

**THE EFFECT OF BEFORE, DURING, AND AFTER READING (BDA)  
STRATEGY ON STUDENTS' READING COMPREHENSION  
ACHIEVEMENT 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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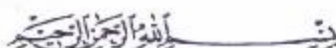


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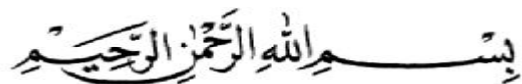
## ABSTRACT

**Nurdina : 1402050259 . “The Effect of Before, During, and After Reading (BDA) Strategy on Students’ Reading Comprehension Achievement in Narrative Text”. English Education Program Faculty of Teacher and Education University of Muhammadiyah Sumatera Utara.**

This study was conducted to investigate the effect of Before, During, and After Reading (BDA) Strategy on students’ reading comprehension achievement in narrative text. It was conducted in experimental research design. The population of this study was the eighth grade students of SMP Muhammadiyah 47 Sunggal which consisted of two parallel classes. Both classes were divided into experimental group which was taught by applying BDA Strategy, and control group which was taught without applying BDA Strategy. The sample was taken by Cluster Random Sampling. The instrument used to collect the data was multiple choice test. The result of reliability of the test calculated by Sudijono (2009). It was found that the reliability was high so the test was reliable. The data were analyzed by using ttest formula. The analysis shows that the scores of students’ in experimental group were significantly higher than the scores of students’ in control group at the level of significance ( $\alpha=0.05$ ) with the degree of freedom ( $df$ ) = 63,  $t_{\text{observed}}$  value 7.37  $\geq$   $t_{\text{table}}$  1.34. The findings indicate that applying BDA Strategy had a significant effect on students’ reading comprehension achievement in narrative text.

***Key words:*** *Before, During, and After Reading (BDA) Strategy, Reading Narrative Text*

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The Researcher

NURDINA

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is a skill that works as communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the ideas or the information of the text that want to be delivered by the writer. Reader can be taught of as away to get some information, knowledge and understanding. While reading a book, peoples are not only read the text to get information but also to understand it. The students can be a good reader if they can reach the goal of reading itself. Talking about reading, there are so many types of text in reading, such as narrative text, recount text, argumentative text, etc. One of the text thatsudents need to master is narrative text. The purpose of narrative text is amuse or entertain the readers, to gain and hold a readers' interest as well as to tell them a story. As Wales (1989 cited in McIntyre 2006) stated basically a story of happening or events, either real or imaginary, which the narrator considers interesting or important. Narrative are most commonly narrated in words, speech (as i oral literature and jokes) or (chiefly) in writing; but they can be enacted dramatically on stage, or visualized in the images of film and gestures of mime.

Based on the researcher's observation at the eighth grade students of SMP Muhammadiyah 47 Sunggal of the academic year 2017/2018. The researcher found the students were difficult to comprehend a reading text. It was shown when the researcher asked the students to read a text, most of them was difficult to

understand about the text. Therefore, the students cannot answer the questions about the text correctly. And the students had low ability in finding the meaning words and mentioning the detail information implied in the narrative text.

In order to help the students comprehended a text, there were some learning strategies in teaching that could be used by a teacher. One of them is BDA strategy. BDA is an *Before, During, and After*. In doing this strategy, the researcher will divided the students in to groups, where there are 5 until 6 students in every group. The students will be asked to do disscussion to find the information that given by the reading text.

Based on the background above, the researcher is interested to choose the tittle “ The Effect of Before,During, and After Reading (BDA) Strategy on the Students’ Comprehension Achievement in Narrative text”.

## **B. The Identification of the Problem**

Based on the background of the study above, the problems which are identified as follows :

1. The students are not able to answer the questions about the text correctly.
2. The effect of using BDA strategy on students’ achievement in teaching in narrative text.
3. The students taught by using BDA strategy on students’ achievement in teaching narrative text.



### **C. The Scope of the Study**

The scope of this research is focuses narrative text. The researcher was limited in narrative text about the story of Toba Lake.

### **D. The Formulation of the Problem.**

The problem of this study is formulated is:

1. There any significant effect of applying Before,During,and After Reading (BDA) strategy on the students' reading comprehension achievement in reading narrative text ?
2. Which one is higher,the students' achievement taught by using BDA strategy than the students' achievement taught by using lecturing method?

### **D. The Objective of the Study**

The objective of the study is to find out the significant effect of Before,During,and After Reading (BDA) Strategy on students' reading comprehension achievement in reading narrative text.

### **E. The Significance of the Study.**

The findings of this study are expected to be useful for both theoretically and practically.

1. Theoretically :

The result of this research is hope to give information to teaching of narrative text by using BDA Strategy.

2. Practically :

- a. For English teachers, to apply this teaching strategy to improve their students' reading comprehension achievement.
- b. For students, to increase their ability in reading and to improve their reading comprehension achievement.
- c. For readers and other researchers, to use this study as reference for further.
- d. Study related to this topic.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. Approach**

According to Hamer (2001 : 78) “ Approach describes how people require their knowledge about conditions which will promote succesfull learning and approach is a way of doing something”.

##### **2. Method**

Hamer (2001 : 78) stated that, a method is the practical realization of n approach. The originators of a method have arrieved at decisions about types of activities, roles of teachers and learners, the kinds of material which is helpful and some model of syllabus organization. Method include various procedures, informed by a clearly articulates approach, they are easy to describe. The more all embracing they become, however, the more difficult it is to categorize them as real methods in their own right. Shifting our focus away from Husserl and Heidegger, in particular, and moving toward a broader review of phenomenology and hermenutic phenomenology, important distinctions are apparent ib methodology. Phenomenological research is descriptive and focuses on the structure of experience, the organizing principles that give form and meaning to the life world. It seeks to elucidate the essences of these stuctures as they appear in consciounes to make the invisible visible. A change in the effect will get

result if they are given a way to make and use changes that can produce the effect of doing things.

### **3. Technique**

Technique is a mean and tools used by teacher in the classroom. Learning techniques can be defined as the way a person does in implementing a specific method. Brown ( 2001 : 16) says that a technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony any approach as well. Any of a wide variety of exercise, activities, or ask used in the language refers to the procedure that describes how realized its approach and design in classroom.

### **4. Strategy**

Sanjaya (2007:126) states that strategy is a set of material and learning procedure used together to grow up students interesting at the subject , it means that strategy is learning activity between teacher and students at learning process to build the aim of study which is effective and efficient.

Moreover, according to Kemp (in Rusman 2010:132) strategy is a learning activity that must be done so that the teacher and student learning objectives can be be achievement effectively and efficiently. Efforts to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy. Thus, one possible teaching strategy could be used expository lecture as well as question and answer method or even discussion by utilizing the available

resources including the use of instructional media. Therefore, both of strategy and methods are different. The strategy suggests a plan of corporation achieving something, while the method is a way in achieving something. Teaching strategy is a teaching approach that is used either in solving a classroom problem or in improving instruction. Teaching strategy represent the combination of specific procedures or operations, grouped and ordered in define sequence that teachers can use in the classroom to implement both cognitive and affective objective.

## **2. Reading**

According to (Cline et al 2006:2 ) stated that reading is the process of decoding and understanding text for particular readers' purposes. Readers decode written text by translating to speech, and translating directly to meaning. To comprehend the text, readers engage in constructive.

## **3. The Process of Reading**

Gilakjani (2011) stated that reading can be done using a number of processes that can be divided into two main categories : bottom-up processing and top-down processing.

### **a. Bottom-up Processing**

According to (Gilakjani 2011), bottom-up processing refers to the reader obtaining meaning from the letters and words of a text and reconstructing the intended message that way. This reading process focuses on the smaller units of a

text such as its letters, words, phrases and sentences. Then, a syntactic and semantic processing occurs during which reading reaches the final meaning. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand.

#### **b. Top-down Processing**

Top-down processing refers to the reader's ability to look at a text as a whole and to connect and relate it to his existing knowledgebase. Both processes are needed to obtain a message from a text. This process focuses on linguistic guesswork rather than graphic textual information.

### **4. Reading Comprehension**

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

According to (Snow 2003:11) reading comprehension entails three elements : 1) reader who is doing the comprehending, 2) text that is to be comprehended, and 3) activity in which comprehension is a part. In considering the reader, all the capacities, abilities, knowledge, and experiences are included in order to bring the act of a reading. Text is broadly construed, to include any

printed text or electronic text. In considering activity, the purpose, processes, and consequences associated with the act of reading are also included.

## **5. The Level of Reading Comprehension**

Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, Westwood (2008:31) categorizes reading comprehension occurs into four levels of complexity:

### **a. Literal comprehension**

Reading for literal comprehension, which involves acquiring information is directly stated in selection, is important in itself and also a prerequisite for high level understanding. At this level, the reader is able to understand the factual information presented in a passage of text, for example the reader can tell the name of the main character and what he does for living, because that information is stated explicitly in the text.

### **b. Inferential comprehension**

Reading for inferential comprehension involves reading between the lines or making inferences. At this level, reader is able to go beyond the words on the page and infer other details for example, to realize that main character is angry from what he says and what he does. Being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next.

### **c. Critical Comrehension-**

At critical Comprehension, the reader is able to appraise what he or she is reading, for example detecting good writing style from the author, recognizing when some statement in text are based or incorrct, appreciating the writer's viewpoint, comparing and contrasting information with other facts they have read elsewhere, andreflecting upon the impertnace or otherwise of the opinions presented. Critical comprehension is evaluating written material , comparing the ideas discovered in the material, and drawing conclusion about their accuracy, appropriateness, and timeless.

### **d. Creative Comprehension**

Creative comprehension involves going beyond the material presented by the author. It requires readers to think and to use their imagination as they read. Creative comprehension concerns with production of new ideas, the development ofnew insights, fresh approaches, and original construct. At the creative level, the reader can take information or ideas from what has been read and develop new ideas from them. Creative level stimulates the reader to new and original thinking.

## **6. Students' Difficulties in Reading Comprehension**

Even comprehension is the main goal of every reading activity, in fact many students still find some difficulties to comprehend a text. According to (Wong 2004:253), there are four major comprehension problems that students can encounter while comprehending a text, they are:



**a. Appropriate Use of Background knowledge**

The appropriate use of background knowledge is a crucial element in extracting meaning from text. Structured pre-reading activities serve to make the text accessible to students and enable them to remember what they have learned. Indeed, the activation of background knowledge can mean the difference between being able to understand and apply new concept and conclusion and lack of comprehension. When students are not familiar with the topic of the text, they are likely to find concepts in it difficult and confusing.

**b. Vocabulary**

In reading, it is important for one to have vocabularies. A lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also be a cause of reading comprehension difficulties. Knowledge of word meaning is important contribution to reading ability because knowing word meaning enables the reader to assemble and integrate proposition from text and make sense of what is read.

**c. Fluency**

Fluency related to reading is most often conceptualized in terms of speed and accuracy. Students with learning disabilities often struggle to read fluently. Slow reading is debilitating because it prevents students to think about the text while reading. fluency is a critical but neglected factor in many reading programs.

Accurate decoding is not enough, readers need to remember word and read quickly if they understand the connections between ideas in print.

#### **d. Strategy**

Strategy instructions are concerned with students' awareness of their own thinking and their ability to regulate strategy use while working to comprehend printed material. It is important for students to monitor their own comprehension and to take steps in regaining clarity of understanding when meaning breaks down or becomes confusing. Comprehension strategy can explicitly teach students how to draw inferences from text, summarize information, predict what will happen next in a narrative, formulate and answer question about text, and visualize what they read in order to improve comprehension.

#### **7. Before, During, and After Reading ( BDA ) Strategy**

Before, During, and after Reading or commonly known as BDA, is a strategy which aims at promoting reading comprehension. This strategy is named BDA as it takes before, during and after reading activities. It is a remodeled reading strategy which is based on K-W-L and some of its variations ( Laverick,2002: 144). It encourages students to activate their prior knowledge by listing what they know about the topic of the text before reading, take note during reading, and summarize after reading ( Laverick, 2002:145 ).

BDA strategy incorporates pre-reading and post reading, as well as comprehension monitoring activities during reading (Laverick,2002:145). In pre-

reading, students are prepared for reading by activating their prior knowledge about the topic features in the text. During reading, students are facilitated to promote and to monitor their comprehension on the text by making connections, generating questions, and determining important information. And in post reading, students integrate their background knowledge to the new information they get from the text, then it helps students to frame it in some ways to their lives as well ( make real life connections). BDA strategy requires context clues, reading prediction, slow-paced reading, and reflection about the text. This strategy is versatile and can be used in any reading forms as well as any genre of text. It also can be used as an assignment or a a student study aid (Laverick,2002:145).

**a. The procedure of Before, During, and After Reading (BDA) strategy**

The procedure of Before, During, and After reading (BDA) strategy as described by Laverick and in Rizkita (2013:22-23) is as follows:

1. Students begin by brainstorming and listing on the BDA worksheet, everything they know about a topic before reading. This step can be done individually, with partners, in small group, or the whole class can participate at once. However, it is important as a group before moving on the next step.
2. While students are reading the selection, they write brief notes on the new information they find. This also can be done individually, with partners, or in small groups, depending on the class dynamics and objectives. When students locate information in the text that agrees with the statement they write to those statements, to indicate their background knowledge is correct.

3. After reading, students briefly summarize the new information they have learned and write several questions to challenge their peers to answer those questions should be phrased, thus only readers who comprehend the text can answer the questions.
4. Teacher leads discussion to discuss and check students' work while listing information of their background knowledge on the column 'before' statement and to share and answer questions students have written.
5. Lastly, students write a main idea statement, either as an individual, with small groups or as a whole class. The teacher may need to clarify the difference between a summary and a main idea statement.

**b. The Benefits of Before, During, and After Reading (BDA) strategy**

BDA strategy incorporates pre-reading and post reading, as well as comprehension monitoring activities during reading (Laverick,2002:145). Therefore, BDA is an effective strategy to promote and monitor comprehension because this strategy enables to comprehend what they are reading or have read as well as allows students to identify points during reading where their comprehension has broken down. The use of before,during,and after reading processes also encourages students to be critical readers (Rizkita,2013:22) as it enables students to use their logical thinking to: wonder and make predictions of what the text tells about in pre-reading activity, integrate their prior knowledge and the new information from the text during reading activity, and draw conclusion and make real life connections in post- reading activity.

This strategy also provides interactive teaching and learning process. Both teacher and students participate actively and engage in every process interactively. Teacher leads the students to accomplish each step requires before, during, and after reading processes and does not miss any opportunity to guide students. Meanwhile students are encouraged to perform each process well and actively contribute during the three processes by responding to both their teacher and their peers. The interaction of teacher and students results important feedback that can be an essential element for teaching and learning process. Moreover, this strategy fosters students to be able not only to locate information to answer questions, but also to generate some questions in order to challenge their peers. Thus, it encourages students to become questions posers rather than becoming question responders (Rizkita, 2013:21).

## **8 . Narrative text**

According to ( Pardiyo 2007:94), narrative text is a genre of text which tells activities or events in the past. It deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Dirgeyasa, 2014:45). It also involves coda which functions to give moral lesson and valuable advice to the readers.

Narrative text is quite important for students. There are some reasons to support this statement. First of all, narrative text present story in vicarious ways, many teacher and students argue that teaching and learning process will be interesting and fun if narrative text is involved. through reading narrative both

teacher and students can be amused and entertained. Second of all, narrative gives moral lesson and valuable advice to everyone who reads the text. It is very useful to build students' characters and behave themselves. And third of all, students are familiar with many narrative stories. Many of them even possess good prior knowledge of certain narrative texts. This certainly supports them in activating their prior knowledge to integrate it to the new information from the text. Therefore, they easily comprehend the text.

#### **a. Social function**

The social functions of narrative text are to amuse, entertain, and to deal with actual or vicarious experience in different ways (Dirgeyasa, 2014:46) this kind of text is aimed to entertain, to gain, and to hold readers' interest.

#### **b. Rhetorical Structure**

The rhetorical structure and textual elements of narrative text consists of orientation, complication, and resolution. In detail, ( Dirgeyasa 2014:47) explains that the rhetorical and textual elements function as follows:

##### 1. Orientation

Orientation consists of theme of topic to be informed. It introduces the characters of the story, the time, and the place where the story happened. Orientation enables to attract and to provoke the readers so that they are willing to continue reading the whole text.

##### 2. Complication

Complication is a series of events in which the main character attempts to solve the problem. It usually involves the main character(s). It often mirrors the complication in real life.

### 3. Resolution

Resolution is the ending of the story containing the problem solution. It is the part where the complication may be resolved for better or for worse, happily or unhappily.

### c. Grammatical patterns

As stated by (Dirgeyasa 2014:48-49), the common grammatical features of narrative text are:

1. It mostly often uses past tense, but may be in the immediate present for effect,
2. It varies the sentences length: simple, compound or complex, 3. It tends to use these short sentences to increase tension; longer sentences provide contrast and detail, 4. The use of dialogue will develop action and characters, 5. Tense may change within the dialogue, 6. Active nouns: make nouns actually do something,
7. Careful use of adjectives and adverbs: writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the readers, and 8. Use of the senses: where appropriate, the sense can be used to describe and develop the experiences, setting and character.

## **B. Relevant Studies**

The study of BDA strategy on reading comprehension has not been too much broadly recognized. Therefore, it result on the minimum journals or studies related to this topic. Based on the current search related to this study, there are only three major studies of BDA which become relevant references to support and strengthen the ideas of the study.

This study conducted by Rizkita 2013 ,on the research entitled' The Effect of Using Before, During, and After (B-D-A) Questioning Chart Strategy toward Reading Comprehension on Descriptive Text of the Second Grade Students at SMPN 1 Tambang'. The data analysis shows that  $t_{\text{observed}}$  3.845 is higher than  $t_{\text{table}}$  2.024 at level of significance 0.05 and df 38. The study suggest that BDA strategy brings significant effect to improve students' comprehension.

## **C . Conceptual Framework**

Reading is a complex cognitive process that involves that work of readers' brain actively in order to bring the meanig from the text. Readers decode information and make interpretations as the response to the text. While reading, readers construct a concept on their mind about what they read, and generate the meaning by activating their prior knowledge and relating it to the new information they get from the text.

Readers do reading with regard to their own purpose. The purposes of readers to read are triggered by their intention or task, whether imposed internally or externally. Reading without purpose is useless. To achieve the purpose of



reading, readers have to comprehend the text in order to understand the information effectively. To comprehend the text, readers must use information they already possess to filter, interpret, organize and reflect upon the upcoming information from the text.

BDA strategy as proposed before, is an effective strategy which encompasses pre-reading, during reading, and post-reading processes. This strategy is aimed from students to access their knowledge about a topic, use questioning strategies to enhance comprehension of the text, and make real life connections. BDA is an appropriate effective strategy to increase students' improvement and achievement in reading comprehension. Through BDA strategy, both teacher and students gain several significant benefits to improve teaching and learning process in reading. The benefits are: BDA strategy promotes and monitors comprehension, the use of Before, During, and After Reading process also encourages students to be critical learners, it facilitates teacher and students to participate and respond to each other actively, it brings important feedback that can be an essential element for teaching and learning process, and it encourages students to become question posers rather than becoming question responders.

#### **D. Hypothesis**

Based on the explanation of both theoretical and conceptual framework above, the hypothesis of this research can be formulated as follows:

Ho : There is no significant effect of Before , During,and After Reading (BDA) Strategy on students' reading comprehension achievement in narrative text.

Ha : There is a significant effect of Before,During, and After Reading (BDA) Strategy on students' reading comprehension achievement in narrative text.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location**

The researcher was conducted at SMP Muhammadiyah 47 Sunggal, Jl. Sei Mencirim Desa Medan Krio Sunggal. This research focus in second year of 2017/2018, the reason to choose this school because the teacher still using conventional method in teaching especially in teaching narrative text. Then, the students still got confused in reading narrative text.

**B. Population and Sample**

**1. Population**

The population of this research is the eighth grade of SMP Muhammadiyah 47 Sunggal, in which there are four classes. They are VIII-1, VIII-2, VIII-3, and VIII-4. There are 32 students in VIII-1, 33 students in VIII-2, 30 students in VIII-3, 34 students in VIII-4 so the total number of this population is 129 students.

**Tabel 3.1**  
**The population of**  
**SMP Muhammadiyah 47 Sunggal**

No	CLASS	POPULATION
1	VIII-1	32 Students
2	VIII-2	33 Students
3	VIII-3	30 Students

4	VIII-4	34 Students
TOTAL		129 Students

## 2. Sample

In taking the sample, the researcher was used Cluster Random Sampling to decide the sample because many of classes in this school the reseacher was used Cluster Random Sampling technique by cards, after the researcher mixed these cards for a moment,two cards was taken randomly as the sample of researcher.

**Table 3.2**  
**The sample of**  
**SMP Muhammadiyah 47 Sunggal**

No	Class	Sample
1	VIII-1	32
2	VIII-2	33
TOTAL		65

## C. Research Design

The research was conducted by using quantitative design. The research was used an experimental method which consist of two groups, they are experimental group and control group. The experimental group was taught by using Before, During, and After reading (BDA) Strategy on students' reading comprehension achievement in reading narrative text. The control group with lecturing method. Both of group will be given pre-test and post-test. The design of this research could show below :

**Tabel 3.3**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental	ü	Before, During, and After reading (BDA) Strategy	ü
Control	ü	Lecturing method	ü

Experimental group consist of 32 students in VIII-1, will be taught by using Before, During, and After reading (BDA) Strategy and control group consist of 33 students in VIII-2 with Lecturing method

There are three procedures that are used in collecting the data for this study.

There are pre-test, treatment, and post-test as described as follows:

**a. Pre-test**

Pre-test is given to both experimental and control group. It is administered before doing treatment. Pre-test is important in order to find out the mean score of each group and students' ability before receiving treatment.

**b. Treatment**

Treatment is administered after pre-test, it consisted of there meeetings for each group, the experimental and control group is teach by using the same materials but with different treatment. In this study, experimental group is teach by applying BDA Strategy, while the control group is teach without applying BDA strategy.

### c. Post-test

The post-test is given to both experimental and control groups after the treatment is completed. Post-test is given in order to see the difference of both groups' mean score.

### D . The Instrument of Research

In collecting data, the instrument was used multiple choice tests consisting of 20 items. The time given 40 minutes. Each correct answer will be scored 5 points and incorrect answer 0. So the highest of the test will be 100 calculated by using

formula : 
$$score = \frac{trueitems}{membersofitems} \times 100 \%$$

The material of test is about narrative text. The procedure in administering to both groups after they think by using Before, During, and After reading (BDA) Strategy and Lecturing method. And the test will be taken from source, English in focus for Grade VIII Junior High School.

Rubric scoring critical reading in level (1-4) :

1. #1 : no opinions, inferences or insights
2. #2 : with prompting expresses opinions and makes inferences
3. #3 : has opinions and can express response to the book
4. #4 : thoroughly responsive to and opinionated about the book

### **E. Technique for Collecting Data**

Quantitative data were used in this study. The instruments for collecting data is by written test, some steps will be applied as follow :

- (1) Giving pre-test to both of the groups, (2) Submitting the pre-test, (3) Scoring pre-test to both of the groups, (4) Giving treatment to both of the groups, (5) Giving post-test to both of the group, (6) Submitting the post-test, and (7) Scoring post-test to both of the groups.

### **F .The Technique of Analyzing the Data**

In this research, some steps were applied in analyzing the data, they were :

1. Reading the students' answer.
2. Identifying the students' answer.
3. Scoring the students' answer.
4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
5. Calculating the total score of pre-test and post-test in experimental group and control group.
6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009).
7. Finding the standard of deviation (Sudijono, 2009).
8. Testing hypothesis by applying T-test (Sudijono, 2009).

The Formula was used in analyzing data follows:

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

a. Mean of variable X (variable 1)

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

b. Mean of variable Y (variable 2)

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

2. Formula to find the standard of deviation by using formula:

a. Standard Deviation (SD) for variable X (variable 1)

$$SD = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD = \sqrt{\frac{\sum y^2}{N}} \quad (\text{Sudijono, 2009})$$

c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2009})$$

d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}} \quad (\text{Sudijono, 2009})$$

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

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

3. Testing hypothesis by applying T-test

$$t = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$



Notes :

$M_x$	= mean for variable 1 or X
$M_y$	= mean for variable 2 or Y
$\Sigma X$	= total of students' score
$\Sigma Y$	= total of students' score
$N_1$	= number of cases for variable 1
$N_2$	= number of cases for variable 2
$SD_x$	= standard deviation for variable x
$SD_y$	= standard deviation for variable y
$\Sigma X^2$	= the square of total students' score
$\Sigma Y^2$	= the square of total students' score
$SE M_1 - M_2$	= standard error between $M_1$ and $M_2$
$t$	= t observed

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

After administrating pre-test and post-test to both of the score the pre-test and the post-test were presented in the following tables.

#### 1. The Scores of Experimental Group

**Table 4.1**  
**The scores of Pre-test and Post-tets of Experimental Group**

<b>NO</b>	<b>Student's initial</b>	<b>Pre-Test (X1)</b>	<b>Post-Test(X2)</b>
1	AHW	75	100
2	ARP	75	95
3	AZ	75	95
4	AS	60	95
5	DP	75	95
6	DA	70	90
7	DAR	65	95
8	ERA	75	95
9	ER	70	95
10	FK	80	100
11	FS	45	80
12	FAR	60	95
13	IN	55	95
14	MRK	75	95
15	MIF	85	95
16	MA	60	90

17	MI	75	95
18	MP	60	95
19	NP	45	85
20	NE	65	90
21	PS	65	90
22	QA	85	100
23	RAN	80	100
24	RA	60	85
25	RK	80	100
26	S	55	95
27	SKS	65	90
28	SN	70	90
29	SK	70	90
30	SH	70	100
31	TAP	60	85
32	DR	70	100
Total		1965	2995

Table 4.1, it showed that the total score of pre-test was 1965. With the lowest 45 and the highest one was 85. Meanwhile, the total score of post-test 2995. With the lowest 80 and the highest score was 100.

## 2. The Scores of Control Group

**Table 4.2**

**Differences between pre-test and post-test of control group**

No	Student's Initial	Pre-Test ( Y1 )	Post-Test (Y2)
1	AC	50	75

2	AP	60	75
3	ALRA	60	75
4	AZ	40	70
5	ADNR	40	60
6	ADMP	40	60
7	AR	55	60
8	ATL	55	70
9	AN	55	70
10	AS	40	60
11	ASP	40	60
12	AN	60	65
13	BH	55	65
14	BMH	40	55
15	BSG	60	85
16	BK	50	65
17	DS	50	65
18	DA	60	65
19	DAY	75	80
20	DT	45	45
21	DAP	55	65
22	DAT	55	65
23	DO	45	50
24	DPGK	60	65
25	EFY	45	50
26	ER	35	45
27	ED	40	45
28	EA	40	45
29	FAZ	55	65
30	FYP	55	65
31	FPS	55	65

32	RH	55	65
33	DAS	60	65
Total		<b>1685</b>	<b>2080</b>

Table 4.2, it showed that the total score of pre-test was 1685 with the lowest 35 and the highest one was 75. Meanwhile, the total score of post test 2080 with the lowest 45 and the highest score was 85 after getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in writing after receiving the treatment.

## B. The Data Analysis

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect of using Image Streaming Method on The Students' Ability in Writing Narrative Text by calculating the followings.

### 1. Mean of Variable X (Variable 1)

**Table 4.3**  
**The Differencs of Scores of Pre-test and Post-test of Experimental Group**

NO	Student's initial	Pre-Test (X1)	Post-Test(X2)	X1(X2-X1)
1	AHW	75	100	25
2	ARP	75	95	20
3	AZ	75	95	20

4	AS	60	95	35
5	DP	75	95	20
6	DA	70	90	20
7	DAR	65	95	30
8	ERA	75	95	20
9	ER	70	95	25
10	FK	80	100	20
11	FS	45	80	35
12	FAR	60	95	35
13	IN	55	95	40
14	MRK	75	95	20
15	MIF	85	95	10
16	MA	60	90	30
17	MI	75	95	20
18	MP	60	95	35
19	NP	45	85	40
20	NE	65	90	25
21	PS	65	90	25
22	QA	85	100	15

23	RAN	80	100	20
24	RA	60	85	25
25	RK	80	100	20
26	S	55	95	40
27	SKS	65	90	25
28	SN	70	90	20
29	SK	70	90	20
30	SH	70	100	30
31	TAP	60	85	25
32	DR	70	100	30
Total		1965	2995	820

Based on the table above, the mean scores of experimental class was calculated as follow:

$$\begin{aligned}
 M_x &= \frac{(\sum fX)}{(N)} \\
 &= \frac{(820)}{(32)} \\
 &= 25.6
 \end{aligned}$$

Which:

$M_x$ : The mean score of experimental score

$\sum X$  : The score of x2-x1

N : The sample of experimental group

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

**Table 4.4**  
**The differences of Scores of Pre-test and Post-test of Control Group**

No	Student's Initial	Pre-Test ( Y1 )	Post-Test (Y2)	Y(Y2-Y1)
1	AC	50	75	25
2	AP	60	75	15
3	ALRA	60	75	15
4	AZ	40	70	30
5	ADNR	40	60	20
6	ADMP	40	60	20
7	AR	55	60	5
8	ATL	55	70	15
9	AN	55	70	15
10	AS	40	60	20
11	ASP	40	60	20
12	AN	60	65	5
13	BH	55	65	10
14	BMH	40	55	15
15	BSG	60	85	25
16	BK	50	65	15
17	DS	50	65	15
18	DA	60	65	15
19	DAY	75	80	5
20	DT	45	50	5
21	DAP	55	65	10
22	DAT	55	65	10
23	DO	45	50	5



24	DPGK	60	65	5
25	EFY	45	50	5
26	ER	35	45	10
27	ED	40	45	5
28	EA	40	45	5
29	FAZ	55	65	10
30	FYP	55	65	10
31	FPS	55	65	10
32	RH	55	65	10
33	DAS	60	65	5
Total		<b>1685</b>	<b>2080</b>	<b>410</b>

Based on the table above, the mean scores of control class was calculated as follow:

$$\begin{aligned}
 My &= \frac{(\Sigma fY)}{(N)} \\
 &= \frac{(410)}{(33)} \\
 &= 12.4
 \end{aligned}$$

Which:

$My$  : The mean score of control group

$\Sigma y$  : The score  $y_2 - y_1$

$N$  : The sample of control group

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

**Table 4.5**  
**The Calculation of Standard Deviation in Experimental Class**

NO	Student's initial	X (X2-X1)	$x = (X - Mx)$	$(X - Mx)^2$
1	AHW	25	-0.6	0.36
2	ARP	20	-5.6	31.36
3	AZ	20	-5.6	31.36
4	AS	35	9.4	88.36
5	DP	20	-5.6	31.36
6	DA	20	-5.6	31.36
7	DAR	30	4.4	19.36
8	ERA	20	-5.6	31.36
9	ER	25	-0.6	0.36
10	FK	20	-5.6	31.36
11	FS	35	9.4	88.36
12	FAR	35	9.4	88.36
13	IN	40	14.4	207.36
14	MRK	20	-5.6	31.36
15	MIF	10	-15.6	243.36
16	MA	30	4.4	19.36

17	MI	20	-5.6	31.36
18	MP	35	9.4	88.36
19	NP	40	14.4	207.36
20	NE	25	-0.6	0.36
21	PS	25	-0.6	0.36
22	QA	15	-10.6	112.36
23	RAN	20	-5.6	31.36
24	RA	25	-0.6	0.36
25	RK	20	-5.6	31.36
26	S	40	14.4	207.36
27	SKS	25	-0.6	0.36
28	SN	20	-5.6	31.36
29	SK	20	-5.6	31.36
30	SH	30	4.4	19.36
31	TAP	25	-0.6	0.36
32	DR	30	4.4	19.36
Total				1787.52

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{1787.52}{32}} = \sqrt{55.86} = 7.47$$

#### 4. Standard Deviation (SD) for Variable Y (Variable 2)

**Table 4.6**  
**The Calculation of Standard Deviation in Control Class**

No	Student's Initial	Y (Y2-Y1)	Y=Y-My	(Y-My) <sup>2</sup>
1	AC	25	12.6	158.76
2	AP	15	2.6	6.76
3	ALRA	15	2.6	6.76
4	AZ	30	17.6	309.76
5	ADNR	20	7.6	57.76
6	ADMP	20	7.6	57.76
7	AR	5	-7.4	54.76
8	ATL	15	2.6	6.76
9	AN	15	2.6	6.76
10	AS	20	7.6	57.76
11	ASP	20	7.6	57.76
12	AN	5	-7.4	54.76
13	BH	10	-2.4	5.76
14	BMH	15	2.6	6.76
15	BSG	25	12.6	158.76
16	BK	15	2.6	6.76
17	DS	15	2.6	6.76

18	DA	15	2.6	6.76
19	DAY	5	-7.4	54.76
20	DT	5	-7.4	54.76
21	DAP	10	-2.4	5.76
22	DAT	10	-2.4	5.76
23	DO	5	-7.4	54.76
24	DPGK	5	-7.4	54.76
25	EFY	5	-7.4	54.76
26	ER	10	-2.4	5.76
27	ED	5	-7.4	54.76
28	EA	5	-7.4	54.76
29	FAZ	10	-2.4	5.76
30	FYP	10	-2.4	5.76
31	FPS	10	-2.4	5.76
32	RH	10	-2.4	5.76
33	DAS	5	-7.4	54.76
Total				1505.92

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$SD_y = \sqrt{\frac{1505.92}{33}} = \sqrt{45.63} = 6.75$$

Based on the calculation above shown the following facts were presented.

$$SD_x = 7.47$$

$$SD_y = 6.75$$

$$N_1 = 32$$

$$N_2 = 33$$

$$X = 820$$

$$Y' = 410$$

$$M_x = 25.6$$

$$M_y = 12.4$$

$$(X-M_x)^2 = 1787.52$$

$$(Y-M_y)^2 = 1505.92$$

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE M_1 = \frac{SD1}{\sqrt{N1-1}} = \frac{7.47}{\sqrt{32-1}} = \frac{7.47}{\sqrt{31}} = \frac{7.47}{5.56} = 1.34$$

b. Standard Error of Control Group:

$$SE M_2 = \frac{SD2}{\sqrt{N2-1}} = \frac{6.75}{\sqrt{33-1}} = \frac{6.75}{\sqrt{32}} = \frac{6.75}{5.65} = 1.19$$

c. The Difference of Standard error

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(1.34)^2 + (1.19)^2} \\ &= \sqrt{1.7956 + 1.4161} \\ &= \sqrt{3.2117} \\ &= 1.79 \end{aligned}$$

### C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{SEM_1 - M_2} \\ &= \frac{25.6 - 12.4}{1.79} \\ &= \frac{13.2}{1.79} \end{aligned}$$

$$= 7.37$$

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 tobserved was higher than the value of the ttable ( $t_{\text{table}} \geq t_{\text{observed}}$ ). Where ttable value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned} df &= [N_1 + (N_2 - 2)] \\ &= [32 + (33 - 2)] \\ &= 32 + 31 \\ &= 63 \end{aligned}$$

Based on the table of distribution, the pride of ttable with the degree of freedom (df) 63 at the level of significant 5% was at 1.34, while the critical value ( $t_{\text{observed}}$ ) was 7.37. The result of computing indicated that the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{observed}} \geq t_{\text{table}} ; 7.37 \geq 1.34$ ). It means that hypothesis was accepted.

#### **D. Research Finding**

It was found that the using Before, During, and After reading (BDA) Strategy on students' reading comprehension achievement in reading narrative text gave the significant effect. The students' that were taught by using Before, During, and After reading (BDA) Strategy got the higher score than those taught by using lecturing method . The result of the test showed that the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $7.37 \geq 1.34$ ). It means that the Before, During, and After reading

(BDA) Strategy gave the significant effect on students' reading comprehension achievement in reading narrative text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Before, During, and After reading (BDA) Strategy on students' reading comprehension achievement in reading narrative text"



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis, it can be concluded that teaching reading particularly narrative text by applying Before, During, and After Reading (BDA) Strategy significantly affected on students' reading comprehension achievement. It can be proved from the data which had been obtained in the post-test of experimental group compared to those in the post-test of control group. In experimental group, the total score was 2995 and the mean score was 25.6, while the data in control group, the total score was 2080 and the mean score was 12.4. Thus, the students' scores in experimental group were higher than the students' scores in control group. It was found to observe higher than  $t_{table}$  or  $7.37 \geq 1.34$  with  $df = 63$ ,  $\alpha = 0.05$ .

#### B. Suggestions

Based on the findings and conclusion of this study, some suggestions are staged as the following:

1. It is advisable that English teachers to apply Before, During, and After Reading (BDA) Strategy in teaching reading particularly in narrative text in order to improve their students' reading comprehension achievement.

2. It is essential for students to have more practice in reading and apply BDA Strategy while reading.
3. The readers, especially at UMSU library are encourage to have a lot of information about teaching learning experiences for them.

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## Pengalaman Kerja

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## KeahlianTambahan

- KeahlianKomputer ( MS Word, Ms Excel, MsPowerpoint )

Demikianlah Daftar Riwayat Hidup ini saya buat dengan sebenar-benarnya.

HormatSaya,

**YurikeMaurina**