

**THE EFFECT OF USING OF LITERACY INTEGRATED METHOD ON
THE STUDENTS' READING ACHIEVEMENT
IN NARRATIVE TEXT**

SKRIPSI

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

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**THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**

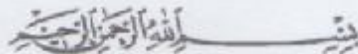


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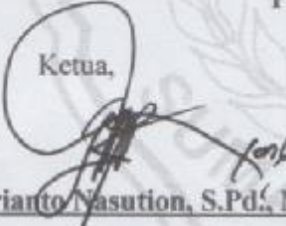
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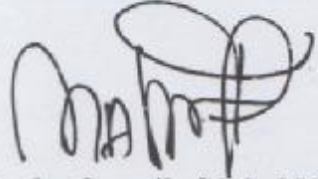
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
01 Maret 2018	Chapter I Review Significants of study Chapter II Disadvantages, advantages, and procedure of Method	
05 Maret 2018	Chapter III Technique for Analyzing Para	
12 Maret 2018	Chapter IV Table of score of Control Group, Research finding chapter V Conclusion, Suggestion, abstract, acknowledgement	
15 Maret 2018	Acc for Greentable	

Medan, 15 Maret 2018

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ABSTRACT

Damanik, Nuraini Ramadhani Said. NPM:1402050251. “The Effect of Using Literacy Integrated Method on the Students’ Reading Achievement In Narrative”. Skripsi. English Department, Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018

The objective of this research was to investigate the effect of using literacy integrated method on the students’ reading achievement in narrative text. It was an experimental research. Population of this research was the second year students of Junior High School in SMP NEGERI 13 Binjai Jl. Letjend Jamin Ginting in the academic year 2017/2018 with the total population was 144 students. Two classes were taken by total sampling which divided into two groups, the first group VIII-1 which consisted of 36 students was experimental group which was given treatment by literacy integrated method and second group VIII-2 which consisted of 36 students was control group which was given treatment by using grammar translation method. The instrument of collecting data was multiple choice which consisted of 20 items. Each group was given a pre-test and post-test. After the data had been collected, these were analyzed by using t-test formula. The result of analysis showed that t-The t-test was 21.70 and the t-table was 1.66 which was used 0.05 as the significant level of this research. Because the t-test value was higher than t-table ($21.70 > 1.66$), it showed that the result in t-test was accepted (H_a). Based on the result of this research, it was concluded that there was significant effect of using literacy integrated method on the students’ reading achievement in narrative text. After analyzing the data, the result that the students’ who were taught by literacy integrated method got better achievement that those taught by using grammar translate method because using literacy integrated method (21.70) higher than by using grammar translation method (5.77).

Keywords: literacy integrated method, reading, narrative text

ACKNOWLEDGEMENTS



Assalamualaikum Wr. Wb

In the name Allah SWT most greicious and the most mereiful. First, the researcher would like to thank to Allah who had given chance, healthy, mercy, and leisure of thinking for the researcher, so that finnaly the researcher can finishing her research, secondly, blessing and peace be upon our prophet Muhammad who had brought human beings from the darkness into the brightness.

This skripsi is one of requirement for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choice a good technique in teaching English. In writing this study with the title “The Effect of Using Literacy Integrated Method on the Students’ Reading Achievement in Narrative Text “, the researcher faced so many difficulties and problems but she did not her effort to make it better, and it is impossible to finish without much help from the others.

The researcher would like to thank a lot of her beloved parents, Hasuna Damanik SH and Juliani Sinaga, who had given support both in moral and material for researcher from the first education until now. May the most Almighty, Allah SWT always bless them. Thank a lot for their much love, support, pray and motivation. The researcher got many contribution and guidance from various parties therefore the researcher would like to thanks for:

1. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah North Sumatera Medan.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU, who has given her recommendation to carry out this study.
3. Mandra Saragih, S.Pd, M.Hum and Firman Ginting, S.Pd, M.Hum as the Head and Secretary of English Department in Faculty of Teacher Training and Education University Of Muhammadiyah North Sumatera for their encouragement in completing this research.
4. Rita Harisma S.Pd., M.Hum as supervisor, thanks for his suggestion, critics, guidance, advice, comments, and correction during reading process of this study.
5. Habib Syukri Nst, S.Pd.,M.Hum as reviewer, thanks for her suggestion, comment, and correction.
6. All lectures especially those of english education program for their guidance advice, suggestion, and encouragement during her academic year at fkip umsu.
7. Samsul Agus, S.Pd (as Headmaster) and Edi Salim Chaniago, S.Pd. M.S (as Teacher) of SMP Negeri 13 Binjai. Thanks for all guidance, knowledge, support, suggestion and advice.
8. Her lovely sister and brother, Siti Annisa Damanik S.Pd, Siti Fauziah Damanik Am.Keb, Siti Azizah Damanik, Am.Keb, Nurhalimah Damanik, Muhammad Marjan Damanik, Muhammad Salama Damanik and all families who always give supports and pray for her success.

9. Her best friends in B afternoon English Education the FKIP UMSU, especially Astri Afrilia Yusri, Riska Puspita, and Zulviana Lubis Thanks for all of our crazy moments, thanks for the motivation, pray, support and much love.
10. Her beloved all of ppl friends for support and helpful in completing the task ppl.
11. Her beloved friends Squad Elvi Rahmatika, Firis Adilla Siahaan, Iftitah, Meilisa Immazinas, Novita Trisma, Pipin Nurafika Thanks for all moments.
12. Her beloved friends, Ismaniar Handayani Siregar, Erni Pratiwi, Nur Adhesi Angkat, Sarah Dinda, Rina Chairani Simatupang, Rafika Syahraini Sitorus, Rahma Ninda Khairani, Nadya Laras Redytha, May Dilla Ulfhi, Muhammad Ikhsan Siregar, Muhammad Sukron Sitorus, Fachri Umar Hasibuan, Amir Syarifuddin Harahap, Wistira Maulana, Harun Rasyid, Thanks for all of our crazy moments, thanks for the motivation, pray, support and much love.
13. Her beloved friends in the Rusunawa Umsu Thanks for all moments.
14. Her lovely guidance friends, Rahma Yanti Pohan, Dwi Syahrina Azmi, Evimaya Rizky, Siti Nurwandani, Diah Julia, leli Azrita Rambe, Mita Hardiati, Endang Ridona Sinulingga thanks for giving support , time, motivation, spent a lot of time and helpful in completing the task Skripsi.

The researcher realized that her study was still far from being perfect. So, the researcher expected suggestion and comments from all of the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Wsassalamu'alaikum Wr. Wb

Medan, March 2018

The Reseacher

Nuraini Ramadhani Said Damanik

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CHAPTER I

INTRODUCTION

A. Background of The Study

In English, there are four skills namely listening, speaking, reading and writing. In learning English, reading is one of the skills which has important role to give information to the reader. According to Grabe and Stoller (2002:9) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. In reading, students do not only read the text but also understand the text. The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Manik (2010:1) states reading is one of the language skill that have to be improved in learning a language. This compilation is designed to provide students practice, it is based on premise that reading is an interactive process in which readers get information from text and their own background knowledge in order to build active communication.

In reading comprehension, the readers are expected to be able to construct meaning from a text and to interpret the information well. As reading is an important skill that must be achieved by the students, reading has already been taught from the elementary level up to university level, because of this situation, the student are expected to be able to comprehend the reading text easily. This program helps to increase students' reading. Although reading is very important low reading skill. The low reading skill proves that the education process has not

developed the competence and interest of learners towards knowledge. Educational practices carried out in schools so far have not shown that schools function as a learner organization that makes all its citizens lifelong learners.

Curriculum (KTSP 2006), the education system in Indonesia is much improved. Since 2006, the new curriculum continues to be piloted, revised and loaded by new strategies to improve the quality of education. Character education, cultural literacy, and cultural development are the most prominent additional content to be developed in the 2006 curriculum.

To develop the school as a learning organization, the Ministry of Education and Culture developed the movement literacy school (GLS). GLS is a comprehensive effort involving all the citizens of the school (teachers, learners, parents/ guardians) and communities, as part of the educational ecosystem. The teacher did not give direction to the students to study to the library, the teacher did not lead the students to read 15 minutes before study. Implementation of the school literacy movement program can not be separated from obstacles of failures in the implementation, because the nature and ability of students vary so as to allow the barriers to occur.

Based on the researcher interviewed with the English teacher of SMP Negeri 13 Binjai, the researcher found that most of students still had low comprehension in reading. The school library is one of support for the implementation of the program school literacy movement, which serves as a provider of reading materials science and information resources for educators and learners. But at the state library SMP Negeri 13 Binjai is still lacks of having

reading books for learners, that is what makes one inhibiting the occurrence of literacy programs in the school and the lack of reading interest of students is also an obstacle to the program of literacy movement.

There were some reasons for such cases, such as the lack of students' interest to read the text, the lack of student' knowledge about the reading text and the ineffective technique which was applied by the teacher such as the English teachers in Junior High School generally taught the students using direct instruction. This method made the students more passive. The relationship was not happened among the students. Direct instruction was just happened between the teacher and the students. In addition, this method made the students bored it was not interesting to learn.

The main objective of school literacy movement is that educated participants should have a high interest in reading and curiosity so that the literacy integrated method can run well and in accordance with the expected. Therefore the school should hold the program school literacy movement as an effort to increase reading interest of learners by developing library management school. In the implementation of this school literacy integrated method can be seen from student discipline.

Based on the description, the researcher is interested to do research on school literacy movement through research quantitative entitled 'The Effect of Using of Literacy Program on the Students' Reading Achievement in Narrative Text'. The research uses quantitative approach with associative method. Explained that quantitative research is the research used to examine the

population or a particular sample by using research instruments as a means of collecting data as a whole.

Based on the explanation, this research aims to know about ‘The Effect of Using of Literacy Integrated Method on the Students’ Reading Achievement in Narrative Text’.

B. Identification of the Problem

Based on the background of this study, the problem of this study is formulated as follow:

1. The students still had lack of vocabulary
2. The lack of students’ interest to read the text.

C. Scope and Limitation of the Problem

Based on the identification of the problem, the scope of this research was focusin the using of literacy integrated method in students’ reading achievement and the limitation of this study only is in reading narrative text.

D. The Formulation of the Problem

Based on the identification of problem, the formulation of the study was formulated as the following “ Is there any the significant effect of using of literacy integrated method on the students’ reading achievement in narrative text?”

E. The Objective of The Study

Based on the formulation of problem above, the objective of the research “To find out the significant effect of using Literacy Integrated Method on the students’ achievement in Reading Narrative text”

F. The Significance of the Study

The findings of this study were expected to contribute to speaker of language being spoken:

1. Theoretically

This study was expected to be useful to give information about literacy integrated method on the students’ reading achievement.

2. Practically

1. For the teacher especially english teacher, it can be used as one of the alternative method in teaching reading assisted by literacy integrated method.
2. For the students, it helps them in comprehending reading text assisted by literacy integrated method.
3. For other researcher, who interest in doing research about method as a basic for further study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to explain some concept concerning to the research. Those terms was used in this study and they need to theoretically explain. In this case the researcher review some relate and relevant theorist concerning about students ability in building up to write Narrative text by in this following part, theoretically terms was presented and explained.

1. Effect

The effect is defined to change ability that the students have after having treated by using certain technique. It is usually the aspect of method in which the relationship between different subject and variables can be determined. Effect of teaching treatment in language is related to the change of getting something to the cognitive system. The result is the important of ability. The ability is the result of learning process which involves teachers with students.

The improvement which creates achievement by the students then is realized in the form score so that it can measure the certain position of students in the class because the score they have. Reflects their improvement in the learning process.

2. Achievement

It is important to recognize and support children's and young people's achievement. It can help to develop their confidence and motivation for learning.

It can also help them to reflect on their learning and plan appropriate next steps. According to Brown (2001, P. 391) an achievement test is related directly to classroom lessons, unit, or even a total curriculum. Achievement test can serve as indicators of features that a student need to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction.

3. Reading

Reading is very important for study purposes, careers. Or simply for pleasure. Only by reading, we can get much information. According to Manik (2010:1) Reading is one of the language skill that have to be improved in learning a language. This compilation is designed to provide students practice, it is based on premise that reading is an interactive process in which readers used information from the text and their own background knowledge in order to build active communication. Reading is interactive in the sense that linguistic information from the text interacts with information activity by the reader from the long term memory, as background knowledge Grabe (2002:18).

Stoller (2002:9) reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means reading is about comprehending a written text. We have to comprehend the text first in order to be able to draw the meaning and interpret the information based from the text.

According to Nunan (2005:69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read we must be able to decode (sound out) the printed words and also comprehend what we read.

Based on the statement above, it can be concluded that reading is communication through the text includes knowledge, news, and story. The readers read to get more knowledge and information from a written text.

4. Text

According to Sanggam and Shinoda (2008: 1) a text is a meaningful linguistic unit in a context. A text in a language is unique. Some languages may have some similarities in a text. They also have some differences. Indeed, a text is an effective and efficient higher linguistics units containing several components may contain one or more than one clause.

Texts can be classified and organized in a multitude of ways : everyday, formal, entertaining and informational. Different types of texts have distinctive characteristics, depending on what they are made to do Sanggam and Shinoda(2008: 2).

5. Narrative Text

Narrative text is a kinds of genre and narrative is a type of text that is very appropriate to tell activity or past event that prostrudes problematic experience and resolution which intends to amuse and give a moral lesson to reader. Bear (2010) states that narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people).

5.1 Types of Narrative Text

Dirgeyasa (2014:45) states that there are some types of narrative text. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories adventure stories, fables, myths, and legends, historical narratives, ballads alice of life, and personal experiences. However narrative also be written to teach or inform, to change attitudes/social opinions, e.g soap operas and television dramas that are used to raise topical issue. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

5.2 General Characteristics of Narrative Text

Bear (2010:50) explains that a good narrative has the characteristics are:

- 1) Plot : a meaningful and dramatic series of events that form the story
- 2) Setting : includes information about when and where the events of the story take place
- 3) Sequencing : since the text action is a sequence of events in time, an obvious and effective way to narrative it is in chronological order.

5.3 The Generic structure of Narrative Text

According to Arlina (2015) there are four elements in narrative text they are orientation, complication, resolution, and Coda.

- 1) Orientation : orientation contains a prefix that contains a story about the introduction of Character, Time, and The Genesis in the story (Especially Narrative).

- 2) **Complication** : Complication is a paragraph that contains the description of the appearance of a conflict or problem that arises in a narrative text.
- 3) **Resolution** : resolution is a paragraph that contains the end of a conflict in the story narration.
- 4) **Coda** : Coda is a narrative text paragraphs at the end of the story, but in general that is taught in school is not always given in the text narrative coda.

5.4 The Language Features of Narrative Text

According to Keir (2009:4), the language features of narrative text are as follows:

- a) Use of word chains to build topic information
- b) Extensive use of nouns, adjectives, verbs, and adverbs to enhance the Plot, setting, and characters.
- c) Use adjective to build noun groups
- d) Use time connectives to sequence events
- e) Use thinking and saying verbs to show how characters are saying, feeling, and thinking.
- f) Use past tense

6. Literacy

Literacy according to Kemendikbud (2016: 2) is the ability to access, understand, and use something intelligently through various activities, such as reading, seeing, listening, writing, and speaking. GLS is a participatory effort or activity involving the citizens of the school (students, teachers, principals,

education personnel, school superintendents, school committees, parents or guardians), academics, publishers, mass media, communities and stakeholders under the coordination of the Directorate General of Primary and Secondary Education Ministry of Education and Culture.

School literacy movement according to Kemendikbud (2016: 3) is a social movement with the collaborative support of various elements. The efforts taken to make it happen in the form of reading habits of students. This habit is done with a 15 minute reading activity (teachers read the book and school residents read inwardly, tailored to the context or target school). When reading habits are formed, it will then be directed to development, and learning.

This literacy activity is conducted to foster students' interest and reading culture. Ditjen Dikdasmen (2016: 4) states that literacy activities are implemented to improve reading skills so that knowledge can be mastered better. Reading materials contain the values of character, in the form of local, national, and global wisdom that is delivered according to the stage of development. This important breakthrough should involve all stakeholders in the education field, from the central, provincial, district, to the education unit. The involvement of parents and the community is also an important component of the GLS.

6.1 Kinds of School Literacy Movement

Stages in the implementation of School Literacy Movement According to the Directorate General of Primary and Secondary Education (2016: 28) are as follows:

1. Stage 1

The habituation of fun reading activities in reading and on reading activities in school residents. The growth of reading interest is fundamental to the development of students' literacy skills.

2. Stage 2

Development of reading interest to improve literacy skills Literacy activities at this stage aim to develop reading comprehension skills and relate them to personal experiences, critical thinking, and creative communication skills through reading-response activities.

3. Stages 3

Literacy-based learning Literacy activities at the learning stage aim to develop the ability to understand texts and relate them to personal experiences, critical thinking, and creative processing of communication skills through responsive textbook reading activities and textbooks. In this stage there are academic bills (related to subjects).

6.2 The Advantages of literacy

There are some advantages of literacy (1) Can stimulate mental, (2) Adding insight and knowledge, (3) Adding vocabulary, (4) Improve memory quality, (5) Train skills to think and analyze, (6) Increase focus and concentration, (7) Train to be able to write well, (8) Can expand one's thinking, (9) Can help prevent cognitive function decline, (10) Can increase one's empathy

6.3 The Applying of Literacy

There are some steps to apply literacy:

Pre-Teaching Activities

1. The teacher greets the students
2. The teacher brainstorms students background knowledge by asking some questions related to the topic, which will be taught.

Whilst-Teaching Activities

1. The teacher discusses with students that literacy is one of the reader's ways of adding knowledge or insight.
2. The teacher shares with the students that literacy can generate student interest in reading.
3. The teacher gives all students or small groups of students a narrative text so that students read the text and then tell or write back what they have read.
4. After all texts is written, give the students a chance to read their story

Post Teaching Activities

1. The last section of teaching reading process is in post teaching. The teacher ask the students about their difficulties in reading the text.
2. Closing.

7. Grammar Translation Method

The Grammar Translation Method (GTM) is reportedly the oldest and the most traditional method of foreign language teaching. Although the history of the Grammar Translation Method is not well-documented, it is generally assumed that the method stemmed from the teaching methods of Latin and to a lesser extent from Greek (Howatt, 1984). In the early 15th century Latin was the major foreign

language due to its extensive usage in the government, academic, and business sectors. However, in the 16th century due to political upheavals the importance of Latin gradually declined and some other languages such as French, Italian, and English gained prominence. In the 18th century these languages were included in the curriculum of educational institutions of Europe. The first country to adapt Grammar Translation Method was Germany, especially by Prussia, for which this method is also referred to as the Prussian Method. This teaching method was modelled after the same principles followed in the teaching of Latin; hence formerly it was also called the Classical Method. The method saw its heyday in the 19th century and came to be known as the Grammar Translation Method.

7.1 Procedure of Grammar Translation Method

There are procedure of grammar translation method, they are (1) Reading comprehension questions about the text, (2) Identifying antonyms and synonyms from words in the text (3) Memorizing vocabulary selected from the reading texts (4) Forming sentences with the new words (5) Recognizing and memorizing cognates and *false* cognates (6) Practicing fill-in-the-blank exercises (7) Writing compositions from a given topic.

7.2 The Advantages of Grammar Translation Method

The are some advantages of grammar translation method (1) As the classes are carried out in the mother tongue, teaching takes less effort and time, while the students can also learn much comfortably. Moreover, the teacher can assess whether the students grasped the lessons or not. (2) The translation exercises help the students to compare the native language with the target language, which in

turn enhance their ability to understand meaning of words and complicated sentences. In this way they can learn the target language grammar in a relatively easy way. (3) The focus on understanding of the target language literary texts increases the students' reading and writing skills. (4) The Grammar Translation Method also enables the students to understand how the mother tongue functions, in order to give them the capacity to communicate its thought. (5) The memorization of grammar rules and vocabulary of the target language provides the students with good mental exercise which helps to develop their mind. (6) As this method chiefly stresses on developing reading and writing skills, the teacher does not necessarily need to be fluent in the target language. (7) The study of target language literature helps the students to learn the best forms of language. (8) The emphasis on accuracy enables the students to learn the correct grammar of the target language.

7.3 The Disadvantages Grammar Translation Method

There are some disadvantages of the grammar translation method (1) The overemphasis on accuracy leads to repeated corrections of errors which hinders the consistency of learning, (2) This method overemphasizes accuracy to fluency, (3) It is a teacher-centered method since the role of student is passive, (4) It ignores communicative competence as the goal of learning, (5) Little or no emphasis is given on listening and writing skills, (6) The students often fail to speak in real life situations since they are familiarized with the target language culture through reading passages rather than by direct interaction with the target

language elements, (7) Learning often gets dull and tiresome since the students need to memorize lots of vocabulary items and grammar rules

8. Relevant Studies

There some previous studies which relate of this research, namely:

Nindya Farandina (2015), This study aims to determine the Influence and Obstacles of School Literacy Movement Program on Students' Reading Interest at SD Integrated Islam Muhammadiyah An-Najah Jatinom Klaten. The research approach is quantitative approach. The sample of students of grades 4 and 5 are 126 students. The data is collected by using questionnaire method, interview, and documentation. Test the validity of data uses validity test and reliability test. The data is analyzed by using data descriptions, percentages, prerequisite analysis test, and hypothesis testing. The results showed: (1) School Literacy Program on Students Reading Interest in SD Muhammadiyah An-Najah Jatinom Klaten, with $r_{xy} = 0,550$, $r^2_{xy} = 0,302$, $t_{count} (7,332) > t_{table} (1.657)$; means that the effect of the School Literacy Program on Students' Interest is significant. (2) Barriers occur in reading loud, silent reading, classroom corner reading activity and the most active book borrowers awards, from 126 samples 36.06% answered yes and 63.94% said no.

B. Conceptual Framework

The framework of this research begins with the 4 basic problems in education. The low literacy culture of elementary school students is a problem related to the quality of education in Indonesia. The government is open to solve

the problem by issuing Permendikbud. 23 of 2015 on the growth of moral character which is then derived with the policy of School Literacy Movement as an effort to cultivate the culture of literacy in children. In its implementation, many of the supporting factors and impediments to this policy are implemented. This research will see how the process of this policy is done by looking at 4 subjects namely: communication, resources, commitment and bureaucratic structure of the executor of it.

By using literacy as a media in teaching reading narrative text, firstly the teacher will give the pretest to find how the scores that the students achieve before treatment is given. Based on the results, the teacher then divide the class into several groups. In each group, the teacher explains the material which is narrative text. Then, the teacher shares the narrative text for each group and asks them to make a narrative story. Each group will make different story because every students have the same opportunity to give their critical thinking. Then, one of them collect all of the ideas from the member of the group they discuss to arrange those ideas into a good narrative text. After this students finished their work, each group tells the story in front of the class, then the teacher give the suggestion for the students assignment. As the post test, the teacher asks the students to read and write a narrative text individually.

C. Hypothesis

Based on the formulation of problem, so the researcher determined this study with the testing hypothesis as follows:

Ha: There is a significant effect of using literacy integrated method on students' reading achievement in narrative text.

Ho: There is no significant effect of using literacy integrated method on students' reading achievement in narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location

The location of this research was conducted at SMP NEGERI 13 Binjai Jl Letjend Jamin Ginting. The researcher were conducted during the academic year 2017/2018. The reason for choosing this school because the researcher interviewed the English teacher and found the students' ability in this school in reading narrative text were still low. So, it were need to find out the effect of using of Literacy Integrated Method on the Students' Reading Achievement in Narrative Text.

B. Population and Sample

1. Population

The population of the research is the 2017/2018 academic year students. In this study the researcher chose the grade eighth students of SMP NEGERI 13 Binjai as the population of this research. There are four classes. The classes VIII-1 consists of 36 students, VIII-2 consists of 36 students, VIII-3 consists of 36 students, VIII-4 consists of 36 students. So total of the population were 144 students.

Table 3.1
Table of Population

No.	Class	Population	Sample
1.	VIII-1	36	36
2.	VIII-2	36	36
3.	VIII-3	36	36
4.	VIII-4	36	36
	Total	144	144

2. Sample

Sample is procedure of taking the data, where only a part of population was taken and used to determine the characteristic from the population. The researcher used purposive sampling so the sample of this research was VIII-1 as experimental group and VIII-2 as control group.

Table 3.2
Table of Sample

No.	Class	Population	Sample
1.	VIII-1 (Experimental Group)	36	36
2.	VIII-2 (Control Group)	36	36
	Total	72	72

C. Research Design

The research was conducted to using an experimental research. In this study, there were two classes, namely the experimental class and the control class. The experimental class was the class which was taught by using literacy integrated method. Meanwhile, the control class was taught by Grammar Translation Method.. The details were showed in the table as follows:

Table 3.3
Research design for experimental group and control group

Name of group	Pre-test	Treatment	Post-test
Experimental (X)	ü	Literacy Integrated Method	ü
Control (Y)	ü	Grammar Translation Method	ü

There were three stages in doing procedure of research, they were: pre-test, treatment and post-test.

1. Pre-test

The researcher was give the pre-test to both of classes there are experimental and control class to know the average score on preliminary data. The purpose of pre-test is to know the students' reading achievement before treatment. This research is used multiple choice test. The test is taken from students book based on KTSP. The test consists of 20 items test.

2. Treatment

This research was conducted to two classes. They are experimental class and control class. Both of experimental class and control class were be given the same material but each of class was given different treatment. The experimental class was taught by using Literacy Integrated Method and the control class was taught by using Grammar Translation Method.

3. Post test

The researcher delivered material to experimental class and control class, the researcher gave the test to both of the classes on post-testing by using same test instruments and items. Giving post-test in experimental and control classes by giving test in the form of multiple choice test. The researcher analyzed the

students' score and then the researcher was compared the score of the sample classes, finally, the researcher analyzed the test hypotheses to find out the effect of literacy integrated method to the experimental class in teaching reading comprehension on narrative text.

D. Instrument of Collecting Data

The instrument for collecting the data in this research was multiple choice test, with four options (A,B,C, and D). The test were taken from student's book based on KTSP. There were 20 items to answer and the score for each correct answer was scored 1 and the wrong answer is scored 0.test. So, the total score was calculated by using formula:

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes :

S = scoring of the text

R = number of Correct Answer

N = Number of item

E. Technique for Collecting Data

In this research, the date was collected by following procedures as follows:

1. Giving pre-test to experimental and control classes
2. Teaching treatment the experimental group by using Literacy integrated method.
3. Teaching treatment the control group by using Grammar Translation Method.

4. Giving post-test in experimental and control classes by giving same test in the pre-test.
5. Correcting the students' answer

F. Technique of Analyzing Data

In analyzing the data, the result of the data were analyzed by using statical procedure which of consisted of mean, standard deviation (SD) and dependent t-test. The mean used to find out the average of the sample. To find the mean, Ary (2010):

- a. Mean

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

Where:

\bar{x} = mean

\sum = sum of

x = raw score

N = number of cases

- b. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

SD = standard deviation

D = deferences between with t=test and post-test

N = numbers of pairs

c. Dependent sample T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = different score pre-test and post test

$(\sum D)^2$ = difference score experimental group and control group

N = number of student

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data of the study were obtained from the reading test score there were two kinds of test for each group, there were pre-test and post-test.

B. Data Analysis

After the researcher assessed students' scores, then they calculated into formulas to find out Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group. The differences the students' score in experimental Group could be seen in table 4.1 below:

Table 4.1
The differences Students' score in Experimental Group

No	Students' name	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	ASB	65	90	25	625
2	AMS	60	85	25	625
3	AF	50	80	30	900
4	APS	50	80	30	900
5	ABB	45	75	30	900
6	DBH	60	75	15	225
7	DTH	45	85	40	1600
8	DSS	55	75	20	400
9	DAG	45	85	40	1600
10	EYL	65	85	20	400
11	EBB	45	80	35	1225
12	EA	65	85	20	400
13	F	50	80	30	900
14	GAP	50	80	30	900
15	HH	45	70	25	625
16	HK	50	80	30	900
17	HIS	65	85	20	400

18	IAS	60	80	20	400
19	JES	45	85	40	1600
20	JAS	50	80	30	900
21	MEM	50	85	35	1225
22	MJGS	45	85	40	1600
23	MST	45	75	30	900
24	MH	45	80	35	1225
25	NP	65	85	20	400
26	NS	45	85	40	1600
27	RS	45	75	30	900
28	RR	50	75	25	625
29	RLN	50	85	35	1225
30	RAL	75	95	20	400
31	SNK	75	85	10	100
32	SSEP	50	80	30	900
33	SAF	70	90	20	400
34	SCA	60	85	35	1225
35	XDS	75	95	20	400
36	YWEB	60	90	30	900
Total		1970	2970	1010	30450
Mean		54	82	28	845

The table above shown of this research consist of the students' name (sample) and the total score of pre-test is 1970 and the mean is 54. In post-test, the total score is 2970 and the mean of the score is 82. The researcher analyzed Standard Deviation to know differences between pre-test and post-test. So, the researcher used formula below:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{30450 - \frac{(1010)^2}{36}}{36 - 1}} \\
 &= \sqrt{\frac{30450 - \frac{1.020.100}{36}}{35}}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{30450 - 28.336}{35}} \\
&= \sqrt{\frac{2.114}{35}} \\
&= \sqrt{60.4} \\
&= 7.77
\end{aligned}$$

So, Standard Deviation of experimental group was 7.77. Thus, those value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{28}{\sqrt{\frac{30450 - \frac{(1010)^2}{36}}{36(36-1)}}} \\
&= \frac{28}{\sqrt{\frac{30450 - \frac{1.020.100}{36}}{36(35)}}} \\
&= \frac{28}{\sqrt{\frac{30450 - 28.336}{1260}}} \\
&= \frac{28}{\sqrt{\frac{2.114}{1260}}} \\
&= \frac{28}{\sqrt{2.23}}
\end{aligned}$$

$$= \frac{26}{1.29}$$

$$T = 21.70$$

The result of t-calculation showed that t-test is 21.70 and t-table is 1.66. The t-test is higher than t-table ($21.70 > 1.66$). After know students' scores in the experimental group, then the researcher calculated in Standard Deviation and t-test to know the students' score in control group, it could be seen in the table 4.2 below:

Table 4.2
The differences Students' score in control group

No	Students' name	Score		D (x2-x1)	D ²
		Pre-test	Post-test		
1	AP	45	65	20	400
2	AW	50	65	15	225
3	CDA	50	65	15	225
4	DA	45	60	15	225
5	DS	45	65	20	400
6	DA	45	65	20	400
7	DES	45	65	20	400
8	DA	45	65	20	400
9	DBN	60	75	15	225
10	EA	55	70	15	225
11	ESS	45	60	15	225
12	FR	45	60	15	225
13	FD	55	65	10	100
14	FF	50	65	15	225
15	FH	60	70	10	100
16	GWD	45	55	10	100
17	JA	60	80	20	400
18	KY	50	70	20	400
19	KP	50	70	20	400
20	MH	50	65	15	225
21	M	55	75	20	400
22	MR	45	75	30	900
23	NF	55	70	15	225
24	PR	50	75	25	625

25	RS	60	75	15	225
26	RA	60	80	20	400
27	RBT	55	70	15	225
28	RD	45	65	20	400
29	RO	45	65	20	400
30	SI	60	75	15	225
31	SA	55	70	15	225
32	S	55	70	15	225
33	TR	50	75	25	625
34	VP	50	70	20	400
35	WES	50	65	15	225
36	XS	65	85	20	400
Total		1850	2480	630	11650
Mean		51.3	68.8	17.5	323.6

Based the table above, it can be concluded that the total score of pre-test was 1850 and the mean was 51.3. In post-test, the total score is 11650 and the mean of the score was 68.8. It meant that, the total and mean score in post-test of the experimental group was higher than the total and mean score in post-test of the control group. To measure Standard Deviation in the control group, the researcher analyzed the data by using formula as follow:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{11650 - \frac{(630)^2}{36}}{36 - 1}} \\
 &= \sqrt{\frac{11650 - \frac{396.900}{36}}{35}} \\
 &= \sqrt{\frac{11650 - 11.025}{35}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{11.63}{35}} \\
 &= \sqrt{0.33} \\
 &= 0.57
 \end{aligned}$$

So, Standard Deviation of control group was 0.57. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{17.5}{\sqrt{\frac{11650 - \frac{(630)^2}{36}}{36(36-1)}}} \\
 &= \frac{17.5}{\sqrt{\frac{11650 - \frac{396.900}{36}}{36(35)}}} \\
 &= \frac{17.5}{\sqrt{\frac{11650 - 11.025}{1.260}}} \\
 &= \frac{17.5}{\sqrt{\frac{11.63}{1.260}}} \\
 &= \frac{17.5}{\sqrt{9.23}} \\
 &= \frac{17.5}{3.03} \\
 t &= 5.77
 \end{aligned}$$

Based analyzed above, the result of t-test in control group was 5.77. It meant that the result of experimental group was higher than the result of t-test in control group, namely $21.70 > 5.77$

C. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of $\alpha 0.05$. The testing criterion used for hypothesis result is: if $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significant of $\alpha 0.05$ with the degree of freedom (df) $\rightarrow (2n-2 = 72-2= 70)$ is 1.66. This means that H_a is this study is accepted since students' t-test in the experimental group is 21.70 and the t-table 1.66. Because the t-test value is higher than the t-table ($21.70 > 1.66$). Therefore, it can be concluded that Literacy Integrated Method can improve students' achievement in reading narrative text.

D. Research Finding

The finding of the research, there was significant effect of using Literacy Integrated Method on the students' reading achievement in Narrative Text. Teaching reading narrative text in experimental group by using Literacy Integrated Method was higher than teaching reading narrative text by Grammar Translation method. The t-observe of experimental group by using Literacy Integrated Method was higher than t-table in without t-observed was 21.70 and 5.77 ($21.70 > 5.77$).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusion

There were significant effect of Using Literacy Integrated Method on the students' achievement in reading especially in reading narrative text. The result of computation in t-test was 21.70, while the critical value of 0.05 significant level was 1.66. The conclusion from the data analysis is the value of t-test (21.70) is higher than the t-table (1.66). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Literacy Integrated Method significantly affects on the students' achievement in reading narrative text. The students' difficulties in reading by applying Literacy Integrated Method was in the time. Some students need more time to understand and absorb the information.

B. Suggestion

1. The researcher can give contribution to the research in helping find out the best method for teaching reading and get more information from this research.
2. The teachers can apply Literacy Integrated Method on the students' achievement in narrative text, because based on the researcher's finding, it was found positive effect of using Literacy Integrated Method on the students' reading achievement especially in narrative text.

3. After analyzing the data, the result that the students' who were taught by using Literacy Integrated Method got better achievement than those taught by using Grammar Translation Method, and it proved from the result of post test both of groups. The higher score in experimental group was 95 and the lower score 70, while the higher score in control group was 85 and the lower score was 55. So by using Literacy Integrated Method more the higher than by using Grammar Translation method.

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Appendix II

LESSON PLAN (CONTROL CLASS)

Name of school : SMP Negeri 13 Binjai
Subject : English
Class / semester : VIII / II
Meeting : 1
Skill : Reading
Time Allocation : 2 x 40 minute
Theme : Narrative Text

A. Standart competency

Understanding the meaning of simple short essay form Narrative Text to interact with their surroundings.

B. Basic Competency

Responding to the meaning in the rhetoric step using a variety of written language accurately, fluently, and acceptable in the context of everyday life and to use science in the form of a narrative text.

C. Indicator

1. Students are able to understand the information implied in narrative text.
2. Students are able to identify the generic structure in narrative text.

D. Learning objectives :

1. Students can understand the application literacy program

2. Students can understand the narrative text.
3. Students can determine the generic structure of the narrative text.
4. Students can analyze generic structure, language feature on a text.

E. Character Values : Honest, Confident, Respect, Diligence And Hardwork.

F. Learning materials : Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Ex: The story of the smart parrot

✓ There are many kinds of Narrative Text:

Generic structure in narrative text.

A Narrative text will consists of the following structure:

- 1. Orientation** : introducing the participants and informing the time and Place.
- 2. Complication** : describing the rising crises which the participants have to do with.
- 3. Resolution** : showing the way of participant to solve the crises, better or worse. Or solution to problems.

G. Learning Method : Discussion

H. Media and Tools

1. Media : power point presentation, Styrofoam

2. Tools : laptop and projector

I. Learning Step

a. Initial Activity

Apersepsi

- Teachers say greeting to the students and pray together.
- Teachers ask about the students
- Teachers prepare students for the learning process with prayer and attendance.

Motivation

- Teachers submit the learning objectives to students.

b. Core Activities

Exploration

in the exploration activities teachers:

- Teachers ask question to stimulate knowledge of the students with the material that will be studied.

Elaboration

In the elaboration activities:

- Teachers give some text related to the topic.
- Teacher give the text to the learners and gives 15 minutes to read the text.
- Teacher provided a text on the students' and asked what kind of text there is in the story.
- The teacher explained the meaning of narrative text and orders to determining generic structure

- The teacher explained how using the literacy integrated method and explained the definition, procedures of literacy in reading narrative text.
- The teacher divides the students several groups
- Students identify the generic structure of Narrative Text..
- After that, the teacher asked the students about the result of the identification of the generic structure of narrative text.

Confirmation

In the confirmation activities:

- Students read the results of their discussion in front of the class.
- Students put their work to the front of the class.

c. Closing activities :

- Teachers attract student to ask.
- Teachers and students are together to conclude the learning material.
- Teachers give homework to the students
- Teachers delivering the material for the next week.
- Closing with prayer.

J. Learning resources :

- Eos English on Sky for junior high school year VIII
- Picture from internet
- <http://freeenglishcourse.info/narrative-text-contoh-generic-structure/>

K. Assessment Guidelines

To read the assessment includes aspects.

- a. Speech = 30
- b. Tone = 25

c. Intonation = 25

d. Smoothness = 20

For the writing aspect of assessment include:

Each correct answer was given a score of 3.

maximum score 10

students score = score acquisition x 10

maximum score

L. Assessment

Technique	Instrument	Example of instrument
Showing the work	Multiple choices	Choosing the right answer!

1. Evaluation

The test is multiple choice. It will be consist 20 items. Each correct answer will score 1 for multiple choice and the incorrect answer will be scored 0.

So, the incorrect answer will not be given score. So, the total of right answer is 20

Instrument

The story of the smart parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, nbut then he got angry. “You are a stupid bird! Why can’t you say the word? sat Catano, or I will kill you!”but the parrot would not say it. Then the man got to so angry that the shouted over and over, “say Catano, or I’II kill you!” but the bird wouldn’t talk. One day after trying for manyhours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will cat them, and I will eat you, too.” In the chicken house there are four old chicken house and left. the next daythe man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on thefloor. The parrot was screaming at the fourth chicken, “Say Catano, or I’II kill you!

1. Where does the story take place?
 - A. London
 - B. Puerto rico
 - C. Jakarta
 - D. Buenos aires
2. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato
3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every Second
4. Which statement is true according to the text?

- A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place ?
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 - D. The man taught the bird
6. It is most likely that ?
- A. The bird killed the three chickens
 - B. The three chickens killed the bird
 - C. The bird played with the chicken
 - D. The bird killed one of the three chicken
7. What is the story about?
- A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot and the owner
 - D. A parrot, the owner, and chickens
8. “It was very, very smart”
The underlined word refers to ...
- A. The man
 - B. The bird
 - C. The chicken
 - D. Puerto Rico
9. “The parrot was very, very smart”
The word ‘smart’ means ...
- A. Stupid
 - B. Clever
 - C. Stubborn
 - D. Beautiful
10. “The parrot was screaming at the fourth chickens”
what does the underlined word mean?
- A. Smiling
 - B. Crying
 - C. Shouting
 - D. Laugh

Text 2

.....
A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

11. Where is kangaroo found?

- A. In Japan
- B. In London
- C. In Austria
- D. In Australia

12. It is about the kangaroos, *except*.....

- A. They are not marsupials
- B. They have short front legs
- C. They have very strong back legs
- D. They have a tail

13. The followings are what the kangaroo can do, *except*.....

- A. They have been known to make forward jumps of over eight metres
- B. They can leap across fences more than three metres high
- C. They can also run at speeds of over 45 kilometres per hour
- D. They can't walk

14. Adults grow to a length of..... metres.

- A. 130
- B. 140
- C. 160
- D. 150

15. Adults grow to a weight over.....kilos.

- A. 90
- B. 50
- C. 60
- D. 80

16. A baby kangaroo is.....
- A. Very big
 - B. Very long
 - C. Very tiny
 - D. Very smooth
17. What the title about the text...
- A. What the kangaroo?
 - B. What the buffalo?
 - C. What the animal?
 - D. Kangaroo is Australian animals
18. The largest kangaroos are....
- A. The great grey kangaroo and the white kangaroo
 - B. The great blue kangaroo and the red kangaroo
 - C. The great grey kangaroo and the red kangaroo
 - D. The great red kangaroo and the green kangaroo
19. What is the mean from first paragraph...
- A. Kangaroo's live.
 - B. Kangaroo's species
 - C. Kangaroo's name
 - D. Kangaroo's job
20. Why kangaroo can run at speeds of over 45 kilometres per hour?
- A. Kangaroo have short front legs, but very long
 - B. Kangaroo can run like lion
 - C. Kangaroo can run like tiger
 - D. Kangaroo can run like zebra

Knowing,

Binjai, January 2018

Headmaster of Junior High School...

Teacher

Samsul Agus S.Pd

Edi Salim S.Pd

NIP

The Researcher

Nuraini R S Damanik

1402050251

Appendix I

LESSON PLAN (EXPERIMENTAL GROUP)

Name of school	: SMP Negeri 13 Binjai
Subject	: English
Class / semester	: VIII / II
Meeting	: 1
Skill	: Reading
Time Allocation	: 2 x 40 minute
Theme	: Narrative Text

A. Standart Competency

Understanding the meaning of simple short essay form Narrative Text to interact with their surroundings.

B. Basic Competency

Responding to the meaning in the rhetoric step using a variety of written language accurately, fluently, and acceptable in the context of everyday life and to use science in the form of a narrative text.

C. Indicator

1. Students are able to understand the information implied in narrative text.
2. Students are able to identify the generic structure in narrative text.

D. Learning objectives :

1. Students can understand the application literacy program
2. Students can understand the narrative text.
3. Students can determine the generic structure of the narrative text.
4. Students can analyze generic structure, language feature on a text.

E. Character Values : Honest, Confident, Respect, Diligence And
Hardwork.

F. Learning materials : Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Example : The story of the smart parrot

The story of the smart parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, nbut then he got angry. “You are a stupid bird! Why can’t you say the word? satCatano, or I will kill you!”but the parrot would not say it. Then the man got to so angry that the shouted over and over, “sayCatano, or I’II kill you!” but the bird wouldn’t talk. One day after trying for manyhours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will cat them, and I will eat you, too.” In the chicken house there are four old chicken house and left. the next daythe man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on thefloor. The parrot was screaming at the fourth chicken, “Say Catano, or I’II kill you!

a. Kind of Narrative Text:

- Generic Structure

1. Orientation : introducing the participants and informing the time and Place.

2. Complication : describing the rising crises which the participants have to do with.

3. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to problems.

G. Learning Method : Discussion

H. Media and Tools

1. Media : power point presentation, Styrofoam

2. Tools : laptop and projector

I. Learning Step

a. Initial Activity

Apersepsi

- Teachers say greeting to the students and pray together.
- Teachers ask about the students
- Teachers prepare students for the learning process with prayer and attendance.

Motivation

- Teachers submit the learning objectives to students.

b. Core Activities

Exploration

In the exploration activities teachers:

- Teachers ask question to stimulate knowledge of the students with the material that will be studied.

Elaboration

In the elaboration activities:

- Teacher give the text to the learners and gives 15 minutes to read the text.
- Teacher provided a text on the students' and asked what kind of text there is in the story.
- The teacher explained the meaning of narrative text and orders to determining generic structure
- The teacher explained how using the literacy integrated method and explained the definition, procedures of literacy in reading narrative text.
- The teacher divides the students several groups
- Students identify the generic structure of Narrative Text..
- After that, the teacher asked the students about the result of the identification of the generic structure of narrative text.

Confirmation

In the confirmation activities:

- Students read the results of their discussion in front of the class.
- Students put their work to the front of the class.

c. Closing activities :

- Teachers attract student to ask.
- Teachers and students are together to conclude the learning material.
- Teachers give homework to the students

- Teachers delivering the material for the next week.
- Closing with prayer.

J. Learning resources :

- Eos English on Sky for junior high school year VIII
- Picture from internet
- <http://freeenglishcourse.info/narrative-text-contoh-generic-structure/>

K. Assessment Guidelines

Instrument

The story of the smart parrot

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1. Where does the story take place?
 - A. London
 - B. Puerto rico
 - C. Jakarta
 - D. Buenos aires

2. What is the word that the parrot cannot say?

A. Catano	C. Canato
B. Tacano	D. Nacato

3. How often did the owner teach the bird how to say the word?

A. Always	C. Many times
-----------	---------------

B. Everyday

D. Every Second

4. Which statement is true according to the text?
 - A. The parrot could say Catano
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The underlined word refers to ...
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 - C. The chicken
 - D. Puerto Rico

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14. Adults grow to a length of..... metres.

A. 130	C. 160
B. 140	D. 150

15. Adults grow to a weight over..... kilos.

A. 90	C. 60
B. 50	D. 80

Binjai, February 2018

Acknowledge

The Head of SMP N 13 Binjai

English Teacher

Samsul Agus, SP.d

Edi Salim Chaniago, SP.d. M.S

Appendix II

LESSON PLAN (CONTROL GROUP)

Name of school	: SMP Negeri 13 Binjai
Subject	: English
Class / semester	: VIII / II
Meeting	: 1
Skill	: Reading
Time Allocation	: 2 x 40 minute
Theme	: Narrative Text

A. Standart Competency

Understanding the meaning of simple short essay form Narrative Text to interact with their surroundings.

B. Basic Competency

Responding to the meaning in the rhetoric step using a variety of written language accurately, fluently, and acceptable in the context of everyday life and to use science in the form of a narrative text.

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G. Learning Method : Discussion

H. Media and Tools

1. Media : power point presentation, Styrofoam
2. Tools : laptop and projector

I. Learning Step

a. Initial Activity

Apersepsi

1. Greeting and pray together
2. Ask the condition of students and give the motivation
3. Check the attendances
4. Teacher delivers the material to be learned
5. Teacher delivers the objective of the study

Motivation

- Teachers submit the learning objectives to students.

b. Core Activities

Exploration

In the exploration activities teachers:

- Teachers ask question to stimulate knowledge of the students with the material that will be studied.

Elaboration

In the elaboration activities:

- Teacher point out of Descriptive Text.
- Teacher asks the students to read Descriptive Text.
- The teacher give a text to the students and order the students read the text.
- The teacher divides the students into questions related to the text
- The teacher asks the students to translate the text that has been given.

Confirmation

In the confirmation activities:

Students read the results of their discussion in front of the class.

- Students put their work to the front of the class.

c. Closing activities :

- Teachers attract student to ask.
- Teachers and students are together to conclude the learning material.
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1. Where does the story take place?
 - A. London
 - B. Puerto rico
 - C. Jakarta
 - D. Buenos aires
2. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato
3. How often did the owner teach the bird how to say the word?
 - A. Always
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- The underlined word refers to ...
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 - C. The chicken
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9. “The parrot was very, very smart”
- The word ‘smart’ means ...
- A. Stupid
 - B. Clever
 - C. Stubborn
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10. “The parrot was screaming at the fourth chickens”
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Text 2

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- B. In London
- C. In Austria
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13. The followings are what the kangaroo can do, *except*.....
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Technique : Reading Test

Form : Multiple Choices

No	Aspect	Score
1	True Answer	1
2	Wrong Answer	0

Ø Every correct answer score = 20

Ø Amount of Maximal Score 1 x 20 = 20

Ø Maximal score = 100

Ø Students' Mark : $\frac{\text{score acquisition}}{\text{maximal score}} \times 100 \%$

Binjai, February 2018

Acknowledge

The Head of SMP N 13 Binjai



Handwritten signature, SP.d

P.d. M.S

APPENDIX III

Name :

Class :

Text 1

The story of the smart parrot

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- C. What the animal?
- D. Kangaroo is Australian animals

18. The largest kangaroos are....

- A. The great grey kangaroo and the white kangaroo
- B. The great blue kangaroo and the red kangaroo
- C. The great grey kangaroo and the red kangaroo
- D. The great red kangaroo and the green kangaroo

19. What is the mean from first paragraph...

- A. Kangaroo's live.
- B. Kangaroo's species
- C. Kangaroo's name
- D. Kangaroo's job

20. Why kangaroo can run at speeds of over 45 kilometres per hour?

- A. Kangaroo have short front legs, but very long
- B. Kangaroo can run like lion
- C. Kangaroo can run like tiger
- D. Kangaroo can run like zebra

ANSWER KEY

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

ANSWER SHEET

POST-TEST

NAME :

GROUP :

SCHOOL :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

Experimental Group Research Photos



Control Group Research Photos



**THE STUDENTS' ATTENDANCE LIST (EXPERIMENTAL GROUP) OF
SMP NEGERI 13 BINJAI ACADEMIC YEAR 2017/2018**

Class : VIII – 1

No	Students' Name	Signature	
		Meeting 1	Meeting 2
1	Akhaya Sei Kandake Syebat Barus		
2	Alexander Mayjehikel Sinulingga		
3	Ananda Fadya		
4	Ananta Putri Sembiring		
5	Andika Bastanta Bangun		
6	Dedek br. Hutahayan		
7	Della Triana Hutabarat		
8	Dex Stoker Sitepu		
9	Dinda Amelia br. Ginting		
10	Elsa Yulistina Lubis		
11	Enjelika br. Bangun		
12	Ervina Angrlica		
13	Febryan		
14	Grace Agatha Padang		
15	Hafiz Hidayat		
16	Hizkia Cauvin Persikapsa Kembaren		
17	Ibrahim Hasan Surbakti		
18	Ilham Ariga Sembiring		
19	Jhon Elden Artado Situngkir		
20	Jhos Avanta Graceta Sitepu		
21	Meysi Enzelita Meliala		
22	Michael Jordan Ginting Suka		
23	Monica Sadella br. Tarigan		
24	Muhammad Haikal		
25	Nanda Putri		
26	Nea Karolina br. Sitepu		
27	Rahma Yanti Syahpitri		
28	Rico Ramadhan		
29	Rike latifa Nur		
30	Risky Armandani Lubis		
31	Shaerleen naviry br. Kembaren		
32	Steven Sabari Elitha Purba		

33	Syacharani Aulia Fachri		
34	Sylva Christine Angelica		
35	Xrij Dianita Sinambela		
36	Yoel Wendy Efrata Barus		

Teacher

Binjai,

2018

Researcher

EDI SALIM CHANIAGO, S.Pd. M.S
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**THE STUDENTS' ATTENDANCE LIST (CONTROL GROUP) OF SMP
NEGERI 13 BINJAI ACADEMIC YEAR 2017/2018**

Class : VIII – 2

No	Students' Name	Signature	
		Meeting 1	Meeting 2
1	Agung Prabowo		
2	Aprita Wulandari		
3	Cintia Dwi Andita		
4	Dea Agnesia		
5	Dea Sintya		
6	Dhebyela Amanda		
7	Dhella Eka Syafitri		
8	Dinda Ariska		
9	Dirgantara Barenti Nabawi		
10	Eggi Ardiansyah		
11	Eka Susanto Sembiring		
12	Fanny Ramadani		
13	Fasya Dina		
14	Fery Firmansyah		
15	Fery Hariawan		
16	Gita Wulandari		
17	Julia Anggraini		
18	Kaila Yustisia		
19	Kiki Pratama		
20	Mahrul Hidayat		
21	Mawarni		
22	Mely Rahayu		
23	Nazwa Faradilla		
24	Putrid Redina		
25	Rafli Syahputra		
26	Rizal Agustiawan		
27	Reza Breka Tarigan		
28	Riska Damayanti		
29	Riska Oktaviani		
30	Selvia Indriyanti		
31	Shela Artika		
32	Sobirin		

33	Tasya Ramadani		
34	Vika Pratiwi		
35	Windi Elanta br. Sitepu		
36	Xanana Surbakti		

Teacher

Binjai,

2018

Researcher

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NURAINI R S DAMANIK
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CURRICULUM VITAE

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Region : Moeslem
Material Status : Single

Education :

1. Primary School at SD Hikmah Pematang Bandar
2. Junior High School at SMP NEGERI 1 Pematang Bandar
3. Senior High School at SMA NEGERI 1 Pematang Bandar
4. Students of English Department of FKIP Universitas Muhammadiyah Sumatera Utara

Hobbies : Travelling
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Mothers' Name : Juliani Sinaga
Brothers' Name : Muhammad Marjan Damanik
Sisters' Name : Sitti Annisa Damanik, S.Pd
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