THE EFFECT OF PRE READING ACTIVITIES ON READING COMPREHENSION IN NARRATIVE TEXT AT GRADE XI STUDENTS OF YAYASAN PENDIDIKAN SYEIKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU TAPANULI SELATAN

A THESIS

Ditulis untuk Memenuhi Sebagai Persyaratan
Mendapatkan Gelar Sarjana Pendidikan

Written by:

NIA ANISAH
Reg. No. 16 203 00019

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

THE EFFECT OF PRE READING ACTIVITIES ON READING COMPREHENSION IN NARRATIVE TEXT AT GRADE IX STUDENTS OF MADASAH ALIYAH SYEIKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU TAPANULI SELATAN

A THESIS

Written by:

NIA ANISAH
Reg. No. 16 203 00019

ADVISOR I

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

ADVISOR II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2021

LETTER OF AGREEMENT

Term   : Munaqosyah   Padangsidimpuan,   September 2021

Item   : 7 (seven) examplars   a.n. **Nia Anisah**

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                                       Tarbiyah and Teacher Training Faculty

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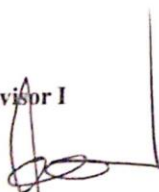
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nia Anisah**, entitled **"The Effect of Pre-reading Activities on Reading Comprehension in Narrative Text at Grade XI Students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I   Advisor II

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd   **Fitri Rayani Siregar, M.Hum.**
NIP. 19800413 200604 1 002   NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	:	Nia Anisah
Reg. Number	:	16 203 00019
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis	:	**THE EFFECT OF PRE READING ACTIVITIES ON READING COMPREHENSION IN NARRATIVE TEXT AT GRADE XI STUDENTS OF YAYASAN PENDIDIKAN SYEKH MUHAMMAD BAQI BABUSSALAM BASILAM BARU TAPANULI SELATAN**

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ENAM RIBU RUPIAH

Nia Anisah
Reg. Number 16 203 00019

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Nia Anisah
Reg. Num. 16 203 00019

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : Nia Anisah

Registration Number : 16 203 00019

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1

The Tittle of Thesis : **The effect of pre reading activities on reading comprehension in narrative text at grade XI students of yayasan pendidikan syeikh muhammad baqi babussalam basilam baru tapanuli selatan**

Chief,   Secretary,
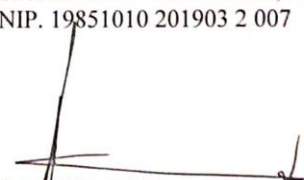
Fitri Rayani Siregar, M.Hum.   Shokira Linda VindeRambe, M. Pd
NIP. 19820731 200912 2 004   NIP. 19851010 201903 2 007

Members,

Fitri Rayani Siregar, M.Hum.   Shokira Linda VindeRambe, M. Pd
NIP. 19820731 200912 2 004   NIP. 19851010 201903 2 007

Dr. Fitriadi Lubis, M. Pd   Zainuddin, M.Hum
NIP.19620917 199203 1 002   NIP. 19760610 200801 1 016

Proposed:
Place   : Padangsidimpuan
Date   : Oktober,28th2021
Time   : 08.00 WIB until finish
Result/Mark : 76.75 (B)
IPK   : 3,49
Predicate   : Sangat Memuaskan

RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan

LEGALIZATION

Thesis : The Effect of Pre Reading Activities on Reading Comprehension in Narrative Text at Grade XI Students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli selatan

Written By : **NIA ANISAH**

Reg. No : **16 203 00019**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan,   November 2021
Dean

Dr. Lelya Hilda., M.Si.
NIP. 19720920 200003 2 002

Name : Nia Anisah
Reg.Number : 16 203 00019
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-1)
Title of Thesis : The Effect of Reading Activities On Reading Comprehension In Narrative Text at Grade XI Students of Yayasan Pendidikan Syeikh Muhamaad Baqi Babussalam Basilam Baru Tapanuli Selatan.

ABSTRACT

This research focused on using of reading activities on reading comprehension in narrative next at the XI grade students of yayasan pendidikan syeikh muhammad baqi babussalam basilam baru. The problems of this research was students reading comprehension is low, The students are poor vocabulary and students have lack of reading motivation. The purpose of this research is to know whether there is the effect of reading activities on reading comprehension in narrative text at the XI grade students of yayasan pendidikan syekh muhammad baqi babussalam basilam baru.

This research has formulation of the problems, is there any significant effect of reading activities on reading comprehension. The purpose of this research are to find out the students reading comprehension in narrative text before using reading activities, to find out the students reading comprehension in narrative text after using reading activities, and to examine whether there is effect of reading activities to students reading comprehension in narrative text is significant or not.

The method that is used in this research use experimental research. Two classes were as the sample. They were XI-putri as experimental class that consisted of 17 students and XI-putra as control class that consisted of 17 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental in pre-test was 73.98 and in the post-test was 89.76. the proof was15.78. then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. the proof was 10. The effect of pre-reading activities on reading comprehension in narrative text at grade XI students of yayasan pendidikan syeikh Muhammad baqi babussalam basilam baru was 4.02. where the score of t_{count} was bigger than t_{table} (4.02>2.49), it meant that H_a was accepted. It was concluded that there was significant effect of reading Activities on Reading Comprehension in Narrative Text at Grade XI Students of yayasan pendidikan syiekh muhammad baqi babussalam basilam baru tapanuli selatan.

Key Words : *Pre-reading Activities, Reading Comprehension.*

Nama : Nia Anisah
Nim : 16 203 00019
Fakultas : Tarbiyah and Teacher Training
Program Studi : English Education (TBI-1)
Judul :Pengaruh Kegiatan Membaca Terhadap pemahaman Membaca Dalam Teks naratif pada Siswa Kelas XI Madrasah Aliyah Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan

ABSTRAK

Penelitian ini difokuskan pada penggunaan *kegiatan sebelum membaca terhadap pemahaman membaca dalam teks naratif pada siswa kelas XI yayasan pendidikan syekh muhammad baqi babussalam basilam baru*. Permasalahan dalam penelitian ini adalan pemahaman membaca siswa yang rendah, kosakata siswa kurang dan motivasi membaca siswa kurang. Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pengaruh kegiatan sebelum membaca terhadap pemahaman membaca dalam teks naratif pada siswa kelas xi yayasan pendidikan syekh muhammad baqi babussalam bassilam baru.

Penelitian ini memiliki rumusan masalah, yaitu adakah pengaruh yang signifikan dari penggunaan *"reading activities"*. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam pemahaman menbaca dalam teks naratif sebelum menggunakan *"pre-reading activities"*. Untuk mengetahui kemampuan siswa dalam pemahaman menbaca dalam teks naratif. Setelah menggunakan *"pre-reading activities"*, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari penggunaan *"pre-reading activities"*.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas sebagai sampel. Kelas XI-putri sebagai kelas eksperimen yang terdiri dari 17 siswa dan kelas XI-putra sebagai kelas kontrol yang terdiri dari 17 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa rata-rata nilai kelas eksperimen pada pre-test adalah 73.98 dan pada post-test adalah 89.76. Buktinya adalah 15.78. Kemudian nilai rata-rata kelas control pada pre-test adalah 67.64 dan pada post-test adalah 77.64. Buktinya 10. Pengaruh kegiatan sebelum membacadalam teks naratifpada siswa kelas XI yayasan pendidikan syeik muhammad baqi babussalam basilam baru sebesar 4.02. Dimana skor t_{count} lebih besar dari t_{table} (4.02>2.49). Artinya h_a diterima.dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan *"pre-reading activities"* pada siswa kelas xi madrasah aliyah syeikh muhammad baqi babussalam basilam baru tapanuli selatan.

Kata kunci : *kegiatan sebelum membaca, pemahaman membaca.*

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Padangsidimpuan,   September 2021
Researcher

Nia Anisah
 Reg. No. 16 203 00019

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CHAPTER I

INTRODUCTION

A. Background of the problem

English is one of international language. English is very important for learning in this area because English as an official international language and help to communicate with people from all around world and English is one of foreign language that taught indonesia. Language learning is a process that involves both and individual a context the main elements. The context is the event and community where the language learner is struggling to achieve communicative goals through the mains of the target language. Learners experiences is another aspect that plays and important role in their language learning.

In English learning there are four aspects of language that student must to able, such as; listening, speaking, reading and writing skill. The first aspect is listening that can hear and listen some information by using ear. The second is speaking that response after hearing some information. The third writing and the last reading that is transaction between reader and writer from text.

From those skills, the researcher focus on reading skill because reading is one of the four language skills that play important role in second language learning. Reading is a receptive skill between reader and writer. Reading is an interactive process between writer and reader. An interactive process happens when the reader can understand the text. The reader want

to communicate with ideas proposed by writer. Reading also the process of cognition, interpretation and perception of written or printed material.

The goal of reading is comprehension. Reading strategy is defined as the ability of the reader to use varieties of reading strategies to accomplish a purpose for reading. The effect reading is defined as the ability to read at an appropriate rate with reading comprehension. Reading is important skill for learner of English as a second language.

Reading comprehension is ability to understand the text. Reading comprehension is based skill to obtain further academic learning successes. Reading comprehension is also specify writer's purpose and point about the writer. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together.

Narrative text is narrated from a particular point of view (the narrator's) such text are typically fictional (stories) but sometimes informational texts are written in a narrative form.[1] Story can involves helping students to learn to recognize can improve their comprehension of the story.

The reading process involves three stages. The first is the pre reading stage which allows the reader to active background knowledge preview text and develop a purpose for reading. A strategy for student to

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[1] Kate cain and Carsten Elbro Jane oakhill, *Understanding and Teaching Reading Comprehension*, 1st ed. (New York: Routledge, 2015), p. 20 https://books.google.co.id

utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second during reading, when the reader makes prediction as they read and en confirms or revises the prediction. The third is post reading is the reader retell the story, discuss the elements of a story, answer question or compare to another text.

There are three stages in reading, students always do such as: pre-reading, while-reading, and post-reading. While reading the students have applied various reading strategy, as skimming, scanning, activating background knowledge (some students) , read the contents list, read the topic or sub topic, survey, and also connecting to the contexts.[2]

Pre reading instruction can serve five important purpose. It helps students access background information that can facilities subsequent reading, provides specific information needed for successful comprehension, stimulates students expectations, and models strategies that students can later use on their own.[3]

Pre-reading activities are activities that are used with the students before teaching of the actual reading materials. Prereading activities,

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[2]Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *AL-Ta Lim* 21, no. 3 (2015), p. 185, https://doi.org/10.15548/jt.v21i3.102.

[3] Murcia Marianne Celce, *Teaching English as a Second or Foreign Languange*, ed. Marianne Celce_Murcisa, Third (United State, Australia, Canada, Mexico, Singapore, Spain, United Kingdom: Thomson Learning, 2001),191ttps://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second _or_Foreign_Language_pdf.

prepare students for better comprehension by making them familiar with the topic, vocabulary, or structures that they may come across in the text.

There are some related findings to this research. The first is Jamilah said, Using pre-reading strategy can improve the students' reading comprehension. The second research is Akbar Azizifar , Soghra Roshania, Habib Gowhary , Ali Jamalinesarib said, the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading activities The third research is Hana S. S. Al Rasheed said, the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading strategy.

In reading skills, students of Madrasah Aliyah Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli selatan face some difficulties to reading comprehension because some factors.[4] There are some factors that influence the students in mastering reading skill to be low.

Based on interview with the teacher in Madrasah Aliyah Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan students have lack vocabulary. When the student read the text, they just read without comprehension. The other factors, students do not like English because they think that is difficult to learn and understand such us there are some vocabulary same write but different meaning example "can" it means "bisa" and "kaleng". "Good" it means "bagus" and "Selamat". Because of that the students think that English difficult.

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[4] English Teacher, *Private Interview on March 18th , 2020 in* Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru.

The teacher not to do pre-reading activities such as preview and comprehending the text. In teaching strategy the teacher only explain what have they to do. Such us there are some text on book and then the teacher ask the students to answer the questions based on text from the book. This strategy is less appropriate in teaching reading comprehension. The technique should make reading interesting lesson for student.

According to Chen, Fertig and Wood stories, are the most natural and powerful elements in storing experience-based information in the mind and identifying it.[5] According to A.S Hornby in Oxford Advanced Learner's Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.[6] Stated that the researcher supposes that the use of story as a media in teaching learning process intended to make the teaching learning more effective and efficient.

Based on the above explanation, the researcher is interested on the Effect of pre-reading activities to teach reading comprehension on narrative text. The researcher wants to know whether pre-reading activities will give significant effect to students' reading comprehension or not.

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[5]Ayfer Şahin, "The Effect of Text Types on Reading Comprehension," *Mevlana International Journal of Education (MIJE)* 3, no. 2 (2013), p. 59, https://files.eric.ed.gov/fulltext/ED543604.pdf.

[6]Rayendriani Fahmei Lubis, "Writing Narrative Text" 02, no. 01 (2014), p. 68, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/115/104.

B. Identification of the problem

Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. For understanding reading comprehension it must know the vocabulary first it is a basic of languange.reading texts also provides opportunity to study languange, vocabulary, grammar,punctuation, and the way that construct sentences, paragraphs, and text.

C. The limitation of the Problem

There are several problem of reading comprehension such us, limited vocabulary knowledge, motivation to reading, poor comprehension skills.

Based on the above identification of the problems, there are some problems involving in this research. In this research, the researcher only focus on students' problem in reading comprehension especially in narrative text. The researcher focuses on narrative text because it is appropriate material for high school students to improve their thinking and analysis.

D. The Formulation of Study

Based on the above identification, finally the problem is formulated as follows:

1. How is the students' reading comprehension in narrative text before using reading activities at the XI grade of MA syeikh Muhammad baqi babussalam basilam baru tapanuli selatan?

2. How is the students' reading comprehension in narrative after using reading activities at the XI grade of MA syeikh Muhammad baqi babussalam basilam baru tapanuli selatan?

3. Is there any significant effect of using reading activities at the XI grade of MA syeikh Muhammad baqi babussalam basilam baru tapanuli selatan?

E. The Significances of the Research

The Significances of the research are:

a. For teacher, this study is expected to give contribution on helping them when they use pre reading Strategy can change the quality of students' reading comprehension

b. For other researcher, the result of this research expected to develop all information for other researcher as reference, and they can use this study as a comparison to other similar studies.

c. For Headmaster, as the information to suggest the teacher to apply various reading activities.

F. The Outline of the Thesis

The systematic of this research is divided into five chapter, each chapter consist of many sub chapters are follow: chapter one, consisted of introduction, they are: background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definitions of operational variables, and the outline of thesis.

Chapter two consist of the description of reading, reading comprehension, pre-reading activities, narrative text the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter: the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treaths of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Reading

a. Definition of Reading

There are some definitions about reading according to some experts:

According to Whitehurt and Lonigan reading is a complex process involving a variety of skills.[7] Reading is interactive process between a reader and a text which leads to automaticity or reading fluency.[8] So, the reader have skill to read the text, to understand what they read.

Reading is a fluent process of readers combining information from a text and their own background knowledge that involve the meaning is self-evident or must always be a meaning process by written or printed verbal symbols.[9] So, written and verbal symbol is important to reader to combining information from the text.

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[7] Jamel Eddine, Al Akremi, and Corresponding Author, "The Effect of Pre-Reading Activities on Male ESL Upper- Intermediate Students " Comprehension in a Post Basic Education School in Oman " 4, no. 2 (2016), p, 64, https://doi.org/10.5296/ijele.v4i2.10168.

[8] Eddine, Akremi, and Author.p. 149

[9] Dewi Fatimah Sitompul, Eka Sustri Harida, and Sojuangon Rambe, "Improving S Tudents ' Guessing Strategy Reading Comprehension through" 07, no. 01 (2019), p. 130, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1658/1412.

Based on the definition of reading above, the writer concludes that reading is process interactive to get information from the text.

b. Types of Reading

According to H. Douglas Brow types of classroom reading performance divided into two they are:[10]

Figure 1
Types of reading

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Classroom reding Performance


        Oral                                    Silent


                        Extensive                      Intensive


        Linguistic    Content    Skimming    Scanning    Global
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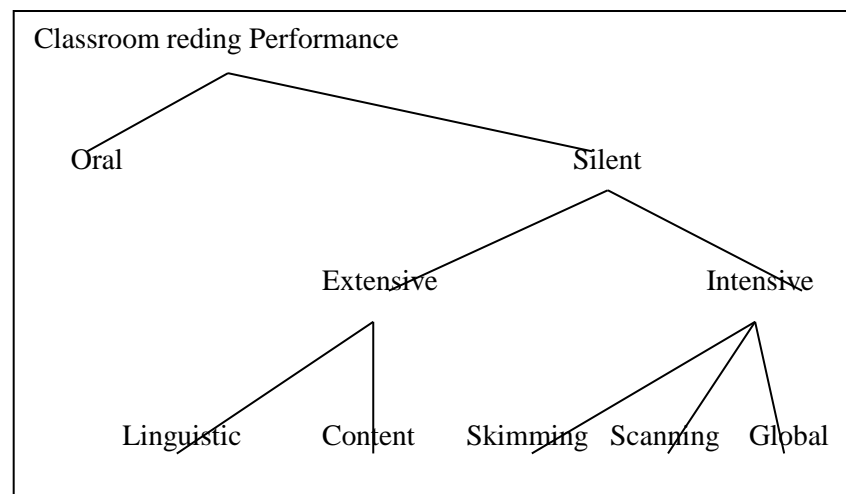
1. Oral and silent reading

   you have a reason to ask students orally, at the beginning and intermediate levels, oral reading can:

   a. Serve as an evaluative check on bottom-up processing skills
   b. Double as a pronunciation check, and
   c. Serve to add some students participations if you want to highlight a certain short of a reading passage.[11]

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[10] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Languange Pedagogy*, ed. H. Douglas Brown, second (New York: Pearson Longman, 2007), p. 371 https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf.
[11]H. Douglas Brown

For advanced levels, usually only advantage can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

a. Oral reading is not a very authentic language activity
b. While one students is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
c. It may have the outward appearance of students' participation when in reality it is mere recitation.[12]

From explanation above orally and silent reading always students use in their daily activity. Oral reading make students know their pronunciation is good or not, oral reading can use for beginning level because with oral reading they can be habitual to pronounce the words. Many students use silent reading in classroom, silent reading make students not concentrate with the passage. Silent reading have to use in intermediate or advance level.

2. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.[13] The aim of this reading is to read shorter text. Learners read a book to acquire knowledge is the kind of intensive

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[12]H. Douglas Brown.
[13]Siti Hurriyah, "Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon" (2017).

reading. Intensive reading also may be a totally content related reading commenced because of subject matter difficulty.[14] A complex cognitive concept may be "trapped" inside the word of a sentence or paragraph, and a good reader will then very slow and methodologically extract denotative there from.

According to Bambord and Richard in Bunyamin Celik's jornal extensive reading is at issue, one of the first is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning in the target language.[15] Extensive reading is likely to give clearer mental picture about it. By stimulating reading for pleasure or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the effective and cognitive window of reading.

c. **The goals of reading**

The goals of reading also has to develop reading comprehension. According to David Nunan in Riandry's journal the goals of reading are:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instruction on how to perform some task for our work or daily life
3. To act in play, play a game, play a puzzle

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[14]H. Douglas Brown. "Teaching by Princples An Interactive Language Pedagogy"

[15]Bünyamin Celik, "Effects of Extensive Reading on Learners : How It Develops Certain Points in Vocabulary and Sentence Structure at Ishik University," *International Journal of English Linguistics* 8, no. 2 (2018): 73–84.

4. To keep on touch with friend by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happened (as reported in newspaper, magazine, reports, etc).
7. For enjoyment or excitement.[16]

The goal of reading are:
1. To search information
2. For general comprehension
3. To learn new information
4. To synthesize and evaluate information[17]

So, the goals of reading is help the reader to get information from the text.

The main goal of reading is comprehension absolutely, either for details or not.[18]

d. **Reading Comprehension**

Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together.

There are some definition of reading comprehension can be defined in the following explanations below:

According to J.K klingner in Riandry's journal "Reading comprehension is a complex process that include many components. The readers should be able to recall or to inter pretate

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[16]Riandry Fadilah Nasution Et Al., "Reading Strategies Used By Successful Readers Of English Department Students Of State Institute For Islamic Studies Padangsidimpuan," *Tazkir* 04, no. 2 (2018): 263–80, http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/article/view/1116/923.
[17] Marianne Celce, *Teaching English as a Second or Foreign Languange*.p. 187
[18] Sitompul, Harida, and Rambe, "Improving S Tudents ' Guessing Strategy Reading Comprehension through.", p.131

information after reading.[19] So, there are components of reading that is the reader should be able to recall.

Reading comprehension is not just for understanding text, but for broader learning, success in education and employment. Good reading comprehension will depend on good language understanding more generally.[20] So, good language will depend to comprehension.

Reading comprehension is reading with understanding or silent reading. The aims is to get information to understand to draw something from the text. The primary purpose of reading comprehension is to improve the students ability to understand English as it is used in written material.

According to Gough reading comprehension is the product of two component skills: recognized word on the page and understanding the words once they have been recognize.[21] So, recognized and understanding the words are the product to reading comprehension.

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[19] Nasution et al., "Reading Strategies Used By Successful Readers Of English Department Students Of State Institute For Islamic Studies Padangsidimpuan." p.266

[20] Kate cain and Carsten Elbro Jane oakhill, *Understanding and Teaching Reading Comprehension*, 1st ed. (New York: Routledge, 2015), p. 1 https://books.google.co.id/books?id=0_ZTBAAAQBAJ&printsec=frontcover&dq=what+is+readin g&hl=id&sa=X&ved=2ahUKEwifh6_JyIHtAhXm7XMBHd4NDjAQ6AEwA3oECAYQAg#v=on epage&q=what is reading&f=false.

[21] Natalie Rathvon, *Early Reading Assessment*, 1st ed. (New York: The Guildfod Press, 2004),p.156https://books.google.co.id/books?id=hm7YvsJRz1gC&pg=PA276&dq=reading&hl=id &sa=X&ved=2ahUKEwjk48fC7oDtAhUWdCsKHWfMDEAQ6AEwBnoECAgQAg#v=onepage &q=reading&f=true.

Reading comprehension is an ability to understand what the readers read that involves the exploitation of the other skills or ability where there is reflection of the communicative interactions among the intentions of the reader and the context or situation of interaction.[22] So, reading comprehension is ability to understand the context or situation of the text.

Based on some definitions of reading comprehension above, the researcher conclude that reading comprehension is a process to understanding the text, and reader get information from what they read.

e. **Reading Assessment**

The indicators for reading comprehension are the following sentences:

1. Topic Sentences

    Topic sentence is a sentence that refers to the main idea or message in the paragraph.

2. Important information Important

    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, behaviour and character of the actors, and the actors of the text.

3. Content of the message

    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

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[22] Sitompul, Harida, and Rambe, "Improving S Tudents ' Guessing Strategy Reading Comprehension through.", p. 132

Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.[23]

Base 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:

Table 1
Indicators of Reading Assessment

NO	Indicators of Reading Assessment
1	Able to identify the main idea of the text
2	Able to identify specific information of the text
3	Able to identify lexicogrammatical of the text
4	Able to identify the the meaning of the text (word and sentence)[24]

Based on indicators of reading assessment above, the students should able to identify the main idea of the text, the specific information of the text, detail information of the text and able to get the meaning of the text in reading (word or sentence). These indicators will be an escort for a teacher in assessing students' reading comprehension. So, do researcher who want to research in a reading class.

2. Pre-reading Activities

a. Definition of Pre-reading Activities

Here definitions of pre reading activities according to expert:

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[23] Sitompul, Harida, and Rambe, "Improving S Tudents ' Guessing Strategy Reading Comprehension through.", p. 132

[24]Silabus, "Bahasa Inggris-Wajib SMA Kelas XI", Kurikulum 2013, retrieved from *www.jagoanbahasainggris.com* on Saturday, july 25t[h], 2020.

According to Hana use pre reading activities in ELF reading classes reflect course designers' attempts to activate schemata and make use of students' prior knowledge to facilitate comprehension.[25] So, use schemata in pre reading activities to facilities students in comprehension.

According to Jhon Pre reading activities are a crucial and often neglected step in the reading process. Preparing students to read can build their interest, confidence, and motivation for reading the text and can facilitate comprehension when the text is later closely read. At last three distinct types can be included in this category the relative proportion of each depends on the text under consideration.[26] So, pre reading activities can build interest, confidence and motivation in reading the text.

The notion of constructing knowledge refocuses the locus of control in reading process on the reader, the teacher activate their students' schema that is help students recognize the knowledge that they already have about the topic of a text.

Activating knowledge about a topic is particularly important for second language readers whose world knowledge often far exceeds their linguistic skills. Teacher need to provide opportunities for all readers to think, write, or discuss what they

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[25]Hana S S Al Rasheed, "Examining the Effectiveness of Pre-Reading Strategies on Saudi EFL College Students ' Reading Comprehension," *Canadian Center of Science and Education* 7, no. 11 (2014): 79–91, https://doi.org/10.5539/elt.v7n11p79.

[26]John S Hedgcock and Dana R Ferris, *Teaching Readers of English*, 1st ed. (New York: Routledge, 2009), p.163 https://www.pdfdrive.com/teaching-readers-of-english-e31583104.html.

know about the topic of the reading. Teacher needs to focus the students' attention on features of the text that can aid n building a scaffold for what they will read: titles, photographs, illustration, and if appropriate, the actual structure of the text.[27] So, the teacher have to focus especially in students' attention.

Based on definition pre reading activities that has been delivered above, it can be conclude pre reading is activities that used with students before reading.

b. The goals of pre reading activities

Before students read a book, it is imperative for teachers to activate their prior knowledge to help them connect the information to their new found knowledge. Here the goals of pre reading activities according to expert:

According to Celce Murcia The goals of pre reading stage are to activate the students' to provide any language preparation that might be needed for copying with the passage and finally to motivate the learners to want to read the text.[28] So, to motivate the reader have to provide any language.

According to Tudor gives five other categories of content related pre reading activities:

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[27] Paul Abraham et al., "Formerly Bright Ideas" 10, no. 2 (2000), p.6, https://d1wqtxts1xzle7.cloudfront.net/37646325/Developing_reading_skills.pdf?1431719749=&response-content-

[28]Minoo Alemi, "The Effects of Pre-Reading Activities on ESP Reading Comprehension," *Academy Publisher* 1, no. 5 (2010): 569–77, https://doi.org/10.4304/jltr.1.5.569-577., p.570

1. Pre question to be answered after the reading text.
2. Pre question to activate the reader's knowledge about the topic.
3. Content organizers .
4. Prediction based on the title, subheadings, illustrations, or skim reading of the text.
5. Integrated reading preparation.[29]

So, the goals of reading activities to help students develop the knowledge, skill and understand the text.

c. Pre Reading Activities

The process of teaching reading should have suitable steps of teaching reading. There should be a pre reading step to prepare the reader before they read the whole material.

According to Parviz Ajideh he provided three pre reading activities there are:

1. Previewing

According to Chia The aim of previewing is to help readers predict or make some educated guesses about what is in the text and thus activate effective top-down processing for reading comprehension. this type of analysis enables students to identify the probable rhetorical grammar, stylistic markers and possible constraints on the development of ideas. According

2. Questioning

pre-reading activities simply consist of questions to which the reader is required to find answer from the text, type of question followed the text and was designed to test

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[29] Alemi., p. 571

comprehension, but in more recent materials questions often precede the text and function as scanning tasks Questioning.

3. Semantic Mapping

According to Zimmerman maintains that direct vocabulary instruction focusing on semantic mapping as an acquisition strategy is more effective than vocabulary acquisition activities that teach only words rather than strategies for acquiring words.[30] So, there are three activities of pre reading strategy: previewing, questioning, and semantic mapping.

Taglieber provided three pre reading activities there are: guessing reading content from the picture, learning vocabulary before reading, and pre reading question.[31] Pre reading activities help the learners get better comprehension.

According to Jhon, he provided three pre reading activities there are:

1. Schema activation

At the schema activation point of the pre-reading stage, teacher should know "what do students already know about the content, structure, and language of this particular text.

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[30] Parviz Ajideh, "The Reading Matrix Vol.3. No.1, April 2003" 3, no. 1 (2003), p. 8 https://d1wqtxts1xzle7.cloudfront.net/49905940/article_about_schema.pdf?1477561702=&response-content

[31] Palita Thongyon and Thanyapa Chiramanee, "The Effects of Pre-Reading Activities on Reading Comprehension Ability" 2, no. 4 (2011), p. 3, http://fs.libarts.psu.ac.th/research/conference/proceedings-3/3pdf/003.pdf.

2. Schema Development

At schema development activities may include background information about the author (if relevant and available). When and where the text and technical or specialized information, it may be interesting for students to learn something about he life the author.

3. Establishing a purpose for reading

To help students understand purpose for reading, the teacher should: articulate several objective for intensive reading lessons, explain objectives and expectation to students prior to reading, talk with students about the reading strategies most appropriate for achieving these aims (noticing new vocabulary, scanning for details, skimming for main idea to use in summary, and so on).[32] The notion of constructing knowledge refocuses the locus of control in reading process on the reader, the teacher activate their students' schema that is help students recognize the knowledge that they already have about the topic of a text.

Based on explanation these expert conclude that pre reading activities should:

1. predict or make some educated guesses about what is in the text

content, structure, and language of this particular text.

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[32]John S Hedgcock and Dana R Ferris, *Teaching Readers of English*, 1st ed. (New York: Routledge, 2009), p.163 https://www.pdfdrive.com/teaching-readers-of-english-e31583104.html.

2. make some simple questions from the text such us the material of the questions consist reading comprehension and they do scanning or background information about the author (if relevant and available) it may be interesting for students to learn something about he life the author.

3. Find some new vocabulary, scanning for details, skimming for main idea to use in summary.

3. Narrative Text

a. Definition of Narrative Text

Narrative text a story that write or tell someone to entertain. There are some define of narrative text according to experts, they are:

Narrative text is narrated from a particular point of view (the narrator's) such text are typically fictional (stories) but sometimes informational texts are written in a narrative form.[33] A narrative is a text that tells a story and in doing so entertains the audiences.[34] According to Otong setiawan narrative is kind of the text about story of legend and resolution to amuse and to give

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[33] Kate cain and Carsten Elbro Jane oakhill, *Understanding and Teaching Reading Comprehension*, 1st ed. (New York: Routledge, 2015), p. 20 https://books.google.co.id

[34] Eka Sustri Harida, "Writer Is an English Education Departement Lecturer of Tarbiyah and Teacher Training Faculty (FTIK), Institute for Islamic Studies (IAIN) Padangsidimpuan." 05, no. 2 (2017), p. 106, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1184/986.

entertain to readers.[35] So, narrative text is text to entertain the

reader.

b. Generic Structure

The generic structure of narrative text are:

1. Orientation
   The function of orientation:
   a. Content of topic an activity or event which wonderfully will be talked.
   b. Should be interest and can provoke the readers to know specially.
   c. Using adjective to describe personal attitude generally.
2. Complication
   a. Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
   b. Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.
3. Resolution
   Content problem solving has told until the climax.
4. Coda
   Content about moral lesson which is possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without making my harm to anybody.[36]
   So, the important things to identify narrative text we have

   to know the generis structure, that is component of storyline

   narrative text.

c. Grammatical Features

Narrative text has grammatical features shave function to

improve students' knowledge, there are:

1. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
2. Using verb of doing on predicate, such as ran out, got and bent

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[35]Rayendriani Fahmei Lubis and A Introduction, "Writing Narrative Text" 02, no. 01 (2014), p. 68 http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/115/104.
[36] Rayendriani Fahmei Lubis., p. 70

etc. which describe the activities.

3. Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy.
4. Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.[37]

So, grammatical of narrative text using predicate with the verb past tense, using adjective to show personal attitude and using conjuction.

B. Teaching Procedures by Using Pre reading Activities

1. Pre teaching

Before the students do the procedures in pre reading activities, first of all the teacher explain the concept of pre reading activities. According Auerback and Paxton in Parvis's journal the following steps in teaching and learning pre reading activities:

a. Greeting
b. checking students' attendance
c. The researcher motivated students by asking some questions related to the topic of teaching materials

2. While Teaching

a. The researcher divided students into four groups consist of five students per groups
b. The researcher give picture for each group
c. Each group arrange some paragraphs to be a good story
d. The researcher ask the students to find out past tense in the story that they have arranged
e. Then, the student find unfamiliar word and translated in Indonesian.

3. Post teaching
a. The researcher and students conclude the lesson
b. The researcher collect the task
c. The researcher close the teaching and Pray together[38]

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[37] Rayendriani Fahmei Lubis. p. 70
[38] Ajideh, "The Reading Matrix Vol.3. No.1, April 2003."p. 8

C. The Review Related Finding

This research h is not the first research that had been done. There are some related findings to this research. The first is Jamilah in her research. Using pre-reading strategy can improve the students' reading comprehension. In the pre-test, the mean score of the experimental and the control group were 51,8 and the mean score of post-test was 73.48. Meanwhile, the mean score of pre-test in control class was 47,68 and the mean score of post-test was 57,28.[39] It means pre-reading activities can improve students' reading comprehension.

The second research is Akbar Azizifar , Soghra Roshania, Habib Gowhary , Ali Jamalinesarib the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading activities. in pre-test (x = 6.8, SD = 1.81) changed to (x = 8.9, SD = 1.15) in post- test. For vocabulary group in pre-test (x = 6.30, SD =1.48) changed to (x = 48, SD = 1.33).[40] It means pre-reading strategy activities can improve students' reading comprehension.

The third research is Hana S. S. Al Rasheed the result showed that it concluded that the improve of students' reading comprehension was

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[39]Jamilah, "The Effect of Pre-Reading Activities on Reading Comprhension at the Eight Grade of Islamic Junior High School Berembang Muaro Jambi" (Universitas Islam Negeri Sulthan Thana Saifuddin, 2018).

[40]Akbar Azizifar et al., "The Effect of Pre-Reading Activities on the Reading Comprehension Performance of Ilami High School Students The Effect of Pre-Reading Activities on the Reading Comprehension Performance of Ilami High School Students," *Procedia - Social and Behavioral Sciences* (Elsevier B.V., 2016), https://doi.org/10.1016/j.sbspro.2015.06.027.

achieved by pre-reading strategy. pre-teaching group is 6.33 out of 8, with a standard deviation of .89, whereas the mean of the pre-questioning group is 5.8, with a standard deviation of .91. The means of the two groups are close.[41] It means pre-reading strategy activities can improve students' reading comprehension.

D. Conceptual Framework

Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. Reading is one of language skills that is important for students. The concept of pre-reading activities is make easier the student on reading comprehension. Reading is most effective way to get information from the text. To know the effect of this, there are two clasess used as the sample of collecting data for this reseach. The clasess are pre test and post post.

The first step is pre test, it give to the student to find the student ability before the treatment. After that, using pre reading activities in experimental class and using conventional strategy in control class. Some of student Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru. fell difficult in reading comprehension especially at the XI grade. They have some problem in determining the text and still have lack vocabulary.

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[41]Rasheed, "Examining the Effectiveness of Pre-Reading Strategies on Saudi EFL College Students ' Reading Comprehension."

Figure 2
Conceptual Framework
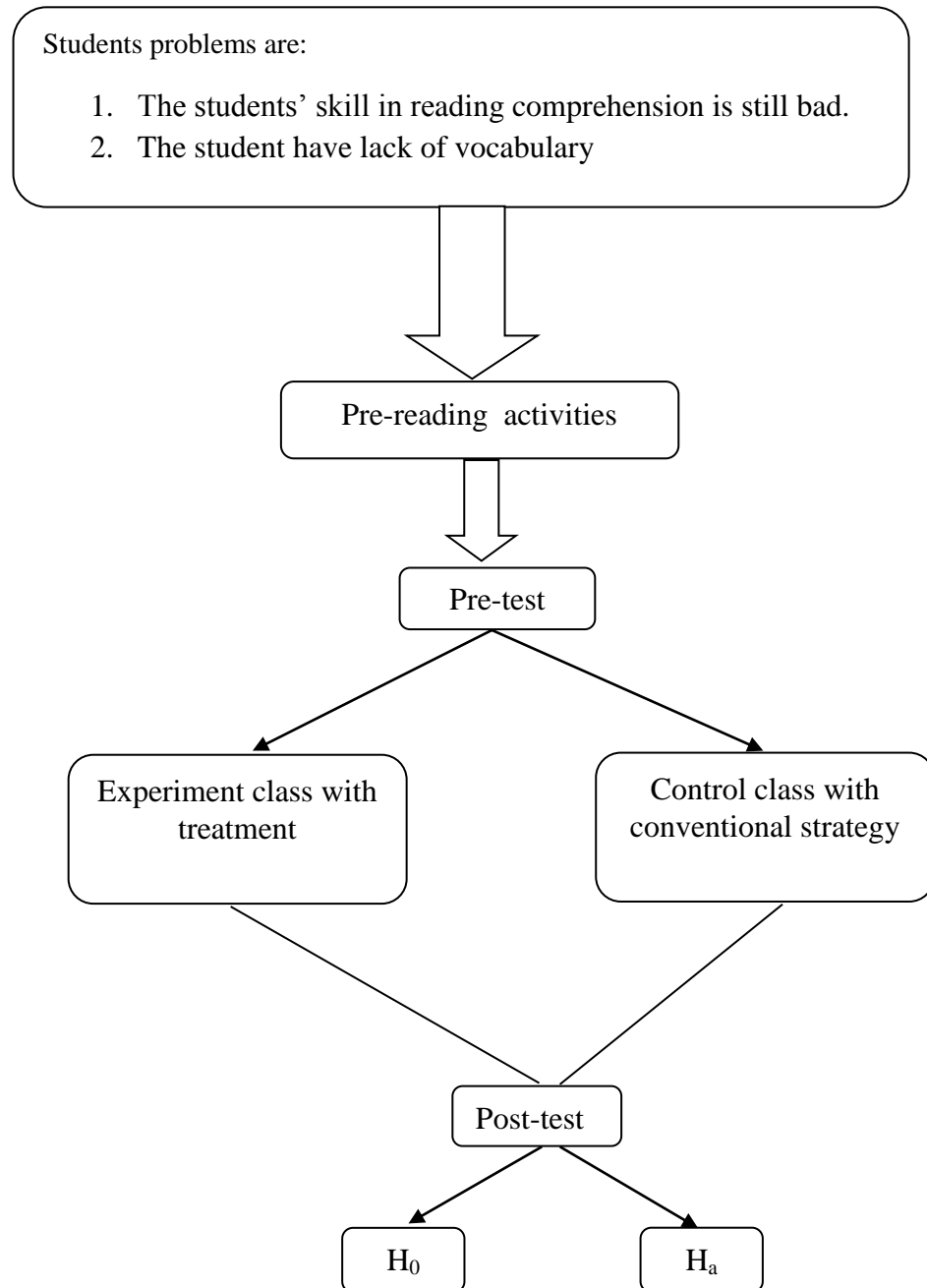
E. **Hypothesis**

The hypothesis of this research There is significant effect of pre reading activities to students reading comprehension at grade XI Students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru (H_a).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of Research

The location of this research is in Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru . It is located in Jl. Negara Km 11.5, Desa Basilam Baru Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan, Sumatera Utara. The research will be done from the beginning until the researcher finish the research.

B. Research Design

The kind of this research is quantitative research with experimental method. The research uses quasi experimental study. The principle of quasi exprimental design is that if two group are selected, one group is given treatment and the other control group without treatment.

There are two kinds of group in this research, the first group is an exprimental group and the second one is a control group. The exprimental group is students taught using pre reading activities and control group is the students taught without using pre reading activities.

Reading test was designed to measure the students' reading comprehension. There are two reading tests, they are pre-test and post-test. The pre-test was given to the students before the treatment conducted. The post test was set at the and of the lesson,after the treatment conducted. The test was given to both exprimental group and control group. In this

research the researcher uses pretest-posttest control group design. It can be

shown on the following table:

Table. 2
Research Design

class	Pre-test	Treatment	Post-test
Experiment Class	T1	Pre-reading activities	T2
Control Class	T1	Conventional strategy	T2

C. Population and Sample

a. Population

The population as the data source of this research are all the second

grade students of Yayasan Pendidikan Syeikh Muhammad Baqi

Babussalam Basilam Baru that consist of one female class and one

male class it can be seen in the following table:

Table. 3
Population of the Research

No	Class	Student
1	XI Putra	17
2	XI Putri	17
	TOTAL	34

b. Sample

The sampling technique used by researcher is simple random

sampling. The research takes two classes that have similar competence

in English based on the pre test score result, and the information from

the teacher. Those two classes research takes a sample will be the

control class and experimental class. The researcher uses normality and homogeneity test to know the similar ability both of class.

Based on the explanations above, the researcher gives the pre-test to the class that similar ability in English to know the normality and homogeneity.

D. The instrument Research

In this research, the researcher will use a test as instrument in collecting data. The test that used in this research is multiple choice that consist of five option a, b, c, d, and e. the researcher made 30 questions of pre test and 30 questions of post test to validate. Then the researcher took 20 questions of each test. So there will be 20 question for each pre-test and 20 questions of post-test. This is given to experimental class and control class. Each question is given 5 score to get the students' score in answering the question so, the maximum score of test is 100.

From the indicator, the researcher gives the reading test by using multiple choice to the students either for post-test and pre test. The experimental class by using pre-reading strategy and control class using conventional strategy.

Table. 4
The indicator of Reading Assessment After Valid (Pre-test)

NO	Indikator of reading assessment	Item	Number of item	Aspect	Score	Total
1	Able to identify the main idea of the text	1	1	C1	5	5
2	Able to identify specific information of the text	11	2, 14, 20	C1	5	55
			6, 8, 9, 11, 13, 16, 17	C2		
			4	C3		
3	Able to get the meaning of the lexicogrammatical	7	3	C1	5	35
			5, 7, 10, 12, 18, 19	C2		
4	Able to identify the meaning of the text or sentence	1	14	C2	5	5
	Total	20				100

Table. 5
The indicator of Reading Assessment After Valid (Post-test)

No	Indikator of reading assessment	Item	Number of item	Aspec	Score	Total
1	Able to identify the main idea of the text	1	8	C3	5	5
2	Able to identify specific information of the text	10	1, 7, 13, 20	C1	5	50
			4, 16, 18	C2		
			3, 9, 19	C4		
3	Able to get the meaning of the lexicogrammatical	7	10	C1	5	35
			5, 6, 11, 12, 17,	C2		
			2	C4		
4	Able to identify the meaning of the text or sentence	2	14	C1	5	10
			15	C2		
	Total	20				100

E. Technique of Instrument

1. Validity of The Test

According to Fraenkel and Wallen the validity is the most important idea to consider when preparing or selection an instrument for use, the term validity as used in research refers to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.[42]

Validity is supported most by subsequent personal observation by teachers and peers. By far the most complex criterion of a good test is validity. [43] In this research, the researcher will use item validity to find out the validity of instrument.

To know the validity of the each question was refer to list *r* biserial with *r $_t$ in 5% significant*: 0.316. So, if $r_{count} > r_{table}$ the test is classified valid.The formula of *r point biserial* can be used as follow:

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

Where:

r_{pbi} : coefficient item validity

M_p : mean score

M_t : mean score of the total score

SD_t : Standard Deviation of the total score

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

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[42]Rizky Amalia, "Teaching Narrative Reading Text By Using Self Directed" (Universitas Islam Negeri Raden Fatah Palembang, 2015).

[43]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedadogy* (San Fransisco: Longman, 2007)., p. 448.

q   : Presentation of the wrong answer of the item tested validity.[44]

2. The Reliability of the Test

An instrument of the research must be reliable. A reliability test is consistent and dependable. [45]

The formula is:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_{t^2}-\Sigma pq}{S_{t^2}}\right)$$

Where:

R11 : Reliability of the instrument

N   : Total of Question

St2 : Variants Total

p   : <u>Proporsi Subject who is right Answer(1)</u>

        n

q   : <u>Proporsi Subject who is Wrong Answer(0)</u>

        n

reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using formulation KR-20.

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[44]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.258.
 [45]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedadogy*.

Classification of items reliability are:

$0,00 < r11 \leq 0,20$: very low

$0,20 < r11 \leq 0,40$: low

$0,40 < r11 \leq 0,60$: medium

$0,60 < r11 \leq 0,70$: high

$0,70 < r11 \leq 1$: very high

3. Level of difficulty

A good test is a test which is not too easy or vice versa too difficult to students. It should give optional answer that can be chosen by students and not to far by the key answer. Very easy items are to build in some affective feelings of "success" among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students. It makes students know and record the characteristics of teacher's test if the test given always comes to them too easy and difficult. Thus, the test should be standard and fulfill the characteristics of a good test. The number that shows the level difficulty of a test can be said as difficulty index. In this index there are minimum and maximum scores. The lower index of a test, the more difficult the test is. And vice versa, the higher the test, the easier it is.[46]

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[46]H. Douglas Brown, *Languange Assessment Principles and Classroom Practices* (New York: Pearsonl ongman, 2004), http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/DocumentsCategories/Documents/Language Assessment - Principles and Classroom Practices.pdf.

The formula that can be used to measure it is:

$$IF = \frac{B}{JS}$$

Where :

IF   = Item Facility (Level of difficulty)

B   = number of test-takers answering the item incorrectly

JS   = number of test-takers responding to that item

Classifications of level difficulty of are:

$P = 0, 00$: test items is too difficult

$0, 00 < P \leq 0, 30$: test items is difficult

$0, 30 < P \leq 0, 70$: test items is medium

$0, 70 < P \leq 1, 00$: test items is easy

$P = 1$: test items is too easy

4. **Discrimation Power**

Discrimination is important because if the test-items can discriminate more, they will be more reliable. It can be defined also as the ability of a test to separate master students and nonmaster students. A master student is a student with higher scores of test, and a non-master student is a student with lower scores on the test given. The same as the term of difficulty level, discrimination has discrimination index. It is an indicator of how well an item discriminates between weak candidates and strong candidates. This index is used to measure to the ability of a test in discriminating the upper and lower group of

students. Upper students are students who answer with true answer, and lower group are students with false answer.

The categorizing of index of difficulty is divided into five types. They are too difficult, difficult, sufficient, easy, and too easy test-items. An item will have poor index difficulty if it cannot differentiate between smart students and poor students. It happens if smart students and poor students have the same score on the same item. Conversely, an item that garners correct responses from most the high-ability group and incorrect responses from most of the low ability group has good discrimination power.[47]

The formula that can be used to measure the discrimination power of multiple-choice test items is:

$$D = \frac{BA}{JA} - \frac{BB}{Js}$$

Where :

ID   : item discrimination (discrimination power)

BA   : number of top test takers that have correct answer

BB   : number of bottom test takers that have correct answer

JA   : total participant of top test takers

JB   : total participant of bottom test takers

Classifications of test Discrimination Power are:

0, 00 – 0, 20   : poor Discrimination Power

0, 20 – 0, 40   : sufficient Discrimination Power

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[47] Brown.

0, 40 – 0, 70   : good Discrimination Power

0, 70 – 1, 00   : very good Discrimination Power

F. The Procedure of The Research

In completing the data, the researcher continued to the next step sample. The function of data collecting is to determine the result of the research in collecting, the researcher used some step. They are pre test, treatment, and post test.

a. Pre test

The pre test conducted to find out the homogenety of the sample. The function of pre test is to find the mean score of prereading activities and teacher method in teaching before the researcher give treatment.in this case, the writer hopes that the whole students' reading comprehension is same or if there is a difference is hopefully not significant.

b. Treatment

The experimental class and the control class gave same material,which is consist of communication aspect that taught by teacher in different ways. The exprimental class gave treatment, it taught by using pre reading activities and control class taught by conventional strategy.

c. Post test

After giving the treatment both of the clasess again gave the final test in order to measure their reading comprehension. This test is used

for investigating the difference of reading skill between the exprimental class and control class.

G. The Technique of Data Analysis

Experimental research design is being done through experimental class and control class. After experimental process, two of classes are tested with using technique of data analysis.

1. Requirement test

a. Normality test

Normality test is used to know whether the data of research uses chi-square formula. The formula is follow: [48]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Value of Chi-Square

f_0 = Observed Frequency

f_h = Expected Frequency

To calculate the result of *Chi-Square,* it is used significant level 5% (0,05) and degree of freedom is (dk=k-1). If result, the data is distributed normal.

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[48]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

b. Homogeneity Test

Homogeneity test is used to know where both experimental class have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher will use *Harley test.*

The formula is follow

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

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F(n_{1-}1)$ $(1= n_2 - 1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determine with significant level 5% (0,05) and dk numerator is $(n_1 - 1)$, while a dk denominator is (n_2-1).

Based on the explanation, above the researcher will give test pre-test to the class the similar ability in English to know the normality and homogeneity of the sample.

2. Hypotheses test

The technique of the data analysis that will be used in this research is Independent T-test formula.

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

t   : the value which the statistical significant

$\overline{X_1}$: the average score of the experimental class

$\overline{X_2}$: the average score of the control class

$s_1{}^2$: deviation standard of the experimental class

$s_2{}^2$: deviation standard of the control class

n_1 : number of experimental class

n_2: number of control class 2

If t_{-test} is higher than $t_{table,}$ the researcher can conclude that ha is accepted ho is rejected. It mean that there is significant effect of using pre-reading strategy ward students' reading skill. If t_{-test} is lower than $t_{-table,}$ the writer can conclude that ha is rejected and ho is accepted. It means that there is no significant effect without using pre-reading strategy toward the reading comprehension at grade XI students of Yayasan Pendidikan Syeikh Muhammad Baqi Babusaalam Basilam Baru.[49]

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[49]Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Jakarta: Kencana, 2009), p.276.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned is earlier chapter, in order to evaluate the effect of Pre reading activities on reading comprehension in narrative text, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of pre reading activities on reading comprehension in narrative text. Next, researcher described the data as follow:

A. Description of Data

1. Description of Data for Experimental Class

a. The Score of Pre-test

As the experimental class, the researcher took class XI-PUTRI. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' reading comprehension. The researcher has calculated the students' score in appendix 11. The score of pre-test for experimental class can be seen in the following table:

Table. 6
The Score of Experimental Class in Pre-test

Descriptive	Statistic
Total score	1125
Highest score	80
Lowest score	50
Mean	73.98
Median	68.76
Modus	70.5
Range	30
Interval	6
Standard deviation	12.86
Variant	73.52

Based on the above table, the total score of pre-test for experimental class was 1125, mean was 73,98, standard deviation was 12,86, variant was 73,52, median was 68.76, range was 30, modus was 70.5, interval class was 6. The researcher got the lowest score was 50 and highest score was 80. Next, the calculation of how to get it could be seen in appendix 11. Then the calculation of the frequency distribution of the students' score as follow:

Table. 7
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50 – 55	52.5	2	11.77%
2	56 – 61	58.5	3	17.64%
3	62 – 67	64.5	2	11.77%
4	68 – 73	70.5	7	41.17%
5	74 – 79	76.5	2	11.77%
6	80 – 85	82.5	1	5.88%
	i=6		17	100%

From the table above, the students' score in class interval between 50-55 was 2 students (11.77%), class interval between 56-61 was 3 students, (17.64%), class interval between 62-67 was 2

students (11.77%), class interval between 68-73 was 7 students (41.17%), class interval between 74-79 was 2 students (11.77%) and the last class interval between 80-85 was 1 students (5.88%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Y
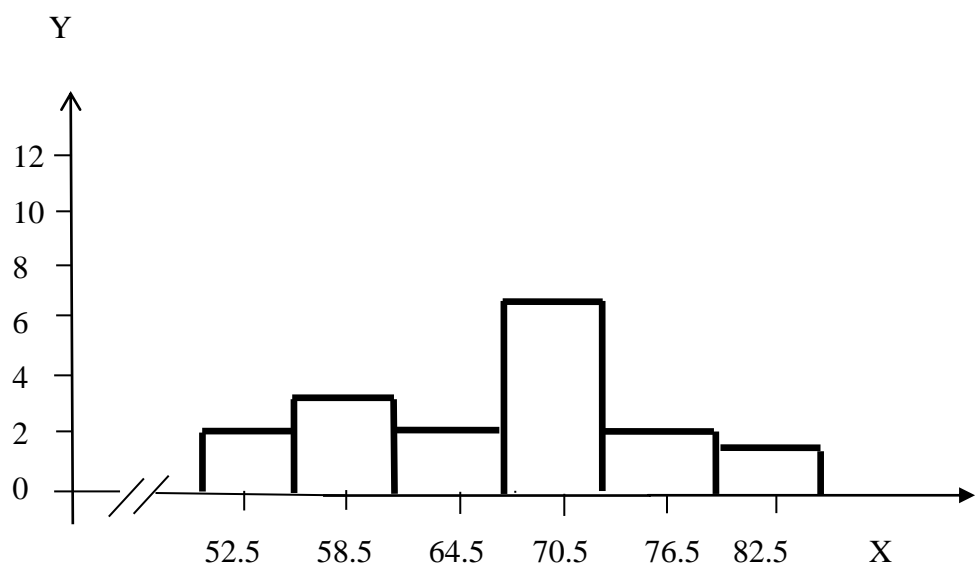
Figure 3: Description data of students in Experimental class (post-test)

From the histogram of students' score of experimental class in pre-test shown that the lowest interval 50 – 55 was 2 students and highest interval 80 – 85 was only 1 students. Histogram also shown that the highest frequency in interval 68– 73 was 7 students.

b. **The Score of Post-test**

In experimental class, the researcher took class XI-PUTRI. In post-test for experimental class, the researcher calculated the

result that had been gotten by the students' reading comprehension (multiple choice). The researcher has calculated the students' score in appendix 11. The score of pre-test for experimental class can be seen in the following table:

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

Descriptive	Statistic
Total score	1415
Highest score	95
Lowest score	65
Mean	89.76
Median	84.72
Modus	88.5
Range	30
Interval	6
Standard deviation	13.92
Variant	71.69

Based on the above table, the total score of post-test for experimental class was 1415, mean was 89.76, standard deviation was 13.92, variant was 71.69, median was 84.72, range was 30, modus was 88.5, interval class was 6. The researcher got the lowest score was 40 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 11. Then the calculation of the frequency distribution of the students' score as follow:

Table. 9
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	65 – 70	67.5	2	11.77%
2	71 – 76	73.5	2	11.77%
3	77 – 82	79.5	3	17.65%
4	83 – 88	85.5	4	23.52%
5	89 – 94	91.5	4	23.52%
6	95 - 100	97.5	2	11.77%
	i=6			100%

From the table above, the students' score in class interval between 65-70 was 2 students (11.77%), class interval between 71-76 was students, (11.77%), class interval between 77-82 was 3 students (17.65%), class interval between 83-88 was 4 students (23.52%), class interval between 89-94 was 4 students (23.52%) and the last class interval between 95-100 was 2 students (11.77%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
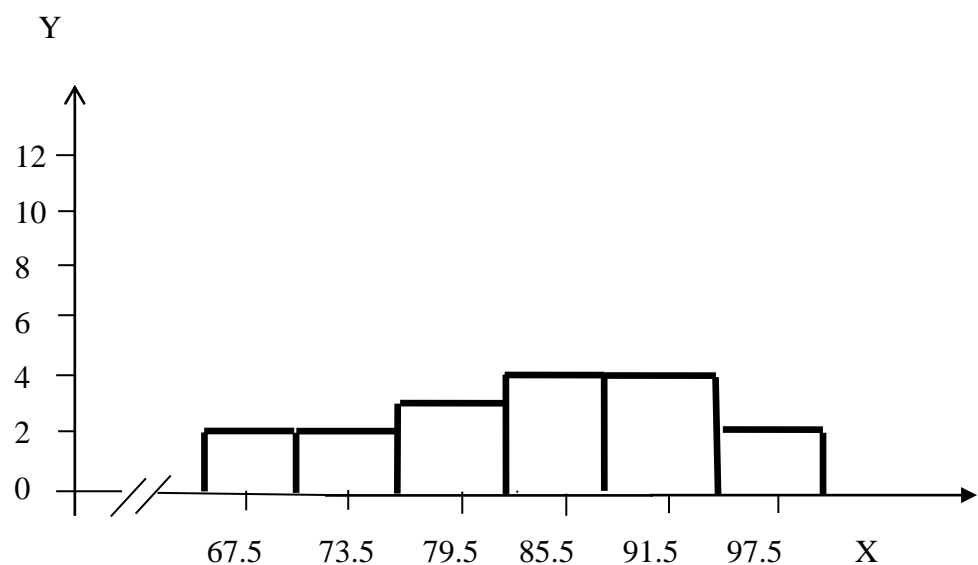
Figure 4: Description data of students in experimental class (pre-test)

From the histogram of students' score of experimental class in post-test shown that the lowest interval 65 – 70 was 2 students and highest interval 95 – 100 was 2 students. Histogram also shown that the highest frequency in interval 83– 88 was 4 students.

2. **Description of Data for Control Class**

a. **The Score of Pre-test**

In control class, the researcher took class XI-PUTRA. In pre-test for control class, the researcher calculated the result that had been gotten by the students' reading comprehension (multiple choice). The researcher has calculated the students' score in appendix 13. The score of pre-test for experimental class can be seen in the following table:

Table. 10
The Score of Control Class in Pre-test

Descriptive	Statistic
Total score	980
Highest score	75
Lowest score	40
Mean	67.64
Median	61.2
Modus	63.44
Range	35
Interval	7
Standard deviation	19.81
Variant	134.74

Based on the above table, the total score of pre-test for control class was 980, mean was 67.64, standard deviation was 19.81, variant was 134.74, median was 61.2, range was 35, modus was 63.44, interval class was 7. The researcher got the lowest score was 40 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 13. Then the calculation of the frequency distribution of the students' score as follow:

Table. 11
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	40 - 46	43	2	11.77%
2	47 – 53	50	4	23.52%
3	54 - 60	57	2	11.72%
4	61 – 67	64	5	29.42%
5	68 – 74	71	1	5.88%
6	75 – 81	78	3	17.64%
	i=7		17	100%

From the table above, the students' score in class interval between 40-46 was 2 students (11.77%), class interval between 47-53 was 4 students, (23.52%), class interval between 54-60 was 2 students (11.77%), class interval between 61-67 was 5 students (29.42%), class interval between 68-72 was 1 students (5.88%) and the last class interval between 75-81 was 3 students (17.64%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
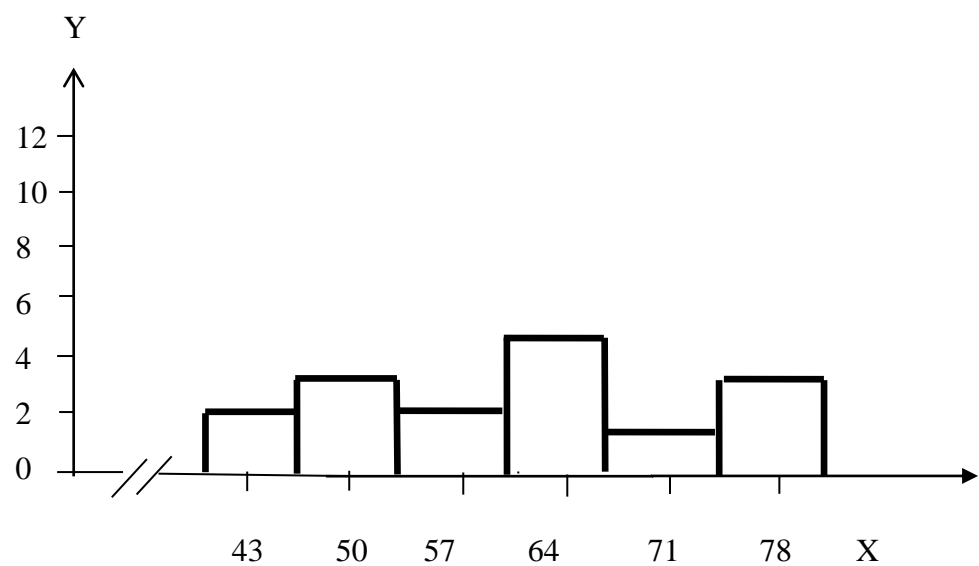
Figure 5: Description data of students in control class

(pre-test)

From the histogram of students' score of control class in pre-test shown that the lowest interval 40 – 46 was 2 students and highest interval 75 –81 was 3 students. Histogram also shown that the highest frequency in interval 61– 67 was 5 students.

a. **The Post-test Score for Control Class**

In control class, the researcher took class XI-PUTRA. In pre-test for control class, the researcher calculated the result that had been gotten by the students' reading comprehension (multiple choice). The researcher has calculated the students' score in appendix 13. The score of pre-test for experimental class can be seen in the following table:

Table. 12
The Score of Control Class in Post-test

Descriptive	Statistic
Total score	1180
Highest score	85
Lowest score	50
Mean	77.64
Median	72.25
Modus	74
Range	35
Interval	7
Standard deviation	18.27
Variant	121.50

Based on the above table, the total score of post-test for control class was 1180, mean was 77.64, standard deviation was 77.64, variant was 121.50, median was 72.25, range was 35, modus was 74, interval class was 7. The researcher got the lowest score was 50 and highest score was 85. Next, the calculation of how to

get it could be seen in appendix 13. Then the calculation of the frequency distribution of the students' score as follow:

Table. 13
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50 – 56	53	3	17.64%
2	57 – 63	60	2	11.77%
3	64 – 70	67	2	11.77%
4	71 – 77	74	6	35.28%
5	78 – 84	81	2	11.77%
6	85 – 91	88	2	11.77%
	$i=7$		17	100%

From the table above, the students' score in class interval between 50-56 was 3 students (17.64%), class interval between 57-63 was 2 students, (11.77%), class interval between 64-70 was 2 students (11.77%), class interval between 71-77 was 6 students (35.28%), class interval between 78-84 was 2 student (11.77%) and the last class interval 85-91 was 2 students (11.77%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
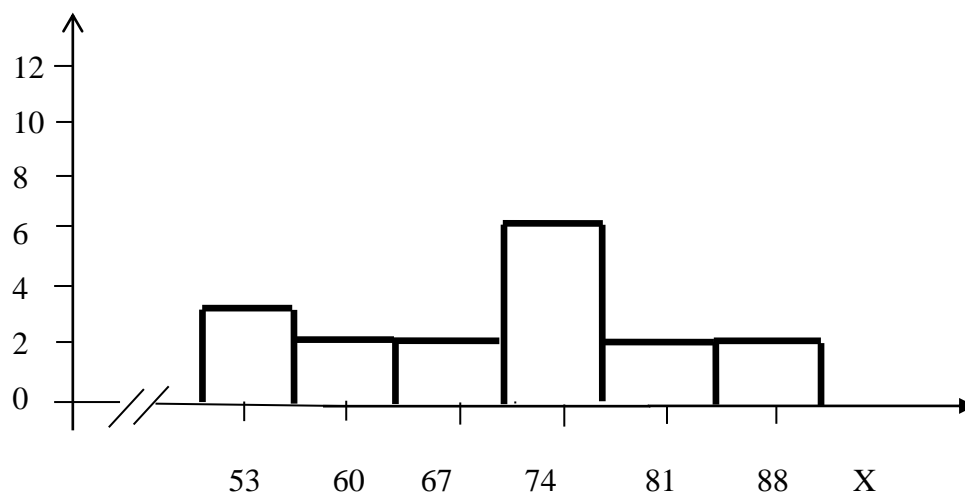
Figure 6: Description data of students in control class (post-test)

From the histogram of students' score of control class in post-test shown that the lowest interval 50 − 56 was 3 students and highest interval 85 −91 was 2 students. Histogram also shown that the highest frequency in interval 77− 71 was 6 students.

B. Hypothesis Test

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Pre-reading Activities has effect on students' Reading comprehension in Narrative Text at the XI Grade of Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan." The calculation can be seen in appendix 14 and 15. The result of t-test was as follow:

Table 14
Result of T-test from the Both Averages

Post-test	
t_{count}	t_{table}
4.02	2.49

The test hypothesis have criteri if $t_{count}>t_{table}$, H_a is accepted. Based on researcher calculation in post-test, researcher found that t_{count} 4.02 while t_{table} 2.49 with opportunity ($1-\alpha$) = 1- 5% = 95% and dk = $n1 + n2 - 2 = 17 + 17 - 2 = 32$. Cause, $t_{count} > t_{table}$ (4.02>2.49), it means that hypothesis H_a was accepted. The calculation can be seen on the appendix 18. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 73.98 and in post-test was 89.76. Then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. The gain score was 5.78. The calculation can be seen on appendix 14 and 15.

C.   **Discussion**

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 73.98 and in post-test was 89.76. The proof was 15.78. Then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Pre-reading activities had the effect on reading comprehension.

It also discussed with the theory and compared with the related finding that has been stated by researcher. The first is Jamilah in her research. Using pre-reading strategy can improve the students' reading comprehension..[50] It means pre-reading activities can improve students' reading comprehension.

The second research is Akbar Azizifar , Soghra Roshania, Habib Gowhary , Ali Jamalinesarib the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading activities..[51] It means pre-reading strategy activities can improve students' reading comprehension.

The third research is Hana S. S. Al Rasheed the result showed that it concluded that the improve of students' reading comprehension was achieved by pre-reading strategy.. The means of the two groups are close.[52] It means pre-reading strategy activities can improve students' reading comprehension.

The proofs show that Pre-reading activities in teaching students' reading comprehension. So, pre-reading activities has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

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[50]Jamilah, "The Effect of Pre-Reading Activities on Reading Comprhension at the Eight Grade of Islamic Junior High School Berembang Muaro Jambi" (Universitas Islam Negeri Sulthan Thana Saifuddin, 2018).

[51]Akbar Azizifar et al., "The Effect of Pre-Reading Activities on the Reading Comprehension Performance of Ilami High School Students The Effect of Pre-Reading Activities on the Reading Comprehension Performance of Ilami High School Students," *Procedia - Social and Behavioral Sciences* (Elsevier B.V., 2016), https://doi.org/10.1016/j.sbspro.2015.06.027.

[52]Rasheed, "Examining the Effectiveness of Pre-Reading Strategies on Saudi EFL College Students ' Reading Comprehension."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

The researcher found there is any significant effect in this research. Where mean score of experimental in pre-test was 73.98 and in the post-test was 89.76. then the mean score of control class in pre-test was 67.64 and in post-test was 77.64. the research result of t-test where t_0 was higher than t_t was 4.02 and t_t was 2.04 (4.02>2.04). It means that H_a was accepted, so there was a significant effect of pre-reading activities on reading comprehension in narrative text at Grade XI students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli selatan.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Pre-reading Activities in teaching, because this

strategy can achieve the students comprehension especially in narrative text.

2. From the research result it is also as the information to the English teacher to use Pre-reading Activities as a reference in teaching Reading comprehension in narrative text to make learning process more active.

3. The researcher suggests to another researchers to use this strategy in solving another problems and find another factors that face by students in learning English process.

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CURRICULUM VITAE

A. Identity

Name	: Nia Anisah
Registration Number	: 16 203 00019
Place/ Date of Birthday	: Medan, July 26th 1998
Sex	: Female
Religion	: Islam
Address	: Jl. Platina V Lk.XII Kel. Titipapan Kec. Medan Deli, Medan, Sumatera Utara

B. Parents

Fathers' Name	: Alm. Gulsan Efendi Nst
Mother's Name	: Legiati

C. Educational Background

1. Elementary School : SDN 067252 Medan
2. Junior High School : SMP Negeri 33 Medan
3. Senior High School : MAN 4 Medan
4. Institute : IAIN Padangsidimpuan

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Sekolah	:	**Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas / Semester	:	**XI/ 1**
Aspek/sub skil	:	**Reading Comprehension (Narrative Text)**
Alokasi Waktu	:	**2 X 40 Minutes**
Peneliti	:	**NIA ANISAH**

A. KOMPETENSI INTI

1. : Menghargai dan menghayati ajaran agama yang dianutnya.

2. : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait noun, dan mampu menebak kosa kata noun sesuai dengan konteks penggunaanya.

4.8 Menyusun teks interaksi transaksional, yang melibatkan tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR

1. Able to identify the main idea of the text
2. Able to identify specific information of the text
3. Able to get the meaning of the lexicogrammatical (word and sentence
4. Able to identify the meaning of the text or sentences

D. TUJUAN PEMBELAJARAN

Pada Akhir Pembelajaran, Siswa Dapat :

- Siswa mampu memahami narrative text

- Siswa mampu menjawab pertanyaan tentang narrative text

E. MATERIAL : Narrative Text

F. METODE PEMBELAJARAN : Reading Activities

G. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

   • Papan tulis, dan spidol.

2) Sumber Belajar

   • Buku teks yg relevan

   • Kamus Bahasa Inggris

   • Internet

H . LANGKAH – LANGKAH PEMBELAJARAN

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	• Greeting atau salam pembuka • Berdoa bersama sebelum memulai pelajaran. • Mengabsen siswa • Menanyakan kesiapan peserta didik untuk belajar. • Memberi gambaran mengenai materi yang akan dipelajari dan teknik yang akan digunakan.	10 menit
Kegiatan Inti	• Guru menjelaskan materi tentang narrative text dan memberi contoh • Guru meminta murid untuk mencatat point penting yang ada di papan tulis • Guru meminta murid untuk menebak jenis text dan menyebutkan generic structurenya • Guru memberikan pertanyaan kecil kepada murid tentang materi narrative text • Guru meminta murid untuk mencari unfamiliar vocabulary dalam text narrative dan menerjemahkannya kedalam bahasa Indonesia • Guru memberikan soal dan meminta murid untuk menjawabnya	20 menit

Kegiatan Penutup	• Guru mengumpulkan soal yang dikerjakan siswa • Guru menyimpulkan hasil pembelajaran • Menutup kelas dan Berdo'a di akhir pembelajaran secara bersama-sama.	10 menit

I. PENILAIAN :

A. Tekhnik   : Merespon Pertanyaan Tertulis

B. Bentuk   : Pertanyaan Tertulis

C. Instrument   : Terlampir

J. PEDOMAN PENILAIAN

Nilai akhir $= \dfrac{skor\ maksimal}{skor\ minimum} X\ 100$

Keterangan:

Jumlah Skor Maksimal X 10: 10

Nilai Maksimal :100

Nilai Siswa : $= \dfrac{skor\ yang\ di\ peroleh}{skor\ maksimum} X\ 100$

ENGLISH TEACHER   **RESEARCHER**

DRA. AHADIAH   **NIA ANISAH**

NIM. 16 203 00019

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Sekolah	: **Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru**
Mata Pelajaran	: **Bahasa Inggris**
Kelas / Semester	: **XI/ 1**
Aspek/sub skil	: **Reading comprehension (narrative Text)**
Alokasi Waktu	: **2 X 40 Minutes**
Peneliti	: **NIA ANISAH**

A. KOMPETENSI INTI

1. : Menghargai dan menghayati ajaran agama yang dianutnya.

2. : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait noun, dan mampu menebak kosa kata noun sesuai dengan konteks penggunaanya.

4.8 Menyusun teks interaksi transaksional, yang melibatkan tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR
1. Able to identify the main idea of the text
5. Able to identify specific information of the text
6. Able to get the meaning of the lexicogrammatical (word and sentences)
7. Able to identify the meaning of the text or sentences

D. TUJUAN PEMBELAJARAN

Pada Akhir Pembelajaran, Siswa Dapat :

- Siswa mampu memahami narrative text

- Siswa mampu menjawab pertanyaan tentang narrative text

E. MATERIAL : Narrrative Text
F. METODE PEMBELAJARAN : Convetional Strategy
G. MEDIA ALAT DAN SUMBER BELAJAR
1) Media / Alat

- Papan tulis, dan spidol.

2) Sumber Belajar

- Buku teks yg relevan

- Kamus Bahasa Inggris

- Internet

F. LANGKAH – LANGKAH PEMBELAJARAN

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	- Greeting - Mengabsen siswa - Memberi motivasi pada siswa - Memberi gambaran mengenai materi yang akan dipelajari dan teknik yang akan digunakan.	10 menit
Kegiatan Inti	- Guru mengucapkan salam dan membuka kelas - Berdoa bersama sebelum memulai pelajaran - Guru menghubungkan pelajaran yang lalu	20 menit

	ke pelajaran selanjutnya		
	• Guru member materi		
	• Guru menjelaskan tentang materi yang akan di pelajari		
	• Guru memberi catatan		
Kegiatan Penutup	• Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. • Guru mengumpulkan soal yang dikerjakan siswa • Berdo'a di akhir pembelajaran.		1 0 menit

G. PENILAIAN :

    D. Tekhnik   : Merespon Pertanyaan Tertulis

    E. Bentuk   : Pertanyaan Tertulis

    F. Instrument   : Terlampir

H. PEDOMAN PENILAIAN

Nilai akhir $= \dfrac{skor\ maksimal}{skor\ minimum} X\ 100$

    Keterangan:

    Jumlah skor maksimal x 10: 10

    Nilai maksimal :100

    Nilai siswa $: = \dfrac{skor\ yang\ di\ peroleh}{skor\ maksimum} X\ 100$

ENGLISH TEACHER   **RESEARCHER**

DRA. AHADIAH   **NIA ANISAH**
                                         NIM. 16 203 00019

APPENDIX 3

Name :
Class :

Instruction: Choose the correct answer by crossing (X) a, b, c, d or e!
Choose the correct answer by crossing A, B, C, D, or E. The following text is for questions 1 to 6

One upon a time there was an office worker whose name was Charles. He worked in the same insurance office for many years. But during that time, he became more and more unhappy. While he worked, he dreamed constantly, and in his dream he was always a hermit, he stayed in his room. He didn't like people. He especially didn't like people when they talked. He wanted peace and quiet. Life went on for Charles in this way until he became desperate.

His big opportunity came when he learned about a sea voyage the two of his friends were planning. They expected to make the trip during their summer vocation. Charles asked to join them. While they were sailing, our hero talked to his friends about the joys of hermits' life. He talked until he finally convinced them and they decided to stop at the First Island that they found.

A few days after this decision, they saw the island in the distance where they decided to live. Before they went ashore, Charles asked the other two make a promise not to say a word after they reached the island. They were to remain perfectly quit during their stay.

During the first few days after they landed, they built a little house where they planted a garden. The island was paradise for Charles because this was the peace and quiet that he wanted.

1. What kind of text is the text above?
   a. an anecdote text   d. an analytical exposition
   b. an description text   e. a recount text
   c. a narrative text
2. They <u>expected</u> to make the trip....(paragraph 2) The underlined word means?
   a. Asked   d. had
   b. Wanted   e. hoped
   c. aimed
3. Which paragraph is the orientation?
   a. paragraph 1   d. paragraph 4
   b. paragraph 2   e. paragraph 5
   c. paragraph 3
4. Who is the main character in the story?
   a. Charles   d. Charles's father
   b. Charles's friend   e. Charles's brother
   c. Charles's mother

5. "Life <u>went</u> on for Charles in this way until he became desperate" the infinitive of underlined word is?
   a. Go
   b. Went
   c. Was went
   d. Was go
   e. Gone

6. "His big <u>opportunity</u> came when he learned about a sea voyage" the underlined word means?
   a. Kesempatan
   b. Kewajiban
   c. Hak
   d. Keberuntungan
   e. Kebetulan

Read the following text to answer questions number 7 to 12

once upon a time, there was a small village in Baghdad, with small population. In this village, everybody knew each other and about every problem in the village. There was a bakery that was popular for it is delicious bread.

One day a poor old man was walking along the street. When he passed the bakery he stopped o smell the scent of the bread being emitted. Suddenly the baker caught the old man and shouted at him demanding the price of the breads scent. He almost ragged him to the police.

A very famous wise man named junha heard the baker shouting so he approached him and asked about the problem. Junha stood calmly listening to the baker, as he thought about a solution.

After a few minute, junha's eyes glistened and amused smile was on his face. He asked the baker, "how much money do you want?" the baker and the poor man were astonished, but he baker answered, " 3 dinars" jumha took money out of his wallet and pit it in his pocket and shook the money. "did you hear the sound of the money?" junha asked. "yes, I did,"the baker replied and with a big smile junha said, " well then, this costs the same as your bread's scent.

7. What is kind of the text?
   a. Procedure text
   b. Report text
   c. Narrative text
   d. Spoon text
   e. News item

8. The text mainly tells us about?
   a. Junha's help for the poor old mman to solve his problem
   b. Junha's lationship with the baker to get his money back
   c. The poor old man who thanked junha for his help
   d. The baker, junha and the old man
   e. a poor old man was walking along the street

9. why did junha's eyes glisten and star smiling. Because?
   a. He started to be crazy
   b. He got some money
   c. He got an idea
   d. He was mad
   e. He was happy

10. What is generic structure of the text, "once upon a time, there was a small village in Baghdad, with small population"
    a. Identification
    b. Orientation
    c. Complication
    d. Reorientation
    e. Coda
11. "the baker <u>caught</u> the old man" the infinitive of underlined word is
    a. Catch
    b. Caught
    c. Was catch
    d. Were catch
    e. Was caught
12. "The baker" the word means?
    a. Tukang sayur
    b. Tukang roti
    c. Pedagang
    d. Kasir
    e. Penjahit

Read the following text to answer questions number 13 to 20

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

13. What is the type of the text?
    a. Procedure
    b. Descriptive
    c. Narrative
    d. News item
    e. Reportsss

14. What is the orientation of the text?
    a. Misna admired herself. She wanted to show everybody that she was a very beautiful girl.
    b. Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter
    c. On the way home Misna met a handsome prince. He was interested in her and wanted to marry her
    d. Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves.
    e. In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her
15. " She bought her beloved daughter a very <u>beautiful</u> dress" the underline word means?
    a. Cantik   d. Sombong
    b. Baik   e. Egois
    c. Ramah
16. Who is the main character in the story?
    a. Old women   d. Father's Misna
    b. Misna   e. Princess
    c. Mother's Misna
17. " She <u>bought</u> her beloved daughter a very beautiful dress" the infinitive of underlined word is?
    a. Buy   d. Was buy
    b. Bring   e. Were buy
    c. Was bring
18. How could her mother buy her a beautiful dress?
    a. from her saving   d. from her salary
    b. by asking her relative some money   e. by selling the only land she had
    c. by robbed a bank
19. What made her mother cried aloud?
    a. she told everyone that she was her maid
    b. she told the prince that her mother had died
    c. she told the prince that she was her maid
    d. she wanted her mother to buy the most beautiful gown
    e. she was joining her father hunting for a long time
20. What is the orientation of this text?
    a. One upon a time, there was an old women who lived In a very old hut near a forest with her only daughter. the daughter name is misna. she is beautiful but she had envious heart name is misna. she is beautiful but she had envious heart
    b. suddenly there was a heavy rain accompanied with big thunders everyone ran away to save themselves
    c. on the way home misna met a handsome prince. he was interested in her to marry her

d. she decided to sell a piece of land, the only valuable thing that she had. she bought her beloved daughter a very beautiful dress

e. Misna admired herself. she wanted to show everybody that she was a very beautiful girl

ENGLISH TEACHER   **RESEARCHER**

DRA. AHADIAH   **NIA ANISAH**
                                       NIM. 16 203 00019

Name   :
Class   :

Instruction: Choose the correct answer by crossing (X) a, b, c, d or e!
Choose the correct answer by crossing A, B, C, D, or E. The following text is for questions 1 to 9.

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

      Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder

      He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed. Then Jack walked along the path leading to the castle. There was a big tail woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he fell very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk. Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Read the text, then choose the best choice to each question!

2. what is the story about?
   a. jack and a butcher
   b. jack and the giantess
   c. a poor widow and his son
   d. Jack and the bean stalk
   e. The giantess and her husband

3. What is the type of the text?
   a. Narrative
   b. Descriptive
   c. Procedure
   d. News item
   e. Report text

4. What is the generic structure of the text "Once upon a time there was a poor widow who had an only son named Jack"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Description

5. What do learn from the text ?
   a. Jack's mother was a furious mother
   b. Poverty makes people hopeless
   c. The giantess pity on jack
   d. Jack was innocent boy
   e. Sincerity makes jack get something precious

6. "his mother <u>became</u> so angry that she threw the beans out of the window" the infinitive of underlined word is?
   a. Became
   b. Become
   c. Was come
   d. Came
   e. Come

7. The purpose of the text?
   a. To persuade the reader to be a hermit
   b. To tell the past experience of Jack
   c. To entertain the readers
   d. To describe Jack's experience
   e. To evaluate the past experience

8. Who is the main character in the story?
   a. Jack
   b. Mother
   c. Father
   d. cow
   e. seller

9. " Once upon a time there was a poor widow who had an only son named Jack " (paragraph 1), what is the function of the about sentences?
   a. Orientation
   b. Description
   c. Complication
   d. Reorientation
   e. Coda

10. How many people in the text?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

Read the following text to answer questions number 11 to 20.

Once upon time live a man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to y canoto. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, " say Catono, or I will kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catono, the man got very angry. He picked up the bird and threw him into the chicken house. " you are more stupid than the chickens. Soon I will eat them, and I will eat you too". In the chickens house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say Catano, or I will kill you!".

11. What is the type of the text?
    a. Procedure
    b. Description
    c. Narrative
    d. News item
    e. Report

12. The communicative purpose of this text is?
    a. to inform the readers about important and newsworthy events
    b. to entertain readers with fairy tale
    c. to share an account of an unusual event
    d. to persuade readers to accept his/her opinions
    e. to denote or propose something as the case
13. "it was very <u>smart</u>" the antonym of underlined word is?
    a. Clever   d. Good
    b. Genius   e. Silly
    c. Intelligent
14. Who are the main characters in the story?
    a. A man   d. Chicken
    b.   Parrot   e. Hen
    c. A man and parrot
15. How often did the owner teach the bird how to say the word?
    a. Always   d. Rarely
    b. Everyday   e. Seldom
    c. Many times
16. Which statement is true according to the text?
    a. the parrot could say Catano   d. the man never got angry at the parrot
    b. at last the parrot could say Catano   e. The man got happy
    c. Catano is the name of the parrot
17. What does the man do to the bird because the bird cannot say the name of a place?
    a. The man ate the bird   d. The man taught the bird
    b. The sold the bird   e. The man burn the bird
    c. The man killed the bird
18. It is the most likely that?
    a. The bird killed the three chickens   d. The bird killed one of the three
       chicken
    b. The three chicken killed the bird   e. The bird ate with the chicken
    c. The bird played with the chicken
19. " <u>it</u> was very smart" the underline word refers to?
    a. The man   d. Catano
    b. The bird   e. Puerto Rico
    c. The chicken
20. "The parrot very <u>smart</u>" the word smart means?
    a. Stupid   d. Handsome
    b. Clever   e. Tall
    c. Beautiful
21. How many chicken dead in the floor?
    a. One chicken   d. four chickens
    b. Two chickens   e. five chickens
    c. Three chickens

ENGLISH TEACHER　　　　　　　　　**RESEARCHER**

DRA. AHADIAH　　　　　　　　　　**NIA ANISAH**
　　　　　　　　　　　　　　　　　　　NIM. 16 203 00019

KUNCI JAWABAN SOAL PRE TEST SESUDAH VALID

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

KUNCI JAWABAN SOAL POST TEST SESUDAH VALID

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

HASIL UJI VALIDITAS *PRETEST*

BUTIR SOAL

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Skor
1	A	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	12
2	B	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	24
3	C	1	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
4	D	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	13
5	E	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	25
6	F	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	10
7	G	1	1	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	19
8	H	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	22
9	I	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	22
10	J	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	1	12
11	K	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	22
12	L	1	1	0	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	15
13	M	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	1	14
14	N	1	0	0	0	0	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	12
15	O	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	12
16	P	0	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	1	1	12
17	Q	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	15
18	R	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	13
19	S	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	20
20	T	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	14
21	U	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	13
22	V	0	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	10
23	W	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	0	0	17
24	X	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	18
25	T	1	1	0	1	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	0	13
26	Z	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	11
27	AA	1	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	13
28	BB	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	20
29	CC	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	1	17
30	DD	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	1	0	1	0	15
31	EE	0	0	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	11
32	FF	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	21
33	GG	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	15
34	HH	1	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	12
35	II	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	1	1	0	9
36	JJ	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	24
37	KK	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	12
38	LL	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
39	MM	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	9
	Jumlah	25	31	13	30	27	33	15	15	7	20	30	15	20	11	27	16	12	32	29	24	30	15	7	10	8	11	28	12	22	19	594
	rxy	0,399	0,411	0,745	0,370	0,334	0,389	0,137	0,338	0,411	0,120	0,452	0,539	0,097	0,518	0,147	-0,102	0,589	0,249	0,426	0,029	0,165	0,610	0,471	0,405	0,387	0,147	0,404	0,527	-0,024	0,330	
	rtabel	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	
	keterangan	VALID	VALID	VALID	VALID	VALID	VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	TIDAK VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	VALID	TIDAK VALID	VALID	VALID	TIDAK VALID	VALID	

NO	NAMA	BUTIR SOAL																														Jumlah Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	A	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	13
2	B	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	24
3	C	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	12
4	D	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	13
5	E	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	25
6	F	0	1	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	1	11
7	G	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	19
8	H	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	23
9	I	0	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22
10	J	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	12
11	K	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	22
12	L	1	1	0	1	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	1	1	15
13	M	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	14
14	N	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	11
15	O	0	0	0	1	0	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	12
16	P	0	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1	13
17	Q	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	16
18	R	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	1	1	1	0	1	1	13
19	S	0	0	0	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20
20	T	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	14
21	U	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	14
22	V	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	10
23	W	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17
24	X	0	0	1	1	0	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	18
25	T	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	1	0	1	1	13
26	Z	0	1	0	0	0	0	0	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	12
27	AA	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	13
28	BB	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	20
29	CC	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	18
30	DD	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	1	15
31	EE	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	0	0	0	11
32	FF	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	21
33	GG	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	15
34	HH	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	12
35	II	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	8
36	JJ	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	24
37	KK	0	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	12
38	LL	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	1	1	13
39	MM	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	10
Jumlah		19	22	12	28	11	8	10	7	15	30	24	29	32	12	16	27	11	20	15	30	20	7	15	15	33	27	30	13	31	31	600

	rxy	0,342	0,006	0,516	0,399	0,150	0,383	0,397	0,484	0,582	0,170	0,045	0,446	0,250	0,590	-0,142	0,157	0,508	0,084	0,547	0,484	0,119	0,409	0,322	0,145	0,372	0,332	0,348	0,732	0,471	0,471	
	r tabel	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	0,316	
	ket	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	

UJI RELIABILITAS *POSTTEST*

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Skor
1	A	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	1	0	0	12
2	B	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	24
3	C	1	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
4	D	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	13
5	E	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	25
6	F	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	10
7	G	1	1	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	19
8	H	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	22
9	I	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	0	22
10	J	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	1	1	12
11	K	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	22
12	L	1	1	0	1	1	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	15
13	M	0	0	0	1	0	1	0	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	1	14
14	N	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	12
15	O	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	12
16	P	0	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	12
17	Q	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	15
18	R	1	1	0	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	13
19	S	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	20
20	T	1	1	0	1	1	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	14
21	U	0	1	0	0	0	1	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	13
22	V	0	0	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	10
23	W	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	17
24	X	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0	18
25	T	1	1	0	1	0	1	0	0	0	0	1	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	13
26	Z	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	11
27	AA	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	13
28	BB	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	20
29	CC	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	17
30	DD	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	0	1	0	0	1	0	1	0	15
31	EE	0	0	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	11
32	FF	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	21
33	GG	1	1	0	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	15
34	HH	1	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	12
35	II	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	1	1	0	9
36	JJ	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	24
37	KK	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	0	0	12
38	LL	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
39	MM	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	9
	Jumlah	25	31	13	30	27	33	15	15	7	20	30	15	20	11	27	16	12	32	29	24	30	15	7	10	8	11	28	12	22	19	594

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
n																30																
n-1																29																
p		0,83	1,03	0,43	1,00	0,90	1,10	0,50	0,50	0,23	0,67	1,00	0,50	0,67	0,37	0,90	0,53	0,40	1,07	0,97	0,80	1,00	0,50	0,23	0,33	0,27	0,37	0,93	0,40	0,73	0,63	
q		0,17	-0,03	0,57	0,00	0,10	-0,10	0,50	0,50	0,77	0,33	0,00	0,50	0,33	0,63	0,10	0,47	0,60	-0,07	0,03	0,20	0,00	0,50	0,77	0,67	0,73	0,63	0,07	0,60	0,27	0,37	
variansi total																20,34																
pxq		0,14	-0,03	0,25	0,00	0,09	-0,11	0,25	0,25	0,18	0,22	0,00	0,25	0,22	0,23	0,09	0,25	0,24	-0,07	0,03	0,16	0,00	0,25	0,18	0,22	0,20	0,23	0,06	0,24	0,20	0,23	
$\sum pq$																4,44																
KR.20																0,808																
Hasil Keputusan																Reliabel																
keterangan										Jika r11 > 0.60 maka instrumen dikatakan valid																					

UJI RELIABILITAS *POSTTEST*

NO	NAMA	BUTIR SOAL																														Jumlah Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	A	0	1	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	1	13
2	B	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	24
3	C	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	12
4	D	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	13
5	E	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	25
6	F	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	11
7	G	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	19
8	H	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	23
9	I	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22
10	J	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	1	1	0	0	0	0	12
11	K	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	22
12	L	1	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	0	0	1	1	1	1	0	1	1	15
13	M	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	14
14	N	0	0	0	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	0	1	0	0	0	11
15	O	0	0	0	1	0	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	1	12
16	P	0	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	1	13
17	Q	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	16
18	R	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	1	1	1	0	1	1	13
19	S	0	0	0	0	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	20
20	T	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	14
21	U	1	1	1	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	0	1	0	0	0	0	0	1	1	14
22	V	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	10
23	W	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17
24	X	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	18
25	T	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	0	1	0	1	0	1	1	13
26	Z	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	12
27	AA	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	1	1	13
28	BB	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20
29	CC	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	18
30	DD	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	15
31	EE	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	0	0	0	11
32	FF	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	21
33	GG	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	15
34	HH	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	12
35	II	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	8
36	JJ	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	24
37	KK	0	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	0	0	0	0	0	12
38	LL	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	1	1	13
39	MM	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	10
	Jumlah	19	22	12	28	11	8	10	7	15	30	24	29	32	12	16	27	11	20	15	30	20	7	15	15	33	27	30	13	31	31	600

n	30																														
n-1	29																														
p	0,63	0,73	0,40	0,93	0,37	0,27	0,33	0,23	0,50	1,00	0,80	0,97	1,07	0,40	0,53	0,90	0,37	0,67	0,50	1,00	0,67	0,23	0,50	0,50	1,10	0,90	1,00	0,43	1,03	1,03
q	0,37	0,27	0,60	0,07	0,63	0,73	0,67	0,77	0,50	0,00	0,20	0,03	-0,07	0,60	0,47	0,10	0,63	0,33	0,50	0,00	0,33	0,77	0,50	0,50	-0,10	0,10	0,00	0,57	-0,03	-0,03
variansi total	20,40																														
pxq	0,23	0,20	0,24	0,06	0,23	0,20	0,22	0,18	0,25	0,00	0,16	0,03	-0,07	0,24	0,25	0,09	0,23	0,22	0,25	0,00	0,22	0,18	0,25	0,25	-0,11	0,09	0,00	0,25	-0,03	-0,03
$\sum pq$	4,27																														
KR.20	0,818																														
Hasil Keputusan	Reliabel																														
keterangan	Jika r11 > 0.60 maka instrumen dikatakan valid																														

UJI DAYA PEMBEDA *POSTTEST*

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Skor	Ket
5	E	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	25	
2	B	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	24	
36	JJ	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	24	
8	H	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	23	
9	I	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	22	
11	K	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	22	
32	FF	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	21	
19	S	0	0	0	0	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	20	A
28	BB	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20	T
7	G	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	19	A
24	X	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	1	1	18	S
29	CC	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	18	
23	W	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	
17	Q	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	16	
12	L	1	1	0	1	0	0	0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	1	1	15	
30	DD	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	15	
33	GG	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	0	0	1	1	0	1	0	1	1	1	1	15	
13	M	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	14	
20	T	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	14	
21	U	1	1	1	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	1	14	
1	A	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	13	
4	D	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	13	
16	P	0	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1		13	
18	R	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	1	1	1	0	1	1	13	
25	T	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	1	0	1	1	13	
27	AA	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	13	
38	LL	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	13	B
3	C	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	12	A
10	J	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	12	W
15	O	0	0	0	1	0	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	12	A
26	Z	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	12	H
34	HH	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	12	
37	KK	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	12	
6	F	0	1	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	1	1	11	
14	N	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	0	11	
31	EE	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	0	0	11	
22	V	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	10	
39	MM	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1		10	
35	II	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	8	
p1		0,700	0,600	0,700	0,900	0,400	0,500	0,400	0,500	0,800	0,900	0,700	1,000	1,000	0,800	0,300	0,800	0,600	0,500	0,800	1,000	0,600	0,400	0,700	0,500	1,000	0,900	1,000	0,900	1,000	1,000		
p2		0,200	0,400	0,200	0,500	0,100	0,000	0,100	0,000	0,100	0,900	0,600	0,500	0,800	0,200	0,300	0,700	0,100	0,600	0,300	0,500	0,500	0,000	0,200	0,200	0,600	0,500	0,600	0,200	0,500	0,500		
Daya Beda		0,500	0,200	0,500	0,400	0,300	0,500	0,300	0,500	0,700	0,000	0,100	0,500	0,200	0,600	0,000	0,100	0,500	-0,100	0,500	0,500	0,100	0,400	0,500	0,300	0,400	0,400	0,400	0,700	0,500	0,500		
Status Butir Soal		BAIK	JELEK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	JELEK	JELEK	BAIK	JELEK	BAIK	JELEK	JELEK	BAIK	JELEK	BAIK	BAIK	JELEK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK		
Keterangan		Butir soal mempunyai daya pembeda baik jika >=0.30																															

UJI DAYA PEMBEDA *POSTTEST*

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Skor	Ket
5	E	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	25	
2	B	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	24	
36	JJ	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	24	
8	H	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	22	
11	K	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	22	
9	I	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	22	A
32	FF	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	21	T
19	S	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	20	A
28	BB	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	20	S
7	G	1	1	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	19	
24	X	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	1	0	0	18	
23	W	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	0	0	17	
29	CC	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	17	
12	L	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	1	15	
17	Q	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	15	
30	DD	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	0	1	0	0	1	0	1	0	15	
33	GG	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	15	
13	M	0	0	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	1	0	0	1	1	1	1	14	
20	T	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	14	
3	C	1	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13	
4	D	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	13	
18	R	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	13	
21	U	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	1	13	B
25	T	1	1	0	1	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	0	13	A
27	AA	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	13	W
38	LL	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	0	13	A
1	A	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	12	H
10	J	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	1	1	12	
14	N	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	1	0	0	0	12	
15	O	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	12	
16	P	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	12	
34	HH	1	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	12	
37	KK	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	12	
26	Z	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	1	11	
31	EE	0	0	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	11	
6	F	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	10	
22	V	0	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	10	
35	II	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	1	1	0	0	0	0	0	0	1	1	1	0	9	
39	MM	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	0	0	9	
P1		0,90	1,00	0,90	1,00	0,90	1,00	0,50	0,70	0,40	0,60	1,00	0,80	0,50	0,60	0,80	0,30	0,80	1,00	1,00	0,70	0,90	0,80	0,50	0,50	0,50	0,40	0,90	0,70	0,60	0,70		
p2		0,30	0,60	0,20	0,50	0,60	0,60	0,30	0,20	0,00	0,50	0,60	0,30	0,50	0,00	0,70	0,20	0,10	0,80	0,50	0,70	0,90	0,10	0,10	0,00	0,10	0,10	0,50	0,20	0,40	0,20		
Daya Beda		0,60	0,40	0,70	0,50	0,30	0,40	0,20	0,50	0,40	0,10	0,40	0,50	0,00	0,60	0,10	0,10	0,70	0,20	0,50	0,00	0,00	0,70	0,40	0,50	0,40	0,30	0,40	0,50	0,20	0,50		
Status Butir Soal		BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	JELEK	BAIK	BAIK	JELEK	BAIK	BAIK	JELEK	BAIK	JELEK	JELEK	BAIK	JELEK	BAIK	JELEK	JELEK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	BAIK	JELEK	BAIK		
Keterangan		Butir soal mempunyai daya pembeda baik jika >=0.30																															

UJI TINGKAT KESUKARAN *POSTTEST*

NO	NAMA	BUTIR SOAL																														Jumlah Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	A	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	12
2	B	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	24
3	C	1	0	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
4	D	1	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	13
5	E	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	25
6	F	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	10
7	G	1	1	0	1	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	19
8	H	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	22
9	I	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	22
10	J	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	0	0	0	1	1	12
11	K	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	22
12	L	1	1	0	1	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	0	1	1	1	15
13	M	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	1	1	14
14	N	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	0	12
15	O	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	12
16	P	0	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	12
17	Q	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	15
18	R	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	13
19	S	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	20
20	T	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	14
21	U	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	13
22	V	0	0	0	1	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	10
23	W	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	17
24	X	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	1	1	0	0	0	18
25	T	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	13
26	Z	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	11
27	AA	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	13
28	BB	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	20
29	CC	0	1	0	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	0	1	1	17
30	DD	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	0	1	0	0	1	0	1	0	15
31	EE	0	0	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	11
32	FF	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	21
33	GG	1	1	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	15
34	HH	1	1	1	0	0	1	0	0	0	1	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	12
35	II	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	1	1	0	9
36	JJ	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	24
37	KK	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	12
38	LL	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	13
39	MM	0	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	9
	Jumlah	25	31	13	30	27	33	15	15	7	20	30	15	20	11	27	16	12	32	29	24	30	15	7	10	8	11	28	12	22	19	594
	Tingkat kesukaran	0,64	0,79	0,33	0,77	0,69	0,85	0,38	0,38	0,18	0,51	0,77	0,38	0,51	0,28	0,69	0,41	0,31	0,82	0,74	0,62	0,77	0,38	0,18	0,26	0,21	0,28	0,72	0,31	0,56	0,49	
	status butir soal	Sedang	Mudah	Sedang	Mudah	Sedang	Mudah	Sedang	Sedang	Sukar	Sedang	Mudah	Sedang	Sedang	Sukar	Sedang	Sedang	Sedang	Mudah	Mudah	Sedang	Mudah	Sedang	Sukar	Sukar	Sukar	Sukar	Mudah	Sedang	Sedang	Sedang	

NO	NAMA	BUTIR SOAL																														Jumlah Skor
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	A	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	13
2	B	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	24
3	C	0	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	12
4	D	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	1	13
5	E	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	25
6	F	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	11
7	G	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	19
8	H	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	23
9	I	0	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	22
10	J	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	12
11	K	0	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	22
12	L	1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	0	0	0	0	15
13	M	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	14
14	N	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	11
15	O	0	0	0	1	0	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	1	12
16	P	0	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1	0	13
17	Q	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	1	16
18	R	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	1	13
19	S	0	0	0	0	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	20
20	T	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	14
21	U	1	1	1	1	1	0	0	0	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	1	14
22	V	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	10
23	W	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17
24	X	0	0	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	18
25	T	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	13
26	Z	0	1	0	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	12
27	AA	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	13
28	BB	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20
29	CC	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	18
30	DD	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	1	15
31	EE	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	0	0	0	11
32	FF	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	21
33	GG	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	15
34	HH	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	12
35	II	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	8
36	JJ	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	24
37	KK	0	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	0	0	0	12
38	LL	0	1	0	1	0	0	0	0	0	1	0	1	0	1	1	0	0	0	1	0	1	0	1	1	0	0	0	1	1	13
39	MM	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	10
	Jumlah	19	22	12	28	11	8	10	7	15	30	24	29	32	12	16	27	11	20	15	30	20	7	15	15	33	27	30	13	31	31	600
	Tingkat kesukaran	0,487	0,564	0,308	0,718	0,282	0,205	0,256	0,179	0,385	0,769	0,615	0,744	0,821	0,308	0,410	0,692	0,282	0,513	0,385	0,769	0,513	0,179	0,385	0,385	0,846	0,692	0,769	0,333	0,795	0,795	
	status butir soal	Sedang	Sedang	Sedang	sulit	sulit	sulit	sulit	sulit	Sedang	sulit	Sedang	sulit	sulit	Sedang	Sedang	Sedang	sulit	Sedang	Sedang	sulit	Sedang	sulit	Sedang	Sedang	sulit	Sedang	sulit	Sedang	sulit	sulit	
	keterangan	Jika 0.30 < TK < 0.70 maka tingkat kesukaran butir soal dikatakan sedang jika TK < 0.30 atau TK > 0.70 maka tingkat kesukaran butir soal dikatakan sulit atau mudah																														

APPENDIX 10

SCORE OF EXPERIMENTAL CLASS

A. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test	X^2
1	A	60	3600
2	B	70	4900
3	C	60	3600
4	D	70	4900
5	E	65	4225
6	F	70	4900
7	G	65	4225
8	H	70	4900
9	I	70	4900
10	J	55	3025
11	K	50	2500
12	L	70	4900
13	M	50	2500
14	N	70	4900
15	O	75	5625
16	P	80	6400
17	Q	75	5625
	Total	1125	75625

A. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test	X^2
1	A	85	7225
2	B	90	8100
3	C	65	4225
4	D	80	6400
5	E	70	4900
6	F	85	7225
7	G	75	5625
8	H	95	9025
9	I	75	5625
10	J	80	6400
11	K	90	8100
12	L	95	9025
13	M	85	7225
14	N	85	7225
15	O	90	8100
16	P	80	6400
17	Q	90	8100
	Total	1415	118925

RESULT OF NORMALITY TEST IN EXPERIMENTAL CLASS

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI PUTRI IN PRE-TEST

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

50	50	55	60	60
65	65	70	70	70
70	70	70	70	75
75	80			

2. High score   = 80
   Low score   = 50
   Range   = high score – low score
                = 80 – 50
                = 30

3. Total of class = 1 + 3.3 log (n)
                   = 1 + 3.3 log (17)
                   = 1 + 3.3 (1.23)
                   = 1 + 4.059
                   = 5.059   = 5

4. Length of classes $= \dfrac{range}{many\ class}$
                        $= \dfrac{30}{5}$
                        = 6

5. Mean

Interval class	f	m	x	fx	x^2	fx^2
50 – 55	2	52.5	+3	6	9	36
56 – 61	3	58.5	+2	6	4	36
62 – 67	2	64.5	+1	2	1	4
68 – 73	7	70.5	0	0	0	0
74 – 79	2	76.5	-1	-2	1	4
80 – 85	1	82.5	-2	-2	4	4
$i = 6$	17			10		84

$$M_x = M^1 + i\frac{\sum fx^1}{N}$$

$$= 70.5 + 6\left(\frac{10}{17}\right)$$

$$= 70.5 + 6\ (0.58)$$

$$= 70.5 + 3.48$$

$$= 73.98$$

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'^1}{n}\right)^2}$$

$$= 6\sqrt{\frac{84}{17} - \left(\frac{10}{17}\right)^2}$$

$$= 6\sqrt{4.94 - (0.58)^2}$$

$$= 6\sqrt{4.94 - 0.33}$$

$$= 6\sqrt{4.61}$$

$$= 6 \times 2.14$$

$$= 12.84$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\dfrac{(fo - fe)}{fe}$
50 – 55	55.5	1.43	0.4236	0.08	1.36	2	0.64	0. 47
56 – 61	61.5	- 0.97	0.3340	0.14	2.38	3	0.62	0.26
62 – 67	67.5	- 0.50	0.1915	- 0.01	- 0.17	2	2.17	- 12.76
68 – 73	73.5	- 0.30	0.2019	0.03	0.51	7	6.49	12.72
74 – 79	79.5	0.42	0.1628	- 0.15	- 2.55	2	4.55	- 1.78
80 – 85	85.5	0.89	0.3133	- 0.11	- 1.87	1	2.87	- 1.53
							X^2	- 2.62

Based on the table above, the researcher found that $x^2_{count} = -2.62$ while $x^2_{table} = 2.49$ because $x^2_{count} < x^2_{table}$ (-2.62<2.49) with degree of freedoom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So, distribution of XI-PUTRI class (post-test) is normal.

6. Median

Interval class	F	Fk
50-55	2	2
56-61	3	5
62-67	2	7
68-73	**7**	**14**
74-79	2	16
80-85	1	17

Position of Me in the interval of classes is number 4, that:

Bb   : 67,5

Fk   : 7

fm   : 7

i : 6

n   : 17

1/2n   : 8.5

So,

Me $= Bb + i[\frac{n/_2 - Fk}{fm}]$

Me $= 67,5 + 6\ [\frac{17/_2 - 7}{7}]$

Me $= 67,5 + 6\ [\frac{8.5 - 7}{7}]$

Me $= 67,5 + 6\ [\frac{1.5}{7}]$

Me $= 67,5 + 6\ (0.21)$

Me $= 67,5 + 1.26$

Me $= 68.76$

DOCUMENTATIONS

a. Pre-test in Experimental Class

b. Treatment in Experimental Class

c. Post-test in Experimental class

d. Pre-test in Control Class

e. Post-test in Control Class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

18 September 2019

Nomor   : 127 /In.14/E.6a/PP.00.9/09/2019
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd**   **(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   : Nia Anisah
NIM   : 16 203 00019
Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Pre Reading Activities On Reading Comprehension In Narrative Text At Grade XI Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru Tapanuli Selatan

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

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

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INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 260   /In.14/E.1/TL.00/03/2021   3 Maret 2021
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Kepala Yayasan Pendidikan Syeikh Muhammad Baqi
Babussalam Basilam Baru
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Nia Anisah
NIM   : 1620300019
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 Pre Reading Activities on
Reading Comprehension in Narrative Text at Grade XI Students of Yayasan Pendidikan
Syeikh Muhammad Baqi Babussalam Basilam Baru".**

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
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

YAYASANPONDOK PESANTREN SYEKH MUHAMMAD BAQI
BABUSSALAM BASILAM BARU
KEC. ANGKOLA MUARATAIS KAB.TAPANULI SELATAN
Alamat : Jln Negara Km 11,5 Telepon / HP. 081298683601

Basilam Baru, 07 Juni 2021

Nomor   : 32/PPS/BB/2021
Lamp   : -
Hal   : *Izin Penelitian*
           Penyelesaian Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri

Padangsidimpuan (IAIN) Padangsidimpuan

di-

      Tempat

      Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan surat permohonan bapak dengan nomor : 260 / In.14/E.1/TL.00/03/2021 tentang Izin Penelitian Penyelesaian Skripsi Mahasiswa Bapak di sekolah kami, kami selaku Pimpinan Pondok Pesantren Syekh Muhammad Baqi Babussalam menerangkan bahwa :

Nama   : Nia Anisah

Nomor Induk Mahasiswa   : 16.203.00019

Jurusan/Prog.Studi   : Tadris/Pendidikan Bahasa Inggris

Telah menyelesaikan penelitian di sekolah kami untuk keperluan skripsi dengan judul **"The Effect of Pre Reading Activities on Reading Comprehension in Narative Text at Grade XI Students of Yayasan Pendidikan Syeikh Muhammad Baqi Babussalam Basilam Baru".**

Demikian kami sampaikan, semoga dapat dipergunakan dengan semestinya.

Ketua Yayasan

Akhmad Darwis Hasibuan