THE EFFECT OF AUTHENTIC MATERIAL MEDIA TOWARDS STUDENTS' DESCRIPTIVE TEXT READING COMPREHENSION AT THE XI GRADE MAS BAHARUDDIN TAPANULI SELATAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

SRI RAHAYU SIREGAR
Reg. No. 16 203 00063

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020

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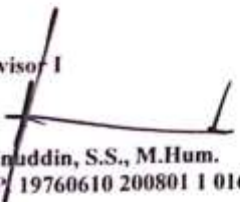
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2020

LETTER AGREEMENT

Term   : Thesis
a.n. Sri Rahayu Siregar

Faculty
Appendix : 8 (Eight) Exemplars

Padangsidimpuan,   Desember 2020
To :
Dean Tarbiyah and Teacher Training

in –
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise en thesis belongs to SRI RAHAYU SIREGAR, entitle *"The Effect of Authentic Material Media towards Students' Descripsive Text Reading Comprehension at The XI Grade MAS Baharuddin Tapanuli Selatan"*, we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Islamic Educational Scholar (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped she could be defined her thesis in Munaqosyah. That is all and thank you for the selection.

Wassalamu'alaikumWr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the Thesis by my self, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

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Declaration Maker

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AGREEMENT PUBLICATION OF FINAL TASK FOR

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Result/Mark   : 88.75 (A)
IPK   : 3,82
Predicate   : Cumlaude

LEGALIZATION

Thesis

: **The Effect of Authentic Material Media towards Students' Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin Tapanuli Selatan**

Written By

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The Title of the Thesis	**: The Effect of Authentic Material Media towards Students' Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin Tapanuli Selatan**

ABSTRACT

This research focused on using of Authentic Material in teaching Descriptive Text at The XI Grade MAS Baharuddin Tapanuli Selatan. The problems of this research are the students had lack interest in reading, the students had lack interest in English, and the teacher did not have other material in teaching reading. The purpose of this research was to find out the effect of using authentic material media in descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan.

This reseacrh has three formulation of the problem, they are how is students' descriptive text reading comprehension before learning using authentic material media, how is students' descriptive text reading comprehension after learning using authentic material media, and is there any significant effect of learning authentic material media. The purpose of this research are to find out students' descriptive text reading comprehension before learning authentic material media, to find out students' descriptive text reading comprehension after learning authentic material media, and to examine whether there is or there is not any significant effect of learning authentic material media.

This research employed experimental research. The population of this research was XI grade MAS Baharuddin Tapanuli Selatan. The total of population was two classes. Then, the sample of the research was all the population at grade XI, consists of two classes, XI Agama as experimental class and XI IPA as control class. It was taken total sampling after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' descriptive text reading comprehension. To analysis the data, the researcher used T-test.

Based on the result of the research, researcher showed the description of the data was found that mean score of pre-test in experimental class was lower than control class (67<90.4). Then, after using Authentic Material media the result of mean score post-test in experimental class was higher than control class (97.9>90.2), and the score of t_{count} was bigger than t_{table} (2.78>1.67). It means that hyphothesis alternative (H_a) was accepted. It was concluded that there was significant effect of using Authentic Material Media at XI Grade MAS Baharuddin Tapanuli Selatan.

Key Words: *Reading Comprehension, Descriptive Text, Authentic Material.*

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Judul Skripsi	**: The Effect of Authentic Material Media towards Students' Descriptive Text Reading Comprehension The XI Grade MAS Baharuddin Tapanuli Selatan**

ABSTRAK

Penelitian ini difokuskan pada penggunaan Bahan Otentik dalam mengajar Teks Deskriptif pada Siswa Kelas XI MAS Baharuddin Tapanuli Selatan. Permasalahan dalam penelitian ini adalah siswa kurang minat membaca, siswa kurang tertarik pada bahasa Inggris, dan guru tidak memiliki materi lain dalam mengajar membaca. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan media bahan otentik dalam pemahaman bacaan teks deskriptif pada siswa kelas XI MAS Baharuddin Tapanuli Selatan.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana pemahaman bacaan teks deskriptif siswa sebelum pembelajaran menggunakan media materi otentik, bagaimana pemahaman membaca teks deskriptif siswa setelah pembelajaran menggunakan media materi otentik, dan adakah pengaruh yang signifikan dari pembelajaran media materi otentik. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman bacaan teks deskriptif siswa sebelum pembelajaran media materi otentik, untuk mengetahui pemahaman membaca teks deskriptif siswa setelah pembelajaran media materi otentik, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari media pembelajaran materi otentik.

Penelitian ini menggunakan penelitian eksperimental. Populasi dalam penelitian ini adalah siswa kelas XI MAS Baharuddin Tapanuli Selatan. Jumlah populasi adalah dua kelas. Sampel penelitian adalah seluruh populasi kelas XI yang terdiri dari dua kelas, yaitu XI-Agama sebagai kelas eksperimen dan XI-IPA sebagai kelas kontrol. Pengambilan sampel dilakukan secara total sampling setelah dilakukan uji normalitas dan homogenitas. Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur pemahaman bacaan teks deskriptif siswa. Untuk menganalisis data, peneliti menggunakan uji-T.

Berdasarkan hasil penelitian, peneliti menunjukkan dari deskripsi data yang ditemukan bahwa rata-rata nilai pre-test kelas eksperimen lebih rendah daripada kelas kontrol (67<90,4). Kemudian setelah menggunakan Media Bahan Otentik hasil rata-rata skor post-test kelas eksperimen lebih tinggi dari pada kelas kontrol (97.9>90.2), dan skor t_{count} lebih besar dari t_{table} (2.78>1.67). Artinya, hipotesis alternatif (Ha) diterima. Disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Media Bahan Otentik pada Siswa Kelas XI MAS Baharuddin Tapanuli Selatan.

Kata Kunci: *Pemahaman Membaca, Teks Deskriptif, Bahan Otentik.*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
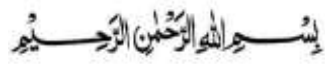
Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled "The Effect of Authentic Material Media towards Students' Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin Kabupaten Tapanuli Selatan". Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Mr. Zainuddin, S.S., M.Hum., as my first advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

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Nothing in the world is perfect, the researcher realize that there are still many short comings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, September 2020
Researcher

SRI RAHAYU SIREGAR
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading as one of the skill in English is very important. It is a process of getting the information from written language. The students will be able to speak, listen and write, they should be good in reading skill first. The students get a lot of vocabularies from reading, it becomes foundation to acquire and improve the other skills; speaking, listening, and writing. Reading also enables students to gain information and get a new language. Based on these reasons, reading has an important role in English teaching learning process.

Reading comprehension is receptive skills in which the readers try to understand the written texts.[1] The writer and the reader can communicate throughout a text. An interactive process will happen while the readers try to understand the text. While the readers understanding the text, the readers will get the idea from the writers by the text.

Reading is not just saying the words, but also to understand what we read or getting the idea and information. It is related to comprehension. Hornby in Eka Sustri Harida[2] stated that comprehension is the power of understanding. It is the ability to understand the meaning from written text.

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[1] Eka Sustri Harida, "Using Critical Reading Strateies: One Way for Assessing Students' Reading Comprehension," *International Seminar on English Language and Teaching* 4, no. 1 (2016): 199, http://ejournal.unp.ac.id/index.php/selt/article/view/6929/5463.

[2] Eka Sustri Harida, "Understanding Paragraph and Three Phases in Reading Comprehension," *English Education* 4, no. 1 (2016): 104, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ.

From the explanation above, the researcher can conclude that reading is one of the language skills that very important. It is a process in getting information from written language. In reading, we not just say the words, but also understand what we read. So while the readers understanding the text, the readers will get the idea from what the readers read.

Based on interview between researcher and English teacher in MAS Baharuddin, a teacher named Donna Khairani, S.Pd said that the students are not interesting in English.[3] In other hand, a student named Emmi Atikah, she said English is difficult for them and they confuse in understanding the lesson.[4]. The students often find difficulties on reading any text because of they are not interesting in reading. It happened because of the teacher did not use any material in teaching.

To overcome this problem, many ways to improve reading ability that have been done by the teacher, such as using different text book from different author and selecting interesting topics from many text books. However, the students' reading comprehension is still disappointing. In order to solve this problem, the teacher uses different materials. The material can be used is authentic material.

In teaching learning process, teachers usually use material in teaching. Material in teaching learning process is media. There are many kinds of media that usually used by teachers such as authentic audio visual materials, authentic

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[3] Donna Khairani, S.Pd, *Private Interview to the English Teacher of MAS Baharuddin Tapanuli Selatan*, (Muara Tais: MAS Baharuddin, September 7th 2020).
[4] Emmi Atikah, *Private Interview to the Student of MAS Baharuddin Tapanuli Selatan,* (Muara Tais: MAS Baharuddin, September 7th 2020).

visual materials, and authentic written materials. Peacock in Rashid Hamed and Majid Hilal defined authentic materials as the materials that have been produced to fulfill some social purposes in the language community.[5] The source of authentic materials that can be used in the classroom can come from anywhere.

In other hand, Gebhard in S. Dilek Belet Boyaci and Mediha Guner[6] grouped authentic materials under three categories, (1) authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoons, movies, soap operas, radio dramas and radio commercials; (2) authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazines pictures, postcards, non-verbal picture books, and stamps; (3) authentic written materials are newspaper articles, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street sign.

Gebhard believed that authentic materials "contextualize" the language learning.[7] In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world. So this material is helpful for students.

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[5] Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," *International Journal of Scientific and Technology Research* 3, no. 10 (2014): P. 250, www.ijstr.org.

[6] Ş. Dilek Belet Boyacı and Mediha Güner, "The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course," *International Journal of Instruction* 11, no. 2 (2018): P. 353, https://doi.org/10.12973/iji.2018.11224a.

[7] Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," P. 251.

The researcher chose authentic material in reading descriptive text. The reseacrher use authentic material because authentic material related to the students' real life and prepares them to face and deal with real world. Thus, it can be implied that the use of authentic materials affect the students' reading comprehension.

Based on the explanation above, the researcher is interesting to observe the effect of authentic material in descriptive text reading comprehension. Moreover, the researcher wants to examine the significant of authentic material media towards students' reading comprehension in MAS Baharuddin Tapanuli Selatan. The researcher chooses authentic material because from all researchers that already exists have evidenced that authentic material is significant on reading comprehension.

B. Identification of The Problem

Based on background of the problem above, there are some problems on students' reading comprehension in descriptive text at the XI grade MAS Baharuddin Tapanuli Selatan, there are:

1. Students have lack interest in reading

2. Students have lack interest in learning English

3. The teachers do not have other material in teaching reading

According to those problems, the researcher would like to propose a material in teaching reading descriptive text. The researcher expects that authentic material is one of the effective materials to apply and replace the previous material. So, this research has been concerned to find out the

effectiveness of authentic material usage in reading descriptive text at the XI grade MAS Baharuddin Tapanuli Selatan.

C. Limitation of The Problem

In this problem, the researcher wants to limit the research in finding out whether using authentic material is effective or not to enable students communicative in reading descriptive text. The researcher chooses visual material that one of kinds of authentic materials and focuses on descriptive text because it is the appropriate material for Senior High School students.

D. Formulation of The Problem

Based on the background of the problem above, the problems can be formulated as follow:

1. How is students' descriptive text reading comprehension before learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan?

2. How is students' descriptive text reading comprehension after learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan?

3. Is there any significant effect of authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan?

E. Purpose of The Research

In this section, the researcher would like to mention the objectives of those problems as follow:

1. To find out students' descriptive text reading comprehension before learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan.

2. To find out students' descriptive text reading comprehension after learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan.

3. To examine whether there is or there is not any significant effect of authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan.

F. Significances of The Research

This result of the research is expected to be useful at least in four domains, they are for the students, teacher, IAIN Padangsidimpuan, and other researcher. The following illustration describes the significances of these parties:

1. The result of the research can inform the teachers that using authentic material is able to increase the students' ability in reading. It also can help teachers to solve the problem related to descriptive text.

2. IAIN Padangsidimpuan can be added information, especially at English Department about the effectiveness of using authentic material in teaching reading descriptive text.

3. Other researchers who are interested in teaching descriptive text by using different variables can get basic information from this research to do the further research.

G. Definition of Key Terms

To avoid ambiguity, this research is consisted of two variables, so that following were definitions variable:

1. Authentic material

Authentic material is a way to contextualize language learning. It can be spoken or written materials, which are not intended for use in teaching.

2. Reading comprehension

Reading comprehension is the process of understanding the text and getting the idea from what we read.

H. Outline of The Thesis

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

Chapter I, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and outline of the thesis.

Chapter II, it consists of the theoretical description, related findings. In theoretical review consists of students' reading comprehension and descriptive text. Related finding consists of some findings that are done by other researcher in the same research.

Chapter III, it consists of research methodology which consists of time and place of the research, method of the research, research design, sources of data collection, technique of data analysis.

Chapter IV, it consists of the result of the research taking about the analysis of data, the result of the research. This chapter consist of data description of the result.

Finally, in chapter V consists of conclusion that is giving conclusion about the result of the research and suggestion that give suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of Related Literature

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is a fluent process of readers in combining information from what readers read in the text and their own background to build meaning.[8] It means while the readers read the text, they understand what they read. The readers get meaning with their own background.

Reading is the process of involving word recognition, comprehension, fluency, and motivation. According Janette reading is a complex process to learn and complex to teach. Reading is a form of communication, using written language or symbols (text).[9] It means that from reading we can communicate with other and also by reading we get written language from the other.

"Reading is an essential skill for learners of English as a second language."[10] For most of these learners it is the important skill to master in order to ensure success not only in learning English, but also in learning any context class where reading in English is required. With

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[8] David Nunan, *Practical English Language Teaching*, First (New York, USA: McGraw Hill, 2003), P. 68.

[9] Janette, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: United in The States of America, 2007), P. 92.

[10] Kathleen T. and McWhorter, *Efficient and Flexibel Reading*, Third (New York: Harper Collins Publisher, 1992), P. 69.

reading skills, learners will make greater progress and development in all other areas of learning.

From the explanation above, the researcher conclude that reading is the process between the readers and the writers and getting meaning from what they read. Reading is not just read a book, but also read any written text that the readers can understand with what they read. By reading a book or any text can get many information, knowledge, emotion, ideas and enrich vocabularies.

Reading for comprehension is "the primary purpose for reading, raising student awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension."[11] It means that when students read, they try to comprehend and understand the symbol or written words. It constructs new knowledge from the interaction between texts and background knowledge.

Reading comprehension is understanding and getting the meaning from the text by interactive communication with the author though by physical and mental process. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Readers' ability to understand the authors' massage is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background

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[11] Sri Rahmadhani Siregar, "Transactional Strategies Instruction To Students with Learning Difficulties in Reading Comprehension" 4, no. 1 (2016): P. 74, http://jurnal.iain-padangsidimpuan.ac.id/.

knowledge or the word knowledge of the reader interacts with the massage encoded in the text to generate an understanding of an authors' massage.[12] So, reading is cannot be separated from the comprehension because the result of the reading activity is to understand what the text has been read.

In addition, Clarke and Silberstein said that "a reader's comprehension depends on her or his ability to relate the information that she or he gets from the text with prior knowledge".[13] Therefore, schema plays an important role in reading comprehension. Besides that, the students should be able to explore their thinking and to identify what the author means. In other word, the students in this level are supposed to read and to understand the text comprehensively.

So, reading comprehension means the ability to interpret and evaluate what readers read and to understand of written or printed material. In addition, reading comprehension is the ability to understand information presented in written form. Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the new idea that given by the writers.

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[12] Meri Febrianti, "The Correlation Between Annotating Text Strategy Mastery and Reading Comprehension at the First Year Students' of SMAN 11 Pekanbaru," 2013, http://repository.uin-suska.ac.id/10083/.

[13] Leah D.Miller and Tenena M.Soro Kristin Lems, *Teaching Reading to English Language Learning*, First (New York: The Guilford Press, 2010), P. 56.

b. Purpose of Reading

The main idea of reading to get and to find information include content and meaning of the text based on purpose. Here there some of purposes of reading:

1) Teacher and learners catch the material in the process of direct communication.
2) Reader and writer are effective, so that there is close relationship between them, then there will be settlement on relative implication.
3) Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.[14]

Based on the list above, the researcher makes an inference that the purposes of reading make the point of understanding and comprehending the text.

c. Reading Assessments

Assessments require planning and organization. The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose. Assessment is a tool to measure how far the students ability and comprehension of the material.[15] There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

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[14] Rohib Adrianto Sangia, "The Process and Purpose of Reading at a Public University Surabaya," 2014, P. 8, https://scholar.google.co.id.

[15] Malley and Lorraine Valdez Pierce J. Michael O, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), P. 98.

1) Topic sentence is a sentence that refers to the main idea or message in the paragraph.
2) Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.
3) Content of the message is global information that refers to a core of the story and problem in the text.
4) Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.
5) Conclusion of the text Improving Students' Reading Comprehension through Guessing Strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.[16]

Based on explanation above teacher should consider it to make students comprehend and evaluation more useful.

There are some indicators in assessing students' reading, as follows:

1) Identify the topic from the text
2) Identify main idea from the text
3) Identify information that needed from the text
4) Give conclusion from the text
5) Understand the vocabulary from the text.[17]

Table 1
Indicators of Reading Assessment

No	Indicators of Reading Assessment
1	Discovering main idea
2	Identifying detail
3	Understanding vocabulary
4	Summarizing concepts[18]

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[16] Sojuangon Rambe Dewi Fatimah Sitompul, Eka Sustri Harida, "Improving Students' Reading Comprehension through Guessing Strategy of State Institute For Islamic Studies Padangsidimpuan," *English Journal for Teaching and Learning* 7, no. June (2019).

[17] H. Doughlas Brown, *Language Assessment Princiles and Classroom Practices* (San Fransisco: Longman, 2003), P. 190.

[18] Mislaini, "Improving Students' Reading Comprehension on Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam at a Public University in Pasir Pangaraian," 2015, https://www.researchgate.net.

There are some techniques in assessing or testing, one of them is multiple choice questions. A multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.[19] So the researcher takes the conclusion, the researcher will take some of the indicators of reading comprehension and choose the multiple choose question as a technique to test reading comprehension. The researcher will use indicators of reading assessment on the table 1.

2. **Authentic Material**

    a. **Definition of Authentic Material**

    Authentic material is as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. Authentic material refers to those taken from real life sources and they are designed for teaching and learning process.

    Peacock in Rashid Hamed and Majid Hilal defined authentic materials as the materials that have been produced to fulfill some social

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[19] Cyrill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), P. 43.

purposes in the language community.[20] So, it helps people in social purposes. Besides that, it is used in language community.

In addition, Ferit Kilickaya in Miftahul Huda explained that the common definition of authentic text is "exposure" to real language and its use in its own community.[21] He explained that many teachers have discussed that English presented in the classroom should be authentic. Generally, it means that materials involve language naturally occurring as communication.

In other hand, Tomlinson and Wallace in Priska Kristanti stated that authentic materials are materials written by native speakers to other native speakers with their own purposes such as persuading, giving information, and entertaining.[22] Seen from the perspective of the native speakers, the do not make authentic materials to be only used in a language classroom or make it especially just for language learning purposes. It can be used in the language learning process just like materials in the textbook. It is because authentic materials represent how language is used in the real situation.

A material is authentic when it contains authentic text. A newspaper article, a rock song, a novel and traditionally fairy story are

[20] Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," *International Journal of Scientific and Technology Research* 3, no. 10 (2014): P. 250, www.ijstr.org.
[21] Miftahul Huda, "The Use of Authentic Materials in Teaching English: Indonesia Teachers' Perspective in Efl Classes," *People: International Journal of Social Sciences* 3, no. 2 (2017): P. 1912, https://doi.org/10.20319/pijss.2017.32.19071927.
[22] Priska Kristanti, "The Use of Authentic Materials to Teach Descriptive Text in Tourism Vocational School," 2017, P. 4, https://www.researchgate.net.

examples of authentic texts. Therefore, we can see such texts from television, newspaper and magazine. Besides that, selecting the authentic text that can be taken from any source (printed/online) so that the communicative process between the reader and the text hopefully can be occurred. In that mass media, information is spread widely from a place to many other places. In communicating in such media, people naturally use and apply their language as how they communicate and use their language in their daily life.

From the explanation above, the researcher concludes that authentic material is a way to contextualize language learning. It refers to those taken from real life sources and they are designed for teaching and learning process. It is because authentic materials represent how language is used in the real situation.

b. **The Purpose of Authentic Material**

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible.[23] Even if the classroom is not a real-life situation, authentic materials have a very important place within. It has been argued that by taking the text out of its original context, it loses its authenticity.

Thomlinson and Wallace in Priska Kristanti said that the purposes of authentic materials are such as persuading, giving information, or

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[23] Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading," *The Reading Matrix: International Online Journal* 6, no. 2 (2006): P. 64, https://www.researchgate.net.

entertaining.[24] Beside that, Peacock stated that authentic materials are more active, creative, interesting, and stimulating compared to the text book.[25] So, by using authentic material students will be more motivated when they have other materials then their text book.

We can claim that learners are being exposed to real language and they feel that they are learning the real language. The main advantages of using authentic materials in the classroom therefore include:

1) Having a positive effect on student motivation
2) Giving authentic cultural information
3) Exposing students to real language
4) Relating more closely to students' needs
5) Supporting a more creative approach to teaching[26]

Furthermore, Brosnan in Zaitun Qomariah explained the several advantages of authentic materials, they are:

1) Language is natural. Thus by simplifying language or modifying it for teaching purposes (limiting structures or controlling vocabulary), the teachers risk making the task more difficult. It may, in fact, be removing clues to meaning.
2) Authentic language provides students the opportunity to deal with a small amount of material which contains complete and important messages at the same time.
3) Authentic printed materials offer students with the chance to make use of non- linguistic clues such as layout, pictures, colors, symbols, the physical setting in which it occurs help them find out the meaning more easily.
4) Adults need to be able to see the direct applicability of learning materials in the classroom to what they need to have outside, and authentic material treated realistically makes the connection understandable.[27]

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[24] Kristanti, "The Use of Authentic Materials to Teach Descriptive Text in Tourism Vocational School," P. 4.

[25] Kristanti, P. 4.

[26] Berardo, "The Use of Authentic Materials in the Teaching of Reading," P. 64.

[27] Zaitun Qomariah, "Authentic Materials , an Alternative in English Classroom," *Proceeding of The 2nd National Conference on English Language Teaching (NACELT)*, no. November (2016): P. 5, https://www.researchgate.net.

Beside that, Priska Kristanti got the advantages of authentic material after she did her research, the advantages are:

1) The students are exposed to real language

2) More related to learners' need

3) Can affect students' motivation positively

4) Bring cultural information for the students[28]

c. **Kinds of Authentic Materials**

Gebhard in S. Dilek and Mediha grouped authentic materials under three categories:

1) Authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoon, movies, soap operas, radio dramas, and radio commercials.

2) Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, non- verbal picture books, and stamps.

3) Authentic printed materials include newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street signs.[29]

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[28] Kristanti, "The Use of Authentic Materials to Teach Descriptive Text in Tourism Vocational School," P. 12-13.

[29] Ş. Dilek Belet Boyacı and Mediha Güner, "The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course," *International Journal of Instruction* 11, no. 2 (2018): P. 353, https://doi.org/10.12973/iji.2018.11224a.

Furthermore, A.Oguz and H.Bahar grouped authentic materials into four categories:

1) Authentic listening-viewing materials include songs, documentaries, radio and TV advertisement, or broadcasts, quiz shows, cartoon, movies, soap operas, professionally audio-taped short stories, etc.

2) Authentic visual materials include photographs, paintings, postcards, pictures, stamps, stick-figure drawings, wordless street signs, wordless picture books, posters, etc.

3) Authentic printed materials include newspaper article, song lyrics, restaurant menus, tourist information brochures, receipts, etc.

4) Realia (real object) used in EFL-ESL classrooms, include masks, dolls, puppets, etc.[30]

d. Procedures of Teaching by Using Authentic Material

In procedure of teaching reading comprehension in descriptive text, there are some ways to conduct the authentic material. These following ways are the procedures of teaching reading comprehension by using authentic material which is modified from Larimer and Schleicher in Zaitun Qomariah:

1) Teacher finds an interesting text
2) The teacher prepares a vocabulary list and a worksheet with a question
3) Students read the content
4) Students do the worksheet
5) Students compose a summary or synopses
6) Students discuss worksheets and summaries

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[30] Aytunga Oguz and H. Ozge Bahar, "The Importance of Using Authentic Materials in Prospective Foreign Language Teacher Training," *Pakistan Journal of Social Sciences* 5, no. 4 (2008): P. 330, https://www.researchgate.net.

7) Students discuss the ideas in the text

8) Teacher review the thoughts on the board[31]

Besides that, there are steps in teaching by using authentic material that have been modified and applied by Nurul Erdawaty in her research, they are:

1) Teacher greets the students

2) Teacher asks some questions about their feelings

3) Teacher asks questions related to the material that will be discussed

4) Teacher asks about their favorite pet, favorite actor/actress, and great destination to visit

5) Teacher shows a picture of a well-known person and their opinion about it

6) Teacher asks students to mention some characteristics of the person

7) Teacher gives a text that describes something to the students

8) Students make a summary

9) Students discuss the idea of the text

10) Teacher explains what they have learned today[32]

The researcher uses Nurul Erdawaty's procedures in teaching reading comprehension by using authentic material. The researcher chooses it because the procedure is suitable with the authentic material that researcher uses in teaching reading comprehension in descriptive

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[31] Qomariah, "Authentic Materials , an Alternative in English Classroom," P. 30.

[32] Nurul Erdawaty, "The Use of Authentic Material in Increasing Students' Ability in Writing Descriptive Text at The Second Grade of SMPN 8 Bandar Lampung" (Universitas Lampung, 2018), P. 20, https://www.researchgate.net.

text. The researcher uses picture as authentic material media and Nurul Erdawaty's procedures.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which lists the characteristics of something.[33] In other hand, Gerot in Turfina Andriyani stated that descriptive text is a kind of text with a purpose to give information.[34] The information is about a particular person, place, or thing.

In other hand, Rahmawati in P. Rusmawan said that descriptive text is a text which says what a person or a thing looks like and to describe and reveal a particular person, place, or thing.[35] This text usually used in describing whatever that is real. Everyone can see and think the object that want to describe.

According to Mukarto in Turfina Andriani, descriptive text is used to describe a particular person, place, or thing.[36] It is explanation of something that what we have seen, sense, heard, smelt, felt, and test. It focuses on specific rather than generic participants.

From the explanation above, the researcher conclude that descriptive text is a text that is describing something. The text always

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[33] Dewi Erwinandari, "A Decriptive Study on Teaching Reading Descriptive," 2013, P. 1.

[34] Turfina Andriani, "Teaching Writing on 'Descriptive Text' for The First Grade of SMP N 03 Mojogedang Karanganyar in The Academic Year of 2014/2015" (IAIN Surakarta, 2017), P. 8, https://www.researchgate.net.

[35] Putu Ngurah Rusmawan, "Using Crossword Puzzle to Increase Students' Vocabularies for Writing Skill in Descriptive Text," *English Franca : Academic Journal of English Language and Education* 2, no. 1 (2018): P. 14, https://doi.org/10.29240/ef.v2i1.248.

[36] Andriani, "Teaching Writing on 'Descriptive Text' for The First Grade of SMP N 03 Mojogedang Karanganyar in The Academic Year of 2014/2015," P. 25.

needs an object that want to be describes. The text explains about something that what we have seen, sense, heard, smelt, felt, and test.

b. Generic Structure

All language in the world has own rules in order to meaning. Like other language both English and Indonesian have their rules. Generic structure is structure in text which usually used by learners in target language.

Descriptive text has generic structures, they are:

1) Identification; describes parts quantities characteristics.

2) Description; describe parts quantities characteristics.[37]

c. Language Features

The language features of descriptive text use the following:

1) Focus on specific participants

2) Use of attributive and identifying

3) Frequent use classifiers in nominal groups

4) Use of simple present tense[38]

d. Material of Teaching Descriprive Text

Language instruction has five important components. They are students, a teacher, material, teaching methods, and evaluation. Materials should teach students to learn, that they should be resources books for ideas and activities for instruction/learning, and that they should give

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[37] Erwinandari, "A Decriptive Study on Teaching Reading Descriptive," P. 4.
[38] Erwinandari, P. 5.

teacher rationales what they do. Textbooks are too inflexible to be used directly as instructional materials.

Theoretically, experienced teachers can not teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take a very important role in language classes, and it is important to select a good textbook.

The material of teaching reading descriptive text is taken from students' handbook. The example of descriptive in this book is appended through the text. The content of the material explain about describing place. The place is about a waterfall. In material of reading descriptive text also have some exercises. The kind of exercises are matching paragraph and answering some questions. The researcher will present the material of the students in teaching reading descriptive text as the following bellow:

READING

VISITING NIAGARA FALLS

Source: Dokumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is **Maid of the Mist Boat Tour.** It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: http://en.wikipedia.org/wiki/Niagara_Falls and http://www.niagara-usa.com/things-do/attractions/falls-region)

Task 1:
Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example.

source: www.niagara-usa.com
Picture 5.4

source: www.niagara-usa.com
Picture 5.5

source: www.niagara-usa.com
Picture 5.6

source: www.niagara-usa.com
Picture 5.7

source: www.niagara-usa.com
things-do/attractions/falls-region)
Picture 5.8

source: www.niagara-usa.com
Picture 5.9
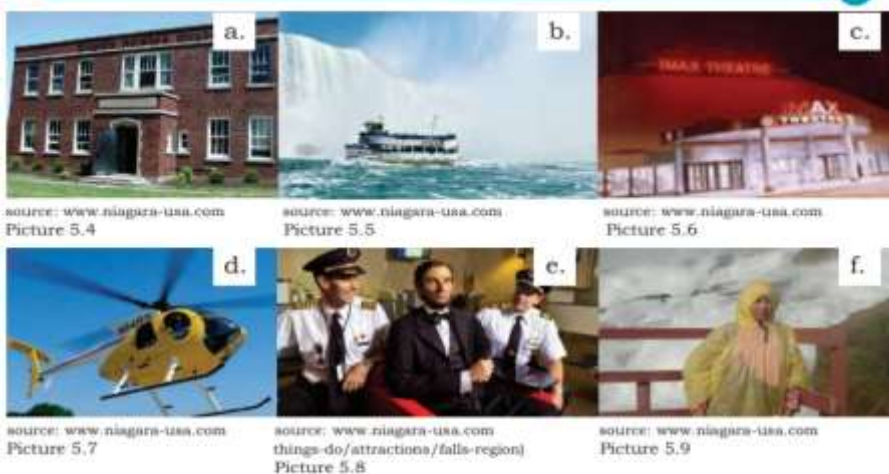
Paragraph 2_____   Paragraph 3_____   Paragraph 4_c___

Paragraph 5_____   Paragraph 6_____   Paragraph 7_____

Task 2:
COMPREHENSION QUESTIONS

Answer the following questions by referring to the text 'Visiting Niagara Falls.'

1. Where is Niagara Falls located?
2. Mention the three waterfalls that form the Niagara Falls.
3. What can people enjoy in the Cave of the Winds?
4. Can people ride on the Maid of the Mist Boat Tour in January?
5. Where can people watch a film of the thundering falls with completely different background?
6. Can the tourists enjoy the film in their own language?
7. What is kept in Niagara Science Museum?
8. What is shown in Niagara's Wax Museum of History?
9. Where can people see the story of how electricity was made?
10. Is it possible for people to have Rainbow Air Helicopter Tours at night?

e. Teaching Reading Comprehension in Descriptive Text by Using Authentic Material

The researcher will do the procedures from Nurul Erdawaty and modified the procedures in teaching reading comprehension in descriptive text. The procedures are:

1) Pre-Teaching

   a) Teacher greets the students

   b) Teacher asks some questions about their feelings

   c) Teacher asks questions related to the material that will be discuss

2) While-Teaching

   a) Teacher asks about their favorite pet, favorite actor/actress, and great destinations to visit

   b) Teacher shows a picture of a well-known person and their opinion about it

   c) Teacher asks students to mention some characteristics of the person

   d) Teacher gives a text that describes something to the students

   e) Students make a summary

   f) Students discuss the idea of the text

3) Post-Teaching

   a) Teacher reviews the thoughts on the board

   b) Teacher explains what they have learned[39]

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[39] Erdawaty, "The Use of Authentic Material in Increasing Students' Ability in Writing Descriptive Text at The Second Grade of SMPN 8 Bandar Lampung," P. 20.

4. Teacher's Media

a. Definition of Media

Media is all tools which may be used by teacher to deliver teaching learning process to reach certain learning goals. According to Masterman in Yusuf Juniar Dewantara,[40] media is one of the few instruments with teachers and students possess for beginning to challenge the great inequalities in knowledge. It meant that media bring instructional purpose of messages or information of learning.

Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill, or attitude. In this meaning teacher, book and environment is included in media. In particular, the definition of media in teaching and learning process tends to be defined as graphic, photographic, or electronic tools to capture, to process, and to reconstruct visual or verbal information.[41]

So, teacher's media is tools or instruments used by teacher in teaching and learning process. Media used to make students more understand and more easily in learning. Media is useful to motivate students during the teaching and learning process.

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[40] Yusuf Juniar Dewantara, "The Use of Teaching Media in Teaching English at SMP Negeri 3 Batu" (University of Muhammadiyah Malang, 2018), P. 8, http://eprints.umm.ac.id/id/eprint/40941.

[41] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2004), P. 3, http://www.rajawalipers.com.

b. Kinds of Media

There are many kinds of media that can be used by teacher in teaching and learning process. The kinds of media stated by Leshin, et al in Arsyad those are:

1) Human based media, included teacher, instructor, role-play, group activity, field-trip.

2) Printed based media, included book, guide line, workbook, paper.

3) Visual based media, included video, film, slide-tape program, television.

4) Computer based media, included interactive video, hypertext.[42]

From the kinds of media above, teachers in MAS Baharuddin used printed based media as the media in teaching and learning process. Teachers used textbook in teaching English. Besides textbook, teachers also used workbook as the media.

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research. The first is Saifuddin Wafa,[43] in his research, he found that the implementation of using authentic material to teach writing descriptive text. It could be seen that students was more interesting in this material. Using authentic material in teaching writing descriptive text could make students to express their ideas and opinion about the material.

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[42] Arsyad, P. 36.
[43] Saifuddin Wafa, "The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text" (Walisongo State Islamic University, 2016), https://www.researchgate.net.

The second is R. Mariana,[44] she found that the result of t-test was higher than t-table. This mean that the null hypothesis (Ho) which said, "authentic materials not effective was rejected", while the alternative hypothesis (Ha) which said, "authentic materials is effective in teaching descriptive text toward students' writing ability" was accepted. Finally, based on explanation above, the writer can conclude the use of authentic materials has effect especially in increase student's writing ability.

The third is Sri Wahyuni,[45] in her research, she found that there was a significant effect of using authentic materials. In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean of the students' scores improved from 72.6 on pre-test to 78.4 on post-test. It showed that authentic materials were successful in improving the students' reading comprehension.

The fourth is Priska Kristanti,[46] she found four advantages and one disadvantages in her research. First advantage is the students are exposed to language in the real situation. Second, the students get their self-fulfillment. Third, the students' motivation increases. The last advantage is authentic materials bring cultural information for the students. The disadvantage is teacher should make more effort in searching for suitable authentic materials.

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[44] Rina and Ilham Mariana, "The Effectiveness of Using Authentic Materials in Teaching Descriptive Text Toward Writing Ability," 2015, 74–97, https://www.researchgate.net.
[45] Sri Wahyuni, "The Effect of Using Authentic Materials on Students Reading Comprehension," 2016, https://www.researchgate.net.
[46] Kristanti, "The Use of Authentic Materials to Teach Descriptive Text in Tourism Vocational School."

The fifth is Sacha Antony Berardo,[47] in his research, he concluded that the students were highly motivated and preferred working with the authentic material, finding it more interesting, more up to date than the textbooks as well as generally more stimulating. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible.

The related findings above conclude that authentic material is significant in reading comprehension. So, the researcher will use authentic material in reading descriptive text. The researcher will find the effect in their reading and also making students enjoy in reading skill and this research will complete and contribute previous finding.

C. Conceptual Framework

Reading comprehension, as stated, is essential from the students to get information from the text. Meanwhile, as mentioned earlier in the background of the research, there happen some problems in teaching reading in MAS Baharuddin Tapanuli Selatan. By using authentic material in teaching reading, the researcher believes that instead of only getting the types of text genres, the students in that school can also be introduced with real language used in daily

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[47] Berardo, "The Use of Authentic Materials in the Teaching of Reading."

life communication and English in their own corridor through authentic materials.

From regular textbooks, they had already got structural aspects of the language because their schemes are developed in educational purposes. However, the students need more than just learning grammatical rules and vocabulary items. They can obtain vivid examples in how the language is used in particular contexts from authentic materials.

Thus, using authentic materials as additional sources alongside with regular textbooks is a good choice for teachers in attempts to improve the students' reading comprehension in general. Both reading learners' interests and knowledge about English will be surely improved by studying such materials.

The concept can be seen further in the following figure:

Students problem are:

1. Lack of interest in reading

2. Lack of interest in learning English

3. Lack of the teachers' material in teaching reading

Pre-Test

Experimental Class

Control Class

Treatment

Using Authentic Material Media

Textbook

Post Test

H_O

H_a
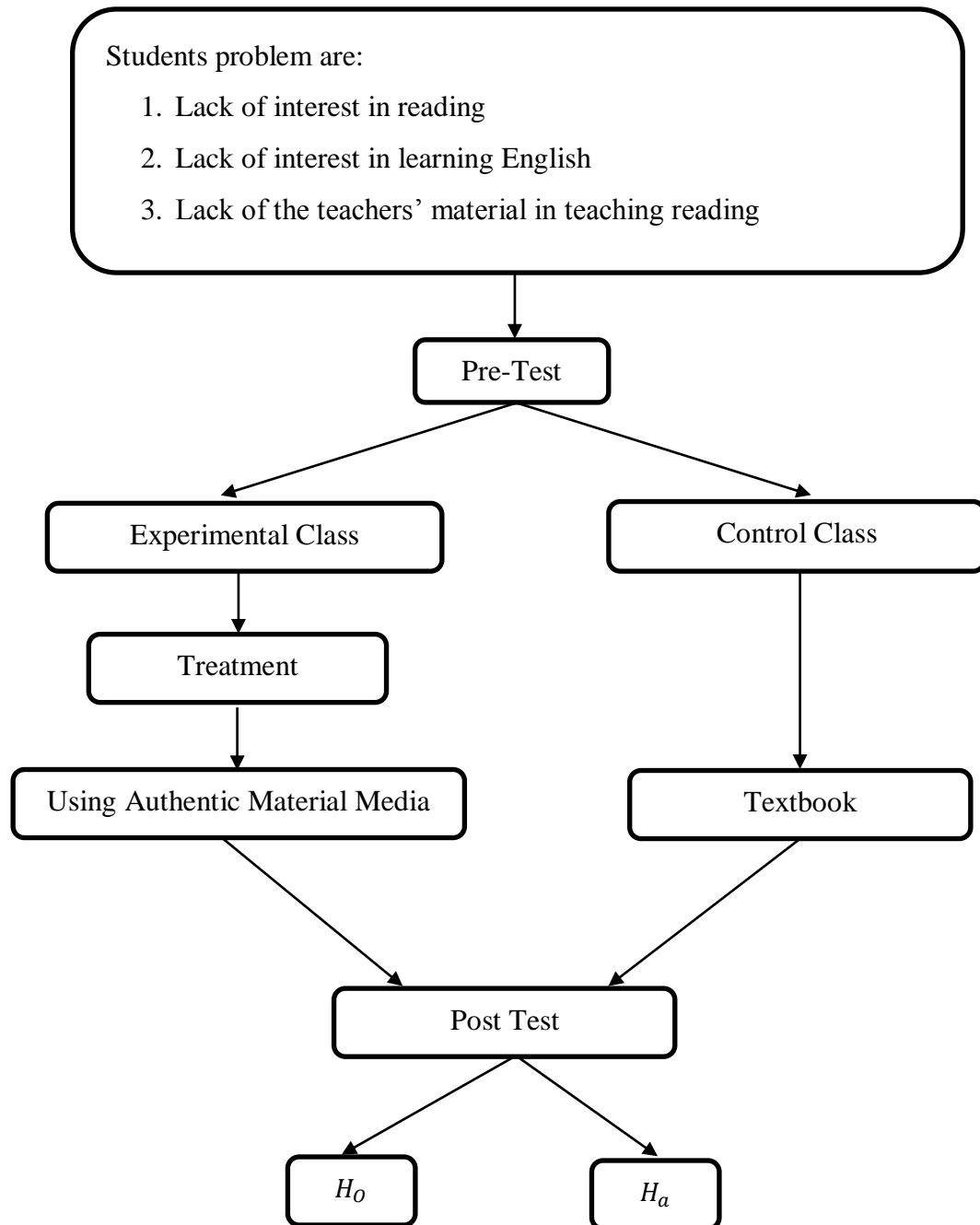
Figure 1: Conceptual Framework

Based on the picture above, authentic material is used in teaching reading comprehension. Authentic material is one of media that can make the students easier and will help students' problem in reading comprehension. First, the

researcher gives pre-test to know students' reading comprehension before treatment. Then, the researcher gives treatment with authentic material media for experimental class and using no media for control class. The last, researcher gives post-test to find out the effect of using authentic material media to students' reading comprehension.

D. Hypothesis

Based on formulation of the problem, the hypothesis is a good proposition in testable form and predicts a particular relationship between two or more variable. The researcher formulates the hypothesis of this research stated that:

1. Hα : there is significant effect of authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan.

2. Ho : there is no significant effect of authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan.

CHAPTER III

RESEARCH METHOD

A. Place and Time of The Research

The location of this research is in MAS (Madrasah Aliyah Swasta) Baharuddin. It is located at Jl. Raya Lintas Sumatra km 15, Muara Tais III, district of Batang Angkola, regency of South Tapanuli, Province of North Sumatra. The researcher had been start on 17th of September 2019 up to 21st of September 2020.

B. Design of The Research

This research is quantitative with experimental research. In this research, the researcher used two classes, experimental class and control class. The experimental class is the class that thought with authentic material. Meanwhile the control class is the class that taught by using textbook or without treatment.

Table 2

Table of the design of collecting data

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Authentic Material	√
Control Class	√	×	√

C. Population and Sample

1. Population

The population is the students at XI grade of MAS Baharuddin. The total of classes at XI grade in MAS Baharuddin is two classes. So, the population of the research is all of students at XI grade that consists of 2 classes with 44 students. It can be seen from the table follow:

Table 3

The population of the XI Grade MAS Baharuddin Tapanuli Selatan

No	Class	Total Students
1	XI Agama	25
2	XI IPA	19
TOTAL		**44**

2. Sample

In this research, the researcher used purposes sampling to take the sample. A purposive sampling is a non probability sample that is selected based on characteristics of a population and the objective study. The sample takes from two classes that are XI Agama consists of 25 students and XI IPA consists of 19 students. It means when subject less than 100, it is better to take all of the subjects. Then, if the subject is more than 100, the sample can be for about 10-15% or 20-25% or more appropriate with the researcher ability, because population of students at grade XI is 44 students. So, the researcher takes all the population as the sample, namely: 44 students are the sample of this research.

D. Instrument of Collecting Data

Good instruments clarify the validity of the data. The researcher used instrument of validity for taking the valid data. The researcher used test as instrumentation. Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability.

The researcher did it by giving multiple choice tests. In this research, before validity the test consist of 50 questions, where 25 for pre-test and 25 for post-test. The test gave to both of group, experiment class and control class.

Table 4

The indicators of reading comprehension Pre-test before testing validity

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discovering main idea	3	11, 18, 21	4	12
2	Able to identifying detail	7	3, 4, 6, 9, 22, 23, 24	4	28
3	Able to understanding vocabulary	7	10, 13, 14, 15, 16, 19, 25	4	28
4	Able to summarizing concepts	8	1, 2, 5, 7, 8, 13, 17, 20	4	32
	Total	25			100

Table 5

The indicators of reading comprehension Post-test before testing validity

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discovering main idea	4	5, 6, 9, 21	4	16
2	Able to identifying detail	5	2, 3, 13, 18, 20	4	20
3	Able to understanding vocabulary	5	4, 7, 19, 22, 23	4	20
4	Able to summarizing concepts	11	1, 8, 10, 11, 12, 14, 15, 16, 17, 24, 25	4	44
	Total	25			100

Table 6

The indicators of reading comprehension Pre-test after testing validity

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discovering main idea	2	18, 21	5	10
2	Able to identifying detail	7	3, 4, 6, 9, 22, 23, 24	5	35
3	Able to understanding vocabulary	4	10, 14, 15, 25	5	20
4	Able to summarizing concepts	7	1, 2, 5, 7, 8, 13, 17	5	35
	Total	20			100

Table 7

The indicators of reading comprehension Post-test after testing validity

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discovering main idea	3	5, 6, 21	5	15
2	Able to identifying detail	5	2, 3, 13, 18, 20	5	25
3	Able to understanding vocabulary	3	7, 19, 22,	5	15
4	Able to summarizing concepts	9	1, 10, 11, 12, 14, 15, 17, 24, 25	5	45
	Total	20			100

E. Validity Instrument

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the test consisted of 50 questions of multiple choice questions that divided into two groups. They are 25 for pre-test and 25 for post-test. After did the validity, the test became 40 questions of multiple choice questions that consisted of 20 for pre-test and 20 for post-test.

To know the validity of each question referred to list *r* product moment with r_t in 5% significant: 0,388 and 1% significant: 0.496.

So, if $r_{count} > t_{table}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

$$R_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total score

SD_t : Standard Derivation of the total score

p : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity

F. Technique of Data Collecting

In collecting data, the research conducts twice of test for these classes. There are pre-test and post-test. The process of data collection as follow:

1. Pre Test

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find the mean score of the experimental researcher give treatment to the experiment class. In this case, researcher use the steps, they are:

a) The researcher prepared 20 items.

b) The researcher distributed the paper of test to the students of experimental class and control class.

c) The researcher explained what the students to do.

d) Researcher gave the time.

e) The students answered the question.

f) Researcher checked the answer of students and found the mean score of the experimental research.

2. Treatment

After giving the pre-test, the students are given the treatment. Experimental class was taught by using authentic material media and control class was taught by using textbook. It meant that control class was not taught by using other material or media, just using textbook.

3. Post Test

After giving treatment, researcher conducted a post-test which the different test with pre-test, and has not been conducted in the previous of the researcher. This post-testis the final test in the research, especially measuring treatment, whether "there is an effect or not". After conducting the post-test, the researcher analyzes the data, then the researcher find out the effect of using authentic material in experimental class.

a) The researcher prepared the test 20 items.

b) The researcher distributed the paper of test to students of experimental class and control class.

c) The researcher explained what the students to do.

d) Researcher gave time.

e) The students answered the question.

f) Researcher collected the students' paper test.

g) The researcher checked the answer of the students and finds the mean score of the experimental class and control class.

G. Technique of Analyzing Data

In this research, the researcher uses the technique of data analysis as follow:

1. Scoring Technique

    To know the score, the researcher used steps below:

    a) Total maximal score is 100

    b) True answer is given 5 score and there's no score for false answered. Total score 5 x 20 = 100

2. Requirement Test

    a) Mean score

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

    $$M_X = \frac{\Sigma fx}{N}$$

    Where:

    M_x = mean

    Σfx = total scores

    N = number of classes

    b) Normality test

    The researcher uses normality test with using *Chi-Quadrate* formula, as follow:[48]

    $$x^2 = \sum \left(\frac{fo - fh}{fh} \right)$$

---

[48] Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2005), P. 298.

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

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

c) Homogeneity test

To find the homogeneity, the researcher used Harley test. The formula is as follow:

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

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

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

3. Hypothesis test

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

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of the control class

$X_1{}^2$ = Derivation of the experimental class

$X_2{}^2$ = Derivation of the control class

N_1 = Number of experimental

N_2 = Number of control

CHAPTER IV

RESULT OF THE RESEARCH

Researcher shows the data description from the data analysis which is calculated from sample data. The data was found from control class and experimental class in MAS Baharuddin Tapanuli Selatan. The researcher conducted the research by using pre-test to know students' reading descriptive text and tested the students by conducting post-test to know students' reading skill in descriptive text after giving treatment in experimental class. It was applied by using Authentic Material media to help students to affect their reading especially in descriptive text. Then, researcher used t-test to know whether students' reading descriptive text skill affected or not from hypothesis. The data will be shown as below:

A. The Description of Data

1. Description Data before Using Authentic Material Media

a. Description data of Pre-test in Experimental Class

As experimental class, the researcher took XI-Agama class which consists of 25 students. The researcher gave the pre-test to the students. The students did the test about descriptive text that consists of 20 items. Based on the students' answers in pre-test, the researcher calculated the students' score. It can be seen on appendix 17. The pre-test score of experimental class can be seen as table below:

Table 8

The score of Experimental Class in Pre-test

Description	Statistics
Total Score	1685
Highest score	90
Lowest score	50
Mean	67
Median	65.95
Modus	66.3
Range	40
Interval	7
Standard deviation	11.34
Variant	121.08

Based on the table above, the total score of experimental class in pre-test was 1685, the highest score was 90. The lowest score was 50, mean was 67, median was 65.95, modus was 66.3, range was 40, interval was 7, standard deviation was 11.34, and variant was 121.08. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution below:

Table 9

Frequency Distribution of Experiment Class in Pre-test

No.	Interval	Mid-point	F	Percentages
1	50-56	53	6	24%
2	57-63	60	3	12%
3	64-70	67	10	40%
4	71-77	74	0	0%
5	78-84	81	3	12%
6	85-91	88	3	12%
i=7		-	25	100%

From the table above, it can be seen that interval 50 up to 56 was 6 students (24%), 57 up to 63 was 3 students (12%), 64 up to 70 was 10

students (40%), 71 up to 77 was 0 student (0%), 78 up to 84 was 3 students and 85 up to 91 was 3 students (12%). It can be concluded that the biggest frequency was in interval 64 up to 70 and the lowest frequency was in interval 71 up to 77.

To make the description of the data is clearer the researcher presents them in histogram on this following figure:
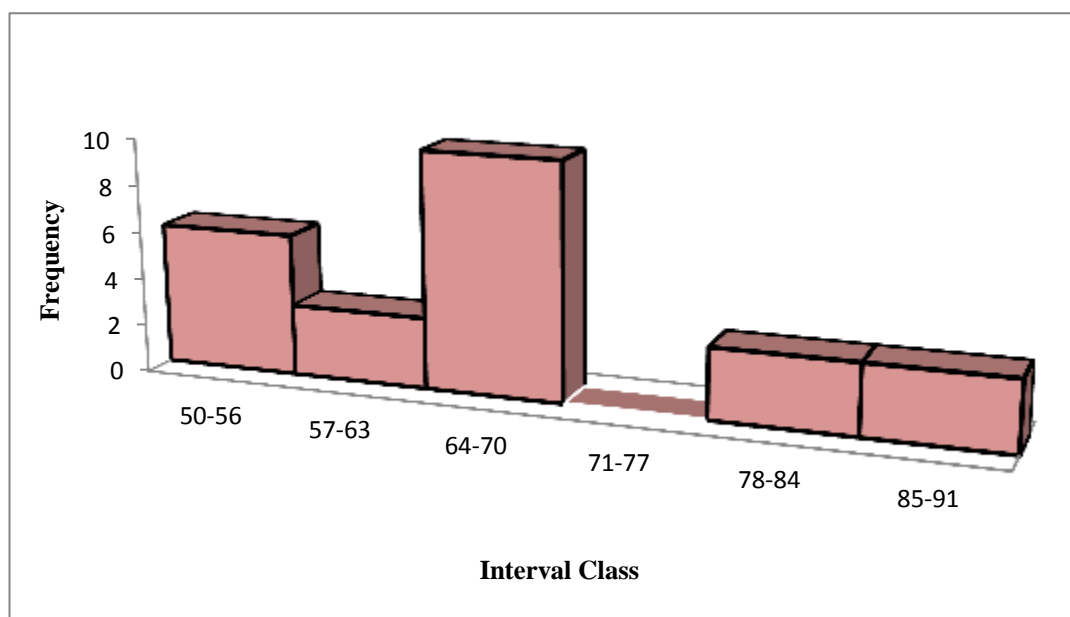
Figure 2. Histogram Result Score of Experimental Class in Pre-test

b. Description data of Pre-test in Control Class

In pre-test of control class, the researcher gave test to the students. Then, the researcher calculated the result that had been gotten by the students in answering the essay test. The score of pre-test control class can be seen as table below:

Table 10

The Score of Control Class in Pre-test

Description	Statistics
Total score	1912
Highest score	80
Lowest score	40
Mean	90.04
Median	73.1
Modus	77.3
Range	40
Interval	7
Standard deviation	39.69
Variant	164.4

Based on the table above, the total score of control class in pre-test was 1912, the highest score was 80. The lowest score was 40, mean was 90.04, median was 73.1, modus was 77.3, range was 40, interval was 7, standard deviation was 39.69, and variant was 164.4. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution below:

Table 11

Frequency Distribution of Control Class in Pre-test

No.	Interval	Mid-point	F	Percentages
1	40-46	43	3	10%
2	47-53	50	3	10%
3	54-60	57	5	17%
4	61-67	64	2	7%
5	68-74	71	4	14%
6	75-81	78	12	42%
i=7		-	29	100%

From the table above, the students' score from 40 up to 46 was 3 students (10%), 47 up to 53 was 3 students (10%) , 54 up to 60 was 5

students (17%), 61 up to 67 was 2 students (7%), 68 up to 74 was 4, students (14%), 75 up to 81 was 12 students (42%). It can be concluded that most of students are in interval 75-81 had 12 students

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
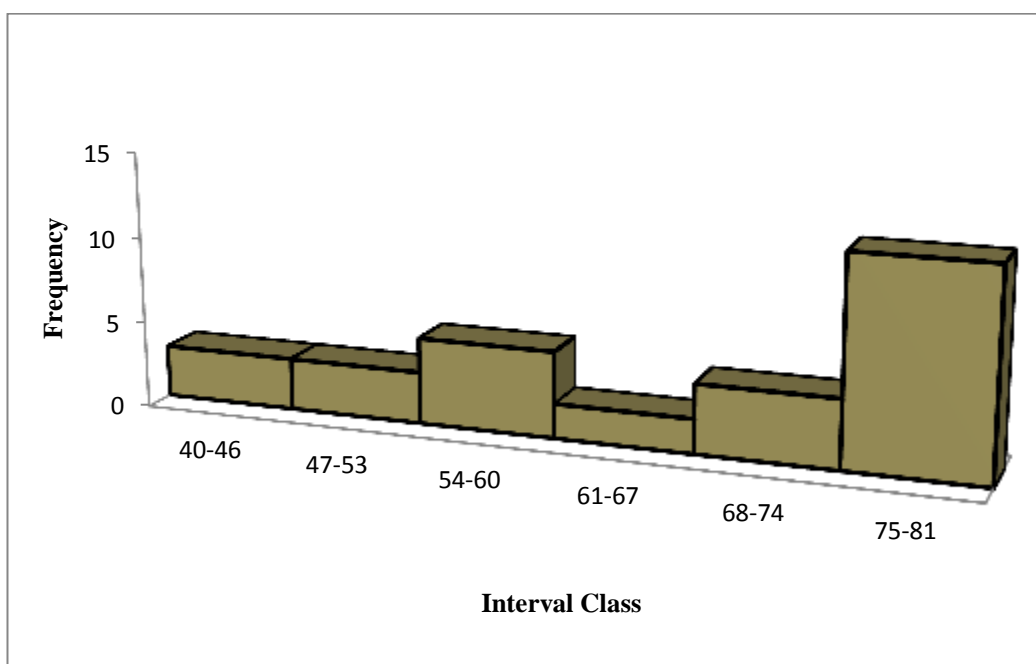
Figure 3. Histogram Result Score of Control Class in Pre-test

2. Description of Data after Using Authentic Material Media

a. Description data of Post-test in Experimental Class

After the researcher gave the test in post-test, the researcher calculated the result that had been gotten by the students in answering the test after the researcher did the treatment.by using authentic material media. It can be seen in the following table:

Table 12

The Score of Experimental Class in Post-test

Description	Statistics
Total score	2130
Highest score	95
Lowest score	70
Mean	97.9
Median	88,5
Modus	91,5
Range	25
Interval	4
Standard deviation	5.76
Variant	30.16

Based on the table above, the total score of experimental class in post-test was 2130, the highest score was 95. The lowest score was 80, mean was 97.9, median was 87.69, modus was 90, range was 25, interval was 4, standard deviation was 5.76, and variant was 30.16. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution below:

Table 13

Frequency Distribution of Experiment Class in Post-test

No.	Interval	Mid-point	F	Percentages
1	70-73	71.5	1	4%
2	74-77	75.5	-	0%
3	78-81	79.5	7	28%
4	82-85	83.5	7	28%
5	86-89	87.5	-	0%
6	90-93	91.5	10	40%
	i=4	-	25	100%

Based on the table above, the students' score from interval 70 up to 73 was 1 student (0%), 74 up to 77 was 0 student (0%), 78 up to 81 was 7 students (28%), 82 up to 85 was 7 students (28%), 86 up to 89 was 0 student (0%) and 90 up to 93 was 10 students (40%).

To make the description of the data clearly, the researcher presents them in histogram as follow:
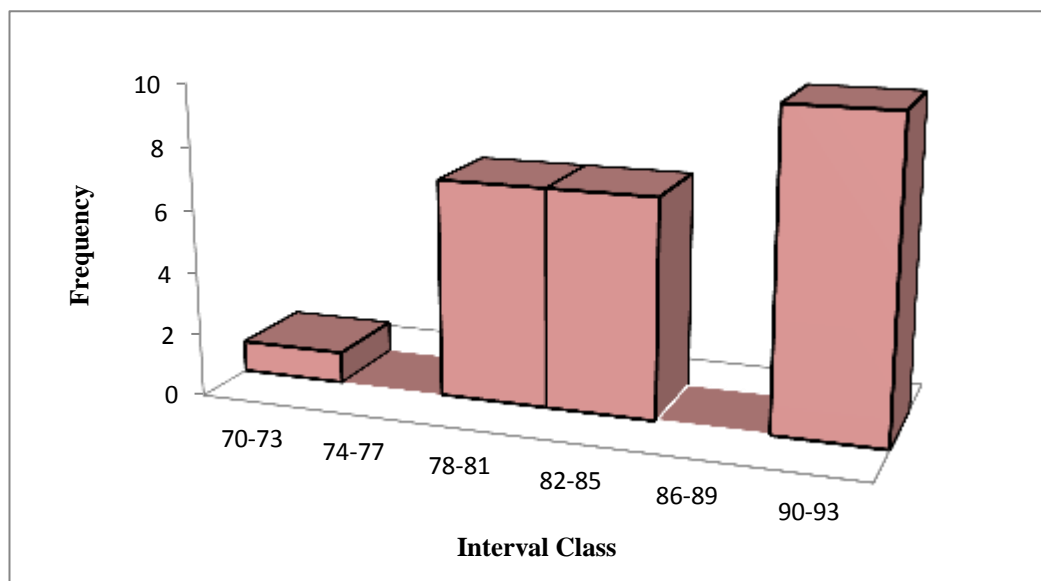
Figure 4. Histogram Result Score of Experimental Class in Post-test

b. Description data of Post-test in Control Class

The researcher took XI-IPA class as the control class. The result that had been gotten by the students in answering the test after the researcher taught the reading descriptive text by using no media. It can be seen in the following table:

Table 14

The Score of Control Class in Post-test

Description	Statistics
Total score	2120
Highest score	85
Lowest score	60
Mean	90.2
Median	78.7
Modus	81.5
Range	25
Interval	4
Standard deviation	8
Variant	81.09

Based on the table above, the researcher got the total score of control class in post-test was 2147, the highest score was 85. The lowest score was 60, mean was 90.2, median was 78.7, modus was 81.5, range was 25, interval was 4, standard deviation was 8, and variant was 81.09. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution below:

Table 15

Frequency Distribution of Control Class in Post-test

No.	Interval	Mid-point	F	Percentages
1	60-63	61.5	5	17%
2	64-67	65.5	5	17%
3	68-71	69.5	3	10%
4	72-75	73.5	4	14%
5	76-79	77.5	-	0%
6	80-83	81.5	12	42%
	i=4	-	29	100%

From the table above, it can be seen that the interval 60 up to 63 was 5 students (17%), interval 64 up to 67 was 5 students (17%), interval 68 up to 71 was 3 students (10%), interval 72 up to 75 was 4 students (14%), interval 76 up to 79 was 0 student (0%), and interval 80 up to 83 was 12 students (42%).

For the clear description of the data, the researcher presents them in histogram on the following figure:
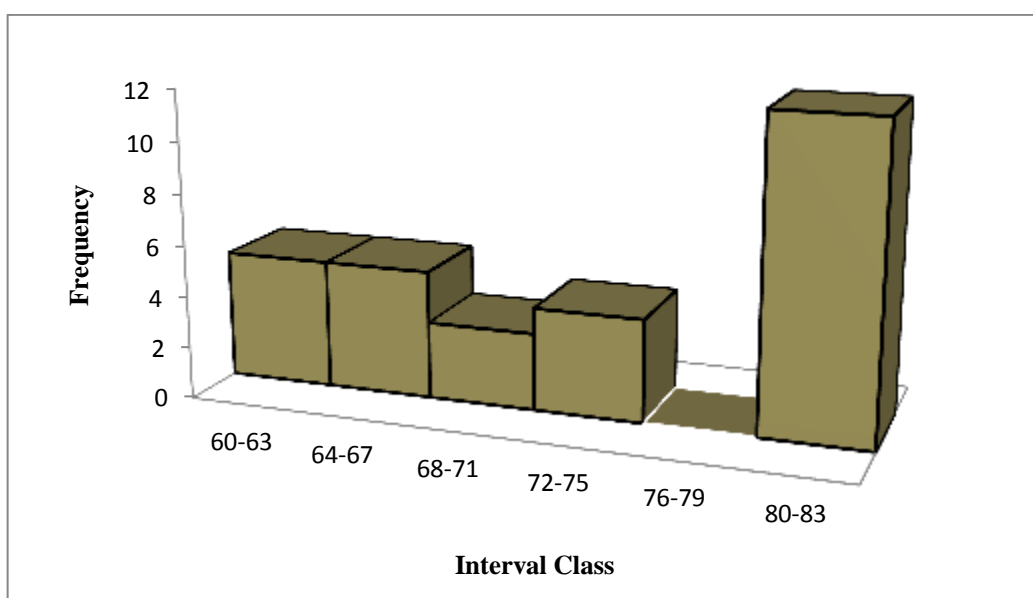
Figure 5. Histogram Result Score of Control Class in Post-test

B. **Description Data of Comparison Score between Pre-test and Post-test of Experimental Class and Control Class**

1. **Comparison Score of Pre-test and Post-test in Experimental Class**

In experimental class, before giving the treatment the researcher gave the pre-test first. By this pre-test the researcher knew the students' reading descriptive text before using the treatment. After that, the

researcher gave the treatment to experimental class by using Authentic Material media.

The researcher got the comparison data between pre-test and post-test in experimental class. The comparison data can be seen on the following table below:

Table 16

Comparison Data of Pre-test and Post-test in Experimental Class

Description	Pre-test	Post-test
Total Score	1685	2130
Highest Score	90	95
Lowest Score	50	70
Mean	67	97.9
Median	65.95	88.5
Modus	66.3	91.5
Range	40	25
Interval	7	4
Variants	11.34	5.76
Standard Derivation	121.08	30.16

Based on table 16 of pre-test and post-test, the researcher found that most of students got low score in pre-test. Experimental class consisted of 25 students (XI Agama). The lowest score in pre-test was 50 and the highest score was 90. In post-test, the lowest score was 70 and the highest score was 95. Mean in pre-test was 67 and mean in post-test was 97.9. It showed a high increase. Based on the description above, it can be conclude that the students' score in post-test was higher than the students' score in pre-test.

2. **Comparison Score of Pre-test and Post-test in Control Class**

In control class, there was no treatment. The researcher gave the pre-test and then gave the post-test without using any media. It means that the researcher using no media and there was no treatment.

The researcher got the comparison data between pre-test and post-test in control class. The comparison data can be seen on the following table below:

Table 17

Comparison Data of Pre-test and Post-test in Control Class

Description	Pre-test	Post-test
Total Score	1912	2120
Highest Score	80	85
Lowest Score	40	60
Mean	90.04	90.2
Median	73.1	78.7
Modus	77.3	81.5
Range	40	25
Interval	7	4
Variants	39.69	8
Standard Derivation	164.4	81.09

Based on table 17, the researcher found that most students got low score in pre-test. Control class consisted of 29 students (XI IPA). The lowest score in pre-test was 40 and the highest score was 80. In post-test, the lowest score was 60 and highest score was 85. Mean score in pre-test was 90.04 and mean score in post-test was 90.2. It showed that there was a

drop. Based on the description above, it can be conclude that the students' score in post-test increased slightly from the students score in post-test.

3. **Comparison between Experimental Class and Control Class in Post-test**

Based on the students' answers in post-test in experimental class and control class, the researcher has concluded the students' score and most of the students both of classes increased. Experimental class consisted of 25 students (XI Agama). Then most of students got raising score and their score increased very significant. Control class consisted of 29 students (XI IPA). Students score increased too but not significant or it can be said that their score increased slightly.

After calculating the students' score in post-test of experimental class, the researcher compared it with the students' score of control class in post-test. The researcher found that the total score of experimental class was higher than the total score of control class in post-test. The higher score of experimental class was 95, while the higher score of control class was 85. The lowest score of experimental class was 70, meanwhile in control class was 60.

To make easier in seeing the comparison data of experimental class and control class, the researcher served in the table form as follows:

Table 18

Comparison Data of Experimental Class

and Control Class in Post Test

Description	Experimental Class	Control Class
Total Score	2130	2120
Highest Score	95	85
Lowest Score	70	60
Mean	97.9	90.2
Median	88.5	78.7
Modus	91.5	81.5
Range	25	25
Interval	4	4
Variants	5.76	8
Standard Derivation	30.16	81.09

Based on table 18 above, the researcher found that total score of experimental class was higher than total score of control class. Total score of experimental class was 2130 and total score of control class was 2120. The highest score of experimental class was 95 and the highest score of control class was 85. The lowest score of experimental class was 70 and the lowest score of control class was 60. Mean score of experimental class was 97.9 and mean score of control class was 90.2. Median of experimental class was 88.5 and median of control class was 78.7. Modus of experimental class was 91.5 and modus of control class was 81.5. Range of experimental class and control class was 25. Interval of experimental class and control class was 4. Variant of experimental class was 5.76 and variant of control class was 8. Standard derivation of experimental class was 30.16 and standard derivation of control class was 81.09.

To get the data description of both classes clearly, the researcher presented them in histogram on the following histogram:
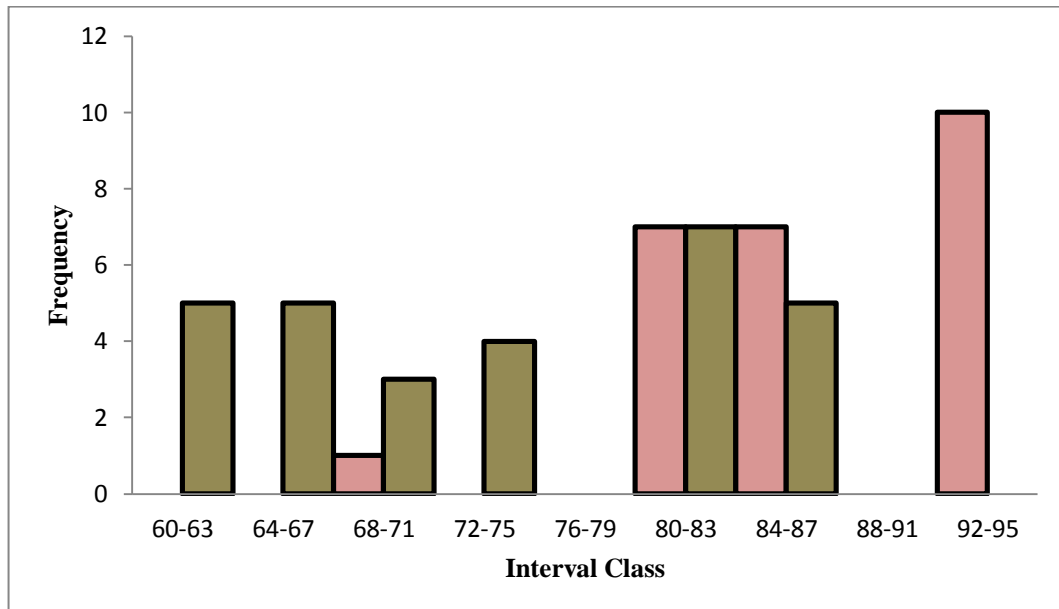
**Figure 6. Comparison between Experimental Class
and Control Class in Post-test**

The figure 6 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and highest score of experimental class and control class in post-test. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. The pink diagram showed the experimental score, and the green diagram showed the control class score.

From histogram above, in experimental class, the frequency of students' score from 60 up to 63 and 64 up to 67 was 0 students, 68 up to 71 was 1 student, 72 up to 75 and 76 up to 79 was 0 student, 80 up to 83 was 7 students, 84 up to 87 was 7 students, 88 up to 91 was 0 student, and

92 up to 95 was 10 students. In control class, the frequency of students'

score from 60 up to 63 was 5 students, 64 up to 67 was 5 students, 68 up to

71 was 3 students, 72 up to 75 was 4 students, 76 up to 79 was 0 student,

80 up to 83 was 7 students, 84 up to 87 was 5 students, 88 up to 91 and 92

up to 95 was 0 student.

C. Technique of Analyzing Data

1. Requirement Test

a. Normality and Homogeneity Pre-test

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

After the researcher calculated the normality test by using Chi

Quadrat formula, the researcher found X^2_{count}, meanwhile X^2_{table} was

found based on the table of Chi Quadrat distribution. After the

researcher found that the data of experimental class and control class

in pre-test were distributed normal, the researcher calculated the

homogeneity test by F formula to know the homogeneity of the

experimental class and control class.

To see the normality and homogeneity of experimental class

and control class in pre-test, the researcher presented it in the

following table:

Table 19

Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	F_{count}	F_{table}
Experimental Class	5.98	9.488	1.35 < 4.21	
Control Class	-10.63	9.488		

Based on table 19, the score of experimental class X^2_{count} = 5.98 < X^2_{table} = 9.488 with n = 25 and control class X^2_{count} = -10.63 < X^2_{table} = 9.488 with n = 29, and real level α 0.05. Cause X^2_{count} < X^2_{table} in the both class, so, Hα was accepted. It means that experimental class and control class were distributed normal.

2) **Homogeneity of Experimental Class and Control Class in Pre-test**

The coefficient on F_{count} = 1.35 was compared with F_{table}. Where F_{table} was determined at the real level α 0.05, and the different numerator dk = n-1 = 25-1 = 24 and denominator dk = n-1 = 29-1 = 28. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 4.21. It showed that F_{count} 1.35 < F_{table} 4.21. Therefore, the researcher concluded that the variant from the data of the students' reading comprehension in descriptive text at the XI Grade MAS Baharuddin Tapanuli Selatan by experimental class and control class in pre-test was homogeneous. The calculation can be seen on the appendix 18.

b. Normality and Homogeneity in Post-test

1) Normality of Experimental Class and Control Class in Post-test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count}, meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 20

Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	F_{count}	F_{table}
Experimental Class	1.14	3.841	2.65 < 4.21	
Control Class	-67.87	3.841		

Based on the table 20, the score of experimental class X^2_{count} = 1.14 < X^2_{table} = 3.841 with n = 25 and control class X^2_{count} = -67.87 < X^2_{table} = 3.841 with n = 29, and real level α 0.05. Cause X^2_{count} < X^2_{table} in the both class, so, Hα was accepted. It means that

experimental class and control class were distributed normal. It can be seen in appendix 19.

2) **Homogeneity of Experimental Class and Control Class in Post-test**

The coefficient on F_{count} = 2.65 was compared with F_{table} = 4.21. Where F_{table} was determined at the real level α 0.05, and the different numerator dk = n-1 = 25-1 = 24 and denominator dk = n-1 = 29-1 = 28. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 4.21. It showed that F_{count} 2.65 < F_{table} = 4.21. Therefore, the researcher concluded that the variant from the data of the students' reading comprehension in descriptive text at the XI grade MAS Baharuddin Tapanuli Selatan by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix 20.

2. **Hypothesis Test**

The researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis of the research was "there is the effect of authentic material media in descriptive text reading comprehension at XI grade students of MAS Baharuddin Tapanuli Selatan". The calculation can be seen on appendix 21 and 22. The result of t-test was as follow:

Table 21

Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-7.26	1.67	2.78	1.67

The hypothesis test has two criteria. They are if $t_{count} < t_{table}$, H_0 is accepted and if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that t_{count} -7.26 while t_{table} 1.67 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 25 + 29 - 2 = 52$. Cause $t_{count} < t_{table}$ (-7.26 < 1.67), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t_{count} 2.78 while t_{table} 1.67 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 25 + 29 - 2 = 52$. Cause $t_{count} > t_{table}$ (2.78 > 1.67), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of authentic material media in reading descriptive text at XI grade students of MAS Baharuddin Tapanuli Selatan. In this case, the mean score of experimental class by using authentic material media was 97.9 and mean score of control class by using no media was 90.2. The gain score was 30.74. The calculation can be seen in the following table:

Table 22

Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	67	97.9	30.9	30.74
Control	90.04	90.2	0.16	

D. Discussion

By seeing the data analysis, the researcher found the use of authentic material media was effective in teaching reading descriptive text. This media gave significant effect for students' reading descriptive text. It was proven from the result of post-test was higher than pre-test. The students' score on post-test was higher after the treatment given. The mean score of experimental class got better result than control class (97.9 > 90.2).

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Peacock stated that one of the advantages using authentic materials is learner would be more creative approach in teaching especially in teaching English by using media.

Another researcher, the first is R. Mariana.[49] She used authentic material in her research. She concluded that authentic material gives a positive effect in teaching reading descriptive text. She compared the result of pre-test and post-test. It shown that authentic material could improve students' ability in reading descriptive text. The total score of pre-test was 840 and the total score of post-test was 1496. It means that the total score of post-test id higher than pre-test. It had increased 656 points.

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[49] Mariana, "The Effectiveness of Using Authentic Materials in Teaching Descriptive Text Toward Writing Ability."

The second is Sri Wahyuni.[50] In her research, she found that there is a significant effect of using authentic materials. In terms of quantitative data, there was an improvement of students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean score of the students' score improved from 72.6 on pre-test to 78.4 on post-test. It showed that authentic materials were successful in improving the students' reading comprehension.

Seen from the similarities and the differences, there are similarities and differences in teaching authentic material. The first similarity is about the theory from Peacok which is used by several researchers. The second, the level that is tested is same. The last is the result which showed there is an increase in the score after using authentic material.

Besides that, the first differences are about the kinds of authentic material which is used by researchers. The second is the way in apply the authentic material to students. The third is the level that is tested. The last is the instrument which is used by the researcher. There is essay, and sometimes the researcher used items in the instrument of the test.

Looking the students' score after using authentic material media in reading descriptive text, this media is good to be used as an innovation for teaching reading. It aims to ease the students in organizing the idea. Although not all of the aspect in reading can be covered by this media. It can be considerably used in teaching reading. This media makes the students to think

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[50] Wahyuni, "The Effect of Using Authentic Materials on Students Reading Comprehension."

easier to make their ideas clearer when the teacher gave certain topic about descriptive text. As a conclusion, this media is recommended to be used for teaching reading especially in reading descriptive text.

E. The Threats of The Research

There were some threats that faced by the researcher when conducting this research, one of them is due to condition, such as pandemic and time. Because of the pandemic of Covid-19, the students and the teacher had to keep the distance to avoid the spread of the corona virus. Besides, the time spent in teaching learning process was minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were as follows:

1. The students needed more time to answering the test.

2. The researcher was not sure whether all of the students (experimental class and control class) did the test honestly.

3. The students look serious in learning process but, the researcher was not sure whether the students understand or just pretend. Because, the students knew that they were being researched.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Students' descriptive text reading comprehension before learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan was low, because in pre-test the mean score of experimental class was 67.

2. Students' descriptive text reading comprehension after learning using authentic material media at the XI grade MAS Baharuddin Tapanuli Selatan was high. It can be seen from the mean score of post-test in experimental class was 97.9 and the mean score of control class was 90.2. There were increasing in students' score in the both of classes if it was compared with the result of the pre-test.

3. There was significant effect of learning authentic material media towards students' descriptive text reading comprehension at the XI grade MAS Baharuddin Tapanuli Selatan. The researcher found that the result of T-test where t_0 was higher than t_t (2.78 > 1.67). It meant that H_a was accepted and H_0 was rejected.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. Headmaster of MAS Baharuddin Tapanuli Selatan, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using of authentic material media or other medias in teaching English.

2. The researcher hopes to the English teachers, especially in MAS Baharuddin Tapanuli Selatan, to use authentic material media as an alternative to increase students' reading descriptive text. Authentic material media can help students more interesting in learning English. Teacher should prepare some examples of authentic material media.

3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this media deeply. Further research can try to apply this media with another kind of text, narrative and procedural text for instance.

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CURRICULUM VITAE

A. Identity

Name	: Sri Rahayu Siregar
Reg. Num	: 16 203 00063
Place/Birth	: Sibolga, May 4th 1997
Sex	: Female
Religion	: Moeslim
Address	: Desa Koje, Kecamatan Angkola Sangkunur, Kabupaten Tapanuli Selatan

B. Parents

Father's Name	: Alm. H. Abdi Efendi Siregar
Mother's Name	: Suwasti

C. Educational Background

1. TK Aisyiyah Bustanul Athfal Sibolga   2002-2003
2. SD Negeri 085115 Sibolga   2003-2009
3. SMP Negeri 1 Sibolga   2009-2012
4. SMA Negeri 1 Batangtoru   2012-2015
5. IAIN Padangsidimpuan   2016-2020

Appendix 1

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah : MAS Baharuddin

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Ganjil

Alokasi Waktu : 2 × 45 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggugjawab, peduli (gotong royong, kerjasama, toleransi damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan ligkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahuannya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasardan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar

2. Indicator : - Mampu menjawab pertanyaan terkait dengan text.

   - Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi *main idea*.

C. Tujuan Pembelajaran

Setelah megikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami text descriptive dengan baik dengan bantuan media autentik yang diberikan guru.

2. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral atau kesimpulan) dalam text descriptive.

D. Materi Pembelajaran

- Teks monolog berbentuk descriptive text

Visiting Niagara Falls

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veils Falls are also located on the American Side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

1. Where is Niagara Falls located?
   a. London, England   c. Canada
   b. New York   d. between Canada and New York

2. How many waterfalls in Niagara Falls?
   a. Three   c. Five
   b. Four   d. Six

3. What is the first place to enjoy in Niagara Falls?
   a. Hurricane Deck   c. Cave of the Winds
   b. Bridal Veil Falls   d. Horseshoe Falls

E. Metode Pembelajaran

1. Metode pembelajaran : Discussion, work in pairs/group

F. Media Pembelajaran

1. Pictures
2. Worksheet atau lembar kerja (siswa)
3. Buku paket

G. Sumber Belajar

1. Internet
2. Buku pelajaran yang berkaitan dengan descriptive text

H. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2×45 menit)
Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Guru menanyakan keadaan siswa

5. Guru mengaitkan pertanyaan antara pegetahuan sebelumnya dengan materi yang akan dipelajari.

Kegiatan Inti

1. Guru menanyakan kepada siswa tentang penemu Microsoft

2. Guru menunjukkan gambar dari Bill Gates penemu Microsoft

3. Guru meminta siswa untuk menyebutkan karakteristik dan yang siswa ketahui tentang Bill Gates

4. Guru memberikan teks yang mendeskripsikan tentang Bill Gates

5. Siswa membuat ringkasan atau poin-poin penting dari teks tersebut

6. Siswa mendiskusikan poin-poin penting yang didapat dari teks

Kegiatan Penutup

1. Guru memeriksa hasil dari siswa dan menuliskan inti dari teks di papan tulis

2. Guru menjelaskan apa yang sudah dipelajari

3. Salam

Pertemuan Ke-2 (2×45)

Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Guru menanyakan keadaan siswa

Kegiatan Inti

1. Guru membagi siswa ke dalam 4 kelompok

2. Guru menunjukkan gambar Bill Gates kepada siswa
3. Siswa membuat poin-poin yang berkaitan tentang Bill Gates
4. Masing-masing kelompok mengembangkan poin-poin menjadi sebuah teks
5. Guru memeriksa hasil dari setiap kelompok
6. Guru memberikan penilaian
Kegiatan Penutup
1. Guru menutup pembelajaran
2. Salam

I. Penilaian : The amount of correct answer in completion

Sub Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Sosial
1. Discovering main idea 2. Identifying detail 3. Understanding vocabulary 4. Summarizing concepts	Tes Tulisan	Multiple Choice	Multiple choice question (choose the best answer by crossing (x) a, b, c, or d)

Muara Tais,   September 2020

Mengetahui

Guru Mata Pelajaran/Validator   Peneliti

Donna Khairani, S.Pd   **Sri Rahayu Siregar**
                                               NIM. 16 203 00063

LESSON PLAN

(CONTROL CLASS)

Sekolah : MAS Baharuddin

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Ganjil

Alokasi waktu : 2×45 menit

J. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggug jawab, peduli (gotong royong, kerjasama, toleransi damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan ligkungan sosial dan alam serta dalam meempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahuannya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasardan Indikator Pencapaian Kompetensi

3. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar

4. Indicator : - Mampu menjawab pertanyaan terkait dengan text.

- Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi *main idea*.

L. Tujuan Pembelajaran

Setelah megikuti proses pembelajaran, peserta didik diharapkan dapat:

3. Siswa mampu memahami text descriptive dengan baik dengan bantuan authentic material yang diberikan guru.

4. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral atau kesimpulan) dalam text descriptive.

M. Materi Pembelajaran

- Teks monolog berbentuk descriptive text

Visiting Niagara Falls

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pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

4. Where is Niagara Falls located?

    c. London, England   c. Canada

    d. New York   d. between Canada and New York

5. How many waterfalls in Niagara Falls?

    c. Three   c. Five

    d. Four   d. Six

6. What is the first place to enjoy in Niagara Falls?

    c. Hurricane Deck   c. Cave of the Winds

    d. Bridal Veil Falls   d. Horseshoe Falls

N. Metode Pembelajaran

2. Metode pembelajaran : Discussion, work in pairs/group

O. Media Pembelajaran

1. Worksheet atau lembar kerja (siswa)

2. Buku paket

P. SumberBelajar

3. Internet

4. Buku pelajaran yang berkaitan dengan descriptive text

Q. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2×45 menit)
Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas

5. Guru mengaitkan pertanyaanan antara pegetahuan sebelumnya dengan materi yang akan dipelajari

Kegiatan Inti

1. Guru meminta murid untuk membuka buku paket

2. Setiap siswa membaca bagian yang terdiri dari beberapa paragraph

3. Guru menugaskan siswa untuk mentranslate teks Bill Gates

4. Siswa mencari main idea, topik, menyimpulkan paragraph dan vocabulary

5. Guru memberikan lembar soal kepada siswa

6. Guru meminta siswa untuk menjawab semua pertanyaan dari lembar soal

Kegiatan Penutup

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik

2. Siswa diminta memberikan kesimpulan pembelajaran pada pertemuan inti

3. Salam

Pertemuan Ke-2 (1×45)

Kegiatan Pendahuluan

1. Guru memberi salam

2. Berdoa

3. Guru memeriksa kehadiran siswa

4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai

manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
5. Guru mengaitkan pertanyaan antara pegetahuan sebelumnya dengan materi yang akan dipelajari
Kegiatan Inti
1. Guru meminta siswa untuk membuka buku paket
2. Siswa membaca teks yang sudah ditentukan
3. Guru memberikan lembar kerja siswa
4. Siswa mencari main idea, topik, dan menyimpulkan paragraph
Kegiatan Penutup
1. Guru memberikan pertanyaan untuk memahami apakah siswa sudah memahami topik
2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan inti
3. Salam

R. Penilaian   : The amount of correct answer in completion

Sub Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Sosial
5. Discovering main idea 6. Identifying detail 7. Understanding vocabulary 8. Summarizing concepts	TesTulisan	Multiple Choice	Multiple choice question (choosenthebest answer by crossing (x) a, b, c, or d

Muara Tais,   September 2020

Mengetahui

Guru Mata Pelajaran/Validator   Peneliti

Donna Khairani, S.Pd   **Sri Rahayu Siregar**
                                                NIM. 16 203 00063

Instrument Test (Pre-Test before Validity)

Information : This text is just to know your ability in reading comprehension and there is no affect in your score in final examination of this school.

Name   :

Class   :

Read descriptive text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. Choose the best answer a, b, c or d to each question/ give mark (x) on your best answer!

Text 1 for question number 1-10

Indonesia

Indonesia is the place where I can stand and live. It is a country in Southeast Asia and Oceania. Indonesia, as I know it well, it has around 17,000 islands. It has 33 provinces with over 230 million people, including myself and is the world's fourth most populous country.

I stand for years here, wasting my time to study and work hard for its beauty. This country is too much perfect to live in, especially the nation's capital city, Jakarta, and my town Padangsidimpuan, the town in which I fall in love.

The country shares land borders with Papua New Guinea, East Timor, and Malaysia. All people know that other neighboring countries of Indonesia are Singapore, Philippines, Australia, and the Indian territory of the Andaman and Nicobar Islands.

With its islands, Indonesia gives me many friends from distinct ethnic, linguistic, and religious groups. The Javanese are the largestand the politically dominantethnic group. But in Sumatra, Bataknese is the dominant here. Due to Nationalism, I and my friends will always get together for sharing identity defined

by a national language, ethnic diversity, religious pluralism, within a majority Muslim population.

I will hold this country with the real spirit and power with its national motto, "Bhinneka Tunggal Ika" ('Unity in Diversity' literally, 'many, yet one') articulates the diversity that shapes the country.

1. Which island do you live on?

a.

b.

c.

d.
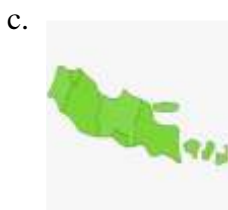
2. Look at the pictures again.

   Where is the island of Sulawesi located?

   a. in the middle   c. on the left

   b. on the right   d. above

3. The largestand the politically dominantethnic group is …….

   a. Javanese   c. Dayaknese

   b. Bataknese   d. Sundanese

4. The dominant ethnic group in Sumatra is …….

   a. Javanese   c. Dayaknese

   b. Bataknese   d. Sundanese

5. It has ….. provinces with over ….. million people.

   a. 32, 230   c. 43, 230

b. 33, 233   d. 33, 230

6. The country shares land borders with …….

    a. Singapore, East Timor, and Malaysia

    b. Papua New Guinea, East Timor, and Malaysia

    c. Singapore, Philippines, Australia

    d. East Timor, Philippines, and Malaysia

7. Other neighboring countries of Indonesia are ....

    a. Singapore, East Timor, and Malaysia

    b. Papua New Guinea, East Timor, and Malaysia

    c. Singapore, Philippines, Australia

    d. East Timor, Philippines, and Malaysia

8. What is the national motto of Indonesia?

    a. Pancasila   c. Bhineka Tunggal Ika

    b. UUD 1945   d. Garuda Pancasila

9. The nation's capital city of Indonesia is ....

    a. Jakarta   c. Bandung

    b. Padangsidimpuan   d. Medan

10. "Bhineka Tunggal Ika", in literally means …….

    a. Different ethnic group   c. Many, yet one

    b. Has many similarity   d. Many, but not one

Text 2 for question number 11-20

Rendang

Rendang is a very famous traditional Indonesian food. Rendang comes from West Sumatra. Rendang has a distinctive aroma, an unusual appearance but is extraordinarily delicious because of its taste.

The appearance of this food is anything but appetizing. Dark brown thick seasoning with a littlereddish cooking oil that covers the meat. The meat itself is brownish red and very tender. In total, some people who have never tasted it usually think twice before eating it. Rendang does not have an attractive shape.

Despite its strange appearance, this traditional food has a pleasant aroma due to chilies, garlic, pepper and nutmeg. This spice gives the meat a strong and spicy aroma. The aroma of coconut milk itself is delicious. We can smell it far away, even the neighbors can. So, this food has a very good smell.

The taste itself is very delicious. The unique mixture of spices makes the whole meat spicy, but the coconut milk adds a sweet taste to it. A slice of Rendang is best served with fresh rice. This delicious taste is unforgettable for everyone who has tasted it. Because Rendang is nominated as the most favoritetraditional food in Indonesia. So that's why, Rendang has a very good taste.

As mentioned above, Rendang is a typical West Sumatra food that has an unusual appearance but has a delicious taste and delicious aroma. The rich seasoning and coconut milk give the meat a perfect aroma and flavor. Finally because of this uniqueness, everyone will love this food after tasting it.

11. Rendang is a traditional food Indonesia from ......
    a. West Java   c. West Sulawesi
    b. West Sumatra   d. West Kalimantan
12. Rendang is a traditional food that basic ingredient is …….
    a. Meat   c. Garlic
    b. Chilies   d. Pepper
13. People who have never tasted it usually think twice before eating it, because
    …….
    a. Rendang has an attractive shape
    b. Rendang is extraordinarily delicious
    c. The aroma of coconut milk is delicious
    d. Rendang doesn't have an attractive shape

14. The ingredient that makes meat spicy is …….

    a. Garlic   c. Chilies

    b. Tomato   d. Onion

15. The ingredient that makes it a sweet taste is …….

    a. Tomato   c. Pepper

    b. Garlic   d. Coconut Milk

16. "This delicious taste is unforgettable for everyone who has tasted**it**"

    The underlined word refers to ……

    a. Meat   c. Coconut milk

    b. Rendang   d. Pepper

17. Is Rendang has an interesting shape?

    a. No, it is not   c. No, it doesn't

    b. Yes, it is   d. Yes, it does

18. The correct sentence about Rendang is …….

    a. Rendang is not delicious

    b. Rendang has a very good smell

    c. Rendang is usually best served with porridge

    d. Rendang is from North Sumatra

19. The rich seasoning and coconut milk give the meat a perfect ….. and …..

    The correct words to complete the sentence are …….

    a. Aroma and shape

    b. Flavor and spice

    c. Aroma and flavor

    d. Shape and spice

20. The following sentences are true, except …….

    a. People who have never tasted it usually not think twice before eating it

    b. The unique mixture of spices makes the whole meat spicy

    c. The coconut milk adds a sweet taste

    d. Everyone will love this food after tasting it

Text 3 for question number 21-25

Itak Gurgur

Itak Gurgur is a typical of Batak food. Itak Gurgur is a simple snack that can be made in a short time. This food is often served when gathering with family or when guests arrive at home.

Itak Gurgur is made from rice flour dough mixed with brown sugar, grated young coconut, granulated sugar and hot water. After everything is mixed, then the dough is made in a clenched way. If it is shaped like a fist, then steam it briefly until it looks dry. After that, it can be served.

Gurgur means burning so that this food was used as an encouragement for the previous warriors to drive out the invaders. For today, this food is made for livelihood when gathering with family or friends. Don't ask for the taste because it will taste good and sticky in the mouth.

21. The following sentences are true, except ....

    a. Itak Gurgur is Batak food

    b. It is made from wheat flour mixed with brown sugar, grated young coconut,

       granulated sugar and hot water

    c. You can make it in a short time

    d. The taste is good and sticky in the mouth

22. How does Itak Gurgur taste?

    a. soft and smooth   c. smooth and sticky

    b. sweet and hard   d. good and sticky

23. How does Itak Gurgur shape?

    a. It looks like a fish   c. It looks like a fist

    b. It looks like a ball   d. It looks like a box

24. You don't need much time to make it, because you can make it in …….

    a. Long time   c. Two days

    b. Short time   d. Long day

25. Gurgur means …….

    a. Burning   c. Raging

    b. Toasting   d. Heating

Appendix 4

Instrument Test (Pre-Test after Validity)

Information : This text is just to know your ability in reading comprehension and there is no affect in your score in final examination of this school.

Name   :

Class   :

Read descriptive text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. Choose the best answer a, b, c or d to each question/ give mark (x) on your best answer!

Text 1 for question number 1-10

Indonesia

Indonesia is the place where I can stand and live. It is a country in Southeast Asia and Oceania. Indonesia, as I know it well, it has around 17,000 islands. It has 33 provinces with over 230 million people, including myself and is the world's fourth most populous country.

I stand for years here, wasting my time to study and work hard for its beauty. This country is too much perfect to live in, especially the nation's capital city, Jakarta, and my town Padangsidimpuan, the town in which I fall in love.

The country shares land borders with Papua New Guinea, East Timor, and Malaysia. All people know that other neighboring countries of Indonesia are Singapore, Philippines, Australia, and the Indian territory of the Andaman and Nicobar Islands.

With its islands, Indonesia gives me many friends from distinct ethnic, linguistic, and religious groups. The Javanese are the largest and the politically dominant ethnic group. But in Sumatra, Bataknese is the dominant here. Due to Nationalism, I and my friends will always get together for sharing identity defined

by a national language, ethnic diversity, religious pluralism, within a majority Muslim population.

I will hold this country with the real spirit and power with its national motto, "Bhinneka Tunggal Ika" ('Unity in Diversity' literally, 'many, yet one') articulates the diversity that shapes the country.

26. Which island do you live on?

a.

b.

c.

d.

27. Look at the pictures again.

Where is the island of Sulawesi located?

a. in the middle   c. on the left

b. on the right   d. above

28. The largest and the politically dominant ethnic group is …….

a. Javanese   c. Dayaknese

b. Bataknese   d. Sundanese

29. The dominant ethnic group in Sumatra is …….

a. Javanese   c. Dayaknese

b. Bataknese   d. Sundanese

30. It has ….. provinces with over ….. million people.

a. 32, 230   c. 43, 230

b. 33, 233   d. 33, 230

31. Other neighboring countries of Indonesia are ....

    a. Singapore, East Timor, and Malaysia

    b. Papua New Guinea, East Timor, and Malaysia

    c. Singapore, Philippines, Australia

    d. East Timor, Philippines, and Malaysia

32. What is the national motto of Indonesia?

    a. Pancasila   c. Bhineka Tunggal Ika

    b. UUD 1945   d. Garuda Pancasila

33. The nation's capital city of Indonesia is ....

    a. Jakarta   c. Bandung

    b. Padangsidimpuan   d. Medan

34. "Bhineka Tunggal Ika", in literally means …….

    a. Different ethnic group   c. Many, yet one

    b. Has many similarity   d. Many, but not one

Text 2 for question number 11-20

Rendang

Rendang is a very famous traditional Indonesian food. Rendang comes from West Sumatra. Rendang has a distinctive aroma, an unusual appearance but is extraordinarily delicious because of its taste.

The appearance of this food is anything but appetizing. Dark brown thick seasoning with a little reddish cooking oil that covers the meat. The meat itself is brownish red and very tender. In total, some people who have never tasted it usually think twice before eating it. Rendang does not have an attractive shape.

Despite its strange appearance, this traditional food has a pleasant aroma due to chilies, garlic, pepper and nutmeg. This spice gives the meat a strong and spicy aroma. The aroma of coconut milk itself is delicious. We can smell it far away, even the neighbors can. So, this food has a very good smell.

The taste itself is very delicious. The unique mixture of spices makes the whole meat spicy, but the coconut milk adds a sweet taste to it. A slice of Rendang is best served with fresh rice. This delicious taste is unforgettable for everyone who has tasted it. Because Rendang is nominated as the most favorite traditional food in Indonesia. So that's why, Rendang has a very good taste.

As mentioned above, Rendang is a typical West Sumatra food that has an unusual appearance but has a delicious taste and delicious aroma. The rich seasoning and coconut milk give the meat a perfect aroma and flavor. Finally because of this uniqueness, everyone will love this food after tasting it.

35. Rendang is a traditional food Indonesia from ......
    a. West Java   c. West Sulawesi
    b. West Sumatra   d. West Kalimantan

36. Rendang is a traditional food that basic ingredient is ....
    a. Meat   c. Garlic
    b. Chilies   d. Pepper

37. The ingredient that makes meat spicy is ....
    a. Garlic   c. Chilies
    b. Tomato   d. Onion

38. The ingredient that makes it a sweet taste is ....
    a. Tomato   c. Pepper
    b. Garlic   d. Coconut Milk

39. Is Rendang has an interesting shape?
    a. No, it is not   c. No, it doesn't
    b. Yes, it is   d. Yes, it does

40. The correct sentence about Rendang is ....
    a. Rendang is not delicious
    b. Rendang has a very good smell
    c. Rendang is usually best served with porridge
    d. Rendang is from North Sumatra

Text 3 for question number 21-25

Itak Gurgur

Itak Gurgur is a typical of Batak food. Itak Gurgur is a simple snack that can be made in a short time. This food is often served when gathering with family or when guests arrive at home.

Itak Gurgur is made from rice flour dough mixed with brown sugar, grated young coconut, granulated sugar and hot water. After everything is mixed, then the dough is made in a clenched way. If it is shaped like a fist, then steam it briefly until it looks dry. After that, it can be served.

Gurgur means burning so that this food was used as an encouragement for the previous warriors to drive out the invaders. For today, this food is made for livelihood when gathering with family or friends. Don't ask for the taste because it will taste good and sticky in the mouth.

41. The following sentences are true, except ....

    a. Itak Gurgur is Batak food

    b. It is made from wheat flour mixed with brown sugar, grated young coconut,

      granulated sugar and hot water

    c. You can make it in a short time

    d. The taste is good and sticky in the mouth

42. How does Itak Gurgur taste?

    a. soft and smooth   c. smooth and sticky

    b. sweet and hard   d. good and sticky

43. How does Itak Gurgur shape?

    a. It looks like a fish   c. It looks like a fist

    b. It looks like a ball   d. It looks like a box

44. You don't need much time to make it, because you can make it in …….

    a. Long time   c. Two days

b. Short time   d. Long day

45. Gurgur means …….
    a. Burning   c. Raging
    b. Toasting   d. Heating

Appendix 5

Instrument test (Post-Test before Validity)

Information : This text is just to know your ability in reading comprehension and there is no affect in your score in final examination of this school.

Name   :

Class   :

Read descriptive text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. Choose the best answer a, b, c or d to each question/ give mark (x) on your best answer!

Text 1 for question number 1-10

Lake Toba

Danau Toba or Lake Toba is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Lake Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, the island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir Island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The

eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

1. Lake Toba is located in ....
   a. North Sumatra   c. West Sumatra
   b. West Java   d. East Java

2. The area of Lake Toba is bigger than ....
   a. Malaysia   c. Singapore
   b. Brunei Darussalam   d. USA

3. The name of island that settled in the middle of the lake is …….
   a. Sendok Island   c. Mursala Island
   b. Samosir Island   d. Kuta Island

4. "**It** formed by a gigantic volcanic eruption…" (paragraph 2)
   The underlined word refers to…
   a. Lake Toba   c. Gigantic eruption
   b. Singapore   d. Samosir Island

5. What is the text about?
   a. The eruption of mount
   b. Lake Toba
   c. Lake Victoria
   d. Southeast Asia

6. What is the main idea of paragraph four?
   a. Lake Toba is not the largest lake in Southeast Asia
   b. Lake Toba is the largest lake in Southeast Asia
   c. Lake Victoria is the second largest in the world
   d. Lake Toba is not includes the deepest lake in the world

7. Lake Toba is actually more like a ….. than a ….. considering its size.

The correct words to complete the sentence are ....

a. Sea, river   c. Sea, dam

b. Sea, lake   d. Ocean, sea

8. Lake Toba is the largest lake in ....

a. Southeast Asia   c. East Asia

b. West Asia   d. Asia

9. What does this text tell us about?

a. To explain how the Lake Toba formed

b. To show that Lake Toba is the second largest after Lake Victoria

c. To describe about Lake Toba

d. To entertain the reader

10. The following statements are correct, *except* ....

a. Lake Toba has the same large with the Lake Victoria

b. Lake Toba is 1,000 km² smaller than Singapore

c. Lake Toba is a sea

d. Lake Toba is one of the most popular destination in Indonesia

Text 2 for question number 11-20

My Mom

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Aisyah. She was born 61 years ago. She is a seller. She is short, but not too short. She is fat. She has brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.

My mother has five children, two sons and three daughters. The first daughter is in Indramayu. She is married and now, she has three children. The

second son is in Padang. He is married and has two daughters. The third son is in Medan, he is married but he doesn't have any children. The forth daughter is in Banjarmasin, she is only been married a few months. The last daughter is me.

Even though my mother's children are far away, we always look after each other. We take care of each other by communicating. Support each other in good things, and try to solve problems in the family.

She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

11. Which picture describes the text?
    a. 1   c. 3
    b. 2   d. 4

12. The writer's mother was born in …….
    a. 1959   c. 1969
    b. 1958   d. 1968

13. What does she look like?
    a. She is beutiful, short, and she has brown skin
    b. She is short, beautiful, and she has white skin
    c. She is beautiful, not too short, and she has brown skin
    d. She is short, beautiful, and she has white skin

14. Is she a muslimah?
    a. Yes, she does   c. Yes, she is
    b. No, she is not   d. No, she does not

15. Does she have dimples?
    a. Yes, she does   c. Yes, she is
    b. No, she is not   d. No, she does not

16. How many children does she have?
    a. 5   c. 3
    b. 4   d. 2

17. The writer's Mom is a …….

    a. Doctor   c. Banker

    b. Teacher   d. Seller

18. How many sons and daughters does she have?

    a. Two daughters and three sons

    b. Two sons and three daughters

    c. Three daughters and one son

    d. Three daughters and three sons

19. "The forth daughter is in Banjarmasin, **she** is only been married a few months."

    The underlined word refers to …….

    a. Writers   c. The forth daughter

    b. Writers Mother   d. The last daughter

20. The correct sentence from the text above is …….

    a. The writer's Mom is a seller, she has five children, and the writer is the forth daughter

    b. The writer's Mom is a seller, she has five children, and the writer is the last daughter

    c. The writer's Mom is a seller, she has four children, and the writer is the last daughter

    d. The writer's Mom is a seller, she has four children, and the writer is the third daughter

Text 3 for question number 21-25

Durian

    Durian is classified as Durio Zibethinus. It is native to South East Asia. Durian is known as "King of Fruit". It is not only the most expensive fruit but also

the most controversial fruit. It is only fruit which banned from airlines cabins, hotels and some public transport.

The durian tree is large and very tall. It can grow up to 25-50 meters and it has green elliptic loves. A durian tree usually can bear fruit after four or five years. The durian fruit, which can hang from any branches, matures in about three months after pollination. The fruit can grow 30 centimetres long and 15 centimetres in diameters. The husk is covered with sharp thorns. The colour of the husk ranges from green to brown. The flesh is pale yellow. It is very soft but not juicy. When it is ripe, it tastes sweet and smells very strong.

Durian contains a lot of sugar, vitamin C, and potassium. Durian is also a good source of carbohydrates, proteins, and fats. Durian is usually eaten fresh. Sometimes it is also cooked to make "dodol" or jam.

21. What does this text tell us about?
    a. To describe about durian
    b. To tell about the taste of durian
    c. To explain how to choose good durian
    d. To show that durian is "The King of Fruit"

22. "**It** can grow up to 25-50 meters"
    The underlined word refers to …….
    a. Durian leaf   c. Durian tree
    b. Durian root   d. Durian brunch

23. A durian tree usually can **bear** fruit after or five years. The underlined word has the same meaning as the word …….
    a. Produce
    b. Harvest
    c. Plant
    d. Grow

24. What is contained in durian?
    a. A lot of sugar, vitamin C, and calcium

b. A lot of sugar, vitamin C, and potassium

c. A lot of sugar, vitamin D, and potassium

d. A lot of water, vitamin C, and potassium

25. The following statements are right, *except* ……..

a. A durian trees can produce fruit monthly

b. Durian is a King of Fruit

c. Durian is the most expensive fruit in the world

d. A durian trees is huge and tall

Appendix 6

Instrument test (Post-Test after Validity)

Information : This text is just to know your ability in reading comprehension and there is no affect in your score in final examination of this school.

Name   :

Class   :

Read descriptive text carefully and answer the question below. Each one is followed by several questions about it. The questions are 25 items and you have 45 minutes to answer all of the questions. Choose the best answer a, b, c or d to each question/ give mark (x) on your best answer!

Text 1 for question number 1-10

Lake Toba

Danau Toba or Lake Toba is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Lake Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake.

Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, the island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir Island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The

eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

21. Lake Toba is located in ....
   a. North Sumatra   c. West Sumatra
   b. West Java   d. East Java

22. The area of Lake Toba is bigger than ....
   a. Malaysia   c. Singapore
   b. Brunei Darussalam   d. USA

23. The name of island that settled in the middle of the lake is …….
   a. Sendok Island   c. Mursala Island
   b. Samosir Island   d. Kuta Island

24. What is the text about?
   a. The eruption of mount
   b. Lake Toba
   c. Lake Victoria
   d. Southeast Asia

25. What is the main idea of paragraph four?
   a. Lake Toba is not the largest lake in Southeast Asia
   b. Lake Toba is the largest lake in Southeast Asia
   c. Lake Victoria is the second largest in the world
   d. Lake Toba is not includes the deepest lake in the world

26. Lake Toba is actually more like a ….. than a ….. considering its size.
   The correct words to complete the sentence are …….
   a. Sea, river   c. Sea, dam
   b. Sea, lake   d. Ocean, sea

27. The following statements are correct, *except* …….

a. Lake Toba has the same large with the Lake Victoria

b. Lake Toba is 1,000 km² smaller than Singapore

c. Lake Toba is a sea

d. Lake Toba is one of the most popular destination in Indonesia

Text 2 for question number 11-20

My Mom

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother's name is Aisyah. She was born 61 years ago. She is a seller. She is short, but not too short. She is fat. She has brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.

My mother has five children, two sons and three daughters. The first daughter is in Indramayu. She is married and now, she has three children. The second son is in Padang. He is married and has two daughters. The third son is in Medan, he is married but he doesn't have any children. The forth daughter is in Banjarmasin, she is only been married a few months. The last daughter is me.

Even though my mother's children are far away, we always look after each other. We take care of each other by communicating. Support each other in good things, and try to solve problems in the family.

She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

28. Which picture describes the text?

a. 1   c. 3

b. 2   d. 4

29. The writer's mother was born in …….

a. 1959   c. 1969

b. 1958   d. 1968

30. What does she look like?

a. She is beutiful, short, and she has brown skin

b. She is short, beautiful, and she has white skin

c. She is beautiful, not too short, and she has brown skin

d. She is short, beautiful, and she has white skin

31. Is she a muslimah?

a. Yes, she does   c. Yes, she is

b. No, she is not   d. No, she does not

32. Does she have dimples?

a. Yes, she does   c. Yes, she is

b. No, she is not   d. No, she does not

33. The writer's Mom is a …….

a. Doctor   c. Banker

b. Teacher   d. Seller

34. How many sons and daughter does she have?

a. Two daughters and three sons

b. Two sons and three daughters

c. Three daughters and one son

d. Three daughters and three sons

35. "The forth daughter is in Banjarmasin, **she** is only been married a few months."

The underlined word refers to …….

a. Writers   c. The forth daughter

b. Writers Mother   d. The last daughter

36. The correct sentence from the text above is …….

a. The writer's Mom is a seller, she has five children, and the writer is the forth daughter

b. The writer's Mom is a seller, she has five children, and the writer is the last daughter

c. The writer's Mom is a seller, she has four children, and the writer is the last daughter

d. The writer's Mom is a seller, she has four children, and the writer is the third daughter

Text 3 for question number 21-25

Durian

Durian is classified as Durio Zibethinus. It is native to South East Asia. Durian is known as "King of Fruit". It is not only the most expensive fruit but also the most controversial fruit. It is only fruit which banned from airlines cabins, hotels and some public transport.

The durian tree is large and very tall. It can grow up to 25-50 meters and it has green elliptic loves. A durian tree usually can bear fruit after four or five years. The durian fruit, which can hang from any branches, matures in about three months after pollination. The fruit can grow 30 centimetres long and 15 centimetres in diameters. The husk is covered with sharp thorns. The colour of the husk ranges from green to brown. The flesh is pale yellow. It is very soft but not juicy. When it is ripe, it tastes sweet and smells very strong.

Durian contains a lot of sugar, vitamin C, and potassium. Durian is also a good source of carbohydrates, proteins, and fats. Durian is usually eaten fresh. Sometimes it is also cooked to make "dodol" or jam.

37. What does this text tell us about?
    a. To describe about durian
    b. To tell about the taste of durian
    c. To explain how to choose good durian

d. To show that durian is "The King of Fruit"

38. "**It** can grow up to 25-50 meters"

   The underlined word refers to …….

   a. Durian leaf   c. Durian tree

   b. Durian root   d. Durian branch

39. What is contained in durian?

   a. A lot of sugar, vitamin C, and calcium

   b. A lot of sugar, vitamin C, and potassium

   c. A lot of sugar, vitamin D, and potassium

   d. A lot of water, vitamin C, and potassium

40. The following statements are right, *except* ……..

   a. A durian trees can produce fruit monthly

   b. Durian is a King of Fruit

   c. Durian is the most expensive fruit in the world

   d. A durian trees is huge and tall

Appendix 8

Key Answer for Pre-Test after Validity

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

Key Answer for Post-Test after Validity

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

Appendix 7

Key Answer for Pre-Test before Validity

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

Key Answer for Post-Test before Validity

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

Appendix 9

Calculation of the formulation $r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$ **in Pre-Test**

A. Calculation of Pre-Test

1. **Mean score from score total** (M_t)

$$M_{t=\frac{X_t}{M}}$$

$$M_{t=\frac{414}{25}=16.6}$$

2. **Standard Deviation** (SD_t)

$$SD_{t=\sqrt{\frac{\sum X_t^2}{n}-(\frac{\sum X_t}{n})^2}}$$

$$SD_{t=\sqrt{\frac{7576}{25}-(\frac{414}{25})^2}}$$

$$SD_{t=\sqrt{303.04-275.56}}$$

$$SD_{t=\sqrt{27.48}=5.2}$$

3. **Mean Score**

   Item 1

$$M_{pl=\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n1}}$$

$$M_{pl=\frac{15+24+22+11+17+10+19+20+15+20+22+24+16+25+19+11+16+16+22+15}{20}}$$

$$M_{pl=}\frac{359}{20}=17.95$$

   Item 2

$$M_{pl=\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n2}}$$

$$M_{pl=\frac{20+24+22+17+19+20+20+24+25+19+16+16+22+5}{14}}$$

$$\mathbf{M}_{pl=}\frac{269}{14}=19.21$$

Item 3

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n3}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+17+13+20+22+24+25+6+19+11+16+22}{15}$$

$$\mathbf{M}_{pl=}\frac{276}{15}=18.4$$

Item 4

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n4}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+11+17+10+19+13+20+15+20+22+24+16+25+19+16+16+22+15+5}{22}$$

$$\mathbf{M}_{pl=}\frac{386}{22}=17.54$$

Item 5

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n5}$$

$$\mathbf{M}_{pl=}\frac{20+24+22+11+10+20+22+24+25+16+16}{11}$$

$$\mathbf{M}_{pl=}\frac{210}{11}=19.09$$

Item 6

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n6}$$

$$\mathbf{M}_{pl=}\frac{20+24+11+19+20+20+22+24+16+25+19+22}{12}$$

$$\mathbf{M}_{pl=}\frac{242}{12}=20.16$$

Item 7

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n7}$$

$$M_{pl} = \frac{20+24+22+11+10+19+13+15+20+22+24+25+19+16+15}{15}$$

$$M_{pl} = \frac{275}{15} = 18.33$$

Item 8

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n8}$$

$$M_{pl} = \frac{20+15+24+22+11+17+10+19+13+20+15+20+22+24+16+25+19+16+22+15}{20}$$

$$M_{pl} = \frac{365}{20} = 18.25$$

Item 9

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n9}$$

$$M_{pl} = \frac{20+15+24+22+17+10+19+13+20+15+20+22+24+16+25+6+19+16+22+15}{20}$$

$$M_{pl} = \frac{350}{20} = 17.5$$

Item 10

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n10}$$

$$M_{pl} = \frac{20+15+24+22+17+10+20+15+20+22+24+16+25+19+11+16+16+22+15}{19}$$

$$M_{pl} = \frac{349}{19} = 18.36$$

Item 11

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n11}$$

$$M_{pl=}\frac{20+22+11+11+19+13+15+20+22+24+25+19+11+22+15}{15}$$

$$M_{pl=}\frac{269}{15} = 17.93$$

Item 12

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n12}$$

$$M_{pl=}\frac{20+24+22+11+10+13+20+22+24+25+22}{11}$$

$$M_{pl=}\frac{213}{11} = 19.36$$

Item 13

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n13}$$

$$M_{pl=}\frac{15+24+22+19+24+25+6+16+16+22+15+5}{12}$$

$$M_{pl=}\frac{209}{12} = 17.41$$

Item 14

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n14}$$

$$M_{pl=}\frac{20+15+24+22+11+17+10+19+13+20+15+20+22+24+16+25+19+11+16+16+22+15+5}{23}$$

$$M_{pl=}\frac{393}{23} = 17.26$$

Item 15

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n15}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+11+11+20+20+24+25+16+22}{12}$$

$$\mathbf{M}_{pl=}\frac{230}{12}=19.16$$

Item 16

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n16}$$

$$\mathbf{M}_{pl=}\frac{24+11+17+19+13+20+15+22+24+16+25+19+11+22+15}{15}$$

$$\mathbf{M}_{pl=}\frac{273}{15}=18.2$$

Item 17

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n17}$$

$$\mathbf{M}_{pl=}\frac{20+24+22+11+19+15+22+24+16+25+19+16+22}{13}$$

$$\mathbf{M}_{pl=}\frac{255}{13}=19.61$$

Item 18

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n18}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+11+17+10+19+13+20+15+20+22+24+16+25+19+11+16+16+22+15}{22}$$

$$\mathbf{M}_{pl=}\frac{392}{22}=17.81$$

Item 19

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n19}$$

$$M_{pl=}\frac{24+11+17+19+20+20+22+24+25+6+16}{11}$$

$$M_{pl=}\frac{204}{11} = 18.54$$

Item 20

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n20}$$

$$M_{pl=}\frac{20+24+22+17+19+13+20+20+22+16+25+19+11+16+22+15+5}{17}$$

$$M_{pl=}\frac{306}{17} = 18$$

Item 21

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n21}$$

$$M_{pl=}\frac{20+15+24+22+11+17+19+20+20+22+24+16+25+6+19+11+16+22}{18}$$

$$M_{pl=}\frac{329}{18} = 18.27$$

Item 22

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n22}$$

$$M_{pl=}\frac{20+15+24+22+11+17+19+13+20+15+20+22+24+16+25+19+11+16+16+22+15}{21}$$

$$M_{pl=}\frac{382}{21} = 18.19$$

Item 23

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n23}$$

$$M_{pl=}\frac{15+24+22+11+17+19+13+20+15+20+22+24+16+25+19+11+16+22+15}{19}$$

$$\mathbf{M}_{pl=}\frac{346}{19} = 18.21$$

Item 24

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n24}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+11+17+19+20+15+20+22+24+16+25+6+16+16+22}{18}$$

$$\mathbf{M}_{pl=}\frac{330}{18} = 18.33$$

Item 25

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n25}$$

$$\mathbf{M}_{pl=}\frac{20+15+24+22+11+11+17+20+15+20+22+24+16+25+19+16+16+22+15}{19}$$

$$\mathbf{M}_{pl=}\frac{350}{19} = 18.42$$

4. **Calculating of the Formulation r** $_{pbi=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

Item 1

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

$$r_{pbi} = \frac{17.95 - 16.6}{5.2}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.35}{5.2}\sqrt{4}$$

$$r_{pbi} = 0.259 \; X \; 2 = 0.518$$

Item 2

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

$$r_{pbi} = \frac{19.21 - 16.6}{5.2}\sqrt{\frac{0.56}{0.44}}$$

$$r_{pbi} = \frac{2.61}{5.2}\sqrt{1.27}$$

$$r_{pbi} = 0.501 \; X \; 1.12 = 0.561$$

Item 3

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

$$r_{pbi} = \frac{18.4 - 16.6}{5.2}\sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.8}{5.2}\sqrt{1.5}$$

$$r_{pbi} = 0.346 \; X \; 1.22 = 0.422$$

Item 4

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

$$r_{pbi} = \frac{17.54 - 16.6}{5.2}\sqrt{\frac{0.88}{0.12}}$$

$$r_{pbi} = \frac{0.94}{5.2}\sqrt{7.33}$$

$$r_{pbi} = 0.180 \; X \; 2.70 = 0.486$$

Item 5

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

$$r_{pbi} = \frac{19.09 - 16.6}{5.2}\sqrt{\frac{0.44}{0.56}}$$

$$r_{pbi} = \frac{2.49}{5.2}\sqrt{0.78}$$

$$r_{pbi} = 0.478 \; X \; 0.88 = 0.420$$

Item 6

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

$$r_{pbi} = \frac{20.16 - 16.6}{5.2}\sqrt{\frac{0.48}{0.52}}$$

$$r_{pbi} = \frac{3.56}{5.2}\sqrt{0.92}$$

$$r_{pbi} = 0.684 \; X \; 0.95 = 0.649$$

Item 7

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

$$r_{pbi} = \frac{18.33 - 16.6}{5.2}\sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.73}{5.2}\sqrt{1.5}$$

$$r_{pbi} = 0.332 \; X \; 1.22 = 0.405$$

Item 8

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

$$r_{pbi} = \frac{18.25 - 16.6}{5.2}\sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.65}{5.2}\sqrt{4}$$

$$r_{pbi} = 0.317 \; X \; 2 = 0.634$$

Item 9

Item 10

Appendix 11

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	17.95	16.6	5.2	0.8	0.2	0.518	0.396	Valid
2	19.21	16.6	5.2	0.56	0.44	0.561	0.396	Valid
3	18.4	16.6	5.2	0.6	0.4	0.422	0.396	Valid
4	17.54	16.6	5.2	0.88	0.12	0.486	0.396	Valid
5	19.09	16.6	5.2	0.44	0.56	0.420	0.396	Valid
6	20.16	16.6	5.2	0.48	0.52	0.649	0.396	Valid
7	18.33	16.6	5.2	0.6	0.4	0.405	0.396	Valid
8	18.25	16.6	5.2	0.8	0.2	0.634	0.396	Valid
9	17.5	16.6	5.2	0.8	0.2	0.546	0.396	Valid
10	18.36	16.6	5.2	0.76	0.24	0.598	0.396	Valid
11	17.93	16.6	5.2	0.6	0.4	0.311	0.396	Invalid
12	19.36	16.6	5.2	0.44	0.56	0.466	0.396	Valid
13	17.41	16.6	5.2	0.48	0.52	0.147	0.396	Invalid
14	17.26	16.6	5.2	0.92	0.08	0.427	0.396	Valid
15	19.16	16.6	5.2	0.48	0.52	0.467	0.396	Valid
16	18.2	16.6	5.2	0.6	0.4	0.374	0.396	Invalid
17	19.61	16.6	5.2	0.52	0.48	0.595	0.396	Valid
18	17.81	16.6	5.2	0.88	0.12	0.626	0.396	Valid
19	18.54	16.6	5.2	0.44	0.56	0.328	0.396	Invalid
20	18	16.6	5.2	0.68	0.32	0.390	0.396	Valid
21	18.27	16.6	5.2	0.72	0.28	0.513	0.396	Valid
22	18.19	16.6	5.2	0.84	0.16	0.698	0.396	Valid
23	18.21	16.6	5.2	0.76	0.24	0.546	0.396	Valid
24	18.33	16.6	5.2	0.72	0.28	0.531	0.396	Valid
25	18.42	16.6	5.2	0.76	0.24	0.619	0.396	Valid

Appendix 17

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of XI-Agama in Pre-Test

1. The score of XI-Agama in pre-test from low score to high score

50	55	55	55	55	55	60	60	60	65
65	65	65	70	70	70	70	70	70	80
80	80	85	85	90					

2. High $\qquad$ = 90

Low $\qquad$ = 50

Range $\qquad$ = High – Low

= 90 – 50

= 40

3. Total of classes $\qquad$ = 1 + 3.3 log (n)

= 1 + 3.3 log (25)

= 1 + 3.3 (1.39)

= 1 + 4.587

= 5.587

= 6

4. Length of classes $\quad = \dfrac{range}{total\ of\ class} = \dfrac{40}{6} = 6.6 = 7$

5. Mean

Interval	F	X	X'	Fx	x^2	Fx^2
50-56	6	53	+2	12	4	24
57-63	3	60	+1	3	1	3
64-70	**10**	**67**	**0**	**0**	**0**	**0**
71-77	-	74	-1	0	1	0
78-84	3	81	-2	-6	4	12
85-91	3	88	-3	-9	9	27
i=7	25	-	-	0	-	66

$$Mx \quad = M^1 + i\frac{\Sigma fx'}{N}$$

$$= 67 + 7 \left(\frac{0}{25}\right)$$

$$= 67 + 7\,(0)$$

$$= 67 + 0$$

$$= 67$$

$$SD_t \quad = i \sqrt{\frac{\sum fx1^2}{n} - \left(\frac{\sum fx1}{n}\right)^2}$$

$$= 7 \sqrt{\frac{66}{25} - \left(\frac{0}{25}\right)^2}$$

$$= 7 \sqrt{2.64 - 0}$$

$$= 7 \sqrt{2.64}$$

$$= 7 \text{ x } 1.62$$

$$= 11.34$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\dfrac{f_o - f_h}{f_h}\right)$
85-91	91.5	2.16	0.4846				
				0.04	1	3	2
78-84	84.5	1.54	0.4382				
				0.11	2.75	3	0.9
71-77	77.5	0.92	0.3212				
				0.20	5	0	1
64-70	70.5	0.30	0.1179				
				0.11	2.75	10	2.6
57-63	63.5	-0.30	0.00135				
				-0.17	-4.25	3	-1.70
50-56	56.5	-0.92	0.17879				
				0.11	2.75	6	1.18
	49.5	-1.54	0.06178				
						X^2	5.98

Based on the table above, the researcher found that $x^2_{count} = 5.98$ while $x^2_{table} = 9.488$, cause $x^2_{count} < x^2_{table}$ (5.98 < 9.488) with degree of freedom (dk)= 7-3 = 4 and significant level α = 5%. So distribution of XI-Agama class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	50-56	6	6
2	57-63	3	9
3	**64-70**	**10**	**19**
4	71-77	-	19
5	78-84	3	22
6	85-91	3	25

Position of Me in Interval of classes is number 3, that

Bb = 63.5

F = 9

Fm = 10

i = 7

N = 25

1/2n = 12.5

So,

$$Me = Bb + i\left(\frac{\frac{n}{2}-F}{fm}\right)$$

$$= 63.5 + 7\left(\frac{12.5-9}{10}\right)$$

$$= 63.5 + 7\left(\frac{3.5}{10}\right)$$

$$= 63.5 + 7(0.35)$$

$$= 63.5 + 2.45$$

$$= 65.95$$

7. Modus

No.	Interval	F	Fk
1	50-56	6	6
2	57-63	3	9
3	**64-70**	**10**	**19**

4	71-77	-	19
5	78-84	3	22
6	85-91	3	25

$$M_0 = L + \frac{d1}{d1+d2} i$$

$L = 63.5$

$d1 = 7$

$d2 = 10$

$i = 7$

So:

$$M_0 = 63.5 + \frac{7}{7+10} \; 7$$

$$= 63.5 + 0.4 \,(7)$$

$$= 63.5 + 2.8$$

$$= 66.3$$

B. Result of the Normality Test of XI-IPA in Pre-Test

1. The score of XI-IPA in pre-test from low score to high score

40	45	45	50	50	50	55	55	55	60
60	65	65	70	70	70	70	75	75	75
75	75	80	80	80	80	80	80	80	

2. High $= 80$

Low $= 40$

Range $=$ High $-$ Low

$= 80 - 40$

$= 40$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (29)$

$= 1 + 3.3 \,(1.46)$

$= 1 + 4.818$

$= 5.818$

$= 6$

4. Length of classes $\quad = \frac{range}{total\ of\ class} = \frac{40}{6} = 6.6 = 7$

5. Mean

Interval	F	X	X	Fx	x^2	Fx^2
40 – 46	3	43	+5	15	25	75
47 – 53	3	50	+4	12	16	48
54 – 60	5	57	+3	15	9	45
61 – 67	2	64	+2	4	4	8
68 – 74	4	71	+1	4	1	4
75 – 81	**12**	**78**	**0**	**0**	**0**	**0**
$i=7$	29			50		180

$Mx \quad = M^1 + i\frac{\Sigma fx^1}{N}$

$\quad = 78 + 7\ \left(\frac{50}{29}\right)$

$\quad = 78 + 7\ (1.72)$

$\quad = 78 + 12.4$

$\quad = 90.04$

$SD_t \quad = i\ \sqrt{\frac{\Sigma fx1^2}{n} - \left(\frac{\Sigma fx1}{n}\right)^2}$

$= 7\ \sqrt{\frac{180}{29} - \left(\frac{180}{29}\right)^2}$

$= 7\ \sqrt{6.20 - 38.44}$

$= 7\ \sqrt{-32.24}$

$= 7\ x\ 5.67$

$= 39.69$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$

75-81	81.5	-0.21	0.41683				
				0.06	1.74	12	-5.89
68-74	74.5	-0.39	0.34827				
				0.06	1.74	4	-1.29
61-67	67.5	-0.56	0.28774				
				0.05	1.45	2	-0.14
54-60	60.5	-0.74	0.22965				
				0.05	1.45	5	-1.87
47-53	53.5	-0.92	0.17879				
				0.05	1.45	3	-0.72
40-46	46.5	-1.18	0.11900				
				0.01	0.29	3	-0.72
	39.5	-1.27	0.10204				
						X^2	-10.63

Based on the table above, the researcher found that $x^2{}_{count}$ = -10.63 while $x^2{}_{table}$ = 9.488 cause $x^2{}_{count}$ < $x^2{}_{table}$ (-10.63 < 9.488) with degree of freedom (dk) = 7-3 = 4 and significant level α = 5% so distribution of XI-IPA class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	40-46	3	3
2	47-53	3	6
3	54-60	5	11
4	61-67	2	13
5	68-74	4	17
6	**75-81**	**12**	**29**

Position of Me in Interval of classes is number 5, that

Bb $\quad= 74.5$

F $\quad= 17$

Fm $\quad= 12$

i $\quad= 7$

N $\quad= 29$

1/2n $\quad= 14.5$

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 74.5 + 7 \left(\frac{14.5 - 17}{12} \right)$$

$$= 74.5 + 7 \ (-0.2)$$

$$= 74.5 - 1.4$$

$$= 73.1$$

7. Modus

No.	Interval	F	Fk
1	40-46	3	3
2	47-53	3	6
3	54-60	5	11
4	61-67	2	13
5	68-74	4	17
6	**75-81**	**12**	**29**

$$M_0 = L + \frac{d1}{d1 + d2} i$$

L $\quad= 74.5$

d1 $\quad= 8$

d2 $\quad= 12$

i $\quad = 7$

So:

$M_0 \quad = 74.5 + \dfrac{8}{8+12}\ 7$

$= 74.5 + 0.4\ (7)$

$= 74.5 + 2.8$

$= 77.3$

Appendix 18

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

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

Hypotheses:

$H_0 \quad : \delta_1^2 = \delta_2^2$

$H_1 \quad : \delta_1^2 \neq \delta_2^2$

A. Variant of the XI-Agama class is:

No.	Xi	Xi^2
1	50	2500
2	55	3025
3	55	3025
4	55	3025
5	55	3025
6	55	3025
7	60	3600
8	60	3600
9	60	3600
10	65	4225
11	65	4225
12	65	4225
13	65	4225
14	70	4900
15	70	4900
16	70	4900
17	70	4900
18	70	4900
19	70	4900
20	80	6400
21	80	6400

22	80	6400
23	85	7225
24	85	7225
25	90	8100
$\sum$	1685	116475

n = 25

$\sum xi$ = 1685

$\sum xi^2$ = 116475

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{25\,(116475) - (1685)^2}{25(25-1)}$$

$$= \frac{2911875 - 2839225}{25(24)}$$

$$= \frac{72650}{600}$$

$$= 121.08$$

B. Variant of the XI-IPA class is:

No.	Xi	Xi^2
1	40	1600
2	45	2025
3	45	2025
4	50	2500
5	50	2500
6	50	2500
7	55	3025
8	55	3025
9	55	3025
10	60	3600
11	60	3600
12	65	4225
13	65	4225
14	70	4900
15	70	4900
16	70	4900
17	70	4900
18	75	5625
19	75	5625
20	75	5625

21	75	5625
22	75	5625
23	80	6400
24	80	6400
25	80	6400
26	80	6400
27	80	6400
28	80	6400
29	80	6400
$\sum$	1910	130400

n = 29

$\sum xi$ = 1940

$\sum xi^2$ = 130400

So:

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

$$= \frac{29\,(130400) - (1940)^2}{29(29-1)}$$

$$= \frac{3781600 - 3648100}{29(28)}$$

$$= \frac{133500}{812}$$

$$= 164.4$$

The formula was used to test homogeneity was:

1. XI-Agama and XI-IPA

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

$$= \frac{164.4}{121,08}$$

$$= 1.35$$

After doing the calculation, the researcher found that F_{count} = 1.35 with α = 5% and dk = 27 and 27 from the distribution F, researcher found that F_{table} = 4.21, cause $F_{count} < F_{table}$ (1.35 < 4.21). So, there is no difference the variant

between the XI-Agama class and XI-IPA class. It means that the variant is homogenous**.**

Appendix 19

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test of XI-Agama in Post Test

1. The score of XI-Agama in pre-test from low score to high score

70	80	80	80	80	80	80	80	85	85
85	85	85	85	85	90	90	90	90	90
90	90	90	90	95					

2. High $= 95$

Low $= 70$

Range $=$ High $-$ Low

$= 90 - 70$

$= 25$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (25)$

$= 1 + 3.3 (1.39)$

$= 1 + 4.587$

$= 5.587$

$= 6$

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{25}{6} = 4.16 = 4$

5. Mean

Interval	F	X	X	Fx	x^2	Fx^2
70-73	1	71.5	+5	5	25	25
74-77	0	75.5	+4	0	16	0
78-81	7	79.5	+3	21	9	63
82-85	7	83.5	+2	14	4	28
86-89	0	87.5	+1	0	1	0
90-93	10	91.5	0	0	0	0
$i=4$	25			40		116

$Mx \quad = M^I + i\dfrac{\Sigma fx^1}{N}$

$$= 91.5 + 4 \left(\frac{40}{25}\right)$$

$$= 91.5 + 4 \ (1.6)$$

$$= 91.5 + 6.4$$

$$= 97.9$$

$$SD_t \quad = i \sqrt{\frac{\Sigma f x 1^2}{n} - \left(\frac{\Sigma f x 1}{n}\right)^2}$$

$$= 4 \sqrt{\frac{116}{25} - \left(\frac{40}{10}\right)^2}$$

$$= 4 \sqrt{4.64 - (1.6)^2}$$

$$= 4 \sqrt{4.64 - 2.56}$$

$$= 4 \sqrt{2.08}$$

$$= 4 \ \text{x} \ 1.44$$

$$= 5.76$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\dfrac{f_o - f_h}{f_h}\right)$
90-93	93.5	1.45	0.4265				
				0.15	3.75	10	1.66
86-89	89.5	0.76	0.2764				
				0.25	6.25	-	-1
82-85	85.5	0.06	0.0239				
				-0.24	-6	7	-2.16
78-81	81.5	-0.62	0.26763				
				0.17	4.25	7	0.64
74-77	77.5	-1.31	0.09510				
				0.07	1.75	-	-1
70-73	73.5	-2.01	0.02222				
				0.01	0.25	1	3
	69.5	-2.70	0.00347				

							X^2	1.14

Based on the table above, the researcher found that $x^2_{count} = 1.14$ while $x^2_{table} = 3.841$ cause $x^2_{count} < x^2_{table}$ (1.14 < 3.481) with degree of freedom (dk)= 4-3 = 1 and significant level α = 5% so distribution of XI-Agama class (post-test) is normal.

6. Median

No.	Interval	F	Fk
1	70-73	1	1
2	74-77	0	1
3	78-81	7	8
4	82-85	7	15
5	86-89	0	15
6	90-93	10	25

Position of Me in Interval of classes is number 6, that

Bb $\quad$ = 89.5

F $\quad$ = 15

Fm $\quad$ = 10

i $\quad$ = 4

N $\quad$ = 25

1/2n $\quad$ = 12.5

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 89.5 + 4 \left(\frac{12.5 - 15}{10} \right)$$

$$= 89.5 + 4 \left(\frac{-2.5}{10} \right)$$

$$= 89.5 + 4 \,(-0.25)$$

$$= 89.5 - 1$$

$$= 88.5$$

7. Modus

No.	Interval	F	Fk
1	70-73	1	1
2	74-77	0	1
3	78-81	7	8
4	82-85	7	15
5	86-89	0	15
6	90-93	10	25

$M_0 \quad = L + \dfrac{d1}{d1+d2} i$

L $\quad = 89.5$

d1 $\quad = 10$

d2 $\quad = 10$

i $\quad\quad = 4$

So:

$M_0 \quad = 89.5 + \dfrac{10}{10+10} \ 4$

$= 89.5 + 0.5 \ (4)$

$= 89.5 + 2$

$= 91.5$

B. Result of Normality Test of XI-IPA in Post Test

1. The score of XI-IPA in pre-test from low score to high score

60	60	60	60	60	65	65	65	65	65
70	70	70	75	75	75	75	80	80	80
80	80	80	80	85	85	85	85	85	

2. High $= 85$

Low $= 60$

Range $= \text{High} - \text{Low}$

$= 85 - 60$

$= 25$

3. Total of classes $= 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (29)$

$= 1 + 3.3 (1.46)$

$= 1 + 4.818$

$= 5.818$

$= 6$

4. Length of classes $= \dfrac{range}{total\ of\ class} = \dfrac{25}{6} = 4.16 = 4$

5. Mean

Interval	F	X	X	Fx	x^2	Fx^2
60-63	5	61.5	+5	25	25	125
64-67	5	65.5	+4	20	16	80
68-71	3	69.5	+3	9	9	27
72-75	4	73.5	+2	8	4	16
76-79	-	77.5	+1	0	1	0
80-83	12	81.5	0	0	0	0
$i=4$	29			62		248

$$Mx = M^I + i \frac{\Sigma fx^1}{N}$$

$$= 81.5 + 4 \left(\frac{62}{29}\right)$$

$$= 81.5 + 4 \ (2.13)$$

$$= 81.5 + 8.52$$

$$= 90.02$$

$$SD_t = i \sqrt{\frac{\Sigma fx1^2}{n} - \left(\frac{\Sigma fx1}{n}\right)^2}$$

$$= 4 \sqrt{\frac{248}{29} - \left(\frac{62}{29}\right)^2}$$

$$= 4 \sqrt{8.55 - (2.13)^2}$$

$$= 4 \sqrt{8.55 - 4.53}$$

$$= 4 \sqrt{4.02}$$

$$= 4 \ x \ 2$$

$$= 8$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$
80-83	83.5	-0.81	0.20897				
				0.11	-3.19	12	-4.76
76-79	79.5	-1.31	0.09510				
				0.05	1.45	0	-1
72-75	75.5	-1.81	0.03515				
				0.02	-0.58	4	-7.89
68-71	71.5	-2.31	0.01044				
				0.007	0.20	3	14
64-67	67.5	-2.81	0.00248				
				0.002	0.05	5	9
60-63	63.5	-3.31	0.00047				

				0.0004	0.01	5	49
	59.5	-3.81	0.00007				
						X^2	-67.87

Based on the table above, the researcher found that x^2_{count} = -67.87 while x^2_{table} = 3.481, cause $x^2_{count} < x^2_{table}$ (-67.87 < 3.481) with degree of freedom (dk) = 4-3 = 1 and significant level α = 5% so distribution of XI-IPA class (post-test) is normal.

6. Median

No.	Interval	F	Fk
1	60-63	5	5
2	64-67	5	10
3	68-71	3	13
4	72-75	4	17
5	76-79	0	17
6	80-83	12	29

Position of Me in Interval of classes is number 6, that

Bb = 79.5

F = 17

Fm = 12

i = 4

N = 29

1/2n = 14.5

So,

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 79.5 + 4 \left(\frac{14.5 - 17}{12} \right)$$

$$= 79.5 + 4 \left(\frac{-2.5}{12} \right)$$

$$= 79.5 + 4 \ (-0.2)$$

$$= 79.5 - 0.8$$

$$= 78.7$$

7. Modus

No.	Interval	F	Fk
1	60-63	5	5
2	64-67	5	10

3	68-71	3	13
4	72-75	4	17
5	76-79	0	17
6	80-83	12	29

$M_0 = L + \dfrac{d1}{d1+d2} i$

L $= 79.5$

d1 $= 12$

d2 $= 12$

i $= 4$

So:

$M_0 = 79.5 + \dfrac{12}{12+12} \; 4$

$= 79.5 + \dfrac{12}{24}(4)$

$= 79.5 + 0.5\,(4)$

$= 79.5 + 2$

$= 81.5$

Appendix 20

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

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

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the XI-Agama class is:

No.	Xi	Xi^2
1	70	4900
2	80	6400
3	80	6400
4	80	6400
5	80	6400
6	80	6400
7	80	6400
8	80	6400
9	85	7225
10	85	7225
11	85	7225
12	85	7225
13	85	7225
14	85	7225
15	85	7225
16	90	8100
17	90	8100
18	90	8100
19	90	8100
20	90	8100
21	90	8100

22	90	8100
23	90	8100
24	90	8100
25	95	9025
$\sum$	2130	182200

n = 25

$\sum xi$ = 2130

$\sum xi^2$ = 182200

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{25\,(182200) - (2130)^2}{25(25-1)}$$

$$= \frac{4555000 - 4536900}{25(24)}$$

$$= \frac{18100}{600}$$

$$= 30.16$$

B. **Variant of the XI-IPA class is:**

No.	Xi	Xi^2
1	60	3600
2	60	3600
3	60	3600
4	60	3600
5	60	3600
6	65	4225
7	65	4225
8	65	4225
9	65	4225
10	65	4225
11	70	4900
12	70	4900
13	70	4900
14	75	5625
15	75	5625
16	75	5625
17	75	5625
18	80	6400

19	80	6400
20	80	6400
21	80	6400
22	80	6400
23	80	6400
24	80	6400
25	85	7225
26	85	7225
27	85	7225
28	85	7225
29	85	7225
$\sum$	2120	157250

n = 29

$\sum xi$ = 2120

$\sum xi^2$ = 157250

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{29\,(157250) - (2120)^2}{29(29-1)}$$

$$= \frac{4560250 - 4494400}{29(28)}$$

$$= \frac{65850}{812}$$

$$= 81.09$$

The formula was used to test homogeneity was:

1. XI-Agama and XI-IPA

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

$$= \frac{80.09}{30.16}$$

$$= 2.65$$

After doing the calculation, the researcher found that F_{count} = 2.65 with α = 5% and dk = 27 and 27 from the distribution F, researcher found that F_{table} = 4.21, cause $F_{count} < F_{table}$ (2.65 < 4.21). So, there is no difference the variant

between the XI-Agama class and XI-IPA class. It means that the variant is homogenous**.**

Appendix 23

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 24

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-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
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817

2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 25

Percentage Points of the t Distribution

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 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 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 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 in Experimental Class

Post-Test in Experimental Class

Pre-Test in Control Class

Post-Test in Control Class

17 September 2019

Nomor : 91 /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. **Fitri Rayani Siregar, M.Hum**   **(Pembimbing II)**

di-Padangsidimpuan

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 Padangsidimpuan. 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	: Sri Rahayu Siregar
NIM	: 16 203 00063
Fak./Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Authentic Material Media towards Students' Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin 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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Nomor : B - 842   Tin.14/E.1/TL.00/09/2020   10 September 2020
Hal   : Izin Penelitian
         Penyelesaian Skripsi

Yth. Kepala MAS Baharuddin Kabupaten Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Sri Rahayu Siregar
NIM   : 1620300063
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Authentic Material Media in Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin 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.

a.n.Dekan   Bidang Akademik

angkah, S. Si M.Pd.
0604 1 002

YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
BAGAS GODANG JANJI MAULI - MT
MADRASAH ALIYAH SWASTA BAHARUDDIN

Izin Operasional Menag RI No. 1608 Tahun 2015, Tgl. 19 Oktober 2015
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Lampiran	: -	
Perihal	: Izin Penelitian	

Yth. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidimpuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-842/In.14/E.1/TL.00/09/2020 perihal surat diatas pada prinsipnya kami memberikan izin melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama	:	SRI RAHAYU SIREGAR
NPM	:	1620300063
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris/Pendidikan Bahasa Inggris
Judul Skripsi	:	**The Effect of Authentic Material Media in Descriptive Text Reading Comprehension at The XI Grade MAS Baharuddin Kabupaten Tapanuli Selatan**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,

SAMARUDDIN, S.HI, S.Pd.I