THE EFFECT OF APPLYING BERLITZ METHOD ON THE STUDENTS' ACHIEVEMENT IN NARRATIVE TEXT

SKRIPSI

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ABSTRACT

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The objective of this research was to find out the effect of applying Berlitz Method on the students'achievement in narrative text. This research was conducted at SMA Pembangunan Nasional, jalan Inpres Desa Sukamandi Hilir, kecamatan Pagar Merbau, kabupaten Deli Serdang, Lubuk Pakam. The population of this research was the XI grade students of the academic year 2016-2017. There were four classes consisting 154 students. The sample consisted of 80 students who were taken by using random sampling technique. The sample was divided into two calsses, the experimental group which consisted of 40 students taugh by applying Berlitz Method and the control group consisted of 40 students by Lecturing Method. The experimental research method was given multiple choice test as the instrument. Each group was given a treatment, pre – test and post – test. The result of this research showed that t observed (4.84) was higher than t table (1.99) and degree of freedom (df) was 78. The final hypothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying Berlitz Method on the students' achievement in narrative text.

Key Words: Berlitz Method, Reading Comprehension

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<div align="right">Medan, 24 March 2017</div>

<div align="center">Suci Ramadani</div>

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INTRODUCTION

A. The Background of The Study

Reading is one of the language skills which has a very complex process. It is a learning process of transferring information from the writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. It is supported by (Snowling and Hulme, 2005:1) who state that reading is information – processing: transforming print to speech, or print to meaning. It becomes important because it has many sources of written information. By reading a lot, students may enlarge their vocabulary and will be more familiar with English sentence structure. When the students read, they also process and transfer information on their brain, so they must focus on reading comprehension.

Reading is useless without comprehension (Teale & Yokota, 2000:3), Westwood (2001:9) states that comprehension must be the central focus of teaching students to read and not something to be emphasized only after the students have learned how to decode and identify words. Students should discuss, reflect upon, ask and answer questions about what they have read or what has been read to them. Reading is an activity that is active receptive language. Reading is called active because in actual reading, there is interaction between readers and writers. Reading is called receptive because the readers act as recipient if message in a communication of correlation

between writer and reader directly. Beside that, reading may be defined as the meaningful interpretaion of printed or written verbal symbols. The mean goal of reading process is comprehension.

Furthemore, there are some types of reading comprehension in academic level. One of them is narrative text. Narrative text is the vast majority of what is read in school and life. For this reason, it is critical that students understand how to read, analyze, distinguish, synthesize, create, and extend ideas presented in narrative texts. Narrative texts include essays, magazine articles, entertainment, and knowledge of a story or stories. While, narrative text shares certain characteristics with the other types of text, narrative makes its own demands on the reader through the unique use of structure, devices, and conventions. Teachers need to teach students how to read narrative texts and how to read them successfully.

The problem of this research came from the real problem in the classroom. Based on the researcher's experience in field teaching practicing program (PPL) at the XI grade students of SMA Pembangunan Nasional of the academic year 2016/2017, at Pagar Merbau, Pakam. The researcher found the students had low ability in finding the meaning of words and mentioning the detail information implied in the narrative text. The written test was given by the researcher, it was found that the students had difficulties in comprehending reading especially in reading narrative text. They could not find the general idea with made them did not understands what the topic explained in that text. There were some factors which influence the students' difficulties in reading

comprehension. First the students have a language problem, they can't understand the text if they not understand the language. Second, the foundational of reading skills such as reception, decoding and learning have not been automatize. If the foundational skills or reading have not been mastered by the students, they will get difficulties in reading such as reading healthing. Third teacher always focus on the theory. The last, students are unable to decode the written word. The decoding of the written word is a very important aspect of the reading act. Without being able to decode the written word, reading comprehension is impossible. This explains why some students can "read" without understanding they reading.

Based on the problem above, the researcher would like to help them to solve the problem. It is by using Berlitz Method in learning reading narrative text. Berlitz Method presents a conversational style of teaching based on listening and speaking. It is based on the same postulate. It presupposes that some rules applied to one language can be applied to other languages as well. Therefore, in the class organized from the very beginning, students are taught through a series of classroom instructions in the target language. The clear classroom instructions, the use of concrete vocabulary through mime, pictures and objects and careful grammar approach represent some of the principles of the Berlitz Method.

Based on the background above, the researcher is interested to choose the title "The Effect of Using Berlitz Method on The Students' Achievement in Narrative Text."

B. The Identification of The Problem

The Problems of the research are identified as follows :

1. The students have low ability in finding the meaning words

2. The students cannot explain the detail information implied in the narrative text

3. The students are difficult in comprehending reading narrative text

C. The Scope and Limitation

The scope of this research is reading comprehension and it is limited on the narrative text.

D. The Formulation of The Problem

The problem of this research is formulated as follows :

- Is there any significant effect of Berlitz Method on the students' achievement in reading narrative text ?

E. The Objectives of The Study

The objective of the research as follows :

- To find out the significant effect of Berlitz Method on the students' achievement in reading narrative text.

F. The Significance of The Study

The significances of the research are expected to be useful :

a. Theoretical
The result of this research is hoped to give contribution to the reading comprehension teaching especially to the teaching of narrative text

b. Practical

1. English teachers, as an input to increase their knowledge in teaching reading comprehension especially narrative text.

2. Students, to increase their achievement in reading comprehension espesially in narrative text.

3. Other researchers, to provide information for futher research about narrative text.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research theories are need to explain some concepts and terms applied in research concern. Some terms are used in this research and they need to be theoretically explain.

1. Effect

Effect is a change that results when something is done or happens, an event, condition, or state of affairs that is produce by a cause. According to Richard and Platt (1999:133) "Effect is define as changes of ability that the students have after being treated by using certain technique of teaching. It is usually in experimental method in which it is an approach to education research in which idea or hypothesis is test or verified by setting by situation in which the relationship between subjects or variable can be determined.

Richard and Platt (1999:133) state that effect of teaching treatment in language is related to the changes of getting something into the improvement of ability. The ability is the result of learning process which involves teachers with students which is reflected from the knowledge the students have.

2. Achievement

Achievement is the result, the successfulness, the extend or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning. Achievement result achieved by someone when doing tasks or activities. According to Sihombing (2004:75) "Achievement of learning is the procurement of knowledge or skill develop by the subject. Typically show bhy test scores or the number value assign by the teacher". It can be conclude that learning achievement is the result of learning in which student's learning achievement itself can be express in terms of numbers of letter values obtain from the conduct by teacher who wants to know the extend their abilities, knowledge, skill and give lesson.

Blooms (1996:16) says that there are three aspects of learning achievement such as cognitive, affective, and psychomotor. Cognitive consist of knowledge, understanding, application, analysis synthetic and evaluation. Then, affective includes feeling and emotion aspects. It is from what students response to the lesson the teacher gives. Psychomotor includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measure in terms od speed, precision, distance, procedures, or techniques in execution.

Base on the explanation above, the students' progress in learning is obtain by their effors and skills or performances.

3. Approach, Method, Technique, and Strategy

3.1 Approach

According to Richards and Rogers (2001:19) "An approach is a set of correlative assumption dealing with the nature of language and the nature of language learning and teaching". An approach describes how people acquire their knowledge of language and makes statements about the conditions which will promote successs in language learning. In the literature of English language teaching, the term :method and approach" are often used in the nature of language learning. Basically, both of those terms do not have the same meaning.

An approach is axiomatic and describes the nature of the subject matter to be teach. By using an approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

3.2 Method

Method can be interprete as a means use to implement the plan thas has been prepare in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be use to implement learning strategies, including: (1) lectures (2) demonstration (3) discussion (4) simulation (5) laboratory (6) field experience (7) brainstorming (8) debate (9) symposia, and so forth. The method is a way of carrying out work based on

specific strategies and approaches. That is, the approach and strategy for the formulation of a method.

Harmer (2003:78) states that method is the practical realization of an approach meaning how language is use and how people acquire their knowledge of the language. A method is a subroutine (procedure or function) associate with a class. Method defines the behavior to be exhibite by instances of the associate class at program run time. Methods have the special property that at runtime, they have access to data store in an instance of the class (class instance or class object or object) they are associate with and they are able to control the state of the instance. The associate between class and method is call binding. A method associate with a class is said to be bound to the class. Methods can be bound to a class at acompile time (static binding) or to an object at run time (dynamic binding).

3.3 Technique

Technique is a means and tools use by teachers in the classroom. Learning techniques can be define as the way a person does in implementing a specific method. For example, the use of a lecture in a class with a relatively large number of students who need a different technique, which is certainly technically will vary with use classroom lecture method on a limited number of students. Similarly, the use of the method of discussion, it is necessary to use different techniques to students classified as active class with a class that

students classified as passive. In this case, the teacher can be alternate technique even in the same corridor method.

Brown (2001:16) states "A technique is the specific activities manifested in the classroom that were consistent with a method an therefore were in harmony an approach as well. Any of a wide variety of excercises, activities, or task used in the language classroom from realizing lesson objectives. It is also explain that a technique refers to the procedure that describes how to realize its approach and design in classroom.

3.4 Strategy

Strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieve effectively and efficiently. The strategy is still basically conceptual about the dicisions to be taken in the implementation of learning. Learning strategy includes plans, method and devices plan activities to achieve certain goals.

Nunan (1999:171) says that strategy is the mental and communication procedure learner use is order to learn and use language. Underlying every learning task is at least one strategy. Strategies are important for two reasons, in the first place, strategies are tools for active, sellf direct involvement. It means, strategy is useful to develop activeness in learning but is useful in self-direct involvement.

There are at least five solid reasons for the teachers being proficiently prepare in a wide assortment of strategies, as follow :

1. Different students learn best in different ways at different time

2. Some object matters are best served by usage of a particular strategy or combination

3. Diverse adjectives call for diverse approach to meet the objectives

4. The innate of the teacher may determine the effectiveness of some strategies

5. Environmental features (money, supplies, facilities, times, etc) often dictate which strategy will be most effective

4. Berlitz Method

The Berlitz Method presents a conversational style of teaching based on listening and speaking. It was introduce in 1878 and over time it has become the standard for language learning. The results of the Berlitz method application conduct with groups of IT students at Faculty of Technical Sciences Cacak. The results show that the successful application of the method in teaching technical English requires a train instructor and groups of students whose knowledge of general English is at least at the intermediate level. Even the Berlitz Method had been create decades before Chomsky conceptualise his theory, it can be said that this method is based on the same postulate. It presupposes that some rules applied to one language can be

applied to other languages as well. Therefore, in the class organized from the very beginning, students are teach through a series of classroom instructions in the target language. The clear classroom instructions, the use of concrete vocabulary through mime, pictures and objects and careful grammar approach represent some of the principles of the Berlitz Method.

The Berlitz Method uses the direct method and focuses on using language as a tool for communication. The direct method, as opposed to the traditional grammar translation method, advocates teaching through the target language only – the rationale being that students will be able to work out grammatical rules from the input language provided, without necessarily being able to explain the rules overtly. Today, there are a variety of derivative methods and theories which find their beginnings in the natural and communicative elements that were pionered by Berlitz.

4.1 The Advantage and Disadvantage of Applying Berlitz Method

a) The advantage of Berlitz Method can be listed as follows :

1. It is a natural method. It teaches the second/foreign language is teach through demonstration and conversation in context. Pupils, therefore, acquire fluency in speech. They are quick at understanding speak English. They can converse in English with felicity and ease.

2. There is no gap between active and passive vocabulary. This method does not differentative between active and passive vocabularies. According to

this method whatever is require for understanding through English is also require for expressing through it. If English is teach through the mother tongue, the gulf between the active and passive vocabularies is widened. The learner acquires more of passive vocabulary because he concentrates on understanding English rather than expressing through it.

3. This method is based on sound principles of education. It believes in introducing the particular before general, concrete before abstract and practice before theory.

b) The Disadvantage of Berlitz Mrthod can be list as follows :

1. Major fallacy of Berlitz Method or Direct Method was belief that second language should be learn in way in which first language was acquire by total immersion technique. But obviously far less time and opportunity in schools, compare with small child learning his mother tongue.

2. First language learning process really applicable to second foreign language learning at later stage.

3. First language leraning is essential part of child's total growth of awareness of world around him. He start off with blank sheet, of a totally new worls, perceived through his senses, by formulating a variety of pre-verbal concepts.

4. Subsequently part of the process of learning how ti live is the acquisition of skill to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure.

5. Effectiveness of these verbalizing skills depends on maturation level of the child/ on type of environment on intelligence.

6. Language is part of an intrinsic process through which child learns to recognize/ deal with new situation.

7. Compare learning of second language.

5. Reading

Reading is language process. It means that reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronunciation of a written form. An extension of this definition would be the correct pronunciation of the word aloud by the reader follow by a comprehension of that word as it is know from speak vocabulary.

Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the print page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into a new whole in order to construct the meaning, to make sense out of text.

5.1 Purpose of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. Grabe and Stoller (2002: 13-15) divide the purpose of reading into seven, they are :

1. Reading to search for simple information

   Reading to search for simple information is common reading ability, and it is as a relatively cognitive process. It is use often in reading tasks and it is probably best see as a type of reading ability. In reading to search, people typically scan the text for a specific piece of information or a specific word. Similarly, reading to skim is a common part of many tasks and useful skill is own right it involves, in essence a combination of strategies for guessing where important information might be in the text.

2. Reading to learn from text

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

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

b. Recognize and built theoretical frames that recognize the information in the text.

c. Link the text to the reader's knowledge base.

3. Reading to integrate information, write and critique texts

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

4. Reading for general comprehension

Reading for general information is the most basic purpose for reading, underlying and supporting most other purpose for reading. General reading comprehension is actually than commonly assumed. Reading for general comprehension, when accomplish by a skill fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of mind idea, and efficient coordination of man, process under very limited time constant.

Nunan (1999:251) suggests that there are seven main purposes for reading, they are :

1. To obtain information for some purposes or because we are curious about some topics

2. To obtain instruction on how to perform some task for our work daily life

3. To act in a play, play a game, do a puzzle

4. To keep in touch with friends by correspondence or to understand business letter

5. To know when or where something will take place or what is available

6. To know what is happening has happened (as reported newspaper, magazine, reports)

7. For enjoyoing or excitement

5.2 The Basic Skill of Reading

Nunan (1999:137) defines the basic skill of reading as follows :

1. Pronunciation

   Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part

2. Structural System

   Structure system is the part of a word that form unit of meaning or sound. The unit maybe pasts of an inflectional ending, a compound word, prefix, and syllable

3. Vocabulary

   Vocabulary is a list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary

5.3 Types of Reading

According to H.Douglas Brown (2004:189) "Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to *components* of larger stretches of discourse: ketters, words, punctustion, and other graphemic symbols. Bottom-up processing is implied.

2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are use: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intend as well. A combination of bottom-up and top-down processing maybe use.

3. Interactive. Include among interactive rading types are stretches of language several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are

anecdots, narratives and description, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is process. Top-down processing is typically of such tasks, although some instances of bottom-up performance maybe necessary.

4. Extensive. Extensive reading, as discuss in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (it should be noted that reading research commonly refers to extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is message a little in order to encompass any text longer than a page). The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing in assume for most extensive tasks.

According to Walton (2006:13), argumentative divided in three :

1. Argumentative text depart from the assumption that the receiver's beliefs must be change

2. They often start with the negation of a statement which attributes a quality or charachteristic to something or someone

3. They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly, that others

6. Reading Comprehension

Comprehension is the ultimate goal and driving force of reading. It is view as the purpose of reading. While comprehension is often considered the end product of reading and is assessed after reading, it actually takes place throughout the reading process.

Reading comprehension is the ability to read text, process it and understand its meaning. And individual's ability to comprehend text is influenced by their traits and skills, one which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

According to Cook (2004:60) "Reading comprehension is a dynamic interactive process of constructing meaning by combining the reader's existing knowledge with the text information within the context of the reading situation". Reading comprehension involves an active-communication between the writer and the writer and the reader within meaningful contexts. It is presumed that a writer has an audience, a message, and purpose in mind.

7. Text

Doris M. Cook (2004:12) stated that text is any print material that contains meaning. It commonly include basal readers, subject area textbooks, fiction and nonfiction trade books and paperbacks, and articles from from newspaper and magazines. There are, of course, other forms of print matter, which teachers may wish to use, including personal correspondence and message on television, signs, and bulletin boards. Texts differ widely in content, structure, style, and the writer's intent, which may be to inform, persuade, or entertain, or some combination of the three.

7.1 Types of Text

There are five major texts types: narrative, expository, descriptive, directive and argumentative (Routledge, 1992).

7.2 Narrative text

Narrative is a text focusing on specific participants which tells an interesting story. It social function is to tell stories or past events and entertain or amuse the readers. The generic structures of narrative text are :

1) Orientation, in which the writer introduces the participants and informs the time and the place;

2) Complication, in which the rising crises which the participants have to do with are describe

3) Resolution, in which the writer shows the way of participants to solve crises, better or worse.

7.3 Expository text

Expository text or exposition text is the vast majority of what is read in school, work and life. For this reason, it is critical that students understand how to read, analyze, distinguish, synthesize, create, and extend ideas present in expository texts. Expository texts include essays, speeches, workplace and government documents, newspaper and magazine articles, instructions and directions.

7.4 Descriptive text

Descriptive text is concerned with the location of persons and things in space. It will tell what lies to the right or left, in the background information which, perhaps, sets the stage for narration. It is immaterial whether a description is more technical-objective or more impressionistic-subjective.

7.5 Directive text

Directive text is with concrete future activity. Central to these text is imperative (Hand me the paper) of forms which substitute for them, such as polite questions (Would you hand me the paper?) or suggestive remarks (I wonder what the paper says about the weather).

7.6 Argumentative text

Argumentative text departs from the assumption that the receiver's beliefs must be change. It often start with the negation of a statement which attributes a quality or characteristic activity to something or someone. It also include advertising text, which try to persuade their readers that a product is somehow better, at least implicitly, than others.

B. Conceptual Framework

This research will use *Berlitz Method* as a method to increase students' reading comprehension achievement especially narrative text. Berlitz Method is know as Direct Method. According to Berlitz Method, generally there are two major problems that might occur when applying such teaching method. The first possible obstacle might be that the students is never quite sure that the exact meaning of the word is and the second possible problem might be teaching grammar. Caleb Gatteno implies that "if the students did not learn the teachers did not teach". The teacher themselves have to become learners and need to decipher the ways the students learn. Previously, this method was applied to teach target language in technical students, and it was successful in as much as the groups of students attending the course Technical English were coherent regarding general English language level. But, it is not a mistake either if the researcher would like to apply this method to XI grade students, especially in teaching reading analytical narrative text. Because, the text aims to expose the argument based on the student's activity in reading narrative

text. Berlitz Method is organization of the class regarding all aspects of language, i.e. vocabulary, grammar, reading, writing, speaking.

Based on the explanation above, it is clear that Berlitz Method can be applied as teaching process with the steps: first, the teacher will give explanation about BErlitz Method to the students. Second, the teacher will explain about reading narrative text especially in narrative text. Third, the teacher will give the paper about narrative text and there are the questions about the topic of narrative text below the text. Fourth, after the students comprehension about the text. Fifth, the students have to expose their paper based on their comprehension about the text in front of the class. So, based on these steps. The researcher obtains the students' achievement by applying Berlitz Method. The steps include reading comprehension and speaking ability. But, the researcher focuses on reading comprehension only. Because, it is impossible to the students speaking without comprehending the text first.

8. The Hypothesis

Ha : There is a significant effect of applying *Berlitz Method* on the students' achievement in reading narrative text.

Ho : There is not a significant effect of applying Berlitz Method on the students'   achievement   in   reading   narrative   text.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted to the XI grade students of SMA Pembangunan Nasional of the academic year 2016/2017. It locates at Jalan Inpres Desa Sukamandi Hilir, kecamatan.Pagar Merbau, kabupaten Deli Serdang, Lubuk Pakam. The location waas chosen because the researcher found problems in reading narrative text faced by the students.

B. Population and Sample

1. Population

The population of this research were the XI grade students of the academic year 2016/2017 of SMA Pembangunan Nasional, which consisted of four classes and two departments, first was science department class (IPA) and second was social class (IPS). They are XI IPA I, XI IPA II, XI IPS I and XI IPS II with the total students 154.

2. Sample

The sample of the research were XI IPA I and XI IPA II students with the total sample 80 students. In taking the sample, the researcher uses random sampling technique, in which the sample were got randomly. It can be seen in the following table :

Table 3.1
Population and Sample

No.	Class	Population	Sample
1	XI IPA I	40	40
2	XI IPA II	40	40
3	XI IPS I	38	-
4	XI IPS II	36	-
Total students		154	80

C. The Research Design

The experimental quantitave method was applied in this research. The sample of this research was then devided into two groups, experimental and control group was taught by applying Berlitz Method, while the control group by using Lecturing Method. The design can be seen in the following table :

Table 3.2
The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental		**Berlitz Method**	
Control		**Lecturing Method**	

D. The Instrument of The Research

Instrument of the research was multiple choice test, which was taken from LKS. The test consisted of 20 items with 5 options each. The right answer was scored 1 and 0 for incorrect answer. The formula was :

Scoring without punishment (Arikunto, 2013:188)

$$S = \frac{R}{N}X100$$

Notes :

S   = the students' score

R   = the right answer

N   = the total question

E. Technique of Collecting The Data

There were three steps namely pre-test, treatment and post-test done in this part :

a. Pre-test

Both groups, the experimental and control group were given pre-test before the treatment. The function of pre-test was to know the students' achievement before giving treatment and to know the mean scores of experimental and control group.

b. Treatment

The experimental and control group was taught with the same material, that was reading narrative text. The experimental group was taught by applying Berlitz Method, while the control group by using Lecturing Method. The steps of treatment in the experimental and control group were shown as follows :

Table 3.3
The Treatment in Experimental Group

Meeting	Teacher's Activities	Students Activities
1	1. Teacher greets the students to open the class. 2. Teacher gives pre-test. 3. Teacher collects the students answer's sheet	1. Students answer then the students respond the teacher. 2. Students do the pre-test.
2	1. Teacher gives explanation about Berlitz Method in teaching Process 2. Teacher uses a laptop, in focus and opens the material related to narrative text. 3. Teacher gives explanation of the materials about narrative text from defintion, generic structure, and example of narrative text. 4. Teacher distributes the material about narrative text. 5. Teacher asks students to find the difficult words that they don't know by using dictionary 6. Teacher asks the students to practice or expose the text based on their comprehension in reading narrative text. 7. Teacher closes his	1. Students listen to the explanation of the teacher 2. Students pay attention to the teacher 3. Students listen to the explanation of the teacher 4. Students listen to the material delivered by the teacher 5. Students open their dictionary 6. Students practice themselves to expose the text in reading narrative text 7. Students write down the summary of the lesson

	teaching by making the summary of the teaching reading narrative text.	
3	1. Teacher explanation obout Berlitz Method in teaching prosess 2. Teacher uses a laptop, in focus and opens the material related to narrative text 3. Teacher gives explanation of the materials about narrative text from definition, generic structure, and example narrative text 4. Teacher distributes the material about narrative text with different title in the second meeting 5. Teacher asks students to find the difficult words that they don't know by using dictionary 6. Teacher asks the students to practice or expose the text based on their comprehension in reading narrative text 7. Teacher closes her teaching by making the summary of the teaching reading narrative text	1. Students listen to the explanation of the teacher 2. Students pay attention to the teacher 3. Students listen to the explanation of the teacher 4. Students listen to the material delivered by the teacher 5. Students open their dictionary 6. Students practice themselves to expose the text in reading narrative text 7. Students write down the summary of the lesson
4	1. Teacher gives direction related to the post-test	1. The students listen to the teacher's direction

	2. Teacher gives post-test Teacher collects the answer sheet of the students	2. Students do the post-test The students deliver their answer sheet

Table 3.4
The Treatment in Control Group

Meeting	Teacher's activities	Student's activities
1	1. Teacher greets the students to open the class 2. Teacher gives pre-test 3. Teacher collects the students answer's sheet	1. Students answer then they respond the teacher 2. Students do the pre test
2	1. Teacher distributes the material about narrative text 2. Teacher gives explanation about definition, generic structure and the purpose of narrative text 3. Teacher asks some of the students to read the text in front of the class	1. Students listen to the explanation from the teacher 2. Students listen to the explanation 3. The other students listen to the students who are reading infront of the class 4. The students ask the question that they do not understand

	4. Teacher asks the students to question the parts which they do not understand yet	
3	1. Teacher distributes the material about narrative with different title in the second meeting 2. Teacher gives explanation about defintion, generic structure and the purpose of narrative text 3. Some of the students read the text in front of the class 4. Teacher asks the students to questions the parts which they do not understand yet	1. Students listen to the explanation of the teacher 2. Students listen to the explanation 3. The other students listen to the students who are reading infront of the class 4. The students ask the questions that they do not understand
4	1. Teacher gives direction realated to the post-test 2. Teacher gives post-test 3. Teacher collects the	1. To the students listen to the teacher's direction 2. Students do the post test 3. The students deliver

	answer sheet of the students	their answer sheet

c. Post-test

After treatment, the post-test was given to the students. The test instrument was the same as the pre-test. The post-test in the final test was used to measure whether the treatmnet was significant or not to the students' reading achievement.

F. Technique of Analyzing The Data

After collecting the data from the test, the data then was analyzed by using the following procedures :

1. Scoring the students' answer

2. Calculating and collecting the students' score of experimental and control group

3. The normality of the test

   Test of normality was used to determine whether sample came from a population that was normally distributed or not. Research using X variable and Y variable with Liliefors test (table of Standard Normal Density)

4. The Homogenity of the test

   Homogenity test was used to determine whether the data was homogen or not.

   Which :

a. $F_{obs} > F_{table}$ = the data is not homogen

b. $F_{obs} < F_{table}$ = the data is not homogen

5. Stated that measure statistic hypothesis be done by using the formula :

(Sugiyono, 2013:183)

$$r_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{(n \sum xi^2 - (\sum xi)^2\} \{n \sum yi^2 - (\sum yi)^2\}}}$$

Note :

r_{xy} = the correlation between pretest and posttest

n   = number of sample

$\sum xi$ = total score of post-test

$\sum yi$ =total score of pre-test

$\sum xiyi$ = total summary of pre-test and post-test

c. Testing Hypothesis (Sugiyono, 2013:197)

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2} - 2r\left(\frac{S1}{\sqrt{n1}}\right)\left(\frac{S2}{\sqrt{n2}}\right)}}$$

In which   :

T   :Test hypothesis

S1   : Standart Deviation of Experimental Group

S2   : Standart Deviation of Control Group

X1   : Mean score of sample experimental group

X2   : Mean score of sample Control group

N1   : The amount of sample in experimental group

N2   : The amount of sample in control group

G. Statistical Hypothesis

In this research statistical hypothesis would be used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

Ha   : $t_{0\ observe} > t_{table}$ = Ha is accepted and Ho is rejected

Ho   : $t_{0\ observe} < t_{table}$ =Ha is rejected and Ho is accepted

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental and control group. Each group was given pre-test and post-test of the same test. The students' score was obtained as written in the table 4.1 below :

Table 4.1

The score of pre-test and post-test of experimental group

No.	Students's initial	Pre-test	Post-test	X_1	X_2
1	SW	60	80	3600	6400
2	AA	60	80	3600	6400
3	KY	60	65	3600	4225
4	MS	50	70	2500	4900
5	APU	65	75	4225	5625
6	SW	65	85	4225	7225
7	BBS	55	70	3025	4900
8	AW	60	80	3600	6400
9	HS	60	85	3600	7225
10	DP	60	70	3600	4900
11	NP	65	70	4225	4900
12	SS	70	80	4900	6400
13	SWDA	60	70	3600	4900
14	FA	65	85	4225	7225
15	WHS	60	80	3600	6400
16	MATA	55	70	3025	4900
17	SP	70	80	4900	6400
18	JA	55	75	3025	5625
19	DD	70	80	4900	6400
20	LH	70	80	4900	6400
21	AK	80	90	6400	8100

22	AN	65	75	4225	5625
23	DA	65	75	4225	5625
24	DS	60	70	3600	4900
25	DYK	60	80	3600	6400
26	MD	60	70	3600	4900
27	SN	70	80	4900	6400
28	FA	60	80	3600	6400
29	TA	60	70	3600	4900
30	RAL	60	70	3600	4900
31	FS	65	80	4225	6400
32	SA	65	85	4225	7225
33	SR	60	80	3600	6400
34	AH	65	80	4225	6400
35	KT	70	85	4900	7225
36	AIV	60	75	3600	5625
37	NNK	55	70	3025	4900
38	FT	55	75	3025	5625
39	SS	60	75	3600	5625
40	RS	55	70	3025	4900
	Total	2485	3065	155675	236225

The data in the table above showed that the highest score of pre –
test in experimental group was 80 and the lowest was 50. While the
highest score of post – test test was 90 and the lowest was 65.

Table 4.2

The score of pre-test and post-test of control group

No.	Students's initial	Pre-test	Post-test	X_1	X_2
1	WL	60	75	3600	5625
2	LM	65	75	4225	5625
3	EW	55	60	3025	3600
4	V	60	70	3600	4900
5	DA	55	65	3025	4225
6	DS	60	70	3600	4900
7	DAM	65	70	4225	4900

8	RFS	60	70	3600	4900
9	NA	65	75	4225	5625
10	JP	60	75	3600	5625
11	DS	65	70	4225	4900
12	H	55	65	3025	4225
13	MAPS	65	80	4225	6400
14	RR	60	75	3600	5625
15	DPS	70	75	4900	5625
16	RKD	50	65	2500	4225
17	MAP	55	70	3025	4900
18	AR	65	70	4225	4900
19	G	65	80	4225	6400
20	H	60	70	3600	4900
21	SR	65	75	4225	5625
22	ES	75	80	5625	6400
23	MI	60	70	3600	4900
24	MIN	60	65	3600	4225
25	HA	70	80	4900	6400
26	MS	70	80	4900	6400
27	AM	55	70	3025	4900
28	MA	65	75	4225	5625
29	MA	60	75	3600	5625
30	AZ	55	65	3025	4225
31	DP	65	80	4225	6400
32	AH	60	70	3600	4900
33	AS	55	65	3025	4225
34	MB	65	70	4225	4900
35	MFN	75	80	5625	6400
36	MH	60	70	3600	4900
37	AD	60	70	3600	4900
38	GP	60	65	3600	4225
39	PY	65	75	4225	5625
40	UW	60	70	3600	4900
Total		2475	2875	154325	207725

The data in the table above showed that the highest score of pre – test in control group was 75 and the lowest was 50. While the highest score of post – test was 80 and the lowest was 60.

B. Data Analysis

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre – test and post – test used to find out the mean and standard deviation of experimental and control group.

1. Mean of experimental group

$$\overline{X} = \frac{\sum X_2}{N_X}$$

$$= \frac{3065}{40}$$

$$= 76{,}62$$

2. Standard deviation of experimental group

$$S^2 = \frac{N \sum X^2 - (\sum X)^2}{(N)(N-1)}$$

$$= \frac{40(236225) - (3065)^2}{(40)(40-1)}$$

$$= \frac{9.449.000 - 9.394.225}{1560}$$

$$= \frac{54.775}{1560}$$

$$= 35{,}112$$

$$SD = \sqrt{35{,}112}$$

$$= 5{,}92$$

3. Mean of control group

$$\bar{Y} = \frac{\sum Y_2}{N_Y}$$

$$= \frac{2875}{40}$$

$$= 71{,}87$$

4. Standard deviation of control group

$$S^2 = \frac{N\sum Y^2 - (\sum Y)^2}{(N)(N-1)}$$

$$= \frac{40(207725) - (2875)^2}{(40)(40-1)}$$

$$= \frac{8.309.000 - 8.265.625}{1560}$$

$$= \frac{43.375}{1560}$$

$$= 27{,}804$$

$$SD = \sqrt{27{,}804}$$

$$= 5{,}27$$

C. The Normality of the Test

1. The Normality of the Test for X variable

   a. Determining the calculation of Zi by using formula :

   $$Zi = \frac{X - \bar{X}}{S}$$

b. Determining the value of F(Zi) by using formula :

$$F\ (Zi) = 0{,}05 \pm Z_{tabel}$$

c. Determining the value of S(Zi) by using formula :

$$S(Zi) = \frac{f.komulatif}{N}$$

d. Determining the value of $L_{observed}$ by using formula :

$$L_{hitung} = (F(Zi) - S(Zi))$$

Table 4.3

The Normality of the Test for X variable

No.	Xi	F	f.kum	Zi	Z_{table}	F(Zi)	S(Zi)	$L_{observed}(F(Zi) - S(Zi))$
1	65	1	1	-1,96	0,4750	0,0250	0,025	0
2	70	12	13	-1,11	0,3665	0,1335	0,325	-0,1915
3	75	7	20	-2,37	0,4968	0,0032	0,5	-0,4968
4	80	14	34	-0,57	0,2157	0,2843	0,85	-0,5657
5	85	5	39	-1,41	0,4207	0,0793	0,975	-0,8957
6	90	1	40	-0,22	0,0871	0,4129	1	-0,5871

Based on the table above $L_{observed} = 0$ and Lilifors $\alpha = 0{,}05$ and N = 40 were $L_{table} = 0{,}1421$. The normality of the test was found that $L_{obs} < L_{table}$ ($0 < 0{,}1421$). So, the data was normal.

2. The Normality of the Test for Y variable

   a. Determining the calculation of Zi by using formula :

   $$Zi = \frac{y - \bar{y}}{s}$$

   b. Determining the value of F(Zi) by using formula :

   $$F(Zi) = 0{,}05 \pm Z_{tabel}$$

   c. Determining the value of S(Zi) by using formula :

   $$S(Zi) = \frac{f.komulatif}{N}$$

   d. Determining the value of $L_{observed}$ by using formula :

   $$L_{hitung} = (F(Zi) - S(Zi))$$

Table 4.4

The Normality of the Test for Y variable

No.	Xi	F	f.kum	Zi	Z_{table}	F(Zi)	S(Zi)	$L_{observed}(F(Zi) - S(Zi))$
1	60	1	1	-2,252	0,4878	0,0122	0,025	-0,0128
2	65	7	8	-1,303	0,4032	0,0968	0,2	-0,1032
3	70	15	23	-3,448	0,4997	0,0003	0,575	-0,5747
4	75	10	33	0,5939	0,2224	0,2776	0,825	-0,5474
5	80	7	40	-1,542	0,4382	0,0618	1	-0,9382

Based on the table above $L_{observed}$ = -0,9382 and Lilifors $\alpha = 0,05$

and N = 40 were L_{table} = 0,1421. The normality of the test was found that

$L_{obs} < L_{table}$ (-0,9382 < 0,1421). So, the data was normal.

D. The Homogenity of the Test

The homogenity of the test is performed to determine whether the

variances of the data were equal from two distribution group.

The data of variable X and variable Y were :

1. Variable X

$X_1 = 76,62$ $SD_1 = 5,92$ $S_2{}^1 = 35,112$ $N_1 = 40$

2. Variable Y

$Y_1 = 71,87$ $SD_2 = 5,27$ $S_2{}^2 = 27,804$ $N_2 = 40$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{35,112}{27,804}$$

$$F = 1,26$$

The value of F_{table} with the significance $\alpha = 0,05$ with N = 40 was 2,14

and the F_{hitung} was 1,26. So, the $F_{hitung} < F_{table}$ or (1,26 < 2,14) and it can

be concluded

that the data was homogen.

3. The Calculation of T-observed

Before calculating t-observed, the researcher determined coeficient r, to get t-observed. Because, Normality test and Homogenity test were finished. So, the next step was to calculated the hypothesis.

Table 4.5
The calculation table

No.	X	Y	Xi(x–x)	Yi(y-y)	Xi^2	Yi^2	XiYi
1	65	60	-11,7	-11,9	136,89	141,61	139,23
2	70	65	-6,7	-6,8	44,89	46,24	45,56
3	70	65	-6,7	-6,8	44,89	46,24	45,56
4	70	65	-6,7	-6,8	44,89	46,24	45,56
5	70	65	-6,7	-6,8	44,89	46,24	45,56
6	70	65	-6,7	-6,8	44,89	46,24	45,56
7	70	65	-6,7	-6,8	44,89	46,24	45,56
8	70	65	-6,7	-6,8	44,89	46,24	45,56
9	70	70	-6,7	-1,9	44,89	3,61	12,73
10	70	70	-6,7	-1,9	44,89	3,61	12,73
11	70	70	-6,7	-1,9	44,89	3,61	12,73
12	70	70	-6,7	-1,9	44,89	3,61	12,73
13	70	70	-6,7	-1,9	44,89	3,61	12,73
14	75	70	-1,62	-1,9	2,6244	3,61	3,078
15	75	70	-1,62	-1,9	2,6244	3,61	3,078
16	75	70	-1,62	-1,9	2,6244	3,61	3,078
17	75	70	-1,62	-1,9	2,6244	3,61	3,078
18	75	70	-1,62	-1,9	2,6244	3,61	3,078
19	75	70	-1,62	-1,9	2,6244	3,61	3,078
20	75	70	-1,62	-1,9	2,6244	3,61	3,078
21	80	70	3,38	-1,9	11,4244	3,61	-6,422
22	80	70	3,38	-1,9	11,4244	3,61	-6,422
23	80	70	3,38	-1,9	11,4244	3,61	-6,422
24	80	75	3,38	3,13	11,4244	9,7969	10,5794
25	80	75	3,38	3,13	11,4244	9,7969	10,5794
26	80	75	3,38	3,13	11,4244	9,7969	10,5794
27	80	75	3,38	3,13	11,4244	9,7969	10,5794
28	80	75	3,38	3,13	11,4244	9,7969	10,5794

29	80	75	3,38	3.13	11,4244	9,7969	10,5794
30	80	75	3,38	3.13	11,4244	9,7969	10,5794
31	80	75	3,38	3.13	11,4244	9,7969	10,5794
32	80	75	3,38	3.13	11,4244	9,7969	10,5794
33	80	75	3,38	3.13	11,4244	9,7969	10,5794
34	80	80	3,38	8,13	11,4244	66,0969	27,4794
35	85	80	8,38	8,13	70,2244	66,0969	68,1294
36	85	80	8,38	8,13	70,2244	66,0969	68,1294
37	85	80	8,38	8,13	70,2244	66,0969	68,1294
38	85	80	8,38	8,13	70,2244	66,0969	68,1294
39	85	80	8,38	8,13	70,2244	66,0969	68,1294
40	90	80	13,38	8,13	179,0244	66,0969	108,7794
SUM	3065	2875	-0,84	0,21	1384,029	1080,087	1106,78

$$r_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{(n \sum xi^2 - (\sum xi)^2\}\{n \sum yi^2 - (\sum yi)^2\}}}$$

$$= \frac{40(1106,78) - (-0,84)(0,21)}{\sqrt{\{40(1384,02) - (-0,84)^2\}\{40(1080,08) - (0,21)^2\}}}$$

$$= \frac{44.271.2 - 0.1764}{\sqrt{55.360,8 - (0,7056)(43.203.2) - (0.0441)}}$$

$$= \frac{44.271.02}{\sqrt{(55.360.09)(43.203.15)}}$$

$$= \frac{44.271.02}{\sqrt{2391730272}}$$

$$= \frac{44.271.02}{48905,31}$$

$$= 0,905$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2} - 2r\left(\frac{S1}{\sqrt{n1}}\right)\left(\frac{S2}{\sqrt{n2}}\right)}}$$

$$t = \frac{76,62 - 71,87}{\sqrt{\frac{35,112}{40} + \frac{27,804}{40} - 2(0,905)(\frac{5,92}{40})(\frac{5,27}{40})}}$$

$$t = \frac{4,75}{\sqrt{0,87 + 0,69 - (1,81)(0,93)(0,35)}}$$

$$t = \frac{4,75}{\sqrt{0,98}}$$

$$t = 4,84$$

E. The significant effect of Berlizt Method on the students' reading achievement in expository text

The percentage of using this method was 90,5%

It was proved :

Significant = r x 100%

$\qquad$ = 0,905 x 100%

$\qquad$ = 90,5%

F. Testing Hypothesis

T_0 test hypothesis, the formula of t-test and the end of the distribution table of critical value were applied. If t-observe is greather than t-table, it means that the null hypothesis rejected and the alternative hypothesis is accepted. The fact of this research showed that t-observed was greater than

t-table (4,84 > 1,99). Therefore, the students who were taught by applying Berlitz Method got higher scores than byLecturing Method. There was a significant effect of applying Berlitz Method on the students' reading achievement in narrative text.

G. Research Finding

The result from the calculation above showed that t-test 4,84 and t-table by using α 5% was 1,99. It meant that t-observed > t – table (4,84 > 1,99). So, it showed that applying Berlitz Method on the students' reading achievement in narrative text had a significant effect. It meant the students' reading achievement in experimental group by applying Berlitz Method was higher than in control group by applying Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the finding and analysis of the data, so the researcher could make conclusion as follow :

There was a significant effect of applying Berlitz Method on the students' reading achievement in narrative text, which was proven from the result of the test that was $t_{observe} > t_{table}$ or 4,48 > 1,99 with the percentage significant effect was 90,5%.

B. Suggestions

Based on the result of this research, suggestions are put forward as follows:

1. The English teacher must be creative in choosing teaching method to make students interested in learning reading comprehension espesially narrative text

2. Based on research finding above, the English teacher can aplly this method to increase students' reading achievement in narrative text.

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15. 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

e. Kangaroo have many legs

Number 16 - 20

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

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The Answers

1-5

16-20

1. A.

16.A

2. D.

17.D

3. E.

18. C

4. B

19. B

5. C.

20.D

6-15

6.E

7.E

8.D

9.D

10.E

11.C

12.A

13.C

14.A

15.A

Number 16 - 20

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

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TEST ITEM

Please choose the correct answer !

Read the text below, the text is for number 1- 5

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is …

A. a narrative text

B. a description text

C. a recount text

D. an anecdote text

E. an expository text

2. What destroyed the homes of all rats?

A. a group of mice did

B. the hunter did

C. elephant-hunter did

D. a group of elephant did

E. elephant's herd

3. What helped the elephant's herd free?

A. the elephant-hunter did

B. the hunters did

C. the trapped elephants did

D. a group of king did

E. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"? A. Identification

B. Orientation

C. Complication

D. Resolution

E. Description

5. At the end of the story, how was the elephant's herd?

A. angry

B. sad

C. happy

D. dead

E. disappointed

Number 6-15

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. Thelsoy can also run at speeds of over 45 kilometres per hour.

The larges 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 pounch on the front of her body. A baby kngaroo is very tiny when it is born, and it crawls at once into this pounch where it spends its first five months of life.

6. where is kangaroo found?

a. In japan

b. In London

c. in Austria

d. in America

e. in Australia

7. it is about the kangaroos, except………

a. They eat grass and plants

b. They have short front legs

c. They have very strong back legs

d. they have a tail

e. they are not marsupials

8. 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 metre high

c. They can also run at speeds of over 45 kilometres per hour

d. They can't walk

e. They are marsupials

9. adult ghrow to a length of…… metres.

a. 130

b. 140

c. 150

d. 160

e. 170

10. adult ghrow to a weigh over…….kilos.

a. 40

b. 50

c. 60

d. 80

e. 90

11. a baby kangaroo is………..

a. Very big

b. Very long

c. Very tiny

d. very smooth

e. very cool

12. what the title about the text…

a. What the kangaroo?

b. What the buffalo?

c. kangaroo is marsupials

d. kangaroo is Australian animals

e. what the animal?

13. 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

e. The great white kangaroo and the pink kangaroo

14. what is the mean from first paraghraph..

a. Kangaroo's live.

b. Kangaroo's species

c. kangaroo's job

d. kangaroo's hobby

e. kangaroo's name

15. 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

e. Kangaroo have many legs

Number 16 - 20

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DOCUMENTATION

Picture 1 : The researcher gives the students Pre-test before doing Treatment

Picture 2: The researcher explain about Narrative Text

Picture 3 : The researcher gives the instruction to the students how to applied

Berlitz Method

Picture 4 :The researcher doing Treatment

Picture 5 : The researcher gives the students Post-test