**THE EFFECT OF APPLYING CREATIVE PROBLEM SOLVING
MODEL ASSISTED BY PUPPET AS TEACHING MEDIA
ON THE STUDENTS' CRITICAL READING
COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

By

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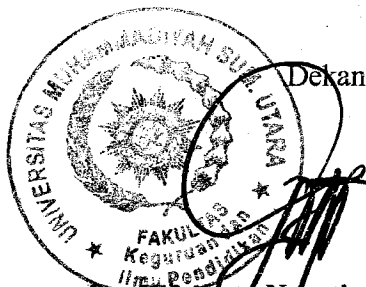
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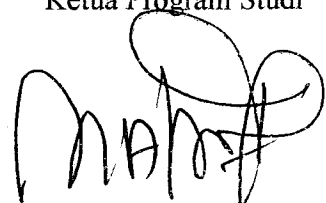
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15/3/2018	Chapts I : Introduction	
	Chapts II : Theory	
	Chapter III : Method of Research	
19/3/2018	Chapts IV : Data Collection Data Analysis	
20/3/2018	Chapter V : Conclusion and Suggestion	
21/3/2018		

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ABSTRACT

Nanda Syafitri. 1402050058. "The Effect of Applying Creative Problem Solving Model Assisted by Puppet as Teaching Media on the Students' Critical Reading Comprehension". SKRIPSI : English Education Program Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this research was to find out The Effect of Applying Creative Problem Solving Model Assisted by Puppet as Teaching Media on the Students' Critical Reading Comprehension. This research applied experimental research. The population of this research was taken from the Ten grade of senior high school in Madrasah Aliyah Muhammadiyah 01 Medan Jl. Mandala By Pass at academic 2017/2018 with the total population were 53 students. The researcher just took one class as the sample. The sample consist of 26 students in class X-1. The experimental group was taught by applying creative problem solving model assisted puppet as media. The instrument of collecting data was multiple choice or statement true or false which consist of 20 items. After the data have been collected they were analyzed by using t-test formula. The result of analysis showed that $t_{observed}$($t_{observed}$ =6.53) was higher than t_{table} (t_{table}= with the level of significant = 0.05 the value of t_{table} 2.063 and the degree of freedom (df=24) it showed that $t_{observed} > t_{table}$(6.53>2.063) . The result showed that the alternative hypothesis of the study is accepted. It meant that the result of this research proved that applying Creative problem Solving model assisted puppet as media was significantly affected on students' critical reading comprehension.

Keyword: *Creative Problem Solving, Critical Reading Comprehension.*

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In writing this study entitled *"The Effect of Applying Creative Problem Solving Model Assisted by Puppet as Teaching Media on the Students' Critical Reading Comprehension"* there were so many troubles, without much help from the following people, it was impossible for her to complete and finishing her Skripsi.

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The Researcher

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 : Lesson Plan

Appendix 2 : The Test Item

Appendix 3 : Answer Key

Appendix 4 : The Score Pre-test and Post-test

Appendix 5 : Students' Attendance List

Appendix 6 : The Answer Sheet

Appendix 7 : Documentation

Appendix 8 : From K-1

Appendix 9 : From K-2

Appendix 10 : From K-3

Appendix 11 : Lembar Pengesahan Hasil Seminar

Appendix 12 : Surat Keterangan

Appendix 13 : Surat Pernyataan

Appendix 14 : Research Letter

Appendix 15 : The Reply of Research Letter

Appendix 16 : Berita Acara Bimbingan Skripsi

Appendix 17 : Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. Background of the Study

Education has a great influence on the development and progress of the nation. Through education an ability can be explored, familiarized, directed, and developed. One of them English, as an international language plays a great contribution in human life. It is one tool that support people to know this world. There are four skills that should be achieved in learning English, namely: Listening, Speaking, Reading and Writing. Reading is one of the language skills that should be mastered by the students. In teaching reading, the teacher should realize that there are many goals of reading is to develop the students critical reading skills, so the students can read English text effectively. Reading comprehension is defined as the level of understanding of a text/message. Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. McDonald (2004) defines critical reading as an alternative way of reading that goes beyond the typical approaches to reading such as information processingor personal response. Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension. There is more involved, both in effort and understanding.

Based on Currikulum 2013 (K13) for the second year students of senior high school, exactly, school of Madrasah Aliyah Muhammadiyah 01 Medan for

the students in learning process reading comprehension still low to be mastered by the students. The students are required to be able to comprehend three kinds of genres, such as: narrative, recount and descriptive. The purpose of teaching reading comprehension in that level is the students must be able to read critically, to respond and comprehend the texts. It means that the students must be able to critically comprehend text given.

Senior high school students have studied reading since the first year of the school. In fact, teaching and learning process, students only read the text that has given to them or read alternately per paragraph and also the students do not take an active role to construct knowlege in reading, the students just listen the explaination about the lesson by the teacher. It sometimes makes students bored and did not focus in teaching learning process. On the other hand, it is better for the students to finding in relation meaning word per word or knowing meaning per paragraph so that students knowing the whole stories of the text. So, they can improve their reading ability and their knowledge in reading critically.

In reading, of course we need something to be read, it is a text. There are twelve kinds of text in learning english. Every text has different role to be make. based on the researcher's Field Experience Practice (PPL) on Madrasah Aliyah Muhammadiyah 01 medan at grade ten, the researcher found that the difficulty of learning in critical reading comprehension the subject narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The set of methods used to communicate the narrative through a process narration. The students said that there were some

difficulties of comprehending narrative text. First, ability comprehending reading text is low. When the teacher asked some question to the students, they were confused to give respond even they just keep silent. Second, the students felt bored since the text was longer. Last, the teacher always used same method in teaching reading, so the students did not have interest in study English.

In the process of learning in the classroom there is a close relationship between school, students, curriculum, facilities and infrastructure. Teacher has the task to choose a model and learning media appropriate to the learning styles of learners and in accordance with the submitted materials to achieve good learning outcomes.

The applying of Model Creative Problem Solving (CPS) assisted by puppet as media teaching on students' critical reading comprehension is the most suitable for students of MAM 01 Medan at grade ten in academic year 2017/2018. A learning model that focuses on teaching and problem solving skills, followed by strengthening the skills (Pepkin, 2004) according to Zaenab (2012) model of learning Creative problem Solving (CPS) is a learning model that aims to find solutions and creatively presented. By using this model is expected to generate interest at a time of creativity and motivation of students in studying english especially reading comprehension, so that students can gain the maximum benefit from both the process and outcomes of learning. And students are required to be able to solve problems in groups and prosecute individuals participate actively expressing their opinions. Besides that, the students became more active when the learning took place and will be able voiced opinions / ideas to solve the problems.

Based on the background above, the researcher is interested in finding out the effect of applying the creative problem solving model assisted by puppet as teaching media on students' critical reading comprehension can improve students' interest and motivation to reading comprehension.

B. The Identification of the Problem

The problems of the research were identified as following:

1. Ability comprehending reading text is low.

2. The students felt bored since the text longer.

3. The teacher always used same methods in teaching process.

C. Scope and Limitation

The scope of the study was focused on reading comprehension and it was limited on critical reading comprehension in narrative text.

D. The Formulation of the Study

Based on the background of the problem above, the problem of the study was formulated as follow "Is there any significant effect of applying creative problem solving model Assisted by puppet as teaching media on the students' critical reading comprehension?"

E. The Objective of the Study

The objective of the study was to find out the significant effect of applying creative problem solving model assisted by puppet as teaching media on the students critical reading comprehension.

F. The Significance of the Study

The result of this research was expected to be useful for :

a Theoretical

This study expects to be useful to give information about creative problem solving model assisted by puppet as media in learning critical reading comprehension.

b Practically

1. The students: To develop their achievement on students' critical reading comprehesion by Creative Problem Solving Model.

2. English teachers: To increase the teaching ability to be more creative in teaching critical reading comprehension.

3. Researchers: Who interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducing research, theories are needed to inform about some concepts applies concerning to the researcher. It is useful to avoid misunderstanding between the writers and the reader concerning the topic. The following theories are used in the study.

1. Description of the Effect

Effect in this researcher means as any ability improvement after learning something. Slameto (2010:15) state that, improvement in learning is certain proof of success or ability of a student in doing their learning activities which based on their level of class. According to Richard and Plat (1992:133) effect is defined to change of abilitythat the student have by using certain technique of teaching. It is usually in experimental technique in which an idea or hypothesis is tasted or verifed by setting up situation in which the relationship between the different subjects or variable can be determined. According to wikipedia effect is result or change of something. Oxford advanced learner's dictionary, effect is a change which is a result or consequence of an action or other cause. Buehl stated that the result of effect teaching is the improvement of ability. The ability is result of learning process which involves teacher with students. Effect of teaching

treatment in language is related to the changes of getting something into human cognitive system. The final of effect in teaching is the emprovement of ability.

Therefore, effect can be defined as the result of the product of teaching that is shown by the change of the ability. It can be cause of many factors, so that the technique of teaching has a big role in making improvement on the students' ability.

2. Applying

According to JS Badudu and Sutan Mohammad Zain, the applying was the case, way or result (Badudu & Zain, 1996:1487). According lukman ali, the applying was practice, pair (Ali, 1995:1044). Based on such understanding could be concluded that the application was an action that done either individually or on groups with a view to achieve the goals that had been formulated. As for the elements implementation included:

1. Existence of programs implemented.

2. Presence of the target group, namely people who are targeted and expected to received benefits from the program.

3. Existence of execution, either organizations or individuals who responsible for the management, implementation and supervision of the implementation process.

3. Description of Creative Problem Solving model (CPS)

According to (Osborn & Parnes 1950:297 as cited in Huda 2014). Creative problem solving learning is a learning model centered on problem-solving ability, followed by creative strengthening. so, when faced with a question then the student can do problem-solving skills with his own ideas and ideas. Not just by memorizing without thinking. With regard to creative problem solving it is based on the cognitive theory that adopts the concept of the cognitive structure. It is the mental process of creating a solution to a problem.It is the mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather. Creative problem solving always involves creativity (Qattami, 2010). It can be defined as a frame of styles designed to help and enhance the problem understanding then generating new and different solution and assessing those solutions using the creative skills (Gardner, 1999; Richard, Angle & Ann, 1999). Due to the importance of both concepts (brainstorming and creative thinking) the current study aims to explore the relationship between them especially in developing creative problem solving skills.

According to Utami Munandar (lokakarya1975:5) Creative Problem Solving includes two concepts: (1) CPS is a training program designed to improve creative behavior, (2) CPS is a systematic way of organizing and processing information and ideas in order to understand and solve problems creatively, so as to make informed decisions. With the general goal of improving creative behavior and problem-solving skills, learning to think beyond familiar boundaries.

Bakharuddin (2016:57) mentioned that the model of creative problem solving contains the following four stages:

1. Clarify the Problem: the clarification of the problem covers giving by students with explanations about the matter to which the student is submitted so that students can understand what the expected completion is.

2. Expression of Opinion: at this stage students are freed to express opinions on various problem-solving strategies.

3. Evaluation and Election: at the evaluation and election stage each group discusses which opinions or strategies are suitable for solving the problem.

4. Implementation : at this stage students determine which strategies can be taken to solve the problem. then apply it until it finds a solution to the problem.

Creative Problem Solving is a way of thinking and behaving.

CREATIVE   an idea that has an element of newness or uniqueness, at least to the one whocreates the solution, and also has value and relevancy.

PROBLEM   any situation that presents a challenge, an opportunity, or is a concern.

SOLVING   devising ways to answer, to meet, or to resolve the problem.

Steps ofCreative Problem Solving model (CPS)

Creative problem solving have steps, the steps are:

1. Students are divided into several groups consisting of 5 people in 1 group which are heterogeneously divided.

2. Each group is given problem to be solved that is random text with puppet as media and some questions.

3. Each group gave their opinion to composed random paragraph to be true with the teacher.

4. After which the teacher evaluates the students by looking at the answers to the questions provided.

5. At the end of their discussion each group presented it.

6. To encourage students' involved in problem and solving problems so that able critical reading about text and content.

7. To encourage students' monitor for meaning while reading in reading text.

4. Advantagesand Disadvantages of Creative Problem Solving model (CPS)

4.1 Advantages

1. Train students to problem solving

2. Think and act creatively

3. Solving the problem faced realistically

4. Interpret and evaluate the results of observations.

5. Stimulate the development of students' thinking progress to solve the problems faced quickly.

4.2 Disadvantage

1. Some of the lesson matter is very difficult to apply this learning model. because of the lack of vocabulary and not many who carry the dictionary.

2. Requires a longer time allocation compared to other learning methods.

5. Description of Media

Media is tool for teaching process. Media can support teaching learning process. Media is instrument that can effect the conditional of teach learning process. Julian and Nick (2010:7), state that the media learning is most usefully conceptualized as a'creative apprenticeship' and that a gedree of derivative production is necessary starting point for more radical or playful creative departure. Frau-Meigs (2006:20) says media texts often combine several "language" or forms of communication-visual images (still or moving) audio (sound, music or speech) and written language.

Media can effect learning process when used appropriately and correctly. It can engage the students in a topic or as the basis of whole activity for practical (creativity) and for motivational reason. Media is necessary to make effective and attractive communication in teaching. Now the educational media are in separable parts of teaching and learning process.

5.1 Description of Puppet

It is defined by Rehymer (1997:339) that a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. While based on Oxford dictionary (1974:679) puppet is defined as doll small figure of animal etc, with jointed limbs by wire or strings used in plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation.

Research conducted by Vida Zuljevic (2005) found that teachers reported that the use of puppets in the classroom increased student involvement, motivation, and the development of student's reading, oral language, and communication skills.

From the definition above, it can be concluded that puppets are parts of visual aid for teaching strategies especially in teaching reading comprehension. It is believed that puppet can give an element of fun to learners. By inserting humorous elements, puppets are intended to attract the student's attention.

The Procedures of Using Puppet in Teaching Reading Comprehension

The basic procedure for puppet in teaching reading comprehension:

1. The teacher provides the text of random paragraphs placed in the puppet body.

2. Students are asked critically in reading to compiled randomized text.

3. The teacher gives some questions each in both hands..

4. The students answered and put the answer on both feet of the puppet according to the question of puppet hand.

5. After which each group presents from the understanding they.

5.2 The Type of Puppets

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity operating puppets.

In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach.

According to Lewis (1973: 364) the commonly used puppets are:

a. Hand puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

b. Glove and Finger puppets

It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cutouts or doll like figure. These puppets are operated from the back of the stage.

c. Rod puppets

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. Rods can also be used to push animal cutouts.

d. Marionettes

Marionettes are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. Although they can be almost any size, they are usually between 10 and 24 inches in length. Weight placed in their feet help to keep them upright and in proper working condition. Marionettes are considerably more complicated than puppet to make and to operate.

e.Shadow puppets

Shadow puppets are usually formed from a piece of thin card board or wood, to which handles are attracted to permit manipulation behind a rear lighted while cloth or milk plastic screen.

In this research one type of puppet will be used. The writer used Rod puppet.

Rod puppet has chosen because the students might be motivated to be active in the class. Also, enabling creative students to learn to compose text from rod puppets media.

5.3 Puppet as Media Teaching

To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown et al (1964:1) using a variety media will increase the probability that the students will learn more, retain better what they learn and

improve their performance of the skill they learn and improve their performance of the skill they are expected to develop.

In addition Lewis, (1973:5) takes point by point in choosing the media of teaching. To do this, he gives seven requirements there are (a) design object and select content (b) select approach learns experiences, (c) Select on or more appropriator formats in which to carry out the learning experiences, (d) selecting physical facilities in which to carry on learning experiences, (e) Assigning the personal roles, (f) Choosing appropriate materials and equipment, (g) evaluating results and recommended future improvements.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning.

Puppet as a medium of teaching language is regarded as central elements of the approach because it can be used as media to attract the students interest in learning language. The uses of puppet have had dual purposes to improve teaching, and to permit teacher and students to interact based on the materials discussed in this class.

By using this media the teacher will find may possibilities to enrich educational system. Beside that the media of puppet, the students find themselves able to express thoughts, idea, and feelings that they otherwise couldn't.

The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as puppets. Based on Mahoney (1998:72) the purposes of teaching English by using puppets are (a) to develop students imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language.

From the explanation above, I conclude that teachers as material presenter should choose an appropriate puppet based on some guide lines above.

Besides that the Advantages of by Using Puppet as a tool:

1). The students might have a high interest in following the teaching learning process.

2). The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.

6. Reading

Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear Harmer, (2001:198). To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

According to Grabe & Stoller (2002:9) describe reading as the ability to draw meaning from the printed page and interpret this information appropriately. Reading can be taught as a way of drawing of information of a text and forming an interpretation. The process of the drawing and interpret the information that requires the prior knowledge of the reader is also a short conversation between the writer and the reader the information and the meaning can be draw if the students have many vocabularies to comprehend the content of reading texts.

According to Perfetti & Marron in Ariani's thesis (2001:34), reading is process of gaining meaning meaning from print. It is way to get information from something that was written and active process that requires a great deal of practice and skill. Readers make sense of what they read by integrating text information with their own knowledge by monitoring understanding and by using procedure for reinterpreting what they read.

6.1 Purpose of Reading

Grabe and Stoler (2002: 11-15) describe to purpose of reading can be explained as the following:

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

Reading to search for simple information is a common reading ability, though some researcher see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. Similarity, reading to skim is a common part of

many reading tasks and usefull skill in its own right. It involves , in essence, a combination of strategies for guessing where important information might be in text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

It means that reading to search help the readers to find out the information needed by scanning and scamming the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires to

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

2) Recognize and built rhetorical frames that organize the information in the text.

3) Link the text to the reader's knowledge base

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferential demands than general comprehension to connect text information with background knowledge.

c. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited constraints.

6.2 Reading Comprehension

Reading comprehension is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate the one another by interpretive interaction between what the reader gleans from the text

and what the meaning of the text well. (Serravallo, 2010:43; as cited in heilman, 1981) states that reading is thinking and understanding and getting the meaning behind the text. Comprehension is at the heart of what is meant to really read. It means that, reading comprehension means to combine prior knowledge and current reading to predict what may happen in the next of to figure out what a words means by its use in the text.

Reading comprehension involves taking meaning to a text in order to obtain meaning from text to understand reading comprehension one should begin by analyzing what comprehension involves and how it relates to the entire reading process. Reading comprehension involves more than knowledge of structure and vocabulary. It requires ability to understand development and improvement in the speed of recognition and comprehension. Since reading is a development process, the students progress from reading words and sentence to reading paragraph. (Nutal, 1982:4; as cited in heilman, 1981) stated conducted reading comprehension is the ability of the students to interpret the idea of passage without knowing the individual mening but memorize the passage and recite it by using their own words. Furthermore, Heilman and Blair (1981:242), stated conducted reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In concluding, reading comprehension is an interaction between thought and language to get meaning or comprehension a text.

6.3 Level of Reading Comprehension

(Dorn, 2006; as cited in heilman 1981) stated conducted comprehension is defined as the ability to get meaning from the text. It means that a reader not only read the text, but must be able to understand what they are reading. In order words, reader also needs to read to at all levels of comprehension. In this case, level of comprehension means different depths of understanding. Different analysis of what is meant. Burns et al. (1984:177), stated conducted there are four levels in reading comprehension; they are literal, interpretative, critical and creative comprehension.

a. Literal Comprehension

Literal comprehension involved acquiring information that is directly stated in selection. Recognizing stated main ideas, details, cause and effects, and sequences is the basic of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important. According to heilman, et al (1981;246) literal comprehension understand the ideas and information explicitly stated in the passage.

b. Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly stated. Skills or interpretative reading include, inferring main idea in which the main ideas are not directly stated, inferring cause and affects relationships when they are not directly stated, inferring referents of pronouns, inferring referents of

adverbs, inferring omitted words, detecting the authors purpose in writing, drawing conslusion. According to Heilman et al (1981;246), interpretative comprehension is understading of idea and information not explicitly stated in the passage. There are some abilities that should be mastered by students, such as:

1) Reason with information presented to understand the authors tone, purpose and attitude.

2) Infer factual information main ideas, comparisons, cause-effect, relationship not explicitly stated in the passage.

3) Summerization of story content.

c. Critical Comprehension

Critical reading is evaluating written material. It is comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness and timeless. Burns (1984), stated conducted critical reading depends upon literal comprehension and interpretative comprehension. And grasping implied ideas is especially important. It can be conclude that critical reading includes the ability in distinguishing between the fact and opinion, evaluating the accuracy and the appropriateness of the information given the text and recognizing persuasive statement.

According to Richards and Schmidt (2002:134) critical reading is "Reading in which the reader reacts critically to what he or she is reading, through relating the content of reading material to personal standards, values, attitudes or beliefs, going beyond what is said in the text".

In critical reading course, students try to understand what a text says, how it is saying, what it wants to do, and what it means as a whole. They do not read simply to discover the facts and acquire knowledge through memorizing the statements within a text. The students try to understand what a text says, how it is saying, what it wants to do, and what it means as a whole. They attempt to relate the text to their own life experiences, and find themselves in the text.

Critical reading refers to a careful, active, and reflectivereading. It is a skill for discovering information and ideas within a text (Kurland, 2000). Critical reading provides learners the opportunity to think about and analyze the information critically which means being able to look at the context with a wider viewpoint linked to their critical understanding and getting the chance to evaluate the context they face. It is done by critically and frequently exposing to and utilizing the new vocabularies in a meaningful way.

d. Creative comprehension

Burns (1984), stated that creative comprehension involves going beyond the material presented by the author. It requires to the readers to think and to use their imagination as they read. It is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. When a reader creatively, he creates a new idea, solution to problem, and a new way of looking at something from the ideas of the test.

Based on the level of comprehension above, the researcher will focus on all aspect literal comprehension, interpretative comprehension, critical

comprehension and creative comprehension. All of them are very important to be taught for grade X.

6.4 The Strategy of Critical Reading

In order to promote critical reading and higher level thinking skills in reading, a firm attempt towards developing effective strategies, techniques, and model lessons has been made. Different steps in the form of strategies which include previewing, contextualizing, Inferencing, questioning, outlining and summarizing are adopted to fully understand a text and critically analyze it (Sousa, 2004, pp. 105-106).

1. Previewing

Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

The genre determines the reader's methods for previewing:

1. Readers preview nonfiction to find out what they know about the subject and what they want to find out. It also helps them understand how an author has organized information.

2. Readers preview biography to determine something about the person in the biography, the time period, and some possible places and events in the life of the person.

3. Readers preview fiction to determine characters, setting, and plot. They also preview to make predictions about story's problems and solutions.

2. Contextualizing

When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

3. Inferencing

Inference is the conclusion we take after reading a reading. Inference is always written, therefore we draw conclusions by studying or understanding the information contained in the text. Inference is not only done to a reading, but also from what we hear, see, what people say to us, or other sources.

4. Questioning

As students, you are accustomed hope to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for

every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

5. Outlining and summarizing

Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synopsizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in your own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.

6.5 Critical Reading Question

According Marco A. Anunziata dkk (2004,) stated that,The most important thing to know about critical reading is that it is an activeendeavor. Keep your mind active, under-line important points as you read, make notes, and dowhatever you need to stay involved with the passage.

1. *Get involved with the passage*. Critical reading is an active endeavor, not a passive one. React to the material, form questions as you read, and make your own marks on the paper. Write in them margins, underline important words and sentences—talk back!

2. *Try looking at the questions* (but not the answers) *before you read the passage*. Make sure you understand what each question is asking. What are the key words in the questions? Are there phrases youcan look for in the passage? If so, underline them or jot them inthe margin so that you can look for them in the passage. Then, when you find them, you can either answer the question right away or mark the area to return to later.

3. *After reading the passage, return to the questions and try to answer each one in your own words before you look at your answer choices*. Thereason for this is that the answers will contain distracter choices. These are choices that are logically plausible but not correct, thatcontain words and phrases found in the passage but are notcorrect, or that are close to correct but wrong in some detail. If you can formulate your own answer before looking at your choices, you are less likely to be lured by an incorrect answer choice.

4. *As with all multiple-choice questions, elimination is an important strategy when you aren't sure of the answer.* Usually you can narrowdown your choices to two or three without too much effort. When you eliminate an incorrect choice, it's important to actually cross itout in your test booklet so that you aren't distracted by it again as you focus on the remaining possibilities.

5. *Refer back to the passage(s) on virtually every question.* Even if youthink you know the answer to a question without looking at thepassage, look anyway, just to confirm your answer and to makesure you haven't fallen for a clever distracter.

6. *When you encounter a two-passage section, read the passages with their relationship in mind.* Are they opposed or in agreement? If there issome other type of relationship, how would you describe it? If the passages have opposing view points, what are the points of difference? You may want to make notes about these things in themargin.

7. *Don't be afraid to skip around among the questions, or among the passages within a section.* This is an especially important strategy if you know from past experience that you often run out of time onstandardized tests. If this is the case, and you encounter a passage you're having difficulty with, go on to the next one and come back to the difficult one later, as time allows.

6.6 Critical Reading Assesment

Dimension	2	1	0
Comprehension	Thoroughly explains the topic and main ideas and accurately identifies most or all of the details/ evidance that support the main ideas.	Somewhat explains the topic and main ideas and accurately identifies some of the details/ evidance that support the main ideas.	Does not explainthe topic and main ideas and innacurately identifies the details/ evidance that support the main ideas.
Explication	Accurately explains ideas from the text and makes specific/ appropriate connection to discipline or course content.	Accurately explains ideas from the text and makes general of vague, but appropriate connection to discipline or course content	Does not Accurately explains ideas from the text and/or makes inappropriate connections or does not make connection to discipline or course content
Reflection	Effectively explains personal insights, opinions, or feelings and thoroughly explains how they relate to the text.	Somewhat explains personal insights, opinions, or feelings but does not thoroughly explains how they relate to the text.	Does not explains personal insights, opinions, or feelings relate to the text.
Application	Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Somewhat Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Does not Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.

6.7 Teaching Reading Comprehension Based Gendre

Gendre is kind of text which describes the general of the text. Genre is a class of category of artistic endeavor having a particular form and technique. Pardiyono (2007:2) stated that genre is kinds of a text type that has a function as frame of reference so that a text can be made effectivelly; effective from purpose accuracy side, the arrangement of the elements, and the use of grammar. It will be easier to understand the purpose of the text from its genre, Djuharie (2007:24), there are many genre of text learnt by students of senior high school in learning reading skill. They are:

1) Narrative

Narrative is kind of genre that has social function to entertain, amuse the reader and to tell story.

2) Prosedure

Procedure is kind of genre that has social function to describe how something is accomplished through steps

3) Descriptive

Descriptive is kind of genre that has social function to describe particular person, place or thing.

4) Explanation

Explanation is kind of genre that has social function to explain the process involved in the formation or working of natural or social cultural phenomena.

5) Discussion

Discussion is kind of that has social function to present information and opinion and more of one side issue.

6) Hortatory

Hortatory is kind of text that has social function to persuade the reader that should oe should not be done.

7) Report

Report is kind of text that has social function to present information about something as it is.

8) News Item

News item is kind of text that has social function to inform reader, listener. Aboutevents of the day which are considered newsworthy.

9) Analytical exposition

Analytical exposition is kind of genre that has social function to persuade the readeroe listeners that something in the case.

10) Recount

Recount is kind of genre that has social function to retell the series of past even.

11) Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

12) Anecdote

Anecdote is kind of genre that has social function to share with others an account or unusual incident.

From the various kinds of genre in reading, this study only focus on narrative text.

7. Narrative Text

According to Joyce & Feez (cited in Rizki Maulana Sahab, Journal of English Education 2014, 2(2), 81-90), "narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome-it shows how people or groups of people overcome a problem or crisis in their lives." While Anderson stated, "A narrative is a text that tells a story and in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions". Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They are not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, Farris stated that "narrative text enable students to make connections as they read in three different ways. First, they may see similarities between the text and their own lives. A second connection is making links between the text they are presently reading and another text they have previously read. Lastly, students may see connections between the text and the real world. For the details, Pardiyono (2007:95) states as followed:

a) Communicative purpose : narration is a kind of text which tells about activities or event in the past. It is often in showing problematic experience and resolution which aimed to amuse or give a moral lesson readers.

b) Rhetorical Structure:

    a. Orientation: contains the topic of activity or event which is unordinary to be told. It must be interested and it has to be able to provoke readers to know furthers the detailed of the text.

    b. Sequence of Event: it details about activities or events which are problematic and arranged orderly from introduction, conflict until climax. It usually uses sequence markers: first, second, third, etc. Or first, after that, next, finally, etc.

    c. Resolution: it contains exposure about problem solving.

    d. Code: (optimal) contains moral lesson.

c) Grammatical Patterns: This text uses verb in the form of past tense, past perfect tense, past continous tense. The using of verb of doing in predicate such as "run out, when, got, etc." Which described activities. There is also the using of adjective, subjective pronoun and conjuction.

7.1 The Types of Narrative Text

    a   Fable: simple fable is a story about animal which behave like human

    b   Myths: stories that are believed by some people but the stories connot be true, it was told in an ancient culture to explain a practice, belief, or natural occurrence.

    c   Legend: it simple a story which relates to on how a place is formed

    d   Fairy tales: story which relate much which magic things

    e   Science fiction story: story which explore the science as the background or plot of the whole story

    f   Short stories: story for one or two pages

    g   Parables: story that illustrates one or more instructive lessons or principles. Parable differs from a fable.

    h   Novels: long even very long and complex story

    i   Horror story: a story with horror contents

B. Relevant Study

There have been several researches done in the field of creative problem solving model. Two studies were describe below as a comparison to the research of reading comprehension.

Fisrt is research from Nurfadhlina (2014) conducted this study. The research main focuses of this research were: To find out whether the students' speaking ability in telling recount text by using Creative Problem Solving (CPS) method is higher than without using Creative Problem Solving (CPS) method of the second

year students at MTs N 094 Tembilahan and to find out whether there is a significant effect of using Creative Problem Solving (CPS) method toward speaking ability in telling recount text of the second year at MTs N 094 Tembilahan. In the research, the type of the research was quasi experimental research. The writer used two classes which consisted of an experimental and a control class. The experimental class was taught by using Creative Problem Solving (CPS) method and the control class was taught by using conventional strategy. The technique of data collecting was test which consisted of pre-test and post-test. It was used in order to collect the data of students' speaking ability in telling recount text. The speaking test was scored by two raters. The technique of data analysis used Independent Sample T-test formula in order to find out the significant effect of using Creative Problem Solving method toward students' speaking ability by using SPSS 16.0 version. After analyzing the data, the writer has found that there was a significant effect of using Creative Problem Solving (CPS) method towards students' speaking ability of the second year at State Islamic Junior High School 094 Tembilahan. It can be seen from to= 3.156 is higher than t-table either at significance level of 5%= 2.02 or 1%= 2.72. It can be read 2.02<3.156>2.72. Therefore, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Second is research from Suparman (2013) conducted this study. This research is aimed to find out whether the problem solving for students joining CPS model assisted with interactive CD has betterment that those joining the conventional one, and whether arise difference among upper, middle, and lower

group students in the learning. This research is a quasi experimental research, with all the population of grade X regular students of Senior High School 1 Semarang in the academic year 2010/ 2011. As samples, several students were taken randomly, one class as experiment and the other as a control one. The measuring instruments used were problem solving tests. The data were analyzed by the use analysis independent sample t test, and compare means one way anova. The results of the research show that problem solving ability of the students joining the CPS model assisted with interactive CD is better than those joining the conventional one, and there is difference problem solving ability among upper, middle, and lower group students in the learning. Therefore, this model could be applied as an effective alternative learning model to reach problem solving ability maximally, especially on the subject trigonometry grade X.

C. Conceptual Frameworks

Reading is a complex and deliberate activity, in this case the form of the thought process in which the action consists of various work in an integrated way of thinking leads to one goal, namely to understand the overall meaning of text exposure. By reading a person will gain new understandings, gain knowledge, gain new ideas, expand the view so that later they have high intelligence and civilization that is useful to himself and useful to others.

Reading is one of the four skills in learning English. It will be difficult to find out the most dominat skill that have to be mastered among listening, speaking, reading, and writing. But, reading has a big role in learning English

especially in understanding overall the text. In teaching reading, there are some model or methods that can be used to increase the students' achievement in reading.

In this research, the researcher will apply one model that can be used in teaching reading. It is (CPS) Creative problem solving model. Creative problem solving model is one of the model that can be used to increase students' achievement in reading comprehension. This study is intended to find out the effect of teaching by Creative problem solving model assisted by puppet as media on the students' critical reading comprehension.

In teaching reading to the students, the teacher must be able to present the lesson in such as a way to make it more interesting and relevant to the learning process. Learning reading refers to the students' capability in understanding the overall meaning of the text. Usually, teacher use conventional method in teaching learning such as lecturing method. They explain the material by making speech in front of the class of learning process.

CPS models is one of the models that can help the teacher to solve the problem of the students in comprehending the reading material. The procedure of CPS models described in four steps they are :1) Clarify of Problem, 2) Expression of Opinion, 3) Evaluation and Election and 4) Implementation,. This models is design as a procedure for students to use to monitor their comprehension and learning as they read and study narrative text. Creative problem solving model can be used in any content area and can be developed in a variety of a ways.

D. Hypothesis

Based on conceptual frameworks, the hypothesis of the research can be formulated as follow:

Ho : There is no significant effect of applying creative problem solving model assisted by puppet as teaching on students' critical reading comprehension.

Ha : There is significant effect of applying creative problem solving model assisted by puppet as teaching on students' critical reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at Madasah Aliyah Muhammadiyah o1 Jl. Mandala by Pass Kota Medan, during the academic year 2017/2018. It was taken thatas location because it was found that the problems such as students had low in readingand students have difficulty in relation meaning word per word.

B. Population and Sample

1) Population

The population is the whole subject of research. A population is a set or collection of all elements processing one or more attributes of interest. The population of this researchwas taken from the students of ten grade of MAM 01 Medan in academic year 2017/2018. Therewere two parallel classes consist of X-1 (26 students) and X-2 (27 students). It meant that the total number of population is 50 students.

Table 3.1
Population

No.	Class	Population
1	X-1	26 Students
2	X-2	27 Students
Total		**53 Students**

2) **Sampel**

Cluster random sampling was used in this research. One class was selected as the sample and described in the table as follows:

Table 3.2
Sample

Class	Sample
X-1	26
Total	**26**

As the result, X-1 was taken as the sample of this research, and it functions as experimental group. The experimental group was taught by applying Creative Problem Solving model assisted by Puppet as media teaching.

C. Research Design

This research was conducted by using an experimental group research which consists of pretest-posttest design. In order to know the effect of applying creative problem solving models assisted by puppet as teaching media on the students' critical in reading comprehension.

The experimental group wasgiven pre-test before doing the treatment. In the experimental group, the treatment wastaught by applying creative problem solving model assisted by puppet media. After the treatment, the experimental group could given post-test. The design was applied in order to investigation the effect of applying creative problem solving model assisted by puppet as media teaching on students' critical reading comprehension.

Tabel 3.3
Research Design
One Group Pre-Test and Post-Test Design

Pre-Test	Treatment	Post-Test
O1	Creative Problem Solving model assisted by Puppet (X)	O2

O1 : pre-test before giving treatment.

X   : treatment by using Creative Problem Solving Model Assisted by Puppet.

O2 : post-test after giving treatment.

D. Instrument of Collecting Data

This study was used a multiple choice and statement true or false. The test which consist of 20 items for collecting the data. For one correct answer was scored1 point and the incorrect answer wasscored 0. The material of the test was taken from "English Ahkam".

This collecting data used an important part in conducting a study. In collecting the data, pre-test, treatment and post-test was used. The test of pre-test and post-test was the same in the experimental group.

1.   Pre- test

Before treatment, a pre-test was administrated to the experimental group. The function of pre-test was used to find out the students' critical reading comprehension Narrative text before having treatment.

2. Treatment

The experimental group was taught by using creative problem solving model assisted by puppet media. The group was got reading material. the activities during the treatment to the experimental group can be briefly described as follows:

Tabel 3.4
Treatment In Experimental Group

No	Teachers' Activities	Students' Activities
1.	Teacher opened the class by greeting the students .	Students' answered the teacher's greeting .
2.	Teacher told the students about learning objectives.	Students listened the learning objectives.
2.	Teacher distributed a reading text with puppet as media and some questions for the students.	Students took reading text with puppet as media and some question from the teacher.
3.	Teacher gave explanation about creative problem solving model assisted by puppet as media how to use it.	Students listen to the teacher's explaination carefully.
4.	The teacher gives a randomized paragraph for each group and asked the students to read when compiled the text carefully.	The students read the text and compiled carefully
5.	Teacher asked the students to finding the problem or problem solving base on the text.	Students read the text and finding the problem dan can the problem solving
6.	Teacher asked the students to present or recounted what the problem from the text and answer some questions based on the text.	Students represent to explain it and answer result of the group discussion
7.	Teacher gave the right answer	Students checked their answer
8.	Teacher asked the students to collect the result present	Students collected their the result

3. Post-Test

After teaching the students' critical reading comprehension by using Creative Problem Solving model assisted by Puppet as media to the experimental group, the researcher was given the experimental group a post test in order to see the result whether the method is effective or not.

The test of post-test and pre-test was the same.

E. Technique of Collecting Data

In collecting data, some steps was applied as follows :

1. Giving pre-test to experimental group.

2. Giving treatment to experimental group by using CPS model assisted by puppet as media.

3. Giving post-test to experimental group

4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique for Analyzing the Data

After collecting the data from the test, the data was analyzed by using the test. The following procedure was implemented to analyze the data:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

2. Determining T-test by formulation.

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r2}}$$

3. Testing linear regression

$$\hat{y} = \quad + \mathbf{bx}$$

With:

$$\mathbf{b} = \frac{n\,(\,xy)-(\,x)\,(\,y)}{n\left(\Box \mathbf{x}^2\right)-(\Box \mathbf{X})^2}$$

$$= \frac{y}{n} - \mathbf{b}\,\frac{\mathbf{x}}{\mathbf{n}}$$

Where: Y = Individual work

a = Constant

x = Independent Variabel

b = Correlation Coefficient

4. Finding the significant effect by formulation :

$$D = rxy2 \text{ x } 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis was described whether the hypothesis is accepted or rejected. The statistical hypothesis formula:

Ho : T – observed< T – table

Ha : T – observed> T – table

Where:

Ho : There is no significant effect of applying creative problem solving model

assisted by puppet as media teaching on students' critical reading

comprehension. (the hypothesis is rejected)

Ha : There is a significant effect of applying creative problem solving model

assisted by puppet as media teaching on students' critical reading

comprehension. (the hypothesis is accepted).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The following were students score on the pre-test and post-test of the experimental group.

Table 4.1
The Score of Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre Test (O1)	Post Test (O2)
1.	AA	60	85
2.	AH	80	95
3.	DW	45	80
4.	FA	50	75
5.	FS	65	80
6.	FN	70	85
7.	HM	60	80
8.	IN	65	80
9.	IT	65	90
10.	IK	75	95
11.	KH	60	85
12.	MQ	70	85
13.	MJ	60	80
14.	MS	45	75
15.	NM	65	85
16.	RH	50	80
17.	RA	60	80
18.	RP	70	90
19.	SA	75	95
20.	SA	70	95
21.	SR	70	90
22.	TS	65	85
23.	WM	75	90
24.	SH	60	80
25.	SN	70	90
26.	PD	70	95

Total Score	**1670**	**2225**	
Means	**64.23**	**85.57**	

Based on the data in table 4.1 showed that the mean of Pre-test was 64.23 and the mean of Post-test was 85.57.

B. Data Analysis

1. Finding the correlation

Table 4.2
The Calculation Table Of Experimental Group

No.	Students' Initial	(Pre-Test) X	(Post-Test) Y	X²	Y²	XY
1.	AA	60	85	3600	7225	5100
2.	AH	80	95	6400	9025	7600
3.	DW	45	80	2025	6400	3600
4.	FA	50	75	2500	5625	3750
5.	FS	65	80	4225	6400	5200
6.	FN	70	85	4900	7225	5950
7.	HM	60	80	3600	6400	4800
8.	IN	65	80	4225	6400	5200
9.	IT	65	90	4225	8100	5850
10.	IK	75	95	5625	9025	7125
11.	KH	60	85	3600	7225	5100
12.	MQ	70	85	4900	7225	5950
13.	MJ	60	80	3600	6400	4800
14.	MS	45	75	2025	5625	3375
15.	NM	65	85	4225	7225	5525
16.	RH	50	80	2500	6400	4000
17.	RA	60	80	3600	6400	4800
18.	RP	70	90	4900	8100	6300
19.	SA	75	95	5625	9025	7125
20.	SA	70	95	4900	9025	6650
21.	SR	70	90	4900	8100	6300
22.	TS	65	85	4225	7225	5525
23.	WM	75	90	5625	8100	6750
24.	SH	60	80	3600	6400	4800
25.	SN	70	90	4900	8100	6300
26.	PD	70	95	4900	9025	6650

	Total	1670	2225	109350	191425	144125

N $= 26$

X $= 1670$

Y $= 2225$

X² $= 109350$

Y² $= 191425$

XY $= 144125$

Based on the data at the table above, finding the correlation between pre-test and post-test by using this formula:

1. Finding the correlation

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{26(144125) - (1670)(2225)}{\sqrt{26(109350) - (1670)^2 (26(191425) - (2225)^2)}}$$

$$= \frac{3747250 - 3715750}{\sqrt{(2843100 - 2788900)(4977050 - 4950625)}}$$

$$= \frac{31500}{\sqrt{(54200)(26425)}}$$

$$= \frac{31500}{\sqrt{1432235000}}$$

$$= \frac{31500}{37844,88}$$

$$= 0.8$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r2}}$$

$$= \frac{0.8\sqrt{26-2}}{\sqrt{1-(0.8)^2}}$$

$$= \frac{0.8\sqrt{24}}{\sqrt{1-0,64}}$$

$$= \frac{0,8(4,90)}{\sqrt{0,36}}$$

$$= \frac{3.92}{0.6}$$

$$= 6.53$$

From the t-test above $t_{observe}$= 6.53, with df=n-2. So, 26-2=24 and t_{table}=2.063. If $t_{observe}$>t_{table}. The alternative hypothesis (Ha) is accepted and 6.53> 2.063. So the hypothesis was accepted.

3. Testing Linear Regression

$$\hat{y} = + bx$$

In finding ŷ find the value of   and b with the following this formula:

$$b= \frac{n(xy)-(x)(y)}{n(X^2)-(X)^2}$$

$$= \frac{26(144125)-(1670)(2225)}{26(109350)-(1670)^2}$$

$$= \frac{3747250-3715750}{2843100-2788900}$$

$$= \frac{31500}{54200}$$

$$= 0.58$$

$$= \frac{y}{n} - \mathbf{b}\frac{\text{x}}{\text{n}}$$

$$= \frac{2225}{26} - (0.58)\frac{1670}{26}$$

$$= 85.57 - 37.25$$

$$= 48.32$$

After finding the value of and b, input the value and the finding as at the foolowing:

$\hat{Y} = 48.32 + 0.58x$

4. Calculating Determination

$D = r$ ^{2}x 100%

$= (0.8)^2$ x 100%

$= 0.64$ x 100 %

$= 64\%$

From the determination above it was known that the effect of applying creative problem solving model assisted by puppet as teaching media on the students' criticalreading comprehension was 64% and 36% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of applying creative problem solving model assisted by puppet as media teaching on students' critical reading comprehension. It can be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 64.23 in pre-test and 85.57 in post-test of experimental class, the mean of

pre-test increases after applying creative problem solving model from 64.23 to 85.57.

Based on the testing of hypothesis, the value of $t_{observe} > t_{table}$, it meant that there was a significant effect of applying creative problem solving model assisted by puppet as teaching media on the students' critical reading comprehension. The value of the effect was about 64%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusions were drawn as the following:

There was a significant effect of applying creative problem solving model assisted by puppet as teaching media on the students' critical reading comprehension which was proved by the result of the score of the pre-test before giving treatment was 1670 and the post-test after giving treatment was 2225 and it was found that the $t_{observe} > t_{table}$ or 6.53>2.063. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

B. Suggestions

Related to be conclusion above , some suggestion were put forward as the following:

1 The English teachers are expected to use creative problem solving model assisted by media in teaching reading.

2 The Students can expected to use creative problem solving model before reading because it can stimulate their prior acknowledge so that they can be easier to comprehend the text in order to increase their achievement in reading narrative text.

3 It is suggested to other researchers who are interested to do the same research to use these findings as the source of information for further related studies.

4 It is also suggested to school management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by applying creative problem solving model but also other model which are believed to give easier and better understanding for students in their effort to get information from reading.

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