
 - b. Harry's tiring experience
 - c. Harry's hiliday experience
 - d. Traffic Jam
23. How did the Harry's family reach the destination?
 - a. By breaking through the traffic jam
 - b. By waiting for the traffic jam
 - c. By using the alternative way to a smaller streets
 - d. By using the highway
24. What was the thing that made Harry awestruck?
 - a. He felt the fresh air

- b. The flower smelt bad
 - c. He saw a beautiful flowers
 - d. He saw a Rafflesia Arnoldi bloomed
25. “He took us to a small streets” (**part.1**)
The underline word refers to
- a. The driver
 - b. Harry
 - c. Harry’s brother
 - d. Harry’s uncle

Batang Toru, 31

Agustus2020

Mengetahui,

Validator

Hotnida Hasibuan, S.Pd

NIP. _____

Peneliti

Nurhabibah Siregar

NIM. 16 203 00068

APPENDIX 4**INTRUMENT FOR PRE-TEST AFTER VALIDTY**

NAME :

CLASS :

SUBJECT :

Introduction

Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all the questions. So, you choose the best answer a, b, c, or d to each question/give mark (x) on the correct answer.

The following text is for question 1 to 4**Unforgettable Experience**

Here is my unforgettable experience. One day, I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the ditrict level. I was very happy and eager to win the competition.

For preparation, I had memorize and understand the story well. My teacher guided and taught me pronounciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Althought I just wore a simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took

photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily, I was chosen as the first winner. I went to the stage and all the judges congratulated and gave a plaque, trophy, and money. I was very happy.

26. What is the writer's intention to write the text?
- e. To tell his achievement.
 - f. To win the competition.
 - g. To describe his feeling to the teacher.
 - h. To show his disappointment to teacher.
27. Why did the writer feel sad before the competition?
- e. She had no luxurious gown.
 - f. Her teacher really cares about her.
 - g. Her teacher was not fair to her.
 - h. Her friends did not support her.
28. From the text it can be concluded that ...
- e. Practise makes performance go well.
 - f. Being nervous helps perform well on the stage.
 - g. Wearing simple clothes can help win the competition.
 - h. It is necessary to wear beautiful costumes for the competition.
29. "...I was nervous, I showed my best performances on the stage."
The sentences can be connected by which of the following words?
- e. However
 - f. Although
 - g. Because
 - h. But
30. What did the writer tell about in the first paragraph?
- e. She joined a story telling contest
 - f. She has horrible experience
 - g. Her two friends won a story telling contest
 - h. She has a beautiful costume

31. "I was very happy and eager to win the competition."
What is the opposite meaning from the underline word above?
- e. Greedy
 - f. Humble
 - g. Cheerful
 - h. Sad
32. "Finally, anxiety was gone after I had finished performing"
The synonym of anxiety is ...
- e. Angry
 - f. Nervouse
 - g. Exhausting
 - h. Shy
33. From the story, who did win the contest of the story telling?
- e. Writer
 - f. Writer's friend
 - g. The teacher
 - h. Number 10

The following text is for question 9 to 15

My Stir As a Reporter

I usually woke up at four o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was ususally held by the United Nation officials or disaster mitigation team.

It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press confrences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as thy said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time stroyies and

race againsts time. It was always fearing that the internet would come crushing down.

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.

34. What did the reporter tell about in the first paragraph?
- e. He told about his responsibility
 - f. He told about disaster mitigation team
 - g. he told about his career
 - h. he told about his past daily activities
35. The following is true based on the text, *except*?
- e. The reporter was challenging to visit different refugee camps
 - f. The reporter ate only once a day
 - g. The reporter went back to press center to cover the press conferences
 - h. The reporter fought for the food and second hand clothing
36. The reporter got a difficulty to ...
- e. Find fresh food
 - f. Send the news
 - g. Check his daily schedule
 - h. Write the stories
37. What did the refugee do to survive?
- e. Stayed in the camp
 - f. Travel to find food
 - g. Woke up early
 - h. Fought for the food and second hand clothing
38. How much time did the writer take to find fresh food?
- e. It takes 20 to 45 minutes by car
 - f. It takes 30 to 45 minutes by car
 - g. It takes 45 to 50 minutes by car

- h. It takes 45 minutes by car
39. What is time the writer usually up?
- e. At five o'clock a.m
- f. At five o'clock p.m
- g. At four o'clock a.m
- h. At six o'clock a.m
40. It was always fearing that the internet would come crushing down.
The underline word has a similar meaning with ...
- e. Doubt
- f. Afraid
- g. Lucky
- h. Happy

The following text is for questions 16 to 22

Study Tour

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

41. The text above mainly discusses about ...

- e. The writer's trip to Yogyakarta
 - f. The writer's first visit to Prambanan
 - g. The writer's impression about the guide
 - h. The writer's experience at Yogya Kraton
42. Who is the writer from that story?
- e. A tour guide
 - f. A teacher
 - g. A parent
 - h. A student
43. When did they go to Yogyakarta?
- e. On Monday
 - f. On Tuesday
 - g. On Wednesday
 - h. On Thursday
44. What is the main idea from the second paragraph?
- e. Amazing temples
 - f. The three big temples
 - g. Visited the temples in Prambanan
 - h. Brahmana temple
45. What are the big temples in Prambanan?
- e. Angkor Wat, Syiwa, and Sudra temples
 - f. Paria, Brahmana, and Temples
 - g. Brahmana, Syiwa. And Wisnu temples
 - h. Wisnu Syiwa, and Borobudur temples

APPENDIX 5**INSTRUMENT POST-TEST BEFORE VALIDITY**

NAME :

CLASS :

SUBJECT :

Introduction

Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all the questions. So, you choose the best answer a, b, c, or d to each question/give mark (*x*) on the correct answer.

Read the text and answer question 1 to 7

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Amstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there is no wind or rain to wife them away.

The two astronouts walked on the moon for four hours. They picked up rocks for earth scientist to study. They dug up dirt to bring back to earth. They set up machines to find into their moon-landing craft.

Next day the landing-craft rocks roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.

1. What is the text above?
 - a. Two men who successfully landed on the moon. (A)
 - b. The moon-landing craft used by astronauts.
 - c. People's visits to the space through the moon.
 - d. The craters, plain and mountains of the moon.
2. What does the third paragraph tell you about?
 - a. Taking a walk on the surface of the moon.
 - b. Landing the first moon-landing craft.
 - c. The astronauts' activities on the moon.
 - d. Then they began the long trip back to earth. (C)
3. Neil Armstrong's footprints could stay forever on the moon because ...
 - a. They made of hard rock of the moon
 - b. They were set up machines and strong dirt
 - c. They were placed on the tall mountains of the moon
 - d. There is no wind or rain to wipe them away (D)
4. Based on the text, it can be concluded that the situation in the moon is very ...
 - a. Noisy
 - b. Quiet (B)
 - c. Common
 - d. Crowded
5. "And they left footprints that may last forever."

What does the word "forever" mean?

 - a. For all the future time (A)
 - b. In the near future
 - c. In the long run
 - d. For the time being

6. From the text above, what is the main purpose of the two astronauts for going to the moon?
- They want to see the differences between the earth and the moon.
 - They want to be a well-known people.
 - They serious about the kind of creatures that exist there.
 - They do it for purposes of scientific discovery, economic benefit and national security.
7. “They joined ... in the space ship that waited for them above the moon.” (par.4)
- What does the word “them” in the sentence refer to?
- Neil Amstrong and his three crews
 - Edwin Aldrin and his Michael Collins
 - Michael Collins and all his friends
 - Neil Amstrong and Edwin Aldrin (D)

Read the text and answer the questions 8-14.

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me! The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash. The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made

jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

8. What is the topic of the text?
 - a. My Holiday
 - b. The adventure to Leang-leang cave
 - c. Leang-leang cave
 - d. I and my best friends vacation
9. Why is the cave famous?
 - a. Because of its primitive cave wall paintings.
 - b. Because it is my first time to visit the cave.
 - c. Because it belongs to a national park.
 - d. Because of the small mountain.
10. When did her parents take a rest?
 - a. While the writer did an excavation.
 - b. While Novi and the writer went around to the cave with the guide.
 - c. While they went to a national park.
 - d. While they visited the mountain.
11. "... it was taken care of..." (Line 6)
What does the underlined word mean?
 - a. Ignored
 - b. Clean up
 - c. Maintaine
 - d. Covered
12. The word „guide“ in Line 10 is a person ...
 - a. Who shows many places.
 - b. Who shows the way to others.
 - c. Who teaches visitors.
 - d. Who comes to a tour.
13. According to the text, where did they go after seeing seashells? (Line 8)

- a. A small mountain.
 - b. Skeleton house.
 - c. A small museum.
 - d. Have for lunch.
14. The topic of paragraph three is about...
- a. touring to Ubud to see the art and the craft of the island.
 - b. helping friend in center for silversmiths and goldensmith.
 - c. making art and craft.
 - d. End up on the beach.
15. What are the benefits of skeleton?
- a. It can be used to make jewelry and weapons.
 - b. It can be eaten.
 - c. The people use it to keep themselves.
 - d. It is used to decorate the cave.

Read the text and answer the questions 16-22.

Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first-five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

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

16. What is the purpose of the text?

- a. To describe the Borobudur temple
 - b. To describe the Gupta architecture
 - c. To explain how Borobudur temple is
 - d. To describe Indonesian monument
17. Where is the temple located?
- a. In ancient Mataram Kingdom
 - b. Around Hindu temple
 - c. In Magelang
 - d. In Gupta Architecture of India
18. Borobudur is well-known all over the world. (Line 4)
The word “well-known” is closest meaning to
- a. Extinct
 - b. Unfamiliar
 - c. Famous
 - d. Great
19. “Each of them is with a circle of bell shape stupa.” (Line 7)
What does the underlined word refer to?
- a. Terraces
 - b. Borobudur
 - c. Buddhist sculpture
 - d. Relief
20. What is the topic of the second paragraph?
- a. The Buddhist temple
 - b. Indonesian monument
 - c. The construction of the Buddhist temple
 - d. The five terraces
21. Which statement is TRUE according to the text?
- a. The temple consists of seven steps like stone terrace.
 - b. The upper steps are square.
 - c. The structure of universe influences the Hindu temple.
 - d. All terraces are with a circle of bell shape-stupa.

22. What does the text tell about?
- The Hindu – Buddhist temple
 - Borobudur temple
 - The scenery of Borobudur temple
 - The famous temple

Read the text and answer the questions 23-25.

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

23. How many tours did the writer go?
- two tours
 - four tours
 - five tours
 - six tours
24. “Then they returned very late in the evening to Kuta.” (Line 8)

What does the underlined word refer to?

- a. I and my friend
 - b. my friends
 - c. my friend and his group
 - d. he and I
25. Which statement is FALSE according to the second paragraph?
- a. We can find mountains in Singaraja.
 - b. Singaraja is a busy and quiet town.
 - c. Singaraja has many Old Dutch houses.
 - d. We can find silversmith and goldsmith in Singaraja.

Batang Toru, 31 Agustus 2020

Mengetahui,

Validator

Hotnida Hasibuan, S.Pd

NIP. _____

Peneliti

Nurhabibah Siregar

NIM. 16 203 00068

APPENDIX 6

INSTRUMENT POST-TEST AFTER VALIDITY

NAME :
 CLASS :
 SUBJECT :

Introduction

Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all the questions. So, you choose the best answer a, b, c, or d to each question/give mark (x) on the correct answer.

Read the text and answer question Ito 6

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Amstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there is no wind or rain to wife them away.

The two astronouts walked on the moon for four hours. They picked up rocks for earth scientist to study. They dug up dirt to bring back to earth. They set up machines to find into their moon-landing craft.

Next day the landing-craft rocks roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the creators, plains, and tall mountains of the moon. They left the mechines they had set up. And they left footprints that may last forever.

26. What is the text above?
- e. Two men who successfully landed on the moon. (A)
 - f. The moon-landing craft used by astronauts.
 - g. People's visits to the space through the moon.
 - h. The creators, plain and mountains of the moon.
27. What does the third paragraph tell you about?
- e. Taking a walk on the surface of the moon.
 - f. Landing the first moon-landing craft.
 - g. The astronauts' activities on the moon.
 - h. Then they began the long trip back to earth. (C)
28. Neil Armstrong's footprints could stay forever on the moon because ...
- e. They made of hard rock of the moon
 - f. They were set up machines and strong dirt
 - g. They were placed on the tall mountains of the moon
 - h. There is no wind or rain to wipe them away (D)
29. Based on the text, it can be concluded that the situation in the moon is very ...
- e. Noisy
 - f. Quiet (B)
 - g. Common
 - h. Crowded
30. "And they left footprints that may last forever."
What does the word "forever" mean?
- e. For all the future time (A)
 - f. In the near future
 - g. In the long run
 - h. For the time being
31. "They joined ... in the space ship that waited for them above the moon."
(par.4)
What does the word "them" in the sentence refer to?
- e. Neil Armstrong and his three crews
 - f. Edwin Aldrin and his Michael Collins

- g. Michael Collins and all his friends
- h. Neil Amstrong and Edwin Aldrin (D)

Read the text and answer the questions 7-13.

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me! The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash. The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there. After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

32. What is the topic of the text?
- e. My Holiday
 - f. The adventure to Leang-leang cave
 - g. Leang-leang cave
 - h. I and my best friends vacation
33. Why is the cave famous?
- e. Because of its primitive cave wall paintings.
 - f. Because it is my first time to visit the cave.

- g. Because it belongs to a national park.
 - h. Because of the small mountain.
34. When did her parents take a rest?
- e. While the writer did an excavation.
 - f. While Novi and the writer went around to the cave with the guide.
 - g. While they went to a national park.
 - h. While they visited the mountain.
35. "... it was taken care of..." (Line 6)
What does the underlined word mean?
- e. Ignored
 - f. Clean up
 - g. Maintaine
 - h. Covered
36. The word „guide“ in Line 10 is a person ...
- e. Who shows many places.
 - f. Who shows the way to others.
 - g. Who teaches visitors.
 - h. Who comes to a tour.
37. According to the text, where did they go after seeing seashells? (Line 8)
- e. A small mountain.
 - f. Skeleton house.
 - g. A small museum.
 - h. Have for lunch.
38. What are the benefits of skeleton?
- e. It can be used to make jewelry and weapons.
 - f. It can be eaten.
 - g. The people use it to keep themselves.
 - h. It is used to decorate the cave.

Read the text and answer the questions 14-20.

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

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first-five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

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

39. What is the purpose of the text?
- e. To describe the Borobudur temple
 - f. To describe the Gupta architecture
 - g. To explain how Borobudur temple is
 - h. To describe Indonesian monument
40. Where is the temple located?
- e. In ancient Mataram Kingdom
 - f. Around Hindu temple
 - g. In Magelang
 - h. In Gupta Architecture of India
41. Borobudur is well-known all over the world. (Line 4)
The word “well-known” is closest meaning to
- e. Extinct
 - f. Unfamiliar
 - g. Famous
 - h. Great
42. “Each of them is with a circle of bell shape stupa.” (Line 7)

What does the underlined word refer to?

- e. Terraces
 - f. Borobudur
 - g. Buddhist sculpture
 - h. Relief
43. What is the topic of the second paragraph?
- e. The Buddhist temple
 - f. Indonesian monument
 - g. The construction of the Buddhist temple
 - h. The five terraces
44. Which statement is TRUE according to the text?
- e. The temple consists of seven steps like stone terrace.
 - f. The upper steps are square.
 - g. The structure of universe influences the Hindu temple.
 - h. All terraces are with a circle of bell shape-stupa.
45. What does the text tell about?
- e. The Hindu – Buddhist temple
 - f. Borobudur temple
 - g. The scenery of Borobudur temple
 - h. The famous temple

APPENDIX 7

KEY ANSWERS**Key Answer of Pre-Test before Validity**

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

Key Answer of Post before Validity

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

Key Answer of Pre-Test after Validity

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

Key Answer of Post-Test after Validity

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

r Hitung	0.66	0.44	0.47	0.60	0.65	0.91	0.50	0.44	0.40	0.86	0.66	0.51	0.89	0.87	0.61	0.62	-0.31	0.68	2.57	0.8	0.75	0.20	0.11	-0.47	-0.16
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Appendix 9

Calculation of Pre-Test Validity

1. Mean score from score total (M_t)

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

$$M_t = \frac{197}{20} = 9.85$$

2. Standard Deviation (SD_t)

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

$$SD_t = \sqrt{\frac{2236}{20} - \left(\frac{197}{20}\right)^2}$$

$$SD_t = \sqrt{111.8 - 10.1^2}$$

$$SD_t = \sqrt{111.8 - 102.01}$$

$$SD_t = \sqrt{9.79} = 3$$

3. Mean Score (M_p)

Item 1

$$M_{p1} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n1}$$

$$M_{p1} = \frac{14+8+11+12+10+9+15+5+9+14+13+15+8+7+10+14}{17}$$

$$M_{p1} = \frac{184}{17} = 10.83$$

Item 2

$$M_{p2} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n2}$$

$$M_{p2} = \frac{6+14+11+15+14+15+6}{7}$$

$$M_{p2} = \frac{81}{7} = 11.57$$

Item 3

$$M_{p3} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n3}$$

$$M_{p3} = \frac{8+8+10+15+9+13+8+6+10}{9}$$

$$M_{p3} = \frac{97}{9} = 10.77$$

Item 4

$$M_{p4} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n4}$$

$$M_{p4} = \frac{8+6+14+10+5+9+13+8+8+10+14}{11}$$

$$M_{p4} = \frac{115}{11} = 11.5$$

Item 5

$$M_{p5} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n5}$$

$$M_{p5} = \frac{14+12+15+14+13+15+6+8+7+14}{10}$$

$$M_{p5} = \frac{118}{10} = 11.8$$

Item 6

$$M_{p6} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n6}$$

$$M_{p6} = \frac{14+12+10+9+15+14+13+15+10+14}{10}$$

$$M_{p6} = \frac{126}{10} = 12.6$$

Item 7

$$M_{p7} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n7}$$

$$M_{p7} = \frac{14+11+9+8+8+7}{6}$$

$$M_{p7} = \frac{65}{6} = 10.83$$

Item 8

$$M_{p8} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n8}$$

$$M_{p8} = \frac{8+12+9+5+15+8+7+14}{8}$$

$$M_{p8} = \frac{85}{8} = 10.62$$

Item 9

$$M_{p9} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n9}$$

$$M_{p9} = \frac{8+14+12+9+5+9+14+13+15+7+10+14}{12}$$

$$M_{p9} = \frac{130}{12} = 10.83$$

Item 10

$$M_{p10} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n10}$$

$$M_{p10} = \frac{12+15+14+13+15+14}{6}$$

$$M_{p10} = \frac{83}{6} = 13.83$$

Item 11

$$M_{p11} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n15}$$

$$M_{p11} = \frac{11+15+9+8+10+14}{6}$$

$$M_{p11} = \frac{67}{6} = 11.16$$

Item 12

$$M_{p12} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n12}$$

$$M_{p12} = \frac{8+6+11+10+15+7+10}{7}$$

$$M_{p12} = \frac{67}{7} = 11$$

Item 13

$$M_{p13} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n13}$$

$$M_{p13} = \frac{8+14+11+12+10+9+15+14+13+15+14}{11}$$

$$M_{p13} = \frac{135}{11} = 12.27$$

Item 14

$$M_{p14} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n14}$$

$$M_{p14} = \frac{14+8+12+15+14+13+15+10+14}{9}$$

$$M_{p14} = \frac{115}{9} = 12.77$$

Item 15

$$M_{p15} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n15}$$

$$M_{p15} = \frac{6+8+11+10+14+15+8+14}{8}$$

$$M_{p15} = \frac{86}{8} = 10.75$$

Item 16

$$M_{p16} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n16}$$

$$M_{p16} = \frac{14+8+11+12+10+15+9+14+13+15+6}{11}$$

$$M_{p16} = \frac{127}{11} = 11.54$$

Item 17

$$M_{p17} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n17}$$

$$M_{p17} = \frac{9+8+6+8+10}{5}$$

$$M_{p17} = \frac{41}{5} = 8.2$$

Item 18

$$M_{p18} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n18}$$

$$M_{p18} = \frac{6+14+12+9+15+9+14+13+15+8+14}{11}$$

$$M_{p18} = \frac{129}{11} = 11.72$$

Item 19

$$M_{p19} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n19}$$

$$M_{p19} = \frac{14+8+11+12+10+15+9+14+13+15+8+7+14}{13}$$

$$M_{p19} = \frac{150}{13} = 15.54$$

Item 20

$$M_{p20} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n20}$$

$$M_{p20} = \frac{6+14+12+10+15+14+13+15+14}{9}$$

$$M_{p20} = \frac{113}{9} = 12.55$$

Item 21

$$M_{p21} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n21}$$

$$M_{p21} = \frac{8+14+9+15}{4}$$

$$M_{p21} = \frac{46}{4} = 11.5$$

Item 22

$$M_{p22} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n22}$$

$$M_{p22} = \frac{11+9+14}{3}$$

$$M_{p22} = \frac{34}{3} = 11.33$$

Item 23

$$M_{p23} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n23}$$

$$M_{p23} = \frac{8+11+15+8}{4}$$

$$M_{p23} = \frac{42}{4} = 10.5$$

Item 24

$$M_{p24} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n24}$$

$$M_{p24} = \frac{5+6}{2}$$

$$M_{p24} = \frac{11}{2} = 5.5$$

Item 25

$$M_{p25} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n25}$$

$$M_{p25} = \frac{8+8+10}{3}$$

$$M_{p25} = \frac{26}{3} = 8.66$$

Calculation of the formulation r_{pb_i}

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

Item 1

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

$$r_{pbi} = \frac{10.83-9.85}{3} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.98}{3} \sqrt{4}$$

$$r_{pbi} = 0.33 \times 2 = 0.66$$

Item 2

$$r_{pb2} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb2} = \frac{11.57-9.85}{3} \sqrt{\frac{0.35}{0.65}}$$

$$r_{pb2} = \frac{1.72}{3} \sqrt{0.54}$$

$$r_{pb2} = 0.60 \times 0.73 = 0.44$$

Item 3

$$r_{pb3} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb3} = \frac{10.77-9.85}{3} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb3} = \frac{1.1}{3} \sqrt{1.8}$$

$$r_{pb3} = 0.52 \times 0.90 = 0.47$$

Item 4

$$r_{pb4} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb4} = \frac{11.5-9.85}{3} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb4} = \frac{1.65}{3} \sqrt{1.22}$$

$$r_{pb4} = 0.55 \times 1.1 = 0.60$$

Item 5

$$r_{pb5} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb5} = \frac{11.8-9.85}{3} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb5} = \frac{1.95}{3} \sqrt{1}$$

$$r_{pb5} = 0.65$$

Item 6

$$r_{pb6} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb6} = \frac{12.6-9.85}{3} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb6} = \frac{2.75}{3} \sqrt{1}$$

$$r_{pb6} = 0.91 \times 1 = 0.91$$

Item 7

$$r_{pb7} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb7} = \frac{10.83-9.85}{3} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pb7} = \frac{0.98}{3} \sqrt{2.33}$$

$$r_{pb7} = 0.33 \times 1.52 = 0.50$$

Item 8

$$r_{pb8} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb8} = \frac{10.62-9.85}{3} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.77}{3} \sqrt{1.5}$$

$$r_{pb8} = 0.36 \times 1.22 = 0.44$$

Item 9

$$r_{pb9} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb9} = \frac{10.83-9.85}{3} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pb9} = \frac{0.98}{3} \sqrt{1.5}$$

$$r_{pb9} = 0.33 \times 1.22 = 0.40$$

Item 10

$$r_{pb10} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb10} = \frac{13.83-9.85}{3} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pb10} = \frac{3.98}{3} \sqrt{0.43}$$

$$r_{pb10} = 1.33 \times 0.65 = 0.86$$

Item 11

$$r_{pb11} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb11} = \frac{11.16-9.85}{3} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pb11} = \frac{1.31}{3} \sqrt{2.33}$$

$$r_{pb11} = 0.44 \times 1.52 = 0.66$$

Item 12

$$r_{pb12} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb12} = \frac{11-9.85}{3} \sqrt{\frac{0.65}{0.35}}$$

$$r_{pb12} = \frac{1.15}{3} \sqrt{1.85}$$

$$r_{pb12} = 0.38 \times 1.36 = 0.51$$

Item 13

$$r_{pb13} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb13} = \frac{12.27-9.85}{3} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb13} = \frac{2.42}{3} \sqrt{1.22} =$$

$$r_{pb13} = 0.81 \times 1.1 = 0.89$$

Item 14

$$r_{pb14} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb14} = \frac{12.77-9.85}{3} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb14} = \frac{2.92}{3} \sqrt{0.81}$$

$$r_{pb14} = 0.97 \times 0.9 = 0.87$$

Item 15

$$r_{pb15} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb15} = \frac{10.75-9.85}{3} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pb15} = \frac{1.5}{3} \sqrt{1.5}$$

$$r_{pb15} = 0.5 \times 1.22 = 0.61$$

Item 16

$$r_{pb16} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb16} = \frac{11.54-9.85}{3} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb16} = \frac{1.69}{3} \sqrt{1.22}$$

$$r_{pb16} = 0.56 \times 1.1 = 0.62$$

Item 17

$$r_{pb17} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb17} = \frac{8.2-9.85}{3} \sqrt{\frac{0.25}{0.75}}$$

$$r_{pb17} = \frac{1.65}{3} \sqrt{0.33}$$

$$r_{pb17} = -0.55 \times 0.57 = -0.31$$

Item 18

$$r_{pb18} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb18} = \frac{11.72-9.85}{3} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb18} = \frac{1.87}{3} \sqrt{1.22}$$

$$r_{pb18} = 0.62 \times 1.1 = 0.68$$

Item 19

$$r_{pb19} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb19} = \frac{15.54-9.85}{3} \sqrt{\frac{0.65}{0.35}}$$

$$r_{pb19} = \frac{5.69}{3} \sqrt{1.86}$$

$$r_{pb19} = 1.89 \times 1.36 = 2.57$$

Item 20

$$r_{pb20} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb20} = \frac{12.55-9.85}{3} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb20} = \frac{2.7}{3} \sqrt{0.8}$$

$$r_{pb20} = 0.9 \times 0.9 = 0.81$$

Item 21

$$r_{pb21} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb21} = \frac{11.5-9.85}{3} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb21} = \frac{1.65}{3} \sqrt{0.25}$$

$$r_{pb21} = 0.55 \times 0.5 = 0.27$$

Item 22

$$r_{pb22} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb22} = \frac{11.33-9.85}{3} \sqrt{\frac{0.15}{0.85}}$$

$$r_{pb22} = \frac{1.48}{3} \sqrt{0.18}$$

$$r_{pb22} = 0.49 \times 0.42 = 0.20$$

Item 23

$$r_{pb23} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb23} = \frac{10.5-9.85}{3} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb23} = \frac{0.65}{3} \sqrt{0.25}$$

$$r_{pb23} = 0.22 \times 0.5 = 0.11$$

Item 24

$$r_{pb24} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb24} = \frac{5.5-9.85}{3} \sqrt{\frac{0.1}{0.9}}$$

$$r_{pb24} = \frac{-4.35}{3} \sqrt{0.11}$$

$$r_{pb24} = -1.45 \times 0.33 = -0.47$$

Item 25

$$r_{pb25} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb25} = \frac{8.66-9.85}{3} \sqrt{\frac{0.15}{0.85}}$$

$$r_{pb25} = \frac{-1.19}{3} \sqrt{0.17}$$

$$r_{pb25} = -0.39 \times 0.41 = -0.16$$

Appendix 10

Table Validity of Pre-Test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r _t on 5% significant	Interpretation
1	10.83	9.85	3	0.8	0.2	0.66	0.396	valid
2	11.57	9.85	3	0.35	0.65	0.44	0.396	valid
3	10.77	9.85	3	0.45	0.55	0.47	0.396	valid
4	11.5	9.85	3	0.55	0.45	0.60	0.396	valid
5	11.8	9.85	3	0.5	0.5	0.65	0.396	valid
6	12.6	9.85	3	0.5	0.5	0.91	0.396	valid
7	10.83	9.85	3	0.7	0.3	0.50	0.396	Valid
8	10.62	9.85	3	0.6	0.4	0.44	0.396	valid
9	10.83	9.85	3	0.6	0.4	0.40	0.396	valid
10	13.83	9.85	3	0.3	0.7	0.86	0.396	valid
11	11.16	9.85	3	0.7	0.3	0.66	0.396	valid
12	11	9.85	3	0.65	0.35	0.51	0.396	Valid
13	12.27	9.85	3	0.55	0.45	0.89	0.396	Valid
14	12.77	9.85	3	0.45	0.55	0.87	0.396	Valid
15	10.75	9.85	3	0.6	0.4	0.61	0.396	Valid
16	11.54	9.85	3	0.55	0.45	0.62	0.396	Valid
17	8.2	9.85	3	0.25	0.75	-0.31	0.396	Invalid
18	11.72	9.85	3	0.55	0.45	0.68	0.396	Valid
19	15.54	9.85	3	0.65	0.35	2.57	0.396	Valid
20	12.55	9.85	3	0.45	0.55	0.8	0.396	Valid
21	11.5	9.85	3	0.2	0.8	0.75	0.396	Valid
22	11.33	9.85	3	0.15	0.85	0.20	0.396	Invalid
23	10.5	9.85	3	0.2	0.8	0.11	0.396	Invalid
24	5.5	9.85	3	0.1	0.9	-0.47	0.396	Invalid
25	8.66	9.85	3	0.15	0.85	-0.16	0.396	Invalid

APPENDIX 11

Validity of Post Test

Nama Siswa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt ²	
Amry	1	0	1	1	0	0	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	1	1	0	12	144	
Annisa	1	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	1	1	1	1	0	0	1	12	144
Asnita	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	10	100
Ansari	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	7	49
Bintang	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	1	1	0	1	1	0	0	10	100	
Hanifah	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	10	100
Juliansyah	1	0	1	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	11	121
Kholizah	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	1	0	0	0	11	121
Linda	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	9	81
Maysaroh	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	1	1	0	0	0	0	1	0	0	0	12	144
Novri	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	9	81	
Putri	0	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	0	0	0	0	12	144	
Rosida	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	11	121
Risda	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	1	1	1	1	1	0	0	11	121
Susi	1	0	0	1	0	0	1	0	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	11	121
Toga	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	0	10	100
Winda	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	10	100
Windra	1	0	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	0	0	1	0	13	169
Yusman	1	1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	0	1	11	121
Yusrianda	1	0	0	1	0	0	1	0	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	9	81
n=20	16	10	11	9	10	4	10	9	10	9	9	10	8	3	9	9	8	9	10	10	11	8	4	4	4	4	211	2263
p	0.8	0.5	0.55	0.45	0.5	0.2	0.5	0.45	0.5	0.45	0.45	0.5	0.4	0.15	0.45	0.45	0.4	0.45	0.5	0.5	0.55	0.4	0.2	0.2	0.2		0	
q	0.2	0.5	0.45	0.55	0.5	0.8	0.5	0.55	0.5	0.55	0.55	0.5	0.6	0.85	0.55	0.55	0.6	0.55	0.5	0.5	0.45	0.6	0.8	0.8	0.8		0	
T tabel	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396		
T hitung	0.91	0.65	0.82	0.47	0.76	0.22	0.76	0.70	0.44	0.68	0.75	0.47	0.43	0.16	0.42	0.44	0.43	0.46	0.41	0.58	0.41	0.53	0.29	0.22	0.29			

Appendix 12

Calculation of Post-Test Validity

4. Mean score from score total (M_t)

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

$$M_t = \frac{201}{20} = 10$$

5. Standard Deviation (SD_t)

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

$$SD_t = \sqrt{\frac{2263}{20} - \left(\frac{211}{20}\right)^2}$$

$$SD_t = \sqrt{113.1 - 10.5^2}$$

$$SD_t = \sqrt{113.1 - 110.2}$$

$$SD_t = \sqrt{2.9} = 1.7$$

6. Mean Score (M_p)

Item 1

$$M_{p1} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n1}$$

$$M_{p1} = \frac{12+12+10+10+11+11+12+9+11+11+11+10+10+13+11+9}{16}$$

$$M_{p1} = \frac{173}{16} = 10.81$$

Item 2

$$M_{p2} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n2}$$

$$M_{p2} = \frac{10+7+10+9+12+9+11+11+10+11}{10}$$

$$M_{p2} = \frac{111}{10} = 11.1$$

Item 3

$$M_{p3} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n3}$$

$$M_{p3} = \frac{12+12+10+10+11+11+12+12+11+10+13}{11}$$

$$M_{p3} = \frac{124}{11} = 11.27$$

Item 4

$$M_{p4} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n4}$$

$$M_{p4} = \frac{12+10+11+9+12+11+11+13+9}{9}$$

$$M_{p4} = \frac{98}{9} = 10.88$$

Item 5

$$M_{p5} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n5}$$

$$M_{p5} = \frac{12+10+7+10+11+12+9+12+10+10}{10}$$

$$M_{p5} = \frac{113}{10} = 11.3$$

Item 6

$$M_{p6} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n6}$$

$$M_{p6} = \frac{10+11+12+10}{4}$$

$$M_{p6} = \frac{43}{4} = 10.75$$

Item 7

$$M_{p7} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n7}$$

$$M_{p7} = \frac{10+10+11+9+11+11+11+10+11+9}{10}$$

$$M_{p7} = \frac{113}{10} = 11.03$$

Item 8

$$M_{p8} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n8}$$

$$M_{p8} = \frac{12+10+11+11+12+12+11+10+13}{9}$$

$$M_{p8} = \frac{102}{9} = 11.33$$

Item 9

$$M_{p9} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n9}$$

$$M_{p9} = \frac{12+10+11+9+12+12+10+11+9}{9}$$

$$M_{p9} = \frac{96}{9} = 10.68$$

Item 10

$$M_{p10} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n10}$$

$$M_{p10} = \frac{10+10+9+9+11+11+10+13+11+9}{10}$$

$$M_{p10} = \frac{113}{10} = 11.3$$

Item 11

$$M_{p11} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n15}$$

$$M_{p11} = \frac{12+7+11+11+12+11+10+10+9}{9}$$

$$M_{p11} = \frac{103}{9} = 11.44$$

Item 12

$$M_{p12} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n12}$$

$$M_{p12} = \frac{12+10+7+10+11+11+12+11+11+13}{10}$$

$$M_{p12} = \frac{108}{10} = 10.8$$

Item 13

$$M_{p13} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n13}$$

$$M_{p13} = \frac{12+7+10+10+11+12+11+13}{8}$$

$$M_{p13} = \frac{86}{8} = 10.75$$

Item 14

$$M_{p14} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n14}$$

$$M_{p14} = \frac{12+12+11}{3}$$

$$M_{p14} = \frac{35}{3} = 11.66$$

Item 15

$$M_{p15} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n15}$$

$$M_{p15} = \frac{12+10+10+12+11+10+13+11+9}{9}$$

$$M_{p15} = \frac{98}{9} = 10.88$$

Item 16

$$M_{p16} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n16}$$

$$M_{p16} = \frac{12+7+10+11+9+12+11+11+13}{9}$$

$$M_{p16} = \frac{96}{9} = 10.66$$

Item 17

$$M_{p17} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n17}$$

$$M_{p17} = \frac{12+10+11+12+9+11+10+11}{8}$$

$$M_{p17} = \frac{86}{8} = 10.75$$

Item 18

$$M_{p18} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n18}$$

$$M_{p18} = \frac{12+11+9+12+11+11+10+13+9}{9}$$

$$M_{p18} = \frac{98}{9} = 10.88$$

Item 19

$$M_{p19} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n19}$$

$$M_{p19} = \frac{12+10+10+9+12+11+10+13+11+9}{10}$$

$$M_{p19} = \frac{107}{10} = 10.7$$

Item 20

$$M_{p20} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n20}$$

$$M_{p20} = \frac{12+10+11+9+12+11+10+13+11}{9}$$

$$M_{p20} = \frac{99}{9} = 11$$

Item 21

$$M_{p21} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n21}$$

$$M_{p21} = \frac{12+12+7+11+9+12+11+10+11}{9}$$

$$M_{p21} = \frac{95}{9} = 10.55$$

Item 22

$$M_{p22} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n22}$$

$$M_{p22} = \frac{12+10+11+12+9+11+11+10}{8}$$

$$M_{p22} = \frac{86}{8} = 10.75$$

Item 23

$$M_{p23} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n23}$$

$$M_{p23} = \frac{12+10+11+11}{4}$$

$$M_{p23} = \frac{44}{4} = 11$$

Item 24

$$M_{p24} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n24}$$

$$M_{p24} = \frac{12+9+9+13}{4}$$

$$M_{p24} = \frac{43}{4} = 10.75$$

Item 25

$$M_{p25} = \frac{\text{totalscoreofstudents'scorethattrueitemanswer}}{n25}$$

$$M_{p25} = \frac{12+10+11+11}{4}$$

$$M_{p25} = \frac{44}{4} = 11$$

Calculation of the formulation r_{pb_i}

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

Item 1

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

$$r_{pbi} = \frac{10.81 - 10}{1.7} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.81}{1.7} \sqrt{4}$$

$$r_{pbi} = 0.48 \times 2 = 0.96$$

Item 2

$$r_{pb2} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb2} = \frac{11.1 - 10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb2} = \frac{1.1}{1.7} \sqrt{1}$$

$$r_{pb2} = 0.65 \times 1 = 0.65$$

Item 3

$$r_{pb3} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb3} = \frac{11.27 - 10}{1.7} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb3} = \frac{1.27}{1.7} \sqrt{1.22}$$

$$r_{pb3} = 0.75 \times 1.1 = 0.82$$

Item 4

$$r_{pb4} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb4} = \frac{10.88-10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb4} = \frac{0.88}{1.7} \sqrt{0.82}$$

$$r_{pb4} = 0.52 \times 0.90 = 0.47$$

Item 5

$$r_{pb5} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb5} = \frac{11.3-10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb5} = \frac{1.3}{1.7} \sqrt{1}$$

$$r_{pbi} = 0.76$$

Item 6

$$r_{pb6} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb6} = \frac{10.55-10}{1.7} \sqrt{\frac{0.55}{0.45}}$$

$$r_{pb6} = \frac{0.55}{1.7} \sqrt{1.22}$$

$$r_{pb6} = 0.37 \times 1.1 = 0.41$$

Item 7

$$r_{pb7} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb7} = \frac{11.3-10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb7} = \frac{1.3}{1.7} \sqrt{1}$$

$$r_{pb7} = 0.76 \times 1 = 0.76$$

Item 8

$$r_{pb8} = \frac{M_{p-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb8} = \frac{11.33-10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pbi} = \frac{1.33}{1.7} \sqrt{0.82}$$

$$r_{pb8} = 0.78 \times 0.90 = 0.70$$

Item 9

$$r_{pb9} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb9} = \frac{10.68 - 10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb9} = \frac{0.68}{1.7} \sqrt{1}$$

$$r_{pb9} = 0.40 \times 1 = 0.40$$

Item 10

$$r_{pb10} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb10} = \frac{11.3 - 10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb10} = \frac{1.3}{1.7} \sqrt{0.82}$$

$$r_{pb10} = 0.76 \times 0.90 = 0.68$$

Item 11

$$r_{pb11} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb11} = \frac{11.44 - 10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb11} = \frac{1.44}{1.7} \sqrt{0.82}$$

$$r_{pb11} = 0.84 \times 0.90 = 0.75$$

Item 12

$$r_{pb12} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb12} = \frac{10.8 - 10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb12} = \frac{0.8}{1.7} \sqrt{1}$$

$$r_{pb12} = 0.47 \times 1 = 0.47$$

Item 13

$$r_{pb13} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb13} = \frac{10.75 - 10}{1.7} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pb13} = \frac{0.75}{1.7} \sqrt{0.66} =$$

$$r_{pb13} = 0.54 \times 0.81 = 0.43$$

Item 14

$$r_{pb14} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb14} = \frac{10.75 - 10}{1.7} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pb14} = \frac{0.75}{1.7} \sqrt{1.5}$$

$$r_{pb14} = 0.44 \times 1.22 = 0.53$$

Item 15

$$r_{pb15} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb15} = \frac{10.88 - 10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb15} = \frac{0.8}{1.7} \sqrt{0.82}$$

$$r_{pb15} = 0.47 \times 0.90 = 0.42$$

Item 16

$$r_{pb16} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb16} = \frac{10.66 - 10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb16} = \frac{0.66}{1.7} \sqrt{0.82}$$

$$r_{pb16} = 0.49 \times 0.90 = 0.44$$

Item 17

$$r_{pb17} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb17} = \frac{10.75 - 10}{1.7} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pb17} = \frac{0.75}{1.7} \sqrt{0.66}$$

$$r_{pb17} = 0.54 \times 0.81 = 0.43$$

Item 18

$$r_{pb18} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb18} = \frac{10.88 - 10}{1.7} \sqrt{\frac{0.45}{0.55}}$$

$$r_{pb18} = \frac{0.88}{1.7} \sqrt{0.82}$$

$$r_{pb18} = 0.52 \times 0.90 = 0.46$$

Item 19

$$r_{pb19} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb19} = \frac{10.7 - 10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb19} = \frac{0.7}{1.7} \sqrt{1}$$

$$r_{pb19} = 0.41 \times 1 = 0.41$$

Item 20

$$r_{pb20} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb20} = \frac{11 - 10}{1.7} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pb20} = \frac{1}{1.7} \sqrt{1}$$

$$r_{pb20} = 0.58 \times 1 = 0.58$$

Item 21

$$r_{pb21} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb21} = \frac{10.75 - 10}{1.7} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb21} = \frac{0.75}{1.7} \sqrt{0.25}$$

$$r_{pb21} = 0.44 \times 0.5 = 0.22$$

Item 22

$$r_{pb22} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb22} = \frac{11.66 - 10}{1.7} \sqrt{\frac{0.15}{0.85}}$$

$$r_{pb22} = \frac{0.66}{1.7} \sqrt{0.18}$$

$$r_{pb22} = 0.39 \times 0.42 = 0.16$$

Item 23

$$r_{pb23} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb23} = \frac{11 - 10}{1.7} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb23} = \frac{1}{1.7} \sqrt{0.25}$$

$$r_{pb23} = 0.59 \times 0.5 = 0.29$$

Item 24

$$r_{pb24} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb24} = \frac{10.75 - 10}{1.7} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb24} = \frac{0.75}{1.7} \sqrt{0.25}$$

$$r_{pb24} = 0.44 \times 0.5 = 0.22$$

Item 25

$$r_{pb25} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pb25} = \frac{11 - 10}{1.7} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pb25} = \frac{1}{1.7} \sqrt{0.25}$$

$$r_{pb25} = 0.59 \times 0.5 = 0.29$$

Appendix 13

Table Validity of Post-Test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r _t on 5% significant	Interpretation
1	10.81	10	1.7	0.8	0.2	0.91	0.396	valid
2	11.1	10	1.7	0.5	0.5	0.65	0.396	valid
3	11.27	10	1.7	0.55	0.45	0.82	0.396	valid
4	10.88	10	1.7	0.45	0.55	0.47	0.396	valid
5	11.3	10	1.7	0.5	0.5	0.76	0.396	valid
6	10.75	10	1.7	0.2	0.8	0.22	0.396	Invalid
7	11.3	10	1.7	0.5	0.5	0.76	0.396	Valid
8	11.33	10	1.7	0.45	0.55	0.70	0.396	valid
9	11.68	10	1.7	0.5	0.5	0.44	0.396	valid
10	11.3	10	1.7	0.45	0.55	0.68	0.396	valid
11	11.44	10	1.7	0.45	0.55	0.75	0.396	valid
12	10.8	10	1.7	0.5	0.5	0.47	0.396	Valid
13	10.75	10	1.7	0.4	0.6	0.43	0.396	Valid
14	11	10	1.7	0.15	0.85	0.16	0.396	Invalid
15	10.88	10	1.7	0.6	0.4	0.42	0.396	Valid
16	10.66	10	1.7	0.45	0.55	0.44	0.396	Valid
17	10.75	10	1.7	0.45	0.55	0.43	0.396	Valid
18	10.88	10	1.7	0.4	0.6	0.46	0.396	Valid
19	10.7	10	1.7	0.5	0.5	0.41	0.396	Valid
20	11	10	1.7	0.5	0.5	0.58	0.396	Valid
21	10.55	10	1.7	0.55	0.45	0.41	0.396	Valid
22	11.66	10	1.7	0.4	0.6	0.53	0.396	Valid
23	10.75	10	1.7	0.2	0.8	0.29	0.396	Invalid
24	10.75	10	1.7	0.2	0.8	0.22	0.396	Invalid
25	11	10	1.7	0.2	0.8	0.29	0.396	Invalid

Appendix 14

Score of Experimental Class and Control Class Pre Test

a. Score of Experimental Class Pre Test before Using Contextual Guessing Technique

No	Students' Name	Score Pre Test
1	Aldi Hasibuan	30
2	Ali Sowatdi Pohan	20
3	Anni Hamidah Nasution	50
4	Arif Rahman	50
5	Armin Saleh Lubis	35
6	Derma Wani	60
7	Desmi Pinta Sari	35
8	Endang Lestari Pohan	55
9	Fhara Dilla Perisca	75
10	Gari Matua Emas Afandy	20
11	Linni Warnisyah Hrp	30
12	Mega Warnida	55
13	Mitha Sophia	55
14	Nurul Annisah Nst	55
15	Resky Rahmadhani Srg	25
16	Rey Ramadhan Srg	25
17	Reza Pernando	25
18	Siti Khodijah Nst	65
19	Tohar Putra	50
20	Wiki wiranto	45
Jumlah		810

b. Score of Control Class Pre Test

No	Students' Name	Pre Test
1	Adelia	75
2	Arini	50
3	Amelia	35
4	Aron	45
5	Elfi	20
6	Fitri Astri	40
7	Icha	65
8	Khoirunnisah	45
9	Laila	45
10	Latifa	70
11	Mahira	35
12	Mhd. Gempar	55
13	Phadil	50
14	Regina Ika	25
15	Rika	25
16	Salsa	55
17	Sujana	60

18	Syukron	30
19	Winda	45
20	Winda Juliana	30
Jumlah		920

Appendix 15

Score of Experimental Class and Control Class Post Test

a. Score of Experimental Class Post Test after Using Anagram Game

No	Students' Name	Score Post Test
1	Aldi Hasibuan	70
2	Ali Sowatdi Pohan	80
3	Anni Hamidah Nasution	75
4	Arif Rahman	75
5	Armin Saleh Lubis	50
6	Derma Wani	95
7	Desmi Pinta Sari	80
8	Endang Lestari Pohan	85
9	Fhara Dilla Perisca	65
10	Gari Matua Emas Afandy	80
11	Linni Warnisyah Hrp	75
12	Mega Warnida	95
13	Mitha Sophia	95
14	Nurul Annisah Nst	85
15	Resky Rahmadhani Srg	90
16	Rey Ramadhan Srg	60
17	Reza Pernando	80
18	Siti Khodijah Nst	75
19	Tohar Putra	75
20	Wiki wiranto	85
Jumlah		1575

b. Score of Control Class Post Test

No	Students' Name	Post Test
1	Adelia	60
2	Arini	50
3	Amelia	60
4	Aron	70
5	Elfi	55
6	Fitri Astri	80
7	Icha	55
8	Khoirunnisah	75
9	Laila	80
10	Latifa	85
11	Mahira	80
12	Mhd. Gempar	90
13	Phadil	70
14	Regina Ika	70
15	Rika	75
16	Salsa	95
17	Sujana	95
18	Syukron	70
19	Winda	75

20	Winda Juliana	90
Jumlah		1445

Appendix 16

The Comparison Score of Pre Test and Post Test

a. Experimental Class

No	Students' Name	Pre Test	Post Test
1	Aldi Hasibuan	30	70
2	Ali Sowatdi Pohan	20	80
3	Anni Hamidah Nasution	50	75
4	Arif Rahman	50	75
5	Armin Saleh Lubis	35	50
6	Derma Wani	60	95
7	Desmi Pinta Sari	35	80
8	Endang Lestari Pohan	55	85
9	Fhara Dilla Perisca	75	65
10	Gari Matua Emas Afandy	20	80
11	Linni Warnisyah Hrp	30	75
12	Mega Warnida	55	95
13	Mitha Sopia	55	95
14	Nurul Annisah Nst	55	85
15	Resky Rahmadhani Srg	25	90
16	Rey Ramadhan Srg	25	60
17	Reza Fernando	25	80
18	Siti Khodijah Nst	65	75
19	Tohar Putra	50	75
20	Wiki wiranto	45	85
Jumlah		810	1575

b. Control Class

No	Students' Name	Pre Test	Post Test
1	Adelia	75	60
2	Arini	50	50
3	Amelia	35	60
4	Aron	45	70
5	Elfi	20	55
6	Fitri Astri	40	80
7	Icha	65	55
8	Khoirunnisah	45	75
9	Laila	45	80
10	Latifa	70	85
11	Mahira	35	80
12	Mhd. Gempar	55	90
13	Phadil	50	70
14	Regina Ika	25	70
15	Rika	25	75
16	Salsa	55	95
17	Sujana	60	95
18	Syukron	30	70

19	Winda	45	75
20	Winda Juliana	30	90
Jumlah		920	1445

Appendix 17

RESULT OF NORMALITY TEST IN PRE TEST RESULT OF THE NORMALITY TEST OF X IN PRE-TEST

1. The score of X-2 class in pre test from low score to high score:

20	20	25	25	25	30	30	35	35	45	50	50
50	55	55	55	55	60	65	75				

2. High = 75

Low = 20

Range = High – Low

= 75 - 20

= 55

3. Total of Classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (20)$

= $1 + 3,3 (1.30)$

= $1 + 4.59$

= 5.59

=

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{55}{6} = 9$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
20 – 28	5	24	1	5	1	5
29 – 37	4	33	0	0	0	0
38 – 46	1	42	-1	-1	1	1
47 – 55	7	51	-2	-14	4	28
56 – 64	1	60	-3	-3	9	9
65 – 73	1	69	-4	-4	16	16
74 - 82	1	78	-5	-5	25	25
<i>i</i> = 9	20	-	-	-17	-	84

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 51 + 9 \left(\frac{-17}{20} \right)$$

$$= 43.35$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx_i^2}{n} - \left(\frac{\sum fx_i}{n}\right)^2} \\
 &= 9 \sqrt{\frac{84}{20} - \left(\frac{-17}{20}\right)^2} \\
 &= 9 \sqrt{4.2 - (-0.85)^2} \\
 &= 9 \sqrt{4.92} \\
 &= 9 \times 2.2 = 20
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
74 - 75	75.5	1.61	0.4463				
				0.01	0.2	1	0.16
65 - 73	73.5	1.51	0.4345				
				0.08	1.6	1	-0.96
56 - 64	64.5	1.05	0.3531				
				0.13	2.6	1	-4.16
47 - 55	55.5	0.60	0.2257				
				0.16	3.2	7	12.16
38 - 46	46.5	0.16	0.0636				
				-0.22	-5.4	1	-
29 - 37	37.5	-0.29	0.38591				
				0.15	3	4	23.76
20 - 28	28.5	-0.74	0.22965				
				0.11	2.2	5	3
	19.5	-1.19	0.11702				
							24.2
X^2							10.64

Based on the table above, the reseracher found that $x^2_{\text{count}} = 10.64$ while $x^2_{\text{table}} = 12.592$, cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($10.64 < 12.592$) with degree of freedom (dk) = $9 - 3 = 6$ and significant level $\alpha = 5\%$. So distribution of X-2 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	20 - 28	1	1

2	29 – 37	1	2
3	38 – 46	1	3
4	47 – 55	7	10
5	56 – 64	1	11
6	65 – 73	4	15
7	74 – 75	5	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 46.5$$

$$F = 1$$

$$fm = 7$$

$$i = 9$$

$$n = 20$$

$$1/2n = 10$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 46.5 + 9 \left(\frac{10-1}{7} \right) \\ &= 46.5 + 9 (1.28) \\ &= 46.5 + 11.52 \\ &= 58.02 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	20 – 28	1	1
2	29 – 37	1	2
3	38 – 46	1	3
4	47 – 55	7	10
5	56 – 64	1	11
6	65 – 73	4	15
7	74 – 75	5	20

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

$$L = 46.5$$

$$d_1 = 6$$

$$d_2 = 6$$

$$i = 9$$

So,

$$\begin{aligned} M_o &= 46.5 + \frac{6}{6+6} 9 \\ &= 46.5 + 0.5 (9) \\ &= 46.5 + 4.5 \\ &= 51 \end{aligned}$$

RESULT OF NORMALITY TEST IN PRE TEST
RESULT OF THE NORMALITY TEST OF X-1 IN PRE-TEST

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

20	25	25	30	30	35	35	40	45	45	45	45	50	50	55	55
60	65	70	75												

2. High = 75
 Low = 20
 Range = High – Low
 = 75 - 20

$$= 55$$

$$\begin{aligned} 3. \text{ Total of Classes} &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log (20) \\ &= 1 + 3,3 (1.30) \\ &= 1 + 4.59 \\ &= 5.59 \\ &= 6 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{totalofclass}} = \frac{55}{6} = 9$$

5. Mean

Interval Class	F	X	x'	fx'	x'2	fx'2
20 – 28	3	24	1	5	1	3
29 – 37	4	33	0	0	0	0
38 – 46	4	42	-1	-4	1	4
47 – 55	5	51	-2	-10	4	20
56 – 64	1	60	-3	-3	9	9
65 – 73	2	69	-4	-8	16	36
74 - 82	1	78	-5	-5	25	25
i = 9	20	-	-	-25	-	97

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx^1}{N} \\ &= 51 + 9 \left(\frac{-25}{20} \right) \\ &= 51 + 9 (-1.25) \\ &= 39.75 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\ &= 9 \sqrt{\frac{97}{20} - \left(\frac{-25}{20} \right)^2} \\ &= 9 \sqrt{4.85 - (-1.56)} \\ &= 9 \sqrt{6.41} \\ &= 9 \times 2.53 \\ &= 22.77 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
74 – 75	75.5	1.57	0.4418				
				0.01	0.2	3	0.56
65 - 73	73.5	1.48	0.4306				
				0.07	1.4	4	3.64
56 - 64	64.5	1.09	0.3621				
				0.10	2	4	4
47 - 55	55.5	0.70	0.2580				
				0.14	2.8	5	6.16
38 - 46	46.5	0.49	0.1879				
				-0.12	-2.4	1	-3.36
29 – 37	37.5	-0.50	0.30854				
				0.09	1.8	2	0.36
20 - 28	28.5	-0.78	0.21770				
				0.05	1	1	0
	19.5	-0.97	0.16602				
						X^2	11.36

Based on the table above, the reseracher found that $x^2_{count} = 11.36$ while $x^2_{table} = 12.592$, cause $x^2_{count} < x^2_{table}$ ($11.36 < 12.592$) with degree of freedom (dk) = $9 - 3 = 6$ and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	20 – 28	3	3
2	39 – 37	4	7
3	38 – 46	4	11
4	47 – 55	5	16
5	56 – 64	1	17
6	65 - 73	2	19
7	74 - 82	1	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 46.5$$

$$F = 4$$

$$fm = 5$$

$$i = 9$$

$$n = 20$$

$$1/2n = 10$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 46.5 + 9 \left(\frac{10 - 4}{5} \right) \\ &= 46.5 + 9(1.2) \\ &= 46.5 + 10.8 \\ &= 57.3 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	20 – 28	3	3
2	39 – 37	4	7
3	38 – 46	4	11
4	47 – 55	5	16
5	56 – 64	1	17
6	65 - 73	2	19
7	74 - 82	1	20

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

$$L = 46.5$$

$$d_1 = 1$$

$$d_2 = 4$$

$$i = 9$$

So,

$$\begin{aligned}M_o &= 46.5 + \frac{1}{3+4} 9 \\ &= 46.5 + 1.26 \\ &= 47.76\end{aligned}$$

Appendix 18

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

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

Hypothesis:

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

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

A. Variant of the X-2 class is:

No	Xi	Xi ²
1	20	400
2	20	400
3	25	625
4	25	625
5	25	625
6	30	900
7	30	900
8	35	1225
9	35	1225
10	45	2025
11	50	2500
12	50	2500
13	50	2500
14	55	3025
15	55	3025
16	55	3025
17	55	3025
18	60	3600
19	65	4225
20	75	5625
Total	860	42.000

$$n = 20$$

$$\sum xi = 860$$

$$\sum xi^2 = 42000$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{20(42000) - (860)^2}{20(20-1)} \\ &= \frac{840.000 - 739600}{20(19)} \\ &= \frac{100400}{380} \\ &= 264.210 \end{aligned}$$

B. Variant of the X-1 class is:

NO	Xi	Xi ²
1	20	400
2	25	625
3	25	625
4	30	900
5	30	900
6	35	1225
7	35	1225
8	40	1600
9	45	2025
10	45	2025
11	45	2025
12	45	2025
13	50	2500
14	50	2500
15	55	3025
16	55	3025
17	60	3600
18	65	4225
19	70	4900
20	70	4900
Total	900	44257

$$n = 20$$

$$\sum xi = 900$$

$$\sum x_i^2 = 44257$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\ &= \frac{20(44257) - (900)^2}{20(20-1)} \\ &= \frac{885500 - 810000}{20(19)} \\ &= \frac{75500}{380} \\ &= 198.684 \end{aligned}$$

The Formula was used to test the hypothesis was:

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

X-2 and X-1 :

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

So:

$$\begin{aligned} F &= \frac{264.210}{198.684} \\ &= 1.33 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.33$. It had been compared to F_{table} with $\alpha 5\%$ and dk numerator $n_1-1 = 20-1 = 19$ and deminator $n_2-1 = 20-1 = 19$. Researcher found that $F_{\text{table}} = 2.042$. From the distribution list F, researcher found that $F_{\text{table}} = 2.042$. So, $F_{\text{count}} < F_{\text{table}}$ ($1.33 < 2.042$). It could be concluded that there is no difference variant between the X-2 class and X-1 class. It means that the variant is homogenous.

Appendix 19

RESULT OF NORMALITY TEST IN POST TEST RESULT OF THE NORMALITY TEST OF X IN POST-TEST

8. The score of X-2 class in pre test from low score to high score:

50	60	65	70	75	75	75	75	75	80	80	80
80	85	85	85	90	95	95	95				

9. High = 95

Low = 50

Range = High - Low

$$= 95 - 50$$

$$= 45$$

10. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1.30)$$

$$= 1 + 4.59$$

$$= 5.5$$

$$= 6$$

11. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{45}{6} = 7$

12. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
50 - 56	1	53	3	3	9	9
57 - 63	1	60	2	2	4	4
64 - 70	2	63	1	2	1	2
71 - 77	5	74	0	0	0	0
78 - 84	4	81	-1	-4	1	4
85 - 91	4	88	-2	-8	4	16
92 - 98	3	95	-3	-9	9	27

$i = 7$	20	-	-	-14	-	62
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$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 74 + 7 \left(\frac{-14}{20} \right) \\
 &= 69.1
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
 &= 7 \sqrt{\frac{62}{20} - \left(\frac{-14}{20} \right)^2} \\
 &= 7 \sqrt{3.1 - (-0.7)^2} \\
 &= 7 \sqrt{3.59} \\
 &= 7 \times 1.89 \\
 &= 13.23
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
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92 – 98	98.5	2.22	0.4868	0.02	0.4	3	1.04
85 – 91	91.5	1.83	0.4664	0.07	1.4	4	3.64
78 – 84	84.5	1.26	0.3962	0.14	2.8	4	3.36
71 – 77	77.5	0.68	0.2517	0.20	4	5	4
64 – 70	70.5	0.11	0.0438	-0.05	-1	2	-3
57 – 63	63.5	-0.75	0.22663	0.07	1.4	1	-0.56
50 – 56	56.5	-1.03	0.15151	0.09	1.8	1	-1.44
	49.5	-1.60	0.05480				
X^2							7.04

Based on the table above, the reseracher found that $x^2_{\text{count}} = 7.04$ while $x^2_{\text{table}} = 9.488$, cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($7.04 < 9.433$) with degree of freedom (dk) = $7-3 = 4$ and significant level $\alpha = 5\%$. So distribution of X-2 class (pre-test) is normal.

13. Median

No	Interval	F	Fk
1	50 – 56	1	1
2	57 – 63	1	2
3	64 – 70	2	4
4	71 – 77	5	9
5	78 – 84	4	13
6	85 – 91	4	17
7	92 - 98	3	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 70.5$$

$$F = 2$$

$$fm = 5$$

$$i = 7$$

$$n = 20$$

$$1/2n = 10$$

So :

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

$$= 70.5 + 7 \left(\frac{10-2}{5} \right)$$

$$= 70.5 + 7 (1.6)$$

$$= 70.5 + 11.2$$

$$= 81.7$$

14. Modus

No	Interval	F	Fk
1	50 – 56	1	1
2	57 – 63	1	2
3	64 – 70	2	4
4	71 – 77	5	9
5	78 – 84	4	13
6	85 – 91	4	17
7	92 - 98	3	20

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

$$L = 70.5$$

$$d_1 = 3$$

$$d_2 = 1$$

$$i = 7$$

So,

$$\begin{aligned}
 M_o &= 70.5 + \frac{3}{3+1} 7 \\
 &= 70.5 + 0.75 (7) \\
 &= 70.5 + 5.25 \\
 &= 75.75
 \end{aligned}$$

RESULT OF NORMALITY TEST IN POST TEST
RESULT OF THE NORMALITY TEST OF X-1 IN POST-TEST

8. The score of X-1 class in pre test from low score to high score:

50	55	55	60	60	70	70	70	70	75	75	75	80	80	80	85
90	90	95	95												

9. High = 95
 Low = 50
 Range = High – Low
 = 95 - 50
 = 45

$$\begin{aligned}
 10. \quad \text{Total of Classes} &= 1 + 3,3 \log (n) \\
 &= 1 + 3,3 \log (20) \\
 &= 1 + 3,3 (1.30) \\
 &= 1 + 4.59 \\
 &= 5.59 \\
 &= 6
 \end{aligned}$$

$$11. \quad \text{Length of Classes} = \frac{\text{range}}{\text{totalofclass}} = \frac{45}{6} = 7$$

12. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
50 – 56	3	53	2	6	4	12
57 – 63	2	60	1	2	1	3
64 – 70	4	67	0	0	0	0
71 – 77	3	74	-1	-3	1	3
78 – 84	3	81	-2	-6	4	8
85 – 91	3	88	-3	-9	9	27
92 - 98	2	95	-4	-8	16	32
<i>i = 7</i>	20	-	-	-13	-	85

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx'}{N} \\
 &= 67 + 7 \left(\frac{-13}{20} \right) \\
 &= 67 + 7 (-0.65) \\
 &= 62.45
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 7 \sqrt{\frac{85}{20} - \left(\frac{-13}{20} \right)^2} \\
 &= 7 \sqrt{4.25 - (-0.42)}
 \end{aligned}$$

$$= 7\sqrt{4.67}$$

$$= 7 \times 2.16$$

$$= 15.12$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
92 - 98	98.5	2.38	0.4913	0.02	0.4	2	0.64
85 - 91	91.5	1.92	0.4726	0.06	1.2	3	2.16
78 - 84	84.5	1.32	0.4066	0.07	1.4	3	2.24
71 - 77	77.5	0.99	0.3389	0.14	2.8	3	0.76
64 - 70	70.5	0.53	0.2019	0.10	2	4	4
57 - 63	63.5	0.27	0.1024	-0.07	-1.4	2	-4.76
50 - 56	56.5	-0.69	0.24510	0.05	1	3	2
	49.5	-0.85	0.19766				
X^2							7.04

Based on the table above, the researcher found that $x^2_{\text{count}} = 7.04$ while $x^2_{\text{table}} = 9.488$, cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($7.04 < 9.488$) with degree of freedom (dk) = $9 - 3 = 6$ and significant level $\alpha = 5\%$. So distribution of X-1 class (pre-test) is normal.

13. Median

No	Interval	F	Fk
1	50 – 56	3	3
2	57 – 63	2	5
3	64 – 70	4	9
4	71 – 77	3	12
5	78 – 84	3	15
6	85 – 91	3	18
7	92 - 98	2	20

Position of Me in the interval of classes is number 4, that:

$$Bb = 63.5$$

$$F = 2$$

$$fm = 4$$

$$i = 7$$

$$n = 20$$

$$1/2n = 10$$

So :

$$\begin{aligned} \text{Me} &= Bb + i \left(\frac{n/2 - F}{fm} \right) \\ &= 63.5 + 7 \left(\frac{10 - 2}{4} \right) \\ &= 63.5 + 7(2) \\ &= 63.5 + 14 \\ &= 77.5 \end{aligned}$$

14. Modus

No	Interval	F	Fk
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1	50 – 56	3	3
2	57 – 63	2	6
3	64 – 70	4	10
4	71 – 77	3	13
5	78 – 84	3	15
6	85 – 91	3	18
7	92 - 98	2	20

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 63.5$$

$$d_1 = 2$$

$$d_2 = 1$$

$$i = 7$$

So,

$$\begin{aligned} M_0 &= 63.5 + \frac{2}{2+1} 7 \\ &= 63.5 + 4.62 \\ &= 68.12 \end{aligned}$$

Appendix 20

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

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

Hypothesis:

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

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

A. Variant of the X-2 class is:

No	Xi	Xi ²
1	50	2500
2	60	3600
3	65	4225
4	70	4900
5	75	5625
6	75	5625
7	75	5625
8	75	5625
9	75	5625
10	80	6400
11	80	6400
12	80	6400
13	80	6400
14	85	7225
15	85	7225
16	85	7225
17	90	8100
18	95	9025
19	95	9025
20	95	9025
Total	1570	125800

$$n = 20$$

$$\sum xi = 1570$$

$$\sum xi^2 = 125800$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{20(125800) - (1570)^2}{20(20-1)} \\ &= \frac{2516000 - 2464900}{20(19)} \\ &= \frac{51100}{380} \\ &= 134.473 \end{aligned}$$

B. Variant of the X-1 class is:

NO	Xi	Xi ²
1	50	2500
2	55	3025
3	55	3025
4	60	3600
5	60	3600
6	70	4900
7	70	4900
8	70	4900
9	70	4900
10	75	5625
11	75	5625
12	75	5625
13	80	6400
14	80	6400
15	80	6400
16	85	7225
17	90	8100
18	90	8100
19	95	9025
20	95	9025
Total	1480	108000

$$\begin{aligned}n &= 20 \\ \sum xi &= 1445 \\ \sum xi^2 &= 108000\end{aligned}$$

So:

$$\begin{aligned}S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{20(108000) - (1445)^2}{20(20-1)} \\ &= \frac{2160000 - 2088025}{20(19)} \\ &= \frac{-30400}{380} \\ &= -80\end{aligned}$$

The Formula was used to test the hypothesis was:

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

X-2 and X-3 :

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

So:

$$\begin{aligned}F &= \frac{134.473}{-80} \\ &= -1.68\end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = -1.68$. It had been compared to F_{table} with $\alpha 5\%$ and dk numerator $n_1-1 = 20-1 = 19$ and deminator $n_2-1 = 20-1 = 19$. Researcher found that $F_{\text{table}} = 2.036$. From the distribution list F, researcher found that $F_{\text{table}} = 2.036$. So, $F_{\text{count}} < F_{\text{table}} (-1.68 < 2.036)$. It could be concluded that there is no difference variant between the X-2 class and X-1 class. It means that the variant is homogenous.

Appendix 21

T-test of the Both Averages in Pre-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{43.35 - 39.75}{\sqrt{\left(\frac{(20 - 1)264.210 + (20 - 1)198.684}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{3.6}{\sqrt{\left(\frac{19(264.210) + 19(198.684)}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{3.6}{\sqrt{\left(\frac{5019.9 + 3774.9}{38}\right)(0.1)}}$$

$$Tt = \frac{3.6}{\sqrt{(8794.8)(0.1)}}$$

$$Tt = \frac{3.6}{\sqrt{879}}$$

$$Tt = \frac{3.6}{29.6}$$

$$Tt = 0.12$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.26$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{\text{table}} = 1.66691$. So, $t_{\text{count}} < t_{\text{table}}$ ($0.12 < 1.66691$) and H_0 is accepted, it means no difference the average between the X-2 as experimental class and X-1 as control class in this research.

Appendix 22

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{69.1 - 62.45}{\sqrt{\left(\frac{(20 - 1)134.473 + (20 - 1)(-80)}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{6.65}{\sqrt{\left(\frac{19(134.473) + 19(-80)}{38}\right)(0.05 + 0.05)}}$$

$$Tt = \frac{6.65}{\sqrt{\left(\frac{2554.9 + (-1520)}{38}\right)(0.1)}}$$

$$Tt = \frac{6.65}{\sqrt{(27.2)(0.1)}}$$

$$Tt = \frac{6.65}{\sqrt{2.7}}$$

$$Tt = \frac{6.65}{1.64}$$

$$Tt = 4.054$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 4.504$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{\text{table}} = 1.66691$. So, $t_{\text{count}} > t_{\text{table}}$ ($4.054 > 1.66691$) and H_a is accepted, it means there was the difference average between the X-2 as experimental class and X-1 class as control class in this research.

-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811

-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224

Appendix 25

Percentage Points of the t Distribution

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Percentage Points of the t Distribution

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
∞							

APPENDIX 26

RESEARCH DOCUMENTATION

Pre-Test of Experimental Class



Pre Test in Control Class





Post-Test in Control Class



Post Test in Experimental Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
 Telephone (0634) 22080 Faximile (0634) 24022

17 September 2019

Nomor : 69 /In.14/E.6a/PP.00.9/09/2019
 Lamp : -
 perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Zainuddin, S.S., M.Hum** (Pembimbing I)
2. **Yusni Sinaga, M.Hum** (Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Nurhabibah Siregar
NIM	: 1620300068
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Contextual Guessing Technique on Students' Reading Comprehension at X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru Kabupaten Tapanuli Selatan.

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

Ketua Program Studi Tadris Bahasa Inggris

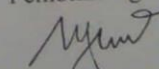

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// Agustus 2020

Hal : Izin Penelitian
 Penyelesaian Skripsi.

Yth. Kepala Pondok Pesantren Syekh Ahmad Basyir
 Kecamatan Batang Toru
 Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurhabibah Siregar
 NIM : 1620300068
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Contextual Guessing Technique on Students' Reading Comprehension at the X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batang Toru Kabupaten Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Wakil Dekan
 Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
 NIP. 19600413 200604 1 002



**YAYASAN
PESANTREN SYEKH AHMAD BASYIR PARSARIRAN
(MTs – MA – PONTREN – THARIQAT)
KECAMATAN BATANGTORU KABUPATEN TAPANULI SELATAN
PROVINSI SUMATERA UTARA**

KODE POS 22738

PERWAKILAN : Jalan Sudirman No. 330 Tlep. (0634) 21067 Padangsidempuan

Parsariran, 31 Agustus 2020

Nomor : 048/MA.019/SAB/V/ 2020
Lampiran : I (satu) lembar
Hal : **Pemberian Izin Pelaksanaan Penelitian
Penyelesaian Skripsi**

Kepada Yth,
Bapak Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan
di- **Padangsidempuan**

Dengan hormat

Sehubungan dengan Surat Bapak Nomor : 693/In.14/E.1/TL.00/08/2020

tertanggal 11 Agustus 2020 perihal **Mohon Izin Pelaksanaan Penelitian**

Maka dengan ini kami memberikan Izin dan bersedia menerima mahasiswi atas nama :

Nama : **NURHABIBAH SIREGAR**
NIM : 1620300068
Prodi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk melaksanakan kegiatan penelitian dalam keperluan awal Penulisan Skripsi sesuai dengan judul skripsinya :

“ The Effect Of Contextual Guessing Technique on students Reading Comprehension at the X Grade of Pondok Pesantren Syekh Ahmad Basyir Kecamatan Batangtoru Kabupaten Tapanuli Selatan “

Dan sekaligus memberikan informasi mengenai kreatifitas Siswa dalam belajar dan data Pendukung yang diperlukan di Ponpes Syekh Ahmad Basyir dan lain – lain yang dianggap perlu.

Demikianlah surat balasan ini kami sampaikan dan atas kerja sama yang baik kami ucapkan terima kasih.

An. PIMPINAN
Pondok Pesantren Syekh Ahmad Basyir
MA
SYEKH AHMAD BASYIR
TAPANULI SELATAN
AMENUDDIN SITUMEANG, S.Pdi