THE EFFECT OF MAKING PREDICTIONS AND INFERENCES TEACHING STRATEGY TO STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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ABSTRACT

Muhammad Ramadhan Silitonga, The Effect of Making Predictions and Inferences Teaching Strategy to Students' Reading Comprehension in Narrative Text. Skripsi. English Department, Faculty of Teacher's Training and Education, University Muhammadiyah Sumatera Utara. 2019.

This study deals with the effect of making predictions and inferences teaching strategy to students' in narrative text. The objective of the study was to find out the significant effect of making predictions and inferences teaching strategy to students' reading comprehension in narrative text. This study was an experimental research. This study conducts at SMK N 5 Medan Jalan Timor. The population was the tenth grade classes of the academic year 2019/2020 which consisted of 3 classes. This study takes 2 classes by using prediction and inferences strategy to text method, X-TGB 1 was as the experimental class that consisted 28 students and X-TGB 2 was as the control class which involved 30 students. Each class given a pre-test, treatment, and post-test. The control class was taugh by using lecture method meanwhile the experimental class was treated by using predictions and inferences strategy to text method. The instrument of research was essay. The data was analyzed by using t-test formula. Then, the result showed that $t_{observe}$ (6,14) was higher than t_{table} (2,00) with the degree of freedom (df=56) for two-tailed test ($6,14 \geq 2.00$). It means that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted, in conclusion, there was the significant effect on the students ability in reading comprehension narrative text method was more significant than using lecture method.

Keywords : Making Predictions and Inferences Strategy, Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important language skills. By reading, people may get a lot of information. Reading makes someone smarter and creative and also will, get more information. Nunan (2003:68), reading is a fluent process of readers combining information from the text and their own background knowledge to build reading. Moreover, Johnson (2008: 3), reading is the practice of using text to create meaning. The ability to derive meaning from the text is related to whether the reader can activate prior knowledge about the topic of the text. Moreover reading can increase the fluency pronunciation of the students like speaking.

Patel and Jain (2008:113), reading is an important activity in life with which one can update his or her knowledge. Reading is needed by students to improve their knowledge and other English and components. Through reading, students can learn ideas, concepts, and attitudes. Furthermore, by reading, students can get many vocabularies they need to be applied in speaking and writing. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanation. Reading also helps the student to refresh their ideas, and also they can understand many types of word and sentence which can improve their ability.

Teaching reading is an activity that focuses for the students. The success of their study is based on the greater part of their ability to read. The aim of teaching reading is to develop students' skill in reading English effectively.In teaching reading, most of students cannot comprehend English text well. This reality make them have no interest in reading. In the process of comprehension, the students may have comprehension difficulty. Comprehension difficulty according to Nathan and Lee as quoted by Ayu (2012) can be detect through the signs such as confusion about the meaning of words and sentences, inability to connect ideas in a passage, difficulty distinguishing significant information from minor details, and lack of concentration during reading.

In the standard competence, students are expected to able in comprehending a text and be able to access from the text. Many students are less competent in reading, the people are interesting in reading is still low. This problem is affected by many factors. One is the problem rom students themselves. Indeed, many students are still poor interest in reading.

Kligner (2007:4), students with learning disabilities are often the poorest readers; they demonstrate multiple problems assosiated with low comprehension, including poor decoding, fluency, and comprehension. According to Sadeghi as quoted by Mckee (2007) looks at reading comprehension looked at reading comprehension as related to two main factors, internal and external factors. Internal factors, related to the reader, were things such as cognitive abilities and strategies, background knowledge, and affective characteristics. External factors were identified as text modality, text characteristics, time and place of reading and

others. Another factor that demonstrates the complexity of understanding reading comprehension is related to how it is measured. According to Koda as quoted by Mckee (2005), there are numerous, diverse ways of conceptualizing how reading comprehension can be measured. Different formats of test will measure different aspects of comprehension.

Based on the researcher observation, it is difficult for the students to comprehend English text. When the teacher told them to tell them some information from their reading text, most of them did not have any ideas or opinions to clarify the information from reading text. Some of the students are difficult to comprehend the main idea of the reading text, some of students are not able to find out the factual information of the reading text, some of the students are not able to find the meaning of vocabulary in reading text, some of students are not able to identify references in reading text, and some of students are not able to make inference form the text.

The other facts, when the teacher asked them to answer the question based on the text, they could not answer but they just cut the sentences from the text which the words exist such in the question. It proved that reading are did run well.

In teaching learning process, the problem of teaching is not only the teaching materials but also the strategy of teaching. To face the problem, in teaching reading, the teacher should make variation and choose a suitable strategy in teaching reading in order make students are interested. A strategy will help the students learn and remember information for a long period of time building bridges in the students. For this purpose learning reading achievement by using

Making Predictions and Inferences strategy which can develop meta cognitive that is through assigning students read the text carefully with systematic.

Based on the background above, the writer tries to conduct a research entitled "The Effect of Making Predictions and Inferences teaching strategy to the students' reading comprehension in Narrative Text". By using this strategy the writer hope that the students will be more effective in reading comprehension in narrative text.

B. The Identification of the Problems

Based on the background above the identification of the problem in this reasearch are:

1. The students had low ability to comprehend the text especially in the reading comprehension.

2. The students fell bored and unintrested in learning comprehension.

C. The Scope and Limitation of the Problem

The scope of this research was focused on reading comprehension and and limitation on reading narrative text.

D. The Formulation of the Problem

Based on the limitation of the problems above, the writer formulates the problems as follow:

1. Is there any significant on students' reading comprehension by Making Predictions and Inferences strategy?

2. Is there any difference on students' reading comprehension by Making Predictions and Inferences strategy?

E. The Objective of the Study

1. To find out the effect of Making Predictions and Inferences teaching strategy to the students' comprehension in reading narrative text.

2. To find out the conventional method (lecturing method) to the reading comprehension in narrative text.

F. The Significance of the Study

The result of the study hopefully provides advantages as follows:

1. Pratically Significance

   Pratically, the researcher hopes that this result can give motivation for teachers to be more creative and innovative in using strategy to teach english.

2. Theoretically Significance

   Theoretically, the researcher hopes that this result can be useful as a reference for those who have interest in the same topic.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of reading

Reading is one of the basic language skills to be learned, especially by students. Reading is very necessary for them to make progress in their academic achievement. By reading, we can be relaxing, interacting with the feelings and thoughts to obtain information, and improve the science knowledge.

According to Stone (2009:42), reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well as appropriate phrasing, tone, expression, and fluency. These interrelated components form the bridge that allows the reader to comprehend the text in hand.According to McNamarra (2007:3), reading is an extraordinary achievement when one considers the number oflevels and components that must be mastered. Consider what it takes to read asimplestory. The words contain graphemes, phonemes, and morphemes.Sentences havesyntactic composition, propositions, and stylistic features. Deep comprehension of the sentences requires the construction of referents ofnouns, a discourse focus,presuppositions, and plausible inferences.

Reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistics surface representation encoded by a writer and ends with meaning which the reader construct. There is thus as essential interaction between language and thought reading. According to Linse (2005:69) Reading is a

set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Snow (2002:15), reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g. completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. According to Westwood (2001:19) "Reading is a complex process of decoding symbol in order to construct or derive meaning and it is a process of getting meaning from print". It is a means language acqusition, of communication, and sharing information and ideas.

Reading is an ability of cognitive process or interaction between the graphic symbols and the language skill of a reader. Reading is also a process of communication between a writer and a reader. A writer has a message in his/her mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

2. Process of Reading

Patel and Jain (2008:114) the process of reading may be broadly classified into three stages:

a) The first stage is the 'recognition stage'. At this stage the learner simply recognize the graphic counter part of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and english and between the spelling conventions of two languages.

b) The second stage is 'structuring stage'. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

c) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of word, distinqishes between a statement of fact and a statement of opinion.

3. **Purpose of Reading**

Grabe and Stoller (2011:5), the reading purpose follows:

a) Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, through some researcher see it as relatively independent cognitive process. It used so often in reading task that is probably best seen as type of reading ability. In reading to search, we typically scan the text for the specific piece of information or specific word. Similiarly, reading to skim is a common part of many reading task and useful skill in its own right. It

involves, in science, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills or those segment of the text until a general idea is formed.

b) Reading to learn the text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from the text. Reading to learn is usually carried out of reading rate somewhat slower than general reading comprehension it is strategies to help to remember information. It requires abilities to:

1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in text.

2) Link the text to the reader's knowledge base.

c) Reading to intergrades information, write and critique text

Reading to intergrades information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple source. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

d) Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by a skill fluent reader, requires very meaning representation of main ideas and efficient coordination of many process under very limited time constrain.

4. **Types of Reading**

Reading is getting the information meaning from the print. There are some types of reading that know of reader when reading the text. According to Patel and Jain   (2008:126-131) There are four types for reading:

a) **Intensive Reading**

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greeter control of the language in speech and writing. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text.

b) **Extensive Reading**

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive

reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

c) **Aloud Reading**

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d) **Silent Reading**

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

5. Reading Comprehension

Reading comprehension is described as a complex intellectual process involving a number of abilities. Reading comprehension involves much more thatn readers' responses to text. The reader actively interacts with the text to construct meaning, and activating the prior knowledge. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

Linse (2005: 88) stated that reading comprehension means read for the meaning as well as analyze and synthesize what the students have read. According

to Snow et al (2002, 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements: They are the reader (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the text (including printer text or electronic text) and The activity (considering the purposes, process, and consequences associated with the act of reading).Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading.

6. Levels of Comprehension

The followings level of comprehension can tell us how far the students understand about reading material and which level has been achieved. In relation with the explanation above Burns (1984:177) explain four level of reading comprehension those are:

a) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated in a selection. Recognizing stated main ideas, details, cause-effect and sequences in the basis of literal comprehension and through understanding of vocabulary, sentence meaning, and paragraph meaning is important. Details are explicitly stated parts of paragraph o passage that contain the basis information in literal reading. The main idea of paragraph in organized. It is often, but not always expressed in a topic sentences. It is considered a little skill when the cause-effect relationship is explicitly stated in written passage. The ability to read and follow

directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence.

b)   Interpretative Comprehension

Interpretative reading involves reading between the lines. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include : Inferring main ideas of passage in which the main ideas are not directly stated, Inferring cause-effect relationship when they are not directly stated, Inferring referent of pronouns and adverbs, Detecting mood, detecting author's purpose in writing, Drawing conclusion.

c)   Critical comprehension

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgement until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretative comprehension and grasping implied ideas is especially important. The mature critical reader must consider and evaluate the person who wrote the material, author's purpose, author's point of view, author's style and tone, author's competence.

d)   Creative Comprehension

Creative reading involves going beyond the material presented by the author. Helen in Burns (1984: 203) stated that it is concerned with the production

new ideas, the development of new insight, fresh approaches, and original construct. Creative reading must be able analyzing the reasons for the action of in the story; they see the colours, hear the sounds, feel the textures, taste the flavours, and smell the odors describes by the writer, they able to determine whether the actions of characters are reasonable or unreasonable; they relate the thing they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

B. Making Predictions and Inferences Strategy

1. Definition of Making Predictions and Inferences Strategy

Moreillon (2007:80) stated, "Predictable texts are a logical choice to build students' confidence in their ability to predict individual words or story elements. Rhyming poems and picture books offer readers opportunities to predict the word at the end of the next rhyming line."

Moreillon (2007:82) stated, "Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than does prediction. Inferring meaning at the word level requires a significant amount of language experience."

As they read and pose questions, readers often find themselves answering their own questions with predictions about what will happen next or with inferences drawn from the author's or illustrator's creations. The "on the line" strategy of predicting and the "between the lines" strategy of inferring prompt readers to turn the page to find out if their hypotheses are correct. Predictions are

educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

2. The Step of Making Predictions and Inferences Strategy

According to Moreillon (2007:78) said that are three steps of making predictions and inferences strategy as follow:

a) Before reading: Prediction and Inferences related to the front and back covers. One educator reads the title of the book and the authorillustrator's name. The other educators make inferences and prediction based on the front and back covers of the book.

b) During reading: Predictions and Inferences from the first few pages. It's also important to model how to revise predictions while reading. During the story, you can pause at different points to ask questions like, 'What do you think will happen next? Pausing for discussion and predictions keeps readers engaged, gives them practice making educated guesses based on clues in the text and their own prior knowledge, and informs you as to

whether or not the students are comprehending the text and if anything needs to be explained or reviewed.

c) Ending and after reading: Inference and Reflection.

After students have practiced this way of making predictions as a group, they can move on to making predictions on their own while you monitor their progress by having students share their predictions and the clues that point to those educated guesses. Teaching students to infer is an elusive art which presents unique dilemmas. As the study group progressed, teachers identified common challenges they face in working with inferences.

3. **The Advantages of Making Predictions and Inferences**

a) Predictions help keep readers focused and motivated

b) Keeps the reader engaged as he or she tries to figure out what is coming next

c) Demonstrating a higher level of thinking and challenges in teaching infering

d) Understand the structure or layout, noting the importance of reading subtitles, headings, footnotes, and words in bold or italics

e) Inferring leads to better overall comprehension and leads to more engagement with text.

f) Inferring makes sophisticated readers and helps students be metacognitive.

4. **The Disadvantages of Making Predictions and Inferences Strategy**

a) Teachers can not be freely in applying it because in this strategy teacher shouldconsider how the state of the student at the time in the classroom.

b) There are students who may be active and always curious, but there are also students who lack great curiosity and tend to be passive.

c) Teachers must understand the different characteristics of students' in the classroom.

C. Teaching Method

1. Conventional Method (Lecture Method)

The conventional method emphasizes the important of mastering the lesson material Conventional method was based on conventional approach to the target language, which regards the language as a body of grammatical rules and an enarmous number of words that were combined according to the rules. Conventional method thus focuses on grammatical structures and isolated items of vocabulary One of conventional method was lecture method. Sudjana (2000) states that a lecture method is defined as one person speaking more or less continously, to a group of people an particular subject of them. Lecture is a teaching method where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use and overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture Usually, very little exchange occurs between the instructor and the students during the lecture.

From the pessange above, it can be concluded that lecture method was teaching in which the teacher become the controller or teacher centered approach and the students just respond what the teacher ask and they study in silent way.

2. **Advantages of Conventional Method (Lecture Method)**

Killer (2007) said that the lecture method has advantages in teaching learning activities. Many facts can be presented as a short time in an impressive way, the teacher can suitable very good interest in the subject, lecture can present a member of facts belonging of different subject and also it can facilitate interdisciplinary approach to topics, and the lecture appeal to those learners who

So in conventional method, the students just listen the explanation of the teacher about the subject. When teacher explained about the subject, the teacher used national language, so the students did not use their language like mother tounge language. It means that the students can know the using of nation language.

3. **Disadvantages of Conventional Language (Lecture Method)**

Killer (2007) argued that conventional method also have disadvantages. The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher. The lecture method can stifle learners creavity, learners are often passive where lecture fails to give feedback to both the teacher cannot keep students attention for a long time or for the whole lesson. Information tends to forgotten quickly if taugh through the lecture method.

So the weakness of lecturing method in learning process was not interactive because the students just listened the explonation of the teacher. The

students should paid more attention if they want to understand about the subject. It means the students were not more active in learning process.

Based on explanation above it can be concluded that the conventional method (lecture method) generally was the learning center teacher, and placing students as objects in the study. So here the teacher acted as versatile and as a learing resource. Conventional (lecture) learning system has a characteristic that the learning management was determined by the teacher the role of the students only performed activities in accordance with the instruction of teachers. The lecture method was more focused effort or spend the subject matter, so that the lecturing method was more oriented on the text subject matter. Teacher tended to deliver any material, problems understanding or the receptions quality of the material the students got less attention seriously. The lecture method was conventional method, because it has always been used as a means of verbal communication between teachers and students in learning process and like the other method in teaching learning, the lecture method has the advantages and disadvantages in teaching process.

D. Genre of Text

1. Narrative Text

Narrative text is one of the genre text form.Narrative text presents a story of sequence events which involves characters. Narrative text presents an imaginative story. The purpose of the text is to entertain or amuse readers or listeners. The writer is measured the students' reading narrative text ability.

Therefore the writer discusses some points which relates with narrative among other; Defenition, the social Function, Generic Structure and Language Features of Narrative.

2. Defenition of Narrative Text

Narrative is a kind of enjoyable text to read. Knapp & Watkins (2005:221), defines narrative as "the representation of an event or a series of events". According to Krisma (2016:23) stated "Narrative is any written English text in which the writer want to amuse,entertain people, and to deal with actual or vicarious experience in different ways". We as writer think with narrative, and negotiate or contest the story. Narrative is a basic and constant form of human expression regardlesss of ethnic origin, primary laguage, and enculturation.

Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, cinema, comics, news item, conversation. All clases, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for thedivision between good and bad literature, narrative is enternational, transcultural: it is simply there, like life itself.

3. The Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vacarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum, the aim of narrative is to entertain and amuse the listeners and readers with the real

experience or fancy. Therefore the students hoped able to understand, response and identify the narrative text which taught by teacher agree with standard competency in the curriculum 2013 (K13)**.**

4. **Generic Structure**

According to Knapp & Watkins (2005:223), the stuctural features of narrative text consist of:

a) Orientation: sets the scene and introduces the participants (characters) of the story, the time and place where the story happene (who, what,when and where).

b) Complication: a crisis arises. A series of events in which the main character attempts to solve the problem.

c) Resolution: the crisis is resolved, for better or worse.

d) Re-orientation: it is optional. The ending of the story. It sometimes contains the solution.

5. **The Language Features of Narrative Text**

a. Usually uses Past tense (killed, called, etc)

b. Adverb of time (one day, last night, three years ago etc)

c. Time conjunction (when, suddenly, then, etc)

d. Specific character not general

e. Direct speech. It is to make lively the story.

E. Previous Relevant Research

According to Andi Asri Jumiati (2014) *Inference Strategyto Improve The Students' Literal Comprehension.*The purpose of this research was to find out the improvement of the students' comprehension in literal comprehension by using Inference Strategy at the second year students' of SMA YAPIP Sungguminasa Gowa. As has been stated on the previous chapter, the present research investigated the use of Inference Strategy to improve students' reading comprehension in literal and interpretative comprehension. The research employed pre-experimental design in SMA YAPIP Sungguminasa Gowa.

Therefore, the findings and discussion in the previous chapter, the researcher concludes as Inference Strategy can improve the students' reading comprehension in literal comprehension. It was proved by 74% of improvement which indicates that post-test value was higher than the pre-test while pre-test was 47, 73 and post-test 83, 22.

According to Suciarti A.K Solong (2010) *Improving The Students' Reading Comprehension through Predicting Strategy at the second year of Mts. Aisyah Sungguminasa Gowa.* The population of the research was the second year students of Mts. Aisyiyah Sungguminasa Gowa in academic year of 2009/2010. The total number of population was 105 students. The writer used purposive sampling technique and it consisted of 30 students. This research employed reading test as the instrument of data collection. The result of this test was used to assess to what extent Predicting Strategy can improve the students' reading comprehension. After several meetings, this research found out the use of

predicting strategy was significantly effective to improve the students' reading comprehension. Based on the findings, the writer concluded that the second year students of MTs. Aisyiyah Sungguminasa Gowa could develop their reading comprehension using predicting, by the result of this research was (1) the mean score obtained by students through pre-test was 32 and post-test was 45 (2) the t-test value was higher than t-table(11.63 > 2.045). It means that this was a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis Hθ was rejected and H1 was accepted.

The previous research by Rebecca R. Muller (2016) *The Effect of Explicit Teaching of Inferring on The Reading Comprehension of Students with Learning Disabilities in middle school.* This study examined the effect direct and explicit teaching of instruction in usinginference on the reading comprehension of middle school students with specific learningdisabilities. the students were able to generalize and use the strategy of graphic organizer to infer meaning of fiction and nonfiction text in their content area classes. In their language arts class six out of the seven students used the graphic organizer to make valid inferences. In the science classroom, six out of seven students the graphic organizer, but only four out of the six were able to effectively complete the task in the allotted time. In humanities, each students used the graphic organizer to assist them, five using the provided graphic organizer and two creating their own version. Students that used the graphic organizer were able to provide more succinct and valid inferences relating to the text which helped them with their overall comprehension of the text.

According to Damrong (2013) *Inference Strategies to Improve Reading Comprehension of Challenging Texts*. This study aimed to explore inference strategies necessary to successfully read journal articles. Eighty-eight graduate students read a set of texts on education and economic growth and answered comprehension questions. Twenty-four of these participants also volunteered for an in-depth interview. The findings revealed that students usually relied on their bottom-up processing. They skipped difficult parts, especially technical information and graphic illustrations. They sought help from friends to enhance their understanding. Overall, they were successful at interpreting the thesis statement, the gist of the section, the meaning of the tested words and clause. However, they were less able to infer the underlying argument, the tone of the article, and the attitudes of others toward the research findings. A substantial number of students also failed to utilize information from section headings and the organization of research articles to guide their reading tasks.

F. Hypothesis

Hypothesis is temporary assumption. It is not always true that the hypothesis is right. The truth must be proved by researcher in the investigation. In this research, the hypothesis of the study is that there is any significant effect Making Predictions and Inferences Teaching Strategy to the students' reading comprehension in narrative text.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this researcher, the researcher used a quantitative study. It was experimental researcher design. In this case, there are two different groups namely experimental group and control group. The experimental group was taugh by used Making Predictions and Inferences Strategy while the control group was taugh by used Conventional Method. The desoign of this research was listed.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Teaching using Making and Inferences Predictions	√
Control	√	Teaching using Conventional Teaching Method (Leacturing Method) .	√

B. Location

The researcher had been conducted at SMKN 5 Medan, which is located Jl. Timor. In academic 2019/2020. The reason of choosing this school related to the students difficulty in reading comprehension, because almost of english teacher still the conventional method and in additional, many students have low abilities in reading comprehension. Based on the situations above, the researcher

is conducted a research about the effect of Making Prediction and Inferences Teaching Strategy to students' reading comprehension in narrative text.

C. Population and Sample

The population of this research is the students of grade X TGB of SMK N 5 Medan. There are three classes of the grade X TGB of SMK N 5 Medan. The total population is three classes and consists of 80 students. Cluster random sampling techinique is applied to determine the sample. The sample choosen are X-TGB 1 as the experimental group and X-TGB 2 as the control groups. So, the total numbers were 58 students. The design was figured as follow:

Table 3.2 Research Design

No	Class	Population	Sample
1	X-TGB 1	28	28
2	X-TGB 2	30	30
3	X-TGB 3	22	-
	Total of the students	**80**	**58**

D. The Instrument of Collecting the Data

For collecting the data, a reading test given to the students. The test was adminitered to the students in both experimental and control group. They were pre-test and post-test. The students were instructed to collected the data by using an essat test. The students were given the test. The form of essay test was

prediction and inferences of students related to text. Then, the students give opinion and answer by reading from predictions and inferences strategy and the students reading ability to know how far they can reading english text and the meaning well and fluecy.

E. The Technique of Collecting Data

Technique of collecting data was the technique or method that can be used by researcher for collecting the data. Data collecting can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypoteses. There was some technique of collecting data as follow :

1. Pre-Test

The pre-test was conducted to find out the students ability in narrative text expecially in reading comprehension before having the treatment. The pre-test were given to the experimental and control groups The result of the pre-test was considered as the preliminary.

2. Treatment

Both of the experimental and control group, the researcher give the same material but with the different method. In the experimental group the researcher teaches reading narrative text to the students by Making Predictions and Inferences strategy as the method in teaching. While in the control group the researcher teaches reading narrative text to the students without Making Predictions and Inferences Strategy.

Treatment for Experimental Group by Applying Making Predictions and Inferences Strategy

Teacher's Activities	Student's Activities
- Teacher introduce and describing how to apply Making Predictions and Inferences Strategy	- Students' paid attention to the teacher's introductions and demonstration
- Teacher explain about the class was going to do in the meeting. By giving a title/ subject and make small group consist oof 4 student's each group	- Students' focus to listen the teachers' explanation and make the small group
- Teacher monitor, facilitate and help the difficulties of students'	- The students' making predicton about the title and predict what is the story about based on information that they get from the title and subject - The student's share their prdiction with their friends about the story that they have predict - The student's identify the key ideas and major events that have already occured and decided what they think will happen next in the story based on what they has already occured in the story. - The student's infere what is the story about and conduct the meaning of the story
- The teacher asking the students' to present the result of the discussion. Each group have a chance to other related to the text	- The student's presentation, knowing the strengt and weakness

Acrivities for Control Group without applying Making Predictions and Inferences Strategy

Teacher's Activity	Student's Activity
- Teacher gave explanation about what the class was going to do in the meeting	- Student's respond to the teacher's greeting and listened to the teacher's explanation
- Teacher gave the copies of the text for each students	- Student's receive copies of the text
- Teacher gave explanation about the communicative purpose, language features and generic sturcture of narrative text	- Students wrote the teacher's explanation and found out the communicative purpose,language features and generic stuctures of narrative text
- Teacher asked the students to underline the unknown word,make the list of the unknown words and trasnlate them on their book	- Students underline the unknown words,made their list of the unknown words and translated them on their book
- Teacher asked the students to translate the whole words	- Student's translate the text and wrote it on their book
- Teacher asked the students randomly to read the text and their translation	- Students read the text and their translation
- Teacher and students disccuses the topic or a while. If they still have enough time	- Teacher and student's discussed the topic for a while

3. **Post-Test**

After conducted the treatment, a post-test given to the students. The post-test functioned to know wether the treatments gave the effect or not on the students ability in reading comprehension. It was administrated to experimental and control groups. The administrating of the post-test meant to find the

differences scores of both experimental and control groups by using Making

Predictions and Inferences Strategy and using Traditional Method.

4. **Collecting the Students Worksheet**

   After conducted the post-tes, the researcher was collected the students

   worksheet.

F. **Technique of Data Analysis**

   After getting the data, analyzed the data with some steps below:

   1. Collect the data from the scoring of experimental and control group.

   2. Compare the scores.

   3. Listed the score into two tables. First for the experimental group scores

      and second for the control group scores.

   4. Listed the score into two tables. First for the experimental group scores

      and second for the control group scores.

   5. Calculate the mean score of both group by using the following formula:

      a. Mean of Variable X (Variable 1)

      $$M\bar{X} = \frac{\sum X}{N}$$

      b. Mean of Variable B (Variable 2)

      $$M\bar{X} = \frac{\sum Y}{N}$$

   6. Finding the standart deviation
      a. Standard of Deviation (SD) for variable X (variable 1)

      $$SDx = \sqrt{\frac{\sum X^2}{N}}$$ (Sudijono,2009)

b. Standard of devitation (SD) for variable Y (variable 2)

$$SDy =$$

c. Standard Error of mean variable 1

$$SE\ M1 = \frac{SD1}{\sqrt{N1 - 1}}$$

d. Standard Error of mean variable 2

$$SE\ M2 = \frac{SD2}{\sqrt{N2 - 1}}$$

e. The difference of standard error between mean of variable 1 and mean of variable 2

$$SE\ M1 - M2 = \sqrt{SE\ M12} + SE\ M2 \qquad \text{(Sudijono, 2009)}$$

f. Testing hypothesis by applying T-test

$$to = \frac{M1 - M2}{SEM1 - M2} \qquad\qquad \text{(Sudijono, 2009)}$$

Notes :

Mx   = mean for variable 1 or X

My   = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N1   = number of cases for variable 1

N2   = number of cases for variable 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data was obtained by giving the essay test to the students in order to know their ability in reading comprehension. It was calculated by using the score of pre-test and post-test of reading test in both experimental group and control group The analysis was intended to get the significant differences between taugh by apllying Predictions and Inferences Strategy and taught without applying Predictions and Inferences Strategy in reading comprehension about narrative text genre. The research was conducted 3 September – 17 September. The treatment was given in meetings to the experimental groups after administering the pre-test. Comparing to both of groups during the teaching process, students in experimental group had better in reading comprehension rather than those in control group. This was because students in expeerimental froup taugh to discuss difficulties in reading material in team, then solve the difficulties with partner, and as final output was the reading material.

B. Data Analysis

The data were obtained by giving each group an objective test. The scores were calculated in order to know the students' achievement in reading comprehension. Pre-test and post-test were in both groups, experimental and

control groups. It is applied t-test formula based on Arikunto (2009) to prove the hypothesis in this study. The scores were analyzed in order to investigate the effect of making predictions and inferences teaching strategy to students' reading comprehension in narrative text by calculating the followings :

1.   Mean of Variable X (Variable 1)

Table 4.1

The differences between Pre-test and Post-test of experimental group

No.	Students Initial Name	Pre-test (X1)	Post-test (X2)	X-(X2-X1)
1	G	50	90	40
2	FA	55	86	31
3	JP	55	92	37
4	JS	51	86	35
5	H	53	89	36
6	JH	51	89	38
7	KI	52	86	34
8	KA	51	90	39
9	KP	48	91	43
10	LD	52	91	39
11	MDA	56	88	32

12	MRI	51	86	35
13	MYA	51	86	35
14	MN	54	85	31
15	MA	51	90	39
16	MHA	52	87	35
17	EPS	52	89	37
18	MER	52	91	39
19	MAR	51	93	42
20	MH	52	90	38
21	FAA	50	90	40
22	MSA	51	92	41
23	MS	52	83	31
24	NR	53	87	34
25	N	53	90	37
26	SK	47	87	40
27	SE	53	88	35
28	NA	53	85	32
TOTAL		**1452**	**2477**	**1025**

From the data above, the mean scores of experimental group was calculated as follows:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1025}{28}$$

$$= 36,6$$

Which:

Mx   : The Mean score of experimental group

$\sum x$: The score x_2-x_1

N   : The sample of experimental group

2.   **Mean of Variable Y (Variable 2)**

Table 4.2

The differences between pre-test and post-test of control group

No.	Students Initial Name	Pre-Test (Y1)	Post-Test Y2)	Y-(Y2-Y1)
1	AJL	60	83	23
2	A	61	82	21
3	AN	58	86	28
4	AFE	63	83	20
5	AS	58	84	26
6	AP	59	89	30

7	AR	57	91	34
8	AI	57	86	29
9	BZD	40	85	25
10	DS	59	86	27
11	DH	61	87	26
12	DBI	61	90	29
13	DS	58	90	32
14	DKA	62	85	23
15	DA	58	86	28
16	DSA	58	85	27
17	DN	63	87	27
18	DSL	60	88	25
19	DK	60	89	29
20	DPI	63	84	21
21	EF	62	83	21
22	FA	61	90	29
23	FW	57	86	29
24	FAH	61	86	25
25	HS	60	85	25
26	HP	60	85	25
27	IG	62	86	24
28	IFA	54	82	23

29	AW	61	86	25
30	IA	60	87	27
Total		**1799**	**2582**	**783**

From the data above, the mean scores of control group was calculated as follows:

$$My = \frac{\sum y}{N}$$

$$My = \frac{783}{30}$$

$$= 26,1$$

Which:

My   : The Mean score of control group

$\sum y$: The score y_2-y_1

N   : The sample of control group

3.   **Standard Deviation (SD) of Variable X (Variable 1)**

Table 4.3

The Calculation of Standard Deviation in Experimental Group

No.	Students Initial Name	X (X2-X1)	X = (X-Mx)	(X-Mx)2
1	G	40	3.4	11.56
2	FA	31	-5.6	31.36
3	JP	37	0.34	0.1156
4	JS	35	-1.66	2.7556
5	H	36	-0.6	0.36
6	JH	38	1.34	1.7956
7	KI	34	-2.66	7.0756
8	KA	39	2.34	5.4756
9	KP	43	6.34	21.7156
10	LD	39	2.34	2.7556
11	JP	32	-4.66	32.0356
12	MRI	35	-1.66	5.4756
13	MYA	31	-5.66	5.4756
14	MN	39	2.34	2.7556
15	MA	39	2.34	5.4756
16	MHA	35	-1.66	2.7556

17	EPS	37	0.34	0.1156
18	MER	39	2.34	5.4756
19	MAR	42	5.34	28.5156
20	MH	38	1.34	1.7956
21	FAA	50	13.34	177.9556
22	MSA	51	14.34	205.6356
23	MS	52	15.34	235.3156
24	NR	53	16.34	266.9956
25	N	53	16.34	266.9956
26	SK	47	10.34	106.9156
27	SE	53	16.34	266.9956
28	NA	53	16.34	266.9956
TOTAL				**2006.09**

From the data above, the standard deviation of experimental group was calculated as follows:

$$SD_x = \frac{\sqrt{2006.09}}{28} = \sqrt{71.64} = 8.4$$

4. **Standard Deviation for Variable Y (Variable 2)**

Table 4.4

The Calculation of Standard Deviation in Control Group

No.	Students Initial Name	Y (Y2-Y1)	Y=Y-My	(Y-My)2
1	AJL	23	-3.1	9.61
2	A	21	-5.1	26.01
3	AN	28	1.9	3.61
4	AFE	20	-6.9	37.21
5	AS	26	-0.1	0.01
6	AP	30	3.9	15.21
7	AR	34	7.9	62.41
8	AI	29	2.9	8.41
9	BZD	25	-1.1	1.21
10	DS	27	0.9	0.81
11	DH	26	-0.1	0.01
12	DBI	29	2.9	8.41
13	DS	32	5.9	34.81
14	DKA	23	-3.1	9.61
15	DA	28	1.9	3.61
16	DSA	27	0.9	0.81
17	DN	27	0.9	0.81

18	DSL	23	-3.1	9.61
19	DK	29	2.9	8.41
20	DPI	21	-5.1	26.01
21	EF	21	-5.1	26.01
22	FA	29	2.9	8.41
23	FW	29	2.9	8.41
24	FAH	25	-1.1	1.21
25	HS	25	-1.1	1.21
26	HP	25	-1.1	1.21
27	IG	24	-2.1	4.41
28	IFA	25	-3.1	9.61
29	AW	23	-1.1	1.21
30	IA	27	0.9	0.81
TOTAL				**329.1**

From above, the standard deviation of control group was calculated as follows:

$$SDx = \frac{\sqrt{329.1}}{30} = \sqrt{10.97} = 3{,}31$$

Based on the calculation above, the following facts were presented:

SDx   = 8,46

Sdy   = 3,31

N1 = 28

N2 = 30

X = 1025

Y = 783

Mx = 36,60

My = 26,1

(X-Mx)2 = 2006,09

(Y-My)2 = 329,1

Therefore, the following formulas were implemented :

a. Standard Error of Experimental Group

$$\text{SE M1} = \frac{SD1}{\sqrt{N1-1}} = \frac{8,46}{\sqrt{28-1}} = \frac{8,46}{\sqrt{27}} = \frac{8,46}{5,19} = 0,01$$

b. Standard Error of Control Group

$$\text{SE M2} = \frac{SD2}{\sqrt{N2-1}} = \frac{3,31}{\sqrt{30-1}} = \frac{3,31}{\sqrt{29}} = \frac{3,31}{5,19} = 0,63$$

c. The Difference of Standard Error

$$\text{SE M1-M2} = SEM1^2 + SEM2^2\sqrt{27^2}$$

C. Testing Hypothesis

The result above then was applied to test hypothesis :

$$T_0 \quad = \frac{M1-M2}{SEM1-M2}$$

$$= \frac{36,60 - 26,1}{1,71}$$

$$= \frac{10,5}{1,71}$$

$$= 6,14$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows :

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table}. Where t_{table} value for degree of freedom, the calculation showed as follows :

df   = (N1+N2-2)

           = (28+(30-2)

           = 28+28

           = 56

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 56at the level of significant 5% was at 20.00, while the critical value ($t_{observe}$) was 6.14. The result of computing indicated that the $t_{observe}$ was higher than t_{table} ($t_{observe} \geq t_{table}$; 6.14$\geq$ 2.00). It means that hypothesis was accepted.

D.   Research Finding

It was found that using predictions and inferences teaching strategy to the students' reading comprehension in narrative text gave the significant effect. The

students' that were taugh by making predictions and inferences teaching strategy got the higher score than those taugh by using traditional method (lecturing method). The result of the test showed that the $t_{observe}$ was higher than t_{table} (6.14 $\geq$ 2.00). It means that Making Predictions and Inferences Teaching Strategy gave the significant effect on the students' ability in reading comprehension.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Predictions and Inferences Strategy to students' reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based opn the data analysis, it was found that there was the significant effect of applying Predictions and Inferences Strategy to students' reading comprehension in narrative text. It was prove from the total score 1452 and 2477 respectively. It was found $t_{observe} \geq t_{table}$ or $6,14 \geq 2,00$ with df = 56 (28+30-2).

2. Most of students responded well the lesson by applying Predictions and Inferences Strategy. It was characterized by the increase of students' learning outcomes in learning. So, Predictions and Inferences strategy was considered to be effective in teaching reading comprehension.

B. Suggestion

Referring to the conclusion above, some suggestion were stated as the following :

1. The english teachers are suggested to use Image Streaming Method in teaching reading comprehension. By which the teacher may easily teach reading interestingly because it can be alternative strategy to motivate the

students in reading comprehension. Besides it can be contribution for english teacher to improve their teaching strategies.

2. The students are expected to use Predictions and Inferences Strategy by themselves to encourage their confidence in order to improve their achievment in reading comprehension.

3. It is suggersted to the other researcher to use this finding as source of the research.

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Appendix 1

The Score of Pre-Test of Experimental Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	G	14	10	11	12	3	50
2	FA	13	12	13	14	3	55
3	JP	14	11	13	14	3	55
4	JS	11	12	14	11	3	51
5	H	13	11	14	12	3	53
6	JH	12	13	13	10	3	51
7	KI	11	13	12	13	3	52
8	KA	12	13	11	12	3	51
9	KP	14	11	10	10	3	48
10	LD	14	12	11	12	3	52
11	MDA	14	12	13	14	3	56
12	MRI	13	10	14	11	3	51
13	MYA	12	13	12	11	3	51
14	MN	11	14	13	13	3	54
15	MA	14	11	10	13	3	51
16	MHA	12	10	13	14	3	52
17	EPS	12	14	11	12	3	52
18	MER	13	14	10	12	3	52

19	MAR	11	13	14	10	3	51
20	MH	14	10	13	12	3	52
21	FAA	13	11	12	11	3	50
22	MSA	10	14	13	11	3	51
23	MS	13	11	12	13	3	52
24	NR	12	14	11	13	3	53
25	N	12	13	11	14	3	53
26	SK	11	14	11	10	3	47
27	SE	14	11	13	12	3	53
28	NA	14	11	12	13	3	53
TOTAL							**1452**

Appendix 2

The Score of Post-Test of Experimental Group

No.	Initial	Indicator					Score
		C	**O**	**V**	**LU**	**M**	
1	G	28	21	12	18	11	86
2	FA	25	20	13	17	11	90
3	JP	28	22	15	16	11	89
4	JS	25	20	12	18	11	86
5	H	27	20	11	20	11	89
6	JH	27	22	14	15	11	89
7	KI	25	20	13	17	11	86
8	KA	28	21	14	16	11	90
9	KP	28	21	12	19	11	91
10	LD	14	22	11	18	11	91
11	JP	14	20	15	17	11	88
12	MRI	13	20	12	16	11	86
13	MYA	12	21	13	15	11	86
14	MN	11	20	13	14	11	85
15	MA	28	22	14	15	11	90
16	MHA	28	20	13	15	11	87

17	EPS	27	20	15	16	11	89
18	MER	28	21	14	17	11	91
19	MAR	29	21	14	18	11	93
20	MH	27	20	13	19	11	90
21	FAA	26	21	15	17	11	90
22	MSA	28	20	14	19	11	92
23	MS	27	20	13	18	11	83
24	NR	27	21	13	15	11	87
25	N	28	21	14	16	11	90
26	SK	27	21	13	18	11	87
27	SE	26	22	13	17	11	88
28	NA	27	20	13	16	11	85
TOTAL							**2477**

Appendix 3

The Score of Pre-Test in Control Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	AJL	16	13	11	15	5	60
2	A	15	14	12	15	5	61
3	AN	15	13	11	14	5	68
4	AFE	14	16	16	16	5	63
5	AS	15	13	13	14	5	58
6	AP	16	14	12	12	5	59
7	AR	15	13	11	13	5	57
8	AI	14	13	12	13	5	57
9	BZD	13	16	12	14	5	60
10	DS	14	15	12	13	5	59
11	DH	15	13	13	15	5	61
12	DBI	16	14	11	15	5	61
13	DS	15	13	12	13	5	58
14	DKA	14	16	13	14	5	62
15	DA	13	15	11	14	5	58
16	DSA	13	14	12	14	5	58
17	DN	13	13	16	13	5	60
18	DSL	14	16	14	14	5	63

19	DK	14	13	13	15	5	60
20	DPI	16	14	13	15	5	60
21	EF	14	15	14	14	5	63
22	FA	15	16	12	13	5	62
23	FW	13	16	11	12	5	61
24	FAH	13	16	13	14	5	57
25	HS	14	15	12	14	5	61
26	HP	15	14	13	13	5	60
27	IG	15	14	14	14	5	62
28	IFA	14	13	12	15	5	59
29	AW	13	16	11	16	5	61
30	IA	13	16	11	15	5	60
TOTAL							**1799**

Appendix 4

The Score of Post-Test in Control Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	AJL	25	22	10	18	8	83
2	A	26	21	10	17	8	82
3	AN	27	23	12	16	8	86
4	AFE	28	21	11	15	8	83
5	AS	25	21	12	18	8	84
6	AP	28	22	13	18	8	89
7	AR	28	23	14	18	8	91
8	AI	29	22	10	17	8	86
9	BZD	27	22	11	17	8	85
10	DS	27	22	13	16	8	86
11	DH	28	22	13	16	8	87
12	DBI	29	24	14	15	8	90
13	DS	29	24	14	15	8	90
14	DKA	26	23	13	15	8	85
15	DA	26	22	13	18	8	86
16	DSA	27	21	12	17	8	85
17	DN	28	23	12	16	8	87
18	DSL	28	22	13	17	8	88

19	DK	28	24	11	18	8	89
20	DPI	25	23	12	16	8	84
21	EF	26	23	11	15	8	83
22	FA	27	24	13	18	8	90
23	FW	27	21	14	16	8	86
24	FAH	28	22	12	16	8	86
25	HS	26	22	12	17	8	85
26	HP	28	21	11	17	8	85
27	IG	27	20	13	18	8	86
28	IFA	27	21	11	15	8	82
29	AW	27	23	12	16	8	86
30	IA	28	23	12	16	8	87
TOTAL							**1799**

Appendix 5

The Score of Pre-Test and Post-Test of Experimental Group

No.	Students Initial Name	Pre-Test (X1)	Post-Test (X2)
1	G	50	86
2	FA	55	90
3	JP	55	89
4	JS	51	86
5	H	53	89
6	JH	51	89
7	KI	52	86
8	KA	51	90
9	KP	48	91
10	LD	52	91
11	MDA	56	88
12	MRI	51	86
13	MYA	51	86
14	MN	54	85
15	MA	51	90
16	MHA	52	87
17	EPS	52	89
18	MER	52	91

19	MAR	51	93
20	MH	52	90
21	FAA	50	90
22	MSA	51	92
23	MS	52	83
24	NR	53	87
25	N	53	90
26	SK	47	87
27	SE	53	88
28	NA	53	85
TOTAL		**1452**	**2477**

Appendix 6

The Score of Pre-Test and Post-Test of Control Group

No	Students Initial Name	Pre Test (X1)	Post Test (X2)
1	AJL	60	**83**
2	A	61	82
3	AN	68	86
4	AFE	63	83
5	AS	58	84
6	AP	59	89
7	AR	57	91
8	AI	57	86
9	BZD	60	85
10	DS	59	86
11	DH	61	87
12	DBI	61	90
13	DS	58	90
14	DKA	62	85
15	DA	58	86
16	DSA	58	85

17	DN	60	87
18	DSL	63	88
19	DK	60	89
20	DPI	60	84
21	EF	63	83
22	FA	62	90
23	FW	61	86
24	FAH	57	86
25	HS	61	85
26	HP	60	85
27	IG	62	86
28	IFA	59	82
29	AW	61	86
30	IA	60	87
TOTAL		**1799**	**2582**

LESSON PLAN

(Experiment class)

School   : SMK NEGERI 5 MEDAN

Subject   : English

Class/Semester : X TGB 1

Time Allocation : 2 x 40 Minutes

Topic   : Narrative Text

A. Core Competence

CC 1: Respecting and appreciating the teaching of their religions.

CC 2: Respecting and appreciating behavior of honest, discipline, responsible, caring (tolerance, mutual assistance), mannered, confident, in social interaction and natural environment effectively within the reach of the association and its existence.

CC 3: Understanding and applying knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and real events.

CC 4: Processing, presenting, and associating in concrete domain (using, elaborating, designing, modifying, and creating) and abstract

domain (writing, reading, counting, drawing, and composing) in accordance with learning materials.

B. Basic Competence

- Applying a social function, the structure of the text, and text linguistic elements of oral and written transactional interactions involving the act of giving and asking for information related to the presence of people, objects, animals, according to the context of use. (Note the linguistic element there is / are).

- Develop transactional texts oral and written interaction is very short and simple that involves the act of giving and asking for information related to the presence of people, objects, animals, taking into account the social function, the structure of the text, and correct linguistic elements and in context.

C. Indicator

- To dentify social function, the structure of the text as well as elements in the narrative text

D. Objective

- Students are able to identifyof social function, the structure of the narrative text.

E. Teaching Material

- Definiton narrative text

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways.

- Generic structure text

Generic structure oftext are:

1. Orientation : it is about the Opening Paragraph where the characters of the story are introduced.

2. Complication : where the problems in the story developed

3. Sequence of event / climax : The event can be told in chronological order (the order in which they happen) or which flashback.

4. where the problems in the story solved

5. Reorientation : It is an optional closure of event

- Language Feature of Narrative text

1. Focus on specific participant: i, my group, etc.

2. Using simple past tense

3. Using Adverb of Time: once upon a time, one day, long long ago etc.

4. Using of adverbial phrases of time and place:in the Garden, two days ago.

5. Using action verb : look, go, change, etc.

Example of Narrative text

The bear and the Two Travellers

Two men were travelling together when a bear suddenly met them on their path. One of them climbed up quickly into a tree and concealed himself in the branches. The other, seeing that the must be attacked, fell flat on the ground and when the bear came up and left him with his snout and smelt him all over, he held his breath and feigned the appearance of

death as much as he could. The bear soon left him all over, for it is said he will not touch a dead body. When he was quite gone the other traveller descended from the tree and inquired of his friend what it was the bear had whispered in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who deserts you at the approach of danger."

F. **Method/ Technique**

Making Predictions and Inferences

G. **Media and Instrument**

a. **Tools**

Whiteboard, work paper

b. **Media**

Laptop, dictionary, slide, book

c. **Learning resources**

Book package (when english rings bell class VIII) and internet.

H. **Teaching and Learning Activities**

Meeting-1

No	Stage	Teacher Activity	Students activity	Time Allocation
1	**Pre-Activity**	➢ Greeting and praying ➢ Checking the students attendance list ➢ Telling the objectives of lesson should be achieved by the students	➢ Greet the teacher and make a pray ➢ Students listening to the teacher	10'
2.	**While Activity**	➢ Teacher introduce and describing how to apply Making Predictions and Inferences Strategy	➢ The student's paid attention to the teacher's introductions and demonstration	60'

		➢ Teacher explain about the class was going to do in the meeting. By giving a title of a story/subject and make small group consist of 4 student's each group	➢ The student's focus to listen the teacher's explanation and make the small group	

		➤ Teacher monitor,faciliate and help the difficulties of student's	➤ The student's making prediction about the title and predict what is the story about based on information that they get from the title and subjct that given by the teacher ➤ The student's share their prediction with their friends about the story that they have predict ➤ The student's identify the key ideas and major events that have	

			already occured and decided. They also share about the character in the story. ➤ The student's infere what is the story about and conduct the meaning of the story	
		➤ Teacher asking the student's to present the result of the discussion. Each group have a chance to other related to the text	➤ The student's preentation,knowing the strengt and weakness	
3	**Closing**	➤ Teacher ask	➤ The student's	10'

	Activity	student's to makeconclusion about Reading Narrative Text.	make conclusion about the lesson	
		➤ The teacher said that we would meet again in the next meeting.	➤ The student's lead a pray and greet the teacher	
		➤ Teacher ask one of the students lead the pray then say goodbye.		

Meeting-2

No	Stage	Teacher Activity	Students activity	Time Allocation
1	**Pre-Activity**	➤ Greeting and praying	➤ Greet the teacher and make a pray	10'

		➢ Checking the students attendance list ➢ Telling the objectives of lesson should be achieved by the students	➢ Students listening to the teacher	
2.	**While Activity**	➢ Teacher introduce and describing how to apply Making Predictions and Inferences Strategy	➢ The student's paid attention to the teacher's introductions and demonstration	60'

		> Teacher explain about the class was going to do in the meeting. By giving a title of a story/subject and make small group consist of 4 student's each group	> The student's focus to listen the teacher's explanation and make the small group	

		➢ Teacher monitor,faciliate and help the difficulties of student's	➢ The student's making prediction about the title and predict what is the story about based on information that they get from the title and subjct that given by the teacher ➢ The student's share their prediction with their friends about the story that they have predict ➢ The student's identify the key ideas and major events that have	

			already occured and decided. They also share about the character in the story. ➢ The student's infere what is the story about and conduct the meaning of the story	
		➢ Teacher asking the student's to present the result of the discussion. Each group have a chance to other related to the text	➢ The student's preentation,knowing the strengt and weakness	
3	**Closing**	➢ Teacher ask	➢ The student's	10'

	Activity	student's to makeconclusion about Reading Narrative Text.	make conclusion about the lesson	
		➤ The teacher said that we would meet again in the next meeting.	➤ The student's lead a pray and greet the teacher	
		➤ Teacher ask one of the students lead the pray then say goodbye.		

Meeting-3

No	Stage	Teacher Activity	Students activity	Time Allocation
1	**Pre-Activity**	➤ Greeting and praying ➤ Checking the	➤ Greet the teacher and make a pray ➤ Students	10'

		students attendance list ➢ Telling the objectives of lesson should be achieved by the students	listening to the teacher	
2.	**While Activity**	➢ Teacher introduce and describing how to apply Making Predictions and Inferences Strategy	➢ The student's paid attention to the teacher's introductions and demonstration	60'
		➢ Teacher explain about the class was going to do in the meeting. By giving a title of a story/subject and	➢ The student's focus to listen the teacher's explanation and make the small group	

		make small group consist of 4 student's each group		
		➢ Teacher monitor,faciliate and help the difficulties of student's	➢ The student's making prediction about the title and predict what is the story about based on information that they get from the title and subjct that given by the teacher ➢ The student's share their prediction with their friends about the story	

			that they have predict ➢ The student's identify the key ideas and major events that have already occured and decided. They also share about the character in the story. ➢ The student's infere what is the story about and conduct the meaning of the story	

		➤ Teacher asking the student's to present the result of the discussion. Each group have a chance to other related to the text	➤ The student's preentation,knowing the strengt and weakness	
3	**Closing Activity**	➤ Teacher ask student's to makeconclusion about Reading Narrative Text. ➤ The teacher said that we would meet again in the next meeting. ➤ Teacher ask one of the students lead the pray then	➤ The student's make conclusion about the lesson ➤ The student's lead a pray and greet the teacher	10'

		say goodbye.		

I. Evaluation

1. Technique : Reading Comprehension
2. Form : Essay

J. Assessment Guidance

Name		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Mechanics		
Language Use		
Vocabulary		
Total Score		

Maximum Score :

1. Content : 30
2. Organization : 25

3. Mechanics : 10

4. Language Use : 20

5. Vocabulary :15

Medan,   2019

English Teacher   **Researcher**

Roulina Gultom, S.Pd   **Muhammad Ramadhan S**

                                    NPM:1402050268

Head Master of SMK N 5 Medan

Edison

Appendix 8

LESSON PLAN

(Control class)

        School   : SMK NEGERI 5 MEDAN

        Subject   : English

        Class/Semester   : X TGB 2

        Time Allocation   : 2 x 40 Minutes

        Topic   : Narrative Text

B.   **Core Competence**

CC 1: Respecting and appreciating the teaching of their religions.

CC 2: Respecting and appreciating behavior of honest, discipline, responsible, caring (tolerance, mutual assistance), mannered, confident, in social interaction and natural environment effectively within the reach of the association and its existence.

CC 3: Understanding and applying knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and real events.

CC 4: Processing, presenting, and associating in concrete domain (using, elaborating, designing, modifying, and creating) and abstract

domain   (writing, reading, counting, drawing, and composing) in accordance with   learning materials.

B. Basic Competence

- Applying a social function, the structure of the text, and text linguistic elements of oral and written transactional interactions involving the act of giving and asking for information related to the presence of people, objects, animals, according to the context of use. (Note the linguistic element there is / are).

- Develop transactional texts oral and written interaction is very short and simple that involves the act of giving and asking for information related to the presence of people, objects, animals, taking into account the social function, the structure of the text, and correct linguistic elements and in context.

K.   Indicator

- To dentify social function, the structure of the text as well as elements in the narrative text

L.   Objective

- Students are able to identifyof social function, the structure of the narrative text.

M.   Teaching Material

- Definiton narrative text

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways.

- Generic structure text

Generic structure oftext are:

6. Orientation : it is about the Opening Paragraph where the characters of the story are introduced.

7. Complication : where the problems in the story developed

8. Sequence of event / climax : The event can be told in chronological order (the order in which they happen) or which flashback.

9. where the problems in the story solved

10. Reorientation : It is an optional closure of event

- Language Feature of Narrative text

6. Focus on specific participant: i, my group, etc.

7. Using simple past tense

8. Using Adverb of Time: once upon a time, one day, long long ago etc.

9. Using of adverbial phrases of time and place: in the Garden, two days ago.

10. Using action verb : look, go, change, etc.

Example of Narrative text

The Old Man and the Durian Tree

In a very quiet little village, lived an old man whose age over 80 years old. He was planting a durian tree when a neighbour observed him. The neighbour asked the old man, "do you expect to eat durian from that tree? The durian tree will take about 8 years to bear fruit.

The old man rested on this spade and smiled. He said "No, at my age I know I won't. All my life I have been enjoying durians, but never from a tree i have planted before. I wouldn't have had durians if other men haven't done what I'm doing now. I am just trying to pay the other men who have planted durians for me. "no wonder he looked so happy.

We should give first and can get something in return. We will not only get what we want but will actually be really happy in the end, because we need to sow first before we can reap.

N.   Method/ Technique

Method : Conventional Method (Leacture Method)

O.   Media and Instrument

a. **Tools**

Whiteboard, work paper

b. **Media**

Laptop, dictionary, slide, book

c. **Learning resources**

Book package (when english rings bell class X) and internet.

H. Teaching and Learning Activities

Meeting- 1

No	Stage	Teacher Activity	Students Activity	Time Allocation
1	Pre-Activity	➢ Greet and say hello to the students. ➢ Let one of the students to open with prayer learning. ➢ Checkthe students' attendance list. ➢ Teacher motivate students.	➢ Student's greet the teacher ➢ Student's lead a pray ➢ Student's give attention to the teacher	10'
2	While Activity	- Teacher gave explanation about what the class was going to do in the meeting	- Student's respond to the teacher's greeting and listened to the teacher's explanation	60'

		- Teacher gave the copies of the text for each students	- Student's receive copies of the text	
		- Teacher gave explanation about the communicative purpose, language features and generic sturcture of narrative text	- Students wroe the teacher's explanation and found out the communicative purpose,language features and generic stuctures of narrative text	
		- Teacher asked the students to underline the unknown word,make the list of the unknown	- Students underline the unknown words,made their list of the unknown	

		words and trasnlate them on their book	words and translated them on their book		
		- Teacher asked the students to translate the whole words	- Student's translate the text and wrote it on their book		
		- Teacher and students disccuses the topic or a while. If they still have enough time	- Teacher and student's discussed the topic for a while		
3	**Closing Activity**	➢ Teacher ask student's to makeconclusion about Reading Narrative Text. ➢ The teacher said that we	➢ The student's make conclusion about the lesson ➢ The student's lead a pray		10'

		would meet again in the next meeting. ➢ Teacher ask one of the students lead the pray then say goodbye.	and greet the teacher	

Meeting- 2

No	Stage	Teacher Activity	Students Activity	Time Allocation
1	Pre-Activity	➢ Greet and say hello to the students. ➢ Let one of the students to open with prayer learning. ➢ Checkthe students' attendance list.	➢ Student's greet the teacher ➢ Student's lead a pray ➢ Student's give attention to the teacher	10'

		➢ Teacher motivate students.		
2	While Activity	- Teacher gave explanation about what the class was going to do in the meeting	- Student's respond to the teacher's greeting and listened to the teacher's explanation	60'
		- Teacher gave the copies of the text for each students	- Student's receive copies of the text	
		- Teacher gave explanation about the communicative purpose, language features and generic sturcture of narrative text	- Students wroe the teacher's explanation and found out the communicative purpose,language features and generic	

			stuctures of narrative text	
		- Teacher asked the students to underline the unknown word,make the list of the unknown words and trasnlate them on their book	- Students underline the unknown words,made their list of the unknown words and translated them on their book	
		- Teacher asked the students to translate the whole words	- Student's translate the text and wrote it on their book	
		- Teacher and students disccuses the topic or a while. If they still have enough time	- Teacher and student's discussed the topic for a while	

No	Stage	Teacher Activity	Students Activity	Time Allocation
3	**Closing Activity**	➢ Teacher ask student's to makeconclusion about Reading Narrative Text. ➢ The teacher said that we would meet again in the next meeting. ➢ Teacher ask one of the students lead the pray then say goodbye.	➢ The student's make conclusion about the lesson ➢ The student's lead a pray and greet the teacher	10'

Meeting – 3

No	Stage	Teacher Activity	Students Activity	Time Allocation

1	Pre-Activity	➢ Greet and say hello to the students. ➢ Let one of the students to open with prayer learning. ➢ Checkthe students' attendance list. ➢ Teacher motivate students.	➢ Student's greet the teacher ➢ Student's lead a pray ➢ Student's give attention to the teacher	10'
2	While Activity	- Teacher gave explanation about what the class was going to do in the meeting	- Student's respond to the teacher's greeting and listened to the teacher's explanation	60'
		- Teacher gave the copies of the text for each students	- Student's receive copies of the text	
		- Teacher gave explanation about	- Students wroe the teacher's	

		the communicative purpose, language features and generic sturcture of narrative text	explanation and found out the communicative purpose,language features and generic stuctures of narrative text	
		- Teacher asked the students to underline the unknown word,make the list of the unknown words and trasnlate them on their book	- Students underline the unknown words,made their list of the unknown words and translated them on their book	
		- Teacher asked the students to	- Student's translate the	

		translate the whole words	text and wrote it on their book	
		- Teacher and students disccues the topic or a while. If they still have enough time	- Teacher and student's discussed the topic for a while	
3	**Closing Activity**	➢ Teacher ask student's to makeconclusion about Reading Narrative Text. ➢ The teacher said that we would meet again in the next meeting. ➢ Teacher ask one of the students lead	➢ The student's make conclusion about the lesson ➢ The student's lead a pray and greet the teacher	10'

		the pray then say goodbye.		

P. Evaluation

1. Technique : Reading Comprehension
2. Form : Essay

Q. Assessment Guidance

Name		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Mechanics		
Language Use		
Vocabulary		
Total Score		

Maximum Score :

1. Content   : 30

2. Organization   : 25

3. Mechanics   : 10

4. Language Use   : 20

5. Vocabulary   :15

Medan,   2019

English Teacher   **Researcher**

Roulina Gultom, S.Pd   **Muhammad Ramadhan S**

NPM:1402050268

Head Master of SMK N 5 Medan

Edison

INSTRUMENT OF RESEARCH

(EXPERIMENTAL GROUP)

CINDERELLA

At the begining of their marriage, Lady Tremaine was so kind to Ella and her father. She would cook a decent meal for the family day and night, make the bed for her husband, and even help Ella to comb her hair. But, it was not for a long time. It turned out that Lady Tremaine and her daughter was a wicked con man with a plan to claim the wealth of Ella's father. She poured certain amount of poison into Ella's father meal everyday, an amount that would kill him slowly, so that no one would suspected that it was a murder.

After a couple of month of illness, Ella's father passed away, leaving her as the only rightful heir of all his treasure, including the house. Knowing this, Lady tremaine was so mad that she threw Ella into the basement and made her worked as the house maid. Lady Tremaine and her daughter treated Ella badly and made her to work all day long. "Ella! Clean the floor!" Lady Tremaine shouted at Ella, "Yes, mother" said Ella gently.

That was how Ella have to go throughout the day after her father passed away, sometimes before she even finished one work, her step sisters already give her another command such as "Ella, wash my shoes!", "Ella, I'm hungry, get me some food!". Having too many commands sometimes made Ella unable to do the job perfectly, and that will lead her into a cruel punishment such as stay outside the house in a storm or sleep next to the chimney. But Ella never try to fight back, because deep down in her heart, she love her step mother and sisters.

"Ella, come here!" said Anastasia.

"Yes sister, I'm coming." Ella replied.

"Eeuuw, what smell is this!" said Drizella.

"hmmph, have you ever clean your self, maid?" said Anastasia to Ella.

"I'm so sorry sister, I was sleeping next to the chimney last night, just like you told me to" said Ella.

"Aa..aa.aa, Stop explaining! Go get my dress right now! And don't let it touch your body, I don't want to smell like *cinder*" said Drizella.

"Come on quick! Go.. Go! And don't forget to have yourself cleaned, you really smelled like *cinder* Ella, no one will stand it around you" said Anastasia.

"What are you waiting for, move your body and bring my dress here, you *Cinder* Ella, hahaha" said Drizella

"Yes sister, i will get it now" said Ella

"That's actually a good name sister, you brilliant, let's just call her Cinder Ella hahaha" said Anastasia to Drizella.

"Hahaha, that's right sister, let's just call her Cinderella, hahaha" said Drizella.

And so that's how Ella got her new nick name "Cinderella". Everyday, not only abused physically Cinderella also got abused verbally. She can only cried, next to the chimney, and told her sad feelings to the mouse in the basement who became her only friend.

One morning, there was knocked on the door. Cinderella opened the door, and there was a messenger from the kingdom bringing an invitation to all young ladies in the land to join a royal ball tonight, as the Prince is planning to choose a wife. The two stepsisters was so happy to get this invitation as they always dreamed of becoming the Queen one day. But secretly Cinderella had the same dream too.

"Sister, can I go with you to the Royal Ball tonight?" ask Cinderella

"Yes, sure you can go with us, as the horse keeper, because you smell like it, hahaha" said Anastasia.

"haha, yes you can go, in your dream, hahaha" said Drizella.

Cinderella could only cried as she watched the two stepsisters leave on their horse cart.

"Uhuu..uhuuu..uhuuu, why can't I be happy" said Cinderella.

"Hmm, don't think like that my child" suddenly a magical voice appear in the room out of nowhere.

Cinderella shocked, and she said "Who are you?"

Suddenly a Fairy Godmother appeared in the room with a magical wand in her hand.

"I'm a fairy god mother" she said "I know you are a good girl, so I will help you to attend the royal ball tonight" she explained.

"But, I don't have a good dress and I haven't take a bath for two weeks, I smell like cinder" said Cinderella to the Fairy Godmother.

"Let me fix it" said the fairy "Zoom.. zoom" she swung her wand a couple times towards Cinderella. In a blink of eye, Cinderella turn into a beautiful lady wearing a nice gown full of glitter, she also smells nice just like jasmine mixed with olive oil.

"Oh my God.. this is so beautiful, thank you fairy godmother" said Cinderella expressing her gratitude.

"aa..aaa..aa, I'm not done yet, for the final touch I give you a pair of glass slippers" said the fairy godmother.

"Oh my God, I don't know what to say" said Cinderella.

"Oh, don't think about it. You don't have to say anything to me" said the fairy godmother. "But you have to remember, my magic will only last until mid night, so before that, make sure you have returned home, because all of this will dissapear, except the glass slipper, you can keep it for you" she said to warn Cinderella.

"Okey fairy godmother, I will remember that" said Cinderella.

"Now, let's get out of this house, I will make you a cart from a pumpkin and some horses from your mouse friend" said the fairy godmother.

Cinderella step out the house and get on the horse cart and departed to the Royal ball.

When she arrived at the royal ball, all people in the room was amazed by her beauty, the orchestra player even stopped and forgot to keep playing the music when they saw Cinderella. The prince who hadn't seen Cinderella yet because she was coming from the back side of the Prince, get annoyed when the room suddenly become so quiet, he was just about to be mad at the musician when he turned his back and yelled "Why did you stop pla…." and he couldn't continue his word, when his eyes was caught by the pretty face of Cinderella. He just walked towards her right away.

"May I have the honour to dance with you?" ask the prince to Cinderella.

"Me? I.. emm.. mean, Yes, I guess" said Cinderella hesitantly.

The music continue playing and people in the ball room start dancing again. Cinderella and the Prince dance together for hours without saying anything, they just smile and watch each other eyes without blinking, as if they've missed each other for years. But Cinderella forgot one thing, it was about mid night.

"Would you like to walk with me to the park?" ask the prince

"Yes sure" said Cinderella.

They walked to the park, just the two of them.

"Where are you come from?" ask the prince "and may I know your name?" he said.

"Umm.. my name is.." Cinderella stopped talking when she heard the clock's bell ringing as the sign that it was already midnight. "I'm sorry, but I have to go" she said before she run away from the palace, leaving the prince alone in the park.

"Hey, wait! Tell me your name" the prince shouted.

Cinderella run as fast as she can, she didn't look back. She kept running while all the magic start disappearing. Unfortunately at the pallace gate, she tripped, and she lose her right slippers. Having no time to search for it, she continue running until she arrived at home.

"Huft.. aah, I'm home. I' so happy tonight, this is the best day in my life" said Cinderella.

Not so long after Cinderella arrived at her house, her step sisters and her step mother also arrive at the house. All of them were talking about what happened in the ball room that night, and they also talked about the news that the prince is looking for the girl that he met at the Royal Ball, and that the prince will marry the girl whose foot fitted the glass slippers that he found at the palace gate.

Next day, the prince and his guard search to every house in the land, asking every young woman to try to put on the slippers, but no match were found. At last they arrive at Cinderella house. Lady Tremaine welcomed them and ask her daughters to try on the slippers, none of them fit the slippers.

"Is there any other woman in this house?" ask the guard.

"No, there isn't, just us" said Lady Tremaine.

"Okey then, let's go" said the Prince

Suddenly, the guard heard a noise from the basement, just like someone is trying to turn on the fire in the chimney.

"I thought you said there is no other person in this house" said the guard.

"Owh, it's nobody, it's just our stupid house maid who make all that noise, I'm so sorry, let me handle it for a second" said Lady Tremaine.

"No!" said the Prince "I will check it out myself" he said.

They all walked to the basement and found a girl covered in dust and cinder. She was surprised to see the prince and his guard in front of her.

"I'm sorry, I didn't mean to make a noise, it's just the chimney won't work" said Cinderella.

"It's okey" said the Prince "I just want you to try this glass slipper" he said.

"I think I shouldn't" said Cinderella, "It won't fit in my foot anyway" she said.

"I insist" said the prince "I put this on to you myself if I have to" he said.

"No, please. I will put it on myself" said Cinderella.

As we can all guess, the glass slipper fit just fine on Cinderella foot. Without saying anything, Cinderella grab something from her pocket, and it was the other part of the slipper, she put the pair of the slippers on.

"Oh my god, it's you!" said the Prince happily.

"Yes my prince, I was the girl that you met last night. My name is Cinderella" said Cinderella.

"Cinderella, what a beautiful name, just as beautiful as the person" said the Prince "Will you marry me Cinderella?" ask the Prince.

"Yes, I will" said Cinderella with a big smile on her face.

Finally, Cinderella and the Prince got married and become the next King and Queen in the kingdom. Cinderella forgave her step mother and step sisters and take them to live in the pallace with her. And they all live happily ever after.

Question :

1. What does paragraph 1 tell us about?

2. What would Lady Tremaine do at the begining of the marriage?

3. What did Lady Tremaine do when she found out that Ella is the only rightful heir to all the treasure?

4. .How did Lady Tremaine and her daughter treat Ella after her father is dead?

5. What kind of punishment will be given to Ella when she was unable to do the job perfectly?

6. How did Ella get her new nickname "Cinderella" ?

7. Why did Cinderella run away when she heard the sound of the clock's bell?

8. What did the fairy godmother do to Cinderella?

9. Why did the Prince go to the basement?

10. What did Cinderella do to her step mother and step sisters?

Appendix10

INSTRUMENT OF RESEARCH

(CONTROL GROUP)

The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of KingMufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered

Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king,allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "Hakuna Matata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar,

attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Questions

1. How many main characters were in this story?

2. Who was Mufasa?

3. Where did they live?

4. Who was the king after Mufasa?

5. Why did Simba leave the Pride Lands when he was young?

6. Who was Nala?

7. What were the characters of Timon?

8. When did Simba go back to Pride Land?

9. What did Simba do to Scar?

10. What was the ending of the story?

Appendix 11

ATTENDANCE LIST FOR EXPERIMENTAL GROUP

No.	Name of Students	Meeting					
		1	2	3	4	5	6
1	Ghita	√	√	√	√	√	√
2	Farhan Al Farizi	√	√	√	√	√	√
3	Jiki Putra	√	√	√	√	√	√
4	Jamil Syahputra	√	√	√	√	√	√
5	Hardilla	√	√	√	√	√	√
6	Jufri Helmi	√	√	√	√	√	√
7	Khairil Irwansyah	√	√	√	√	√	√
8	Khairul Ahmad Pane	√	√	√	√	√	√
9	Kiki Pranata	√	√	√	√	√	√
10	Lutfi Dwi Fahrezi	√	√	√	√	√	√
11	M. Danu A	√	√	√	√	√	√
12	M. Rifki Irwanda S	√	√	√	√	√	√
13	M. Yudha Anugra	√	√	√	√	√	√
14	M. Abdilla Nur	√	√	√	√	√	√
15	Melva Naomi	√	√	√	√	√	√
16	M. Hafidz Akmal	√	√	√	√	√	√
17	Egi Prasetyo S	√	√	√	√	√	√

18	M. Egi Riadi	√	√	√	√	√	√
19	M. Aldiata	√	√	√	√	√	√
20	M. Hafrizal	√	√	√	√	√	√
21	Firza Arya Ananda	√	√	√	√	√	√
22	M. Salim Anwar	√	√	√	√	√	√
23	M. SUjatmiko	√	√	√	√	√	√
24	Nia Ramadhani	√	√	√	√	√	√
25	Nurfadhila	√	√	√	√	√	√
26	Sabikah Kansa	√	√	√	√	√	√
27	Sari Evi	√	√	√	√	√	√
28	Nadia Amelia	√	√	√	√	√	√

Medan,   September 2019

Researcher

Muhammad Ramadhan S

Appendix 12

ATTANDANCE LIST FOR CONTROL GROUP

No.	Name of Students	Meeting					
		1	2	3	4	5	6
1	Agung Julianto	√	√	√	√	√	√
2	Anes	√	√	√	√	√	√
3	Ade Nugraha	√	√	√	√	√	√
4	Ahmad Fahmi E	√	√	√	√	√	√
5	Andi Sanjaya	√	√	√	√	√	√
6	Apang Pratama	√	√	√	√	√	√
7	Ahmad Ramzi	√	√	√	√	√	√
8	Andik	√	√	√	√	√	√
9	Bayu Zukri	√	√	√	√	√	√
10	Deny Syahputra	√	√	√	√	√	√
11	Deah	√	√	√	√	√	√
12	David Berkat Intan	√	√	√	√	√	√
13	Dian Syahputra	√	√	√	√	√	√
14	Deop kharisna alfarbi	√	√	√	√	√	√
15	Deby Afrita	√	√	√	√	√	√

16	Dian Siregar	√	√	√	√	√	√
17	Dina Nukjannah	√	√	√	√	√	√
18	Dini Salsabilah	√	√	√	√	√	√
19	Difransyah Kurnia	√	√	√	√	√	√
20	Dwi Putri Indriani	√	√	√	√	√	√
21	Erlangga F	√	√	√	√	√	√
22	Fadil Azhar	√	√	√	√	√	√
23	Fahmi Wahyudi	√	√	√	√	√	√
24	Fauzi Abdillah	√	√	√	√	√	√
25	Hamzah Sudirman	√	√	√	√	√	√
26	Hendra Prabowo	√	√	√	√	√	√
27	Irfan Gunawan	√	√	√	√	√	√
28	Irgi Fahri Alamuyah	√	√	√	√	√	√
29	Andika Wiradana	√	√	√	√	√	√
30	Ibra alwansyah	√	√	√	√	√	√

Medan,   September 2019

Reasearch

Muhammad Ramadhan

THE DOCUMENTATION OF RESEARCH

(Control Group)

Picture 1 : The researcher gave pre-test to students

Picture 2 : The students did pre test and the teacher explained about

narrative text

THE DOCUMENTATION OF RESEARCH

(Experimental Group)

A. Activities in Experimental

Picture 1 : The students did pre-test

Picture 2 : The research explained the application of making

predictions and inferences strategy

Picture 3 : The students did post test

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Muhammad Ramadhan Silitonga	
NPM	: 1402050268	
Prog. Studi	: Pendidikan Bahasa Inggris	
Kredit Kumulatif	: 148 SKS	IPK= 2.86

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Making Predictions and Inferences Teaching Strategy to the Reading Comprehension of Narrative Text	
	The Effect of Anogram Activity to Students Vocabulary Knowledge	
	The Effect of Cooperative Learning Method 'Think Pair Share' to Increase Students' Ability in Speaking	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 25 Juni 2019
Hormat Pemohon,

Muhammad Ramadhan Silitonga

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
= Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Muhammad Ramadhan Silitonga
NPM : 1402050268
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Making Predictions and Inferences Teaching Strategy to the Reading
Comprehension of Narrative Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Erlindawaty, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 25 Juni 2019
Hormat Pemohon,

Muhammad Ramadhan Silitonga

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 477 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
             Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Muhammad Ramadhan Silitonga
N P M   : 1502050268
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Making Predictions and Inferences Teaching Strategy to the Reading Comprehension of Narrative Text

Pembimbing   : Erlindawati S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Juli 2020
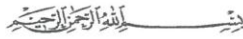
Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan, 19 Dzulqaidah   1440 H
            Juli   2019 M
                Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Muhammad Ramadhan Silitonga
N.P.M	:	1402050268
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Making Predictions and Inferences Teaching Strategy to the Reading Comprehension of Narrative Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Agustus 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
TGL   20
435B8AFF962738805
6000
ENAM RIBU RUPIAH

Muhammad Ramadhan Silitonga

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Muhammad Ramadhan Silitonga

N.P.M   : 1402050268

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Making Predictions and Inferences Teaching Strategy
to the Reading Comprehension of Narrative Text

Pada hari Jumat tanggal 23 bulan Agustus tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Agustus 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Drs. Ali Amran, M.Hum   **Erlindawaty, S.Pd, M.Pd**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 585 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 30 Dzulhijjah 1441 H
31 Agustus   2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK N 5 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Muhammad Ramadhan Silitonga
N P M   : 1502050268
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Making Predictions and Inferences Teaching strategy to
                  The Reading Compehension of Narrative Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dra. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN

SMK NEGERI 5 MEDAN

BIDANG KEAHLIAN : TEKNOLOGI DAN REKAYASA

Jl. Timor No. 36 Telp. 061 – 42003246 Medan – 20235

Email : smkn5.mdn@gmail.com

Nomor : 908 / 444 /SMK 5/2019
Lamp. : –
Hal : Izin Riset

Kepada

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

di. Medan

Dengan hormat,

Berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan No. 5385/II.3/UMSU-02/F/2019 tanggal 31 Agustus 2019 tentang pengantar permohonan Izin Riset,

N a m a	: Muhammad Ramadhan Silitonga
N I M	: 1502050268
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Program	: Strata Satu (S1)
Judul Skripsi	: The Effect of Making Prediction and Inferences Teaching Strategy to The Reading Comprehension Of Narrative Text .

Dengan ini kami dapat memberi izin mahasiswa tersebut di atas untuk melaksanakan Riset pada SMK Negeri 5 Medan.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Medan, 04 September 2019

Kepala Sekolah

Drs. EDISON, MM

NIP. 19620108 198603 1 003

S U R A T - K E T E R A N G A N
No. 803/481 / SMK.5 / 2019

Yang bertandatangan di bawah ini adalah Kepala Sekolah SMK Negeri 5 Medan dengan ini menerangkan bahwa mahasiswa tersebut di bawah telah selesai melaksanakan penelitian terkait dengan skripsi yang bersangkutan pada tanggal 19 September 2019 di SMK Negeri 5 Medan.

N a m a	: Muhammad Ramadhan Silitonga
N I M	: 1502050268
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Program	: Strata Satu (S1)
Judul Skripsi	: The Effect of Making Prediction and Inferences Teaching Strategy to The Reading Comprehension Of Narrative Text .

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Medan, 23 September 2019
Kepala Sekolah

DEFENDISON, MM
NIP. 19620108 198603 1 003

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Muhammad Ramadhan Silitonga
N.P.M	: 1402050268
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Making Predictions and Inferences Teaching Strategy to the Students' Reading Comprehension in Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20/6 – 19	Chapter I Background of the Study Formulation of the Problem	
26/07-19	Chapter II Hypotesis Content	
23/07-19	Chapter III Population & Sample Technique of Data Analysis	

Medan, 23 Juli 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Erlindawaty, S.Pd, M.Pd)

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BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Nama Lengkap	: Muhmmad Ramadhan Silitonga
N.P.M	: 1402050268
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Making Predictions and Infrences Teaching Strategy to Students' Reading Comprehension in Narrative Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
11/09 -19	Chapter I		
	Backround of the study		
	Identification of the problem		
12/09 -19	Chapter II		
	Conceptual framework		
17/9 -19.	Chapter III		
	Problem and Sample		
	Research design-		
18/09 -19	Chapter IV		
	Data Analysis		
	Finding		
19/09 -19	Chapter V		
	Conccelussion		
24/09- 19	Reference.		

Medan,   September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd

CURRICULUM VITAE

A. PERSONAL DATA

Nama   : Muhammad Ramadhan Silitonga

Place & Date of Birth   : Pematangsiantar, July 27 1996

Gender   : Male

Nationality   : Indonesia

Maritial Status   : Single

Religion   : Islam

Address   : Jurung St Pematangsiantar

Name of Parents

1. Father   : P.J. Silitonga

2. Mother   : Rohani Lubis

B. EDUCATIONAL BACKGROUND

2004-2008   : Elementary school, SD Y.P.Keluarga

2008-2011   : Junior High School, SMP Y.P.Keluarga

2011-2014   : Senior High School, SMA N 2 P.Siantar

2014-Present   : English Education, UMSU