THE EFFECT OF APPLYING PREVIEW, ASK, READ AND SUMMARIZE (PARS) STRATEGY ON THE STUDENTS' READING ACHIEVEMENT IN NARRATIVE TEXT

SKRIPSI

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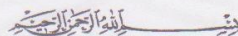
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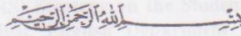
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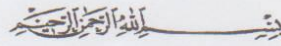Pembimbing

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ABSTRACT

Mita, Hardiyanti. 1402050194. The Effect of Applying Preview, Ask, Read, and Summarize (PARS) Strategy on the Students' Reading Achievement in Narrative Text. Skripsi. English Department of the Faculty of Teacher Training and Education of University of Muhammadiyah Sumatera Utara, Medan, 2018.

This study deals with The Effect of Applying Preview, Ask, Read, and Summarize (PARS) Strategy on the Students' Reading Achievement in Narrative Text. This objective of the research was to find out the significant effect of applying PARS Strategy on the students' achievement in reading comprehension of narrative text. This research was conducted at SMA Al-Hidayah Medan, on Jl.Letda Sujono Gg.Perguruan Number.4 in the academic year 2017/2018. The population of this study was ten grade students which consisted 3 classes, X-IPA (31) X-IPS 1 (28) and X-IPS 2 (28) with 87 students by using Purposive Sampling and the researcher has chosen 2 classes, X-IPA (31) and X-IPS-2 (28), consist of 59 students. Class X-IPA as Experimental group was taught by using PARS Strategy and class X-IPS 2 as Control group was taught by Direct Method. The instrument of the research was multiple choice test. Multiple choice test with 20 items were administrated to the students. The researcher gave a pre-test, treatment and post-test to both of the groups. The researcher was collected the data, they were analyzed by using T-test formula. The result showed that T-Observe was 2.32 and T-Table was 2.00 at $\alpha = 0.05$, and df = 57. The fact showed that T-Observe was greater than T-table (2.32>2.00). It meant that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The result of this research concluded that there was a significant effect on the students' reading achievement in narrative text after being taught by PARS Strategy

Key Word : PARS Strategy, Reading Achievement, Narrative Text

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Mita Hardiyanti

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the compulsory subjects for all school levels right now. It is consists of four skills; they are listening, speaking, reading, and writing. It means that all students have a good ability to master the four skills, especially mastering reading skill. Because reading is an important skill in language learning. It is process to get sense from the word, phrases, clauses, sentences.

Reading is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. Danny and Timothy (2008:7) statement that reading is not just saying the words on a page. It is not merely a matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level questions about the content of a text selection. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. Reading must be comprehended by the students, it is mentioned that the student must

comprehend some comprehension skill: (1) finding information explicitly and implicity; (2) finding main idea; (3) finding meaning.

Sharon Vaughn & Silvia Linan (2004:98) state that "Comprehension is the active process of constructing meaning from the text". Through reading, students can learn not only the new information but also the vocabulary, grammar, and punctuation. Reading texts provide opportunities to study language vocabulary, grammar, punctuation, and then the way we construct sentences, paragraphs and text. Moreover, reading skill is also an important tool for students' academic achievement. An achievement is a developing skill or knowledge process. The most common type of achievement is a standardized progress in developing of the measurable skills and knowledge learned in a given grade level, usually through planned instructions.

But in fact, Many students failed in reading because they were not taught reading well. Most of teachers focus on teaching "reading" not "understanding". Besides, the students did not comprehend the passage well. They have lack of vocabulary so that it made them difficult to comprehend the passage in lateral comprehension, interpretative comprehension and critical comprehension. It made them have low motivation in reading activity because the students had low capability in comprehending reading passage and the result of reading were not good. In addition, the students still have less confident if they are asked to read

in front of their friend. They feel shy if they make mistake in reading the text. Sometime their friend laugh if there is a unique sound.

Many strategies can be used by English teacher in teaching reading. They are Think-Pair Share, Graphic Organizers, Survival Word, K-W-L Charts, Directed Reading/Thinking Activity, Essay question, SQ3R, PARS, Tea party and so on. Those are reading strategy that can be used either in independence reading or in group. In this study, the researcher only focuses on one of the strategies, which is PARS (Preview, Ask, Read, Summarize).

In this research, the researcher use PARS Strategy to solve the problem above, because PARS Strategy will make the students easier to comprehend the text well. PARS strategy can make the students have capability in reading activity and confident if they are asked to read the text in front of their friend.

Based on the description above, this research will conduct the title "The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy on the Students' Reading Achievement in Narrative Text".

B. The Identification of the Problem

Based on the background above, the problem were formulated as follows:

1. The students have less interesting in English, they are difficult to comprehend the reading text, especially in Narrative Text.

2. The students did not know about the meaning of words.

3. The students still have less confident if they are asked to read in front of their friend.

C. Scope and Limitation

Based on the problem are identified previously, the scope is focused on reading comprehension of narrative text and limited on applying PARS Strategy.

D. The Formulation of the Problem

Based on the background of the study, the problem of this study were formulated as " Is there any significant effect of applying PARS Strategy on the students' achievement in reading comprehension of narrative text?"

E. The Objective of the Study

Based on the problem above, the objective of the research is to find out the significant effect of applying PARS Strategy on the students' achievement in reading comprehension of narrative text.

F. The significant of the Study

The findings of this research are expected to be useful theoritically and practically.

1. Theoritically

   Add the knowledge, experiences and insight, as well as in the application of materials research by using PARS Strategy on the students' achievement in reading comprehension of narrative text.

2. Practically

  a. For the students, the result of this study can make the students are easier to understanding, creative, interested in learning process especially narrative text and increase the knowledge of reading comprehension.

  b. For English teacher, to give them more information how to apply in teaching reading comprehension by PARS strategy.

  c. For the researcher, this study is also useful as a reference, for anyone who gets the problem in reading comprehension of narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, theories are needed to explain some concepts in the research will be concerned. This chapter presents a review of related literature and explanation of the related materials, which is aimed to give some clarification of the term used in this study.

1. Description of Effect

Effect in this research means as any ability improvement after learning something. The word "effect" is meant by a result or change of something. Effect of teching in language is related to the changes of getting something into our cognitive system. The final result of effect is the improvement of ability. The ability is the result of learning process which involves teachers with students which reflect from the knowledgethe students have.

The effect of teaching treatment in language learning according Buehl (2002:78) that related to the changes of getting something into our cognitive system. The final result of the effect in teaching was the improvement of ability. Ability was the result of learning process which involve teachers with students which are reflected from the knowledge the students have.

2. Strategy

Strategy is a specific method of approaching a problem or task, model, of operating particular end, a planed design for controlling and manipulating certain information. According to Nunan (2003:76) a strategy is not a single event but rather a creative sequence of even that learner actively used. The strategy will generally be compatible with the students' background. Strategy is a tool for active self-directed involvement that is necessary for developing communicative ability.

Strategies are those specific "attacks" that we make on a given problem and that vary considerably within each individual. They are moment by moment techniques that we employ to solve "problems" posed by second language input and output.

Based on the explanation above, the researcher conclude that in teaching reading using strategy is needed to make a learner more active and able to develop their communicative ability.

3. Preview, Ask, Read and Summarize (PARS) Strategy

One of the strategies in teaching and learning English is the PARS strategy. This PARS strategy is developed by E.H.Jr. and M.C. in 1983. The students will work alone and are not allowed to look at another students' work. Though, in fact, in the real life out of the school life, the life and the work of the people depend on to another.

3.1 Steps of PARS Strategy

There are four steps of PARS strategy:

3.1.1 Preview

In this step, need to preview the chapter by scanning it and identifying the introductory statement, headlines, graphic aids, and chapter summary.

3.1.2 Ask

Ask questions that relate to the main ideas discovered when surveying the chapter. In this step, need to ask questions related to the chapter's main ideas you discovered when you were previewing.

3.1.3 Read

Read the chapter to answer the questions developed.

While reading the chapter, you are going to be looking for the answer to the question you asked about the main ideas in the chapter.

3.1.4 Summarize

Summarize the main ideas in the chapter. After reading the chapter and answering all the questions about the main ideas, you will summarize the main ideas in a few sentences.

3.2 The Procedure of PARS strategy:

1. Provide the students with textbooks, and the students will be asked to identify and label with small sticky notes the introductory statements, headings, graphic aids, ad the chapter summary.

2. The students will be given 5 short paragraph to read. After reading each paragraph, there will be a multiple choice question, and the students wil be asked to identify the main idea of the paragrapah from the choices given.

3. Given only the introductory statement, headings, graphic aids, and chapter summary from a text chapter, the students will identify the main ideas and explain how they knew what the main idea where.

4. Students must write down at least 3 different ways to start questions: Who? What? When? Where? Why? How? If the student is unable to generate ways to start questions on his/her own, the student will be provided with a list words that includes question-starting words and other words. The student will then be asked to identify and circle the words that might start questions.

5. Given sample main ideas, students will generate at least 3 questions about the main ideas.

6. The students will be provided with a sample paragraph from a textbook, as well as 3 questions to answer while reading the paragrapah. Students will be asked to underline the information in the paragraph that answers each question,

7. Given a group of 4-5 main ideas from a given chapter, the students will be asked to write 1-2 sentences summarizing the main ideas.

3.3 The Advantages of PARS Strategy

1. The strategy help the students to understand what they are reading.

2. Make the students more active in the class with the strategy.

3. The students learn to make questions by themselves

4. Make the students easier to comprehend the text and make the summary from the text.

3.4 The Disadvantages of PARS Strategy

1. Sometimes, some of the students is lazy to read the text because with the strategy the teacher give many text that they must read.

2. The students feel bored if the teacher did not combine this strategy with the other media.

3. Many steps that the teacher must do in the class

4. **Direct Method**

   4.1 Description of Direct Method

   The direct method is not new, its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.

   Schmitt state that direct method emphasized exposure to oral language, with listening as the primarily skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct method had its problem. It required teacher to be proficient in the target language.

   4.2 The Steps of Using Direct Method

   There are some techniques that can be used in teaching English by using the direct method, they are:

   A. Reading Aloud

   The students take turns reading sections of passage, play or dialog loudly. At the end of each student's turn, the teacher uses gesture, pictures, realia, examples, or other means to make the meaning of the section clear.

   B. Question and Answer Exercise

   This exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they

practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

C. Getting Students to Self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. For example, a teacher might simply repeat what a student has just said; using a questioing voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping before make an error. The student knows that the next word was wrong.

D. Conversation Practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. The teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

E. Fill-in –the-Blank Exercise

All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would

have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

F. Dictation

The teacher reads the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time, read the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

G. Map Drawing

The students were given a map with the geographical features unnamed. Then the teacher gave the students directions. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

H. Paragraph Writing

The teacher ask the students to write a paragraph in their own words, they could have done this fro memory, or they could have used the reading passage in the lesson as a model.

4.3 The Advantages of Direct Method

a. Power of the gestures and expression.

b. Interest in English language and relationship in meaning and words.

c. Involves all the people engaged in an acivity

d. Direct method can depend low to high class of employees.

4.4 The Disadvantages of Direct Method

a. Ignore the systematic written work that is done to a fixed plan in a through and efficient way.

b. Direct method is so much expensive because that affect upon the aids which are high cost aids.

c. That method is helpful in early stage. It is not doing a good work in the higher classes.

5. Reading

Reading is an act of communication in which information is transferred from a transmitter to a receiver. Grabe and stoller (2002:9) say that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In line with, according to Nunan (2006) reading is a fluent process of readers combining information from a text and their own backgound knowledge to build meaning. The goal of reading is comprehension. When a reader interacts with print, his prior knowledge combined with the print and visual (written) information result in his comprehending the message. The conclusion of those experts above is that reading is the process to understand and interact with the text which

consists of many symbols to get the information from the text and build the meaning by background knowledge of the readers with the comprehension as a goal.

There are two cognitive task in reading. Namely word recognition and comprehension complete for the readers' attention. Word recognition refers to theprocess of perceiving how written symbols corresponden to one's spoken language. However, comprehension is the process of making sense words, sentences and connected text. Reading is a complex process of thinking in assigning meaning from printed materials which involve most of the readers' intellectual act such as pronounciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word or line to line to understand what is being read. It means that reading is a process to understand the text context and to get information.

However this definition is inadequate to explain the definition true nature of reading. Because in reading, there are number of ways to engage. A reader has several possible purpose of reading, and each purpose emphasize a somewhat different combination of skills and strategies. That definition is inadequate also because it does not emphasize the criteria that define the nature of fluent reding abilities and it does not reveal the many skill to create the overall reading comprehension ability that we commonly think of as reading.

6. The Purpose of Reading

In general, Grabe and Stoller (2002:13-15) states that purpose of reading are classified into four as the following :

a. Reading to search for simple information

Reading to search for simple information is a commom reading ability through some researchers see it as a relatively independently cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination, of strategies for guessing where important information might be in the using basic reading comprehension skills on those segments of the text until a general ideas is formed.

b. Reading to learn from the text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at reading rate somewhat slower than general reading comptehension (primarily due to reading and reflection) strategies to help remember information.

c. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relatively importance of complementary, mutually supporting or conflicting information and likely restructuring of rhetorical frame to accommodate information from multiple sources. Both reading to write

and reading to critique the require abilities to compose, select and critique information from the text.

d. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purpose for reading. General reading comprehension is actually more complex that commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skill in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

7. Reading Comprehension

Comprehension is the first point in reading process that should be made. It is needed to get the goal of reading. Bernhardt et.al (2003:14) states that comprehension is an interactive process in the construction of meaning. It means that a successful comprehension occurs if it is involves the reader to discover the meaning needed to achieve the particular purposes in the text.

Furthermore, reading comprehension involves an active communication between writer and reader within meaningful context. Readers need to recognize the author's intent as well as the meaning. Reading comprehension is determined by :

a. What the reader brings to the act of reading comprehension

b. Ways the printed text has been written and organized by the author

c. The learning context that defines the task and purpose of the reader and the reading environment

d. Strategies the reader consciously applies to achieve comprehension

In addition, Grabe and Stoller (2007:17) state that reading comprehension is the ability of to understand information in a text and interpret it appropriately. The reader must understand what author's intent. Furthermore, reading comprehension is acquiring information from context and combining separate elements into a new hole. So it is an activity of active thinking process that not only on comprehension, but also on students' experience.

8. The Level of Comprehension

Basically, the levels of comprehension are almost same, there are divide into four levels : literal comprehension, inferential comprehension, critical comprehension, creative comprehension as Smith and Barrett (1988:246-247) state. The explanations will show three levels of reading comprehension, because in his study only three levels that should be mastered by students.

1. First level is Literal Comprehension refers to the ability to understand what stated by the writer or taking the ideas and facts that are directly stated on the printed page. The basic of literal comprehension is recognizing stated main idea, detailed, cause effect, and sequence. Mastering the basic of literal comprehension, can be done through understanding of vocabulary, sentence meaning, and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to beyond what they actually said. In this level readers know the words meaning or surface meaning.

2. Second level, inferential or interpretive comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Reader identify and derive ideas and meaning from a text they are explicitly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. In this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

3. The final level is Critical comprehension refers to the ability to make analysis, evaluation, judgment, and personal reacting about the ideas of information that writers offers in a passage. It requires a higher degree of skill development and perceptions. In critical

reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of the passage.

9. Teaching Reading Comprehension

As an educator, teaching is part of life. It is a kind of activity with risk and responsibility that requires a great deal from those who enter into it (Atherton,2005). Teachers must have ability in teaching to make better outcomes for students. Therefore, teaching reading comprehension is expected to help students develop the knowledge, skills, and experiences, they must have those if they are to become competent and enthusiastic readers (Khaira,2014:29). The explanations above are interpreted by students' comprehension is depend on teacher ability.

There are many ways that students can demostrate their comprehension in text. They can locate and recall information, draw on the knowledge of text structures and text organisers, write short reflective responses, complete multiple choice questions, but students still low in comprehend because they focus on words accuracy as Cain and Oakhill (1999) states: less able comprehenders usually focus more on word accuracy rather than comprehension monitoring. Poor comprehension means poor at making inferences and integrating text information.

Providing students with explicit instruction in comprehension can be an effective way to help them overcome difficulties in understanding text. Students become more competent and confident in doing reading activity. It is important to remember that the goal of reading is to understand and learn from them, while the goal of reading comprehension is to responding, interpreting, analyzing, and evaluating texts. The teachers must be aware of both reading and reading comprehension. They must give clearly explanation between them to avoid miscue, even their advantage is to get knowledge and contribute that knowledge to others.

10. Achievement

The main purpose of teachers in teaching reading is to make the students possess adequate traits, knowledge, and skills to comprehend the text. To ensure that the students have those things to comprehend the texts, teachers can observe and monitor their students' daily reading performance, then evaluate the progress to see their overall achievement.

According to Cunningham (2012:1), achievement refers to a students' performance in academic areas as measured by avhievement tests. While Hornby states that achievement is something done succesfully with effort and skill. Achievement reflects to how students are capableto cope with the learning objectives. Students' achievement is something fluctuating. Students may have high achievement at certain time, they may

have low achievement when their performance goes down, and it may also remain stagnant.

Students' achievement in comprehending a text is indicated by students' capability to decode the informantion, get the main ideas, understand what they read, and draw conclusion accordingly. To get factual data, teachers commonly measure students' achievement by facilitating them to do test, and the result of students' performance in doing test is calculated into score. Johnson (2001:282) Achievement test indicates how well teaching has succeeded and when improvements need to be made.

Students achievement in reading comprehension is the ssuccessfulness of students understanding a text. According to Mullis (2006) achievement in the processes of reading comprehension is reported for two categories:

- Retrieving and straightforword inferencing and

- Interpreting, integrating, and evaluating.

There are three aspects of learning achievement such as cognitive, affective knowledge, understanding and psychomotor. Cognition consists of knowledge, understanding, application analysis, synthetic, and evaluation. Affective is the changing of behavior that effects someone lies to do something. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self-control and become habit. Therefore, writing concerns with effective aspect.

In indonesia itself, students reading achievement scale is still at low level. As the report released by TIMSS and PIRLS (2006), reading achievement scale in Indonesia was only 405 point. Far below the standard scale of PIRLS which attain to 500 point. It made Indonesia stayed in rank 47 from 51 existing countries around the world.

11. Teaching Reading Based Genre

Genre is defined as the text type which functioned as a frame of reference inspite to create an effective text. Effective in purpose, arrangement of text elements, and effective in diction (Pardiyono,2003:2). As a readers, it is important to understand genre and knowing its purpose. According to Gerrot and Wignell (1994), there are thirteen types of text genres, namely : descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, anecdote, and review.

- Descriptive Text

  Descriptive text is used to describe a particular person, place or thing in detail.

- Recount Text

  Recount text is used to retell something that happened in the past and to tell a series of past event.

- Narrative Text

  Narrative text is used to amuse, entertaint and to deal with actual or vicarious experience in different ways; narratives

deal with problematic events which lead to a crisis or lurning point of some kind, which in turn finds a resolution.

- Procedure Text

  Procedure text is used to describe how something is accomplished through a sequence of actions or steps.

- Explanation Text

  Explanation text is used to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

- Discussion Text

  Discussion text is used to present information and opinions about issues in more one side of an issue ('For/Pros' and 'against/Cons').

- Exposition Text

  Exposition text is consist of two different kinds, namely:

  -Analytical Exposition

  This text is used to persuade the reader or listener that something the case.

  -Hortatory Exposition

  This text is used to persuade the readers or listener that something should or should not be the case

- News Item

    News item text is used to inform leaders, listeners or viewers abut events the day which are consider newsworthy or important.

- Report Text

    Report text is used to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment.

12. Narrative Text

In this research, the text is unlimited. But the sample of the text used is narrative text.

12.1 The Definition of Narrative text

Narrative is a text focusing specific participants. In social function is to tell stories or past events and entertain the reader. Narrative deals with problematic events, which lead to a crisis or turning point of some kind, which in turn finds a resolution.

According to Pardiyono (2007:93), narrative text is a kind of text to retell the story that past tense. The purpose of te text is to entertain or to amuse the readers or listeners about the story. For general purposes in semiotics and literary theory, a "narrative" is a story or part of a story. It may be spoken, written or imagined, and it will have one or more points of view representing some or all of the participants or observes.

12.2   The Purpose of Narrative text

The basic purpose of narrative is to entertain, to gain and hold a reader's interest. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one more problems, which must eventually find a way to be resolved.

12.3   Generic Structure of Narrative Text

1. Orientation, introducing the participants and informing the time and the place;

2. Evaluation, it is optional, used to a stepping back to evaluate the plight;

3. Complication or problem, describing the rising crises which the participants have to do with;

4. Resolution, showing the way of participant to solve the crises, better or worse;

5. Reorientation, it is optional.

12.4   Language Features of Narrative Text

Language feature of narrative:

1. Use linking verbs and linking words of time;

2. Using temporal conjunction and temporal circumstances;

3. Using material processes, behavioral and verbal processes;

4. Using relational processes and mental processes;

5. Using mental verbs and action verbs;

6. Focus on specific and usually individualized participants;

7. Some dialogue may included, using present of future;

8. Connectives, linking words to do with time;

9. Specific nouns, strong nouns have more specific meaning, e.g. 'oak' as opposed to tree;

10. Use of the sense, where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen-details, what does it taste like, etc.

11. Using simple past tense.

12.5   Types of Narrative Text

1. Narrative – Science Fiction

   Purpose: to entertain and, sometimes, to speculate about the future.

2. Narrative – Historical Fiction

   Purpose: to entertain and, sometimes to inform.

3. Narrative – Contemporary Fiction

   Purpose: to entertain and, sometimes to create empathy with familiar characters.

4. Narrative – Traditional tales

a) Myths

Purpose: to provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

b) Fairy tales

Purpose: fairy tales were originally intended for adults and children. They were passed down orally to amuse and to convey cultural information that influences behaviour, such as where it is safe to travel and where it is dangerous to go.

c) Legends

Purpose: to provide information about the way particular people lived, and what they believed. Legends also help us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today.

d) Fables

Purpose: a fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme:

the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. To clear presence of a moral distinguishes fables from other folk tales.

B. Relevant Studies

Some researchers have conducted the studies related to the use media in English teaching and learning process.

Study that was conducted by Icha Ramadhani (2014) which is titled *the effect of using Teaching Media on Students' Achievement in Reading Narrative text* finds that using English Animation Movies as media significantly affects the students' achievement in reading narrative, since students' achievement in reading narrative text who taught by using English Animation Movie is higher than taught by using picture. This supported by the data analysis results in which the t-observed (3.70) is higher than t-table (2.00) at the significant level of (0.05).

Nuri susilowati (2013) conducted a research with title *Teacher's Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 karanganyar in 2012/2013 academic year*. She concluded that there are two main points found. First, the teachers strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013 academic year. Second, the problems faced by the teachers and the students during implementing the

teaching strategies and the solutions for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in 2012/2013. The strategies used by English teacher in managing a large class in teaching English at SMA Muhammadiyah 1 Karanganyar, the writer found a large class with 37 students in XI IPS 3. The writer focuses on the English teacher strategies in the large class are, teaching technique, seating arrangement, teacher's feedback and teacher's evaluation

C. Conceptual Framework

There are four skills that students have to be mastered in learning English, one of them is reading. Through reading, students get some information they need. In order to get best outcome in reading process, student should have a good comprehension of the text that they read.

Reading is an important process for the students in all fields. Through reading, the students can obtain some information they need. In order to get best outcome in the process of reading, the students should have a good ability to comprehend the text they read. In reading comprehension, the students are served as many instruction tasks varieties in levels of comprehension from the lower into higher.

It has already known that lower level of comprehension is occupied by literal comprehension. Generally, the students are easily doing the instruction in this level since everything they are suggested to find is clearly stated on the

text. But, when the students are faced to the higher one, in this case inferential reading, most of them finds it difficult to be done.

Getting some information from reading text is one of the students' problems which should overcome by teacher. To achieve the goal of teaching reading comprehension suitable teaching learning process is need. Therefore, the strategy of the teaching will influence the students' achievement in learning process, especially in reading comprehension. Students should be able to get some interesting information from their reading text to understand what the reading text means. In this case, Preview, Ask, Read and Summarize (PARS) strategy serve as a way to develop the topic and help the students to identify in order to comprehend the content objective of a lesson. The students help themselves to read well and more rapidly by selecting what is important for them to remember.

The use of Preview, Ask, Read and Summarize (PARS) strategy helps students to improve reading comprehension and increase conceptual learning in ways that maximize students' participant. Considering this reason, PARS strategy is an excellent strategy in order to improve students' reading comprehension.

D. Hypothesis

Based on the theoretical and conceptual framework, students' reading comprehension which is taught by applying Preview, Ask, Read and Summarize (PARS) strategy is significantly higher than those taught

without Preview Ask Read Summarize (PARS) strategy. The hypothesis of this study are stated as follows:

HO   : There is no a significant effect of applying Preview, Ask, Read and Summarize (PARS) strategy on the students' reading comprehension achievement in narrative text

Ha   : There is a significant effect of applying Preview, Ask, Read and Summarize (PARS) strategy on the students' reading comprehension achievement in narrative text.

CHAPTER III
METHOD OF RESEARCH

A. Location

This research was conducted at SMA Al-Hidayah Medan. The reason for choosing this school because this school was also the location of the researcher while doing teaching practice program (PPL), and the similar research has never been conducted here before.

B. Population and sample

1. Population

The population of this research was taken from tenth grade students of SMA Al-Hidayah medan in academic years 2017/2018, which consist of 3 classes. The population could be seen table 3.1.

Table 3.1 Population
The Population of SMA Al-Hidayah Medan

No	Kompetensi keahlian	Jumlah kelas	Jumlah siswa per kelas		Total
			1	2	
1	Ilmu Pengetahuan Alam	1	31	-	31
2	Ilmu Pengetahuan Sosial	2	28	28	56
Jumlah					87

2. Sample

In this research, the researcher used Purposive Sampling. The sample in this research were X-IPA which consisted of 31 students as Experimental group and X-IPS-2 which consisted of 28 students as Control group.

Table 3.2 Sample
The Sample of SMA Al-Hidayah Medan

No	Class	Population
1	IPA	31
2	IPS-2	28
Total		59

C. Research Design

This research was conducted by using experimental research. This research is applied in order to investigate the effect of teaching PARS strategy on the students' achievement in reading narrative text. This research deals with two groups; experimental and control group. In doing treatment the researcher was used PARS Strategy to the experimental group whereas the control group used the Direct Method. Firstly, both of groups were given pre-test to know the level mastery of their reading skills. Then both groups were given treatments. After that they were measured for the second time that is post-test. Both of groups were given pre-test and post-test with the same test items. The research design can be figured as follows :

Table 3.3 Research design
Randomized Subjects, Pretest-Treatment-Posttest Control Group Design

Group	Pretest	Treatment	Post-test
X IPA	Y_1	X_a	Y_2
X IPS-2	Y_1	X_b	Y_2

Whereas:

X IPA $\quad\quad$ = Experimental group

X IPS-2 $\quad\quad$ = Control Group

Y_1 $\quad\quad\quad$ = Measure of dependent variable before treatment

Y_2 $\quad\quad\quad$ = Measure of dependent variable after treatment of

$\quad\quad\quad\quad\quad\quad$ independent variable (for experimental group)

X_a $\quad\quad\quad$ = Applying PARS strategy to experimental group

X_b $\quad\quad\quad$ = Applying Direct Method to Control Group

In administering the data in this research, there are three procedures which were taken by the researcher, namely; pre-test, treatment and post-test.

1. **Pre-test**

Both of the groups, experimental and control group were given a pre-test before applying the treatment. The test was reading comprehension test consisted of 20 items of multiple choice test. The test was taken from the students' work sheet book. The result of pre-test was considered as the preliminary data.

2. Treatment

After having the pre-test, the treatment was given to the students. Both of experimental and control group were taught by using the same material but, the way how to teach the material is different. Experimental group was taught by using PARS strategy, while the control group was taught by using Direct Method.

Table 3.4
The Procedures of Teaching Process in the Experimental Group

No	Teacher's Activities in Applying PARS strategy	Students' activities in Applying PARS strategy
	Opening:	
1	Greeted the students	Greeted the teacher
2	Asked the students about their feeling	Told the teacher about their feeling
3	Checked the attendance list	Listened to the teacher quietly
	Main activities:	
4	Provided the students with text books, and the students were asked to identify and labelled with small sticky notes the introductory statements, headings, graphic aids, and the chapter summary	The students identified and labelled with small sticky notes the introductory statements, headings, graphic aids, and the chapter summary.
5	Gave 5 short paragraphs to read. And then, there was multiple choice question, and the students were asked to identify main idea of the paragraph from the choices given.	The students read the paragraph, and answer the questions
6	Gave the introductory statement, headings, graphic aids, and chapter summary from a text chapter.	Identified the main ideas and explain how they knew what the main ideas where.

7	Asked the students to write down at least 3 different ways to start questions.	The students must write down at least 3 different ways to make their own questions.
8	Gave the sample of main ideas of the text.	The students were generated at least 3 questions about the main ideas.
9	Provided the students with a sample paragraph from a textbook, as well as 3 questions to answer while reading the paragraph.	The students were underlined the information of the paragraph that answer each questions.
10	Gave a group of 4-5 main ideas from a given chapter.	The students wrote 1-2 sentences summarizing the main ideas.
	Closing:	
11	Reviewed and conclude what they have learned.	Listened to the teacher
12	Closed the meeting and motivates students to learn more about the lesson at home.	

Table 3.5
The Procedures of Teaching Process in the Control Group

No	Teacher's activities with Direct Method	Students' Activities with Direct method
	Opening:	
1	Greeted the students	Greeted the teacher
2	Asked the students about their feeling	Tell the teacher about their feeling
3	Checked the attendance list	Listened to the teacher quietly
	Main activities:	
4	Gave a text to the students	The students are called on one by one and they read the text loudly and after the students read the text, they may asked the students if they have question.
5	The teacher answered the students' question	Listened to the teacher carefully

6	The teacher instructed the students to turn to an exercise in the lesson which asked them to fill in the blanks	The students read the text loudly and supply the missing word as they were reading to complete the text.
7	The students were given some short paragraph	Read the paragraph and wrote down the summary from the paragraphs
	Closing:	
8	Reviewed and concluded what they have learned.	Listened to the teacher
9	Closed the meeting and motivates students to learn more about the lesson at home.	

3. Post-test

After conducting the treatment, both of the group were given post-test. The post-test was exactly the same as the pre-test. The post-test function to know whether the treatment of the effect of PARS Strategy on the students' achievement in reading. The administrating of post-test is intended to find out the differences scores of experimental and control group by using PARS Strategy and using Direct method.

D. Instrument of the Research

Instrument of collecting data in this research was used multiple choice test. The test was taken from students' work sheet book (LKS). The test consist of 20 items, each item of the test consist of 5 options, namely a, b, c, d, e. The students were asked to choose the correct answer by crossing the right answer.

Each correct was given 1 score, and an incorrect answer was given 0 score. The highest score is 100 calculated by using this formula (Ngalim,2000:177):

$$\text{Score} = \frac{True\ item}{Number\ of\ items} \ x \ 100$$

E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data :

1. Giving Pre-test to Experimental and Control Group

2. Giving treatment to Experimental Group by using PARS Strategy, and Control group was given treatment by using direct method.

3. Giving Post-test to Experimental and Control Group

4. Collecting the students' answer sheet

F. Technique of Analyzing Data

In analyzing the data, some techniques was taken as follows:

1. Reading the students' answer sheet.

2. Identifying the students' answer sheet.

3. Scoring the students' answer.

4. Listing their scores in two tables; first for experimental group scores as X variable and second for control group scores as Y variable.

5. Calculating the total score of post-test in experimental group and control group

6. Finding the mean score of pre-test and pos-test in Experimental group and control group by using formula:

   a. Mean of Variable X (Variable 1)

$$M_x = \frac{\Sigma X}{N}$$ (Sudijono,2009)

   b. Mean of Variable Y (Variable 2)

$$M_y = \frac{\Sigma Y}{N}$$

7. Finding the standard deviation

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

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}}$$ (Sudijono,2009)

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

$$SD_y = \sqrt{\frac{\Sigma y^2}{N}}$$

   c. Standard Error of mean variable X (variable 1)

$$Se_{mx} = \frac{SDx}{\sqrt{N1-1}}$$

d. Standard Error of mean of Variable Y (variable 2)

$$Se_{my} = \frac{SDy}{\sqrt{N2-1}}$$

e. The difference of standard error between mean of variable X

(variable 1) and mean of variable Y (variable 2)

$$SE_{mx-my} = \sqrt{SEM_x^2 + SEM_y^2}$$ (Sudijono,2009)

8. Testing hypothesis by applying T-test

$$t_o = \frac{Mx-My}{SEMx-My}$$ (Sudijono,2009)

Notes:

SD_x = Standar Deviation variable x

SD_y = Standard Deviation variable Y

SE_{mx} = Standard error of mean variable x

SE_{my} = Standard error of mean variable Y

SE_{mx-my} = The difference of standard error between mean of variable X

(variable 1) and mean of variable Y (variable 2)

M_x = mean for variable 1 or X (Experimental group)

M_y = mean for variable 2 or Y (Control group)

ΣX = total of students' score for variable X

ΣY = total of students' score for variable Y

N_1 = Number of cases for variable X

N_2 = Number of cases of variable Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In order to get the data of the study, the researcher: (1) gave pre-test, (2) did the treatment, and (3) gave post-test. After the data were collected, the researcher compared the result of experimental group to the result of control group to know whether there was significant effect on teaching students by using PARS Strategy in teaching reading narrative text.

The following are the students' scores on the pre-test and post-test to the Experimental and Control Group.

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

No.	Students' Initial	Score		Gained (d) Score
		Pre-test	Post-test	Post test – pre test
1	YL	50	70	20
2	IL	65	75	10
3	DA	65	80	15
4	PR	45	70	25
5	SA	50	70	20
6	EHL	65	75	10
7	FWN	45	65	20
8	NS	65	80	15
9	DK	60	75	15
10	NKP	45	55	10
11	SCS	65	80	15
12	IN	65	70	5
13	LS	55	75	20
14	NH	60	70	10
15	MY	65	80	15
16	MD	55	75	20

17	SMH	45	55	10
18	AR	60	80	20
19	S	65	80	15
20	DS	65	80	15
21	AD	60	70	10
22	AA	65	80	15
23	AH	65	75	10
24	FA	60	65	5
25	GT	65	75	10
26	IS	55	65	10
27	MH	65	70	5
28	MA	50	55	5
29	RA	55	65	10
30	RS	65	70	5
31	FAH	45	75	30
	Total ($\sum$)	**1805**	**2225**	**420**
	Mean	**58.23**	**71.77**	**13.54**

From the table above, it can be said that:

1. The lowest and highest scores of Experimental Group for the Pre-test are 45 and 65

2. The lowest and highest scores of Experimental Group for the post-test are 55 and 80

3. The total score of pre-test of Experimental Group is 1805

4. The total score of post-test of Experimental group is 2225

Table 4.2
The Score of Pre-test and Post test of Control Group

No.	Students' Initial	Score		Gained (d) Score
		Pre-test	Post-test	Post test – pre test
1	MAR	55	65	10
2	MA	40	50	10
3	MDH	55	60	5
4	MD	45	55	10
5	MC	45	60	15

6	NS	50	65	15
7	NH	45	60	15
8	NE	50	55	5
9	PB	55	65	10
10	RM	40	55	15
11	RK	50	60	10
12	RG	55	65	10
13	RE	45	60	15
14	RV	50	55	5
15	RW	55	60	5
16	RG	55	65	10
17	SB	40	60	20
18	TR	40	50	10
19	TWD	55	60	5
20	WA	55	55	0
21	YL	50	55	5
22	AL	55	60	5
23	YH	40	60	20
24	FY	40	45	5
25	UK	55	60	5
26	YP	50	60	10
27	FH	40	55	15
28	AF	45	55	10
	Total ($\sum$)	**1355**	**1630**	**275**
	Mean	**48.39**	**58.21**	**9.82**

from the table above, it can be said that :

1. The lowest and the highest scores of Control Group for the pre-test are 40 and 55

2. The lowest and the highest scores of Control Group for the Post-test are 45 and 65

3. The total scores of pre-test in Control Group is 1355

4. The total score of post-test in Control Group is 1630

B. Data Analysis

Before analyzed the data, the researcher have calculated the data into the statistic calculation. The table of calculation can be seen in appendix IX.

Table 4.3
Students Achievement in Experimental and Control Group

Statiscal Calculation	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Highest	65	80	55	65
Lowest	45	55	40	45
Mean score	58.23	71.77	48.39	58.21
N	31	31	28	28

Based on the table above, the researcher showed the differences students' score between pre-test and post-test in experimental group and control group.

1. The Calculation In Experimental Group

Calculation of Mean, Standard Deviation, and Standard Error of mean of Experimental Group

a. Mean Variable x

$$M_x = \frac{\Sigma X}{N} = \frac{420}{31}$$

$$= 13.54$$

Based on the calculation above, mean of variable X is 13.54

b. Standard Deviation

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}} = \sqrt{\frac{1296.18}{31}}$$

$$= \frac{36.02}{5.56} = 6.47$$

Based on the calculation above, standard deviation of variable X is 6.47

c. Standard Error of mean

$$SE_{mx} = \frac{SDx}{\sqrt{N1-1}} = \frac{6.47}{\sqrt{30}} = \frac{6.47}{5.47} = 1.18$$

Based on the calculation above, standard error of mean variable X is 1.18

2. The Calculation In Control Group

Calculation of Mean, Standard Deviation, and Standard Error of mean of Control Group

a. Mean Variable Y

$$M_y = \frac{\Sigma y}{N} = \frac{275}{28} = 9.82$$

Based on the calculation above, mean variable Y is 9.82

b. Standard Deviation

$$SD_y= \sqrt{\frac{\Sigma y^2}{N}} = \sqrt{\frac{903}{28}}$$

$$= \frac{30.04}{5.29} = 5.67$$

Based on the calculation above, standard deviation variable Y is 5.67

c. Standard Error of mean

$$SE_{my}= \frac{SDy}{\sqrt{N2-1}} = \frac{5.67}{\sqrt{27}} = \frac{5.67}{5.19} = 1.09$$

Based on the calculation above, standard error of mean variable Y is 1.09

d. The differences of standard error between mean of post-test in experimental and control group

$$SE_{mx-my} = \sqrt{SEm_x^2 + SEmy^2}$$

$$= \sqrt{1.18^2 + 1.09^2}$$

$$= \sqrt{1.39 + 1.19}$$

$$= \sqrt{2.58}$$

$$= 1.60$$

Based on the calculation above, the differences of standard error between mean of post-test in experimental and control group is 1.60

C. Testing Hypothesis

The result previously then was applied T_0 test the hypothesis

$$t_o = \frac{Mx - My}{SEmx - My}$$

$$= \frac{13.54 - 9.82}{1.60}$$

$$= \frac{3.72}{1.60}$$

$$= 2.32$$

After the data above were calculated by using T-test formula, it was found the result that the $T_{observe}$ was 2.32 and T_{table} 2.00. It means that T-table at the table of significant 0.05 with the degree of freedom (df) 57. Based on this, its conducted that alternative hypothesis (Ha) is accepted. It means that there is a significant effect applying PARS Strategy on the students' Reading achievement in Narrative Text.

D. Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be report as follow :

1. There is significant effect of applying PARS Srategy on the students' reading achievement in narrative text, which had been proven from the result of T-test $t_{observe} > t_{table}$ (2.32>2.00)

2. Based on this research, it was found the students' reading achievement in narrative text by applying PARS Strategy were increased well, it can be seen from post-test experimental that has given to the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis which are presented in the previous chapter, showed that the students' achievement were taught by PARS Strategy in reading narrative text was higher than the students who were taught without applying the PARS Strategy. Based on the data, the researcher found that mean of Experimental group was 13.54 and mean of Control group was 9.82. The differences of standard error between mean of post test in Experimental and Control group was 1.60. From the calculation of the data, the researcher found that $t_{observe}$ was 2.32. The findings showed that $t_{observe}$ (2.32) was higher than t_{table} (2.00) at df = 57 and α = 0.05. It meant that there was a significant effect of applying Preview, Ask, Read and Summarize (PARS) Strategy on the students' reading comprehension achievement in narrative text.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions for those who are interested in teaching reading as follows:

1. It is suggested that the teachers of English should apply the PARS Strategy as the strategy of teaching in teaching reading narrative text.

2. The teacher should also prepare various kinds of media for the classroom application of the PARS Strategy.

3. It is also suggessted that the teacher should stimulate and motivate the students to make the activity of reading as a pleasure while applying PARS Strategy.

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LESSON PLAN

(EXPERIMENTAL CLASS)

Location   : SMA Al-Hidayah Medan

Subject   : Bahasa Inggris

Class/ Semester   : X / II

Topic   : Narrative Text

Aspec/ Skill   : Reading

Time and Allocation   : 2 x 45 minutes

A. Core Competence

KI 3.   Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

KI 4.   Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

1.1.Thanks for the opportunity to learn English as a Language of International communications that is realize in the spirit of learning

2.3. Showing the behavior of responsibility, care cooperation and love of peace in implementing functional communication

3.9 Analyzing social functions, text structure and elements of language on simple narrative text in the form of legends, accordance with the context of their use.

4.15. Capturing the meaning of oral narrative text and simple legend shaped writing.

C. Indicator

After learn the material, the student must be able to:

1. Students are able to identify the specific information from the text
2. Students are able to answer the questions based on the text that they have read.
3. Students are able to find new vocabulary from the text.
4. Students are able to retell the text.

D. Learning Objectives.

1. Students are able to identify the specific information from the text

2. Students are able to answer the questions based on the text that they have read.

3. Students are able to find new vocabulary from the text.

4. Students are able to retell the text.

E. Lesson Material

Narrative Text

F. Learning Strategy

PARS (Preview, Ask, Read and Summarize) Strategy

G. Media

Tool : Laptop, White Board, Board Marker

Source : Bahasa Inggris Kelas X, Kemendikbud RI, Students Worksheet

book (LKS)

H. Teaching learning steps

1. Introduction

a. Greeting and pray together

b. Ask the condition of students and give the motivation

c. Check the attendances

d. Teacher delivers the material to be learned

e. Teacher delivers the objective of the study

2. **The core**

Observing

- Teacher asks the students to read Narrative text

Questioning

- With guidance and direction from the teacher, students ask questions about matter that have not been understood

Exploring

- Teacher gives students narrative text.

- The teacher teach narrative text using PARS Strategy.

- The teacher asks students to find new vocabulary.

 Associating

- Teacher asks the students to answer the questions given

Communicating

- Teacher and students are together discuss the answer with the students

3. **Closing**

- The teacher ask the students to conclude the lesson

- Teachers with students reflect on learning outcomes

- Teachers provide follow-up activities in the form of reading tasks the example of narrative text

I. Assesment of Learning Outcomes

Technique   : Reading test
Form   : Multiple choice

No	Aspect	Score
1	True answer	5
2	Wrong answer	0

Every correct answer score = 20
Amount of Maximal Score 5 x 20 = 100
Maximal Score = 100
Students score = $\frac{Score\ acquisition}{maximal\ score}$ x 100 %

Medan,   January 2018

English teacher   The researcher

Waridan Nur S.Pd.I   Mita Hardiyanti
                                               1402050194

Headmaster

Abdul Muhammad Haidir Saragih, M.A.

LESSON PLAN

(CONTROL CLASS)

Location   : SMA Al-Hidayah Medan

Subject   : Bahasa Inggris

Class/ Semester   : X / II

Topic   : Narrative Text

Aspec/ Skill   : Reading

Time and Allocation   : 2 x 45 minutes

A. Core Competence

KI 3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interest to solve the problem.

KI 4. Cultivate, reason, and serve in the realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules.

B. Basic Competence

1.2. Thanks for the opportunity to learn English as a Language of International communications that is realize in the spirit of learning

2.3. Showing the behavior of responsibility, care cooperation and love of peace in implementing functional communication

3.9 Analyzing social functions, text structure and elements of language on simple narrative text in the form of legends, accordance with the context of their use.

4.15. Capturing the meaning of oral narrative text and simple legend shaped writing.

C. Indicator

After learn the material, the student must be able to:

1. Students are able to identify the specific information from the text

2. Students are able to answer the questions based on the text that they have read.

3. Students are able to find new vocabulary from the text.

4. Students are able to retell the text.

D. Learning Objectives

1. Students are able to identify the specific information from the text

2. Students are able to answer the questions based on the text that they have read.

3. Students are able to find new vocabulary from the text.

4. Students are able to retell the text.

E. Lesson Material

Narrative Text

F. Learning Method

Direct Method

G. Media

Tool : White Board, Board Marker

Source : Bahasa Inggris Kelas X, Kemendikbud RI, Students Worksheet

book (LKS)

H. Teaching learning steps

1. Introduction

a. Greeting and pray together

b. Ask the condition of students and give the motivation

c. Check the attendances

d. Teacher delivers the material to be learned

e. Teacher delivers the objective of the study

4. **The core**

Observing

- Teacher asks the students to read Narrative text

Questioning

- With guidance and direction from the teacher, students ask questions about matter that have not been understood

Exploring

- Teacher gives students narrative text.

- The teacher teach narrative text using direct method.

- The teacher asks students to find new vocabulary.

 Associating

- Teacher asks the students to answer the questions given

Communicating

- Teacher and students are together discuss the answer with the students

5. **Closing**

- The teacher ask the students to conclude the lesson

- Teachers with students reflect on learning outcomes

- Teachers provide follow-up activities in the form of reading tasks

  the example of narrative text

I. Assesment of Learning Outcomes
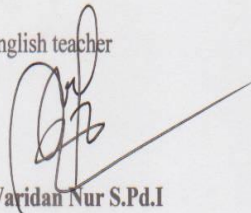
Technique : Reading test
Form : Multiple choice

No	Aspect	Score
1	True answer	5
2	Wrong answer	0

Every correct answer score = 20
Amount of Maximal Score 5 x 20 = 100
Maximal Score = 100
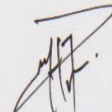Students score = $\frac{Score\ acquisition}{maximal\ score} \times 100\ \%$

Medan,   January 2018

English teacher

Waridan Nur S.Pd.I

The researcher

Mita Hardiyanti
1402050194

Headmaster

Abdul Muhammad Haidir Saragih, M.A.
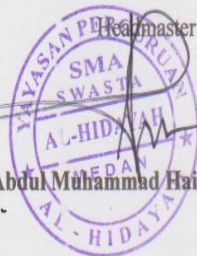
APPENDIX III TEST ITEM

Choose the correct answer by crossing (X) a, b, c, d, or e!

Complete the following text for number 1 to 5!

The travelers and a tree
Once summer day, two men were walking. Soon it became too (1) ...... to go any further. Then, seeing a (2) ..... tree nearby, they threw themselves on the ground to rest in its shade. Gazing up into the branches one man (3) ..... tox the other. " what a useless tree this is. It does not have fruit or nuts that we can eat and we cannot even use its wood for anything." "Don't be so ungrateful!" rustled the tree in reply. "I'm being extremely (4) ..... to you at this very moment, shielding you from the hot sun, and you call me a good for nothing!". The the gentle winds (5) ..... and made the travelers fall a sleep.

1. a. hotter   d. hotly
    b. hotter   e. hotline
    c. hot

2. a. large   d. largess
    b. larger   e. largeness
    c. largely

3. a. say   d. says
    b. said   e. to say
    c. saying

4. a. use   d. used
    b. using e. useful
    c. user

5. a. blow   d. blew
    b. blower   e. blown
    c. blowing

The following text is for questions number 6 to 10.

Once upon a time, there were a king and his queen who lived in the kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give komala necklace to her baby. The queen woke up and she was holding a komala necklace in her hand. She told her dream to the king, and he was very happy. Shortly, the queen's dream became reality, she delivered a beautiful babygirl. The king named her, Komala. She grew up as a pretty girl, however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyu busuk wait for me", in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call Penyusuk Beach.

6. What did the story tell us ?
    a. The legend of penyusuk beach
    b. The legend of the kingdom of Penyusuk
    c. A bad attitude girl
    d. A kingdom in belinyu
    e. The legend of penyu busuk

7. Komala had a bad attitude because ....
   a. Her parents hates her very much
   b. She was a princess
   c. Her father was a king
   d. She was a beatiful girl
   e. Her parents spoiled her very much

8. What is the main idea of the last paragraph?
   a. Komala drowned into the sea
   b. The turtle disappeared
   c. The turtle's habitat
   d. The king permitted komala to find the turtle
   e. The celebration of komala's birthday

9. "Komala ran after it into the sea, she tried to catch it." (last paragraph). The underlined word has opposite meaning with .....
   a. Beguile   d. Capture
   b. Release   e. Arrest
   c. Collar

10. "Until then she finally drowned ....." (last paragraph). The synonym of the word "drowned" is .....
    a. Sleep   d. Floated
    b. Sank   e. Swam
    c. Disappeared

The following text is for questions number 11 to 15.

The Clever Farmer and The King

Once upon a time, an old farmer was once planting mango trees in his garden. A king and his courtiers happened to pass that way. " why are you planting these these trees, when you know that you cannot live to eat their fruit?"

"Your Majesty", said the farmer, "My anchestors planted trees which their fruits I ate. Now, I am planting these in my old age. I may not live long enough to eats their fruits, but my children and grandchildren will."

The king was greatly pleased to hear this reply. He asked his minister to give him a hundred thousand dirham as reward for his labor. The old farmer pleased to receive the sum and said. "Your Majesty! I am very proud to get the fruit of my trees as soon as planted them." The king was pleased all the more to hear these words. And he ordered his minister t give the farmer a hundred thousand dirham more as reward for his clever reply.

The farmer was indeed very lucky to receive two rewards from the king within a few minutes only.

11. What is the purpose of the text ?
    a. Describing the clever farmer in replying questions
    b. Entertaining the readers with a funny story
    c. To explain about how to plant some trees
    d. Telling how clever the farmer is
    e. Informing the clever farmer

12. Why was the king very pleased to hear the farmer's reply? Because .....
    a. The farmer was smarter than the king
    b. The farmer was very proud of the king
    c. The farmer's reply was very wise and smart
    d. The king was very proud of the farmer
    e. The farmer gave some trees to the king

13. How much did the King give at the first time?
    a. A hundred dirham
    b. A thousand dirham
    c. A hundred thousand
    d. Two hundred thousand
    e. A hundred thousand and more

14. How did the farmer reply the King?
    a. Cleverly
    b. Patiently
    c. Unpleasantly
    d. Happily
    e. Sadly

15. "He asked his minister to give him a hundred thousand dirham as <u>reward</u> for his labor." (paragraph 3). The similar meaning of the underlined word is ....
    a. Ignorance   d. Prize
    b. Nescience   e. Gratuitous
    c. Costless

The following text is for questions number 16 to 19.

The Legend of Rain

Once upon a time, there lived a Clouds Family. Papa Cloud, Mama Cloud, and Cloud children lived quitely in the sky.

Every morning the cloud children went to the sky playground to play with the slide. But since there was only one slide, they had to take turn on the silde. Lody, the youngest cloud child, look impatient. He could not wait for his turn to come.

His brother, tody, didn't like his attitude. Suddenly, they were quarrelling. Their white bodies become gray. It meant they were very angry. When the clouds were angry, water usually came out of their bodies. It meant rain for the people on Earth.

"Stop it, children! Stop fighting!" Papa Cloud said.

"You can play with the slide in turns. Now, shake hands. Both of you!" Ordered Papa Cloud.

Lody and Tody shook hands and slowly their colours changed. Their bodies became fair white again. The rain stopped and people could go on their activities again.

16. From the text we know that ....
    a. Cloud children are playing in the pre-school playground
    b. Tody is the youngest cloud child
    c. When the colour of could bodies became gray, it meant they were very angry
    d. Papa Cloud and Mama Cloud are always qaurrelling
    e. Papa and their cloud children are always play together

17. What is the main idea of the second paragraph?
    a. There was a Clouds family that lived quietly in the sky
    b. The rain fall because of the anger of clouds
    c. The cloud children played with one slide, so they had to take turn on the slide
    d. Lody was the youngest cloud child
    e. Lody was the oldest cloud child

18. What happened to the clouds when they were very angry?
    a. They threw thunder bolt to each bodies
    b. Water came out of their bodies
    c. They shook their hands
    d. The rain stopped
    e. The cloud became a lighting

19. What can we learn from the story?
    a. Shake hands and be in harmony
    b. Children are always in a hurry
    c. Children are always quarelling
    d. Children love to play
    e. Papa Cloud will get angry when the children are quarelling

20. What is text above?
    a. Recount
    b. Narrative
    c. Descriptive
    d. Exposition
    e. Procedure

APPENDIX IV

Answer Key

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

Appendix V Attendance list of Experimental Group

First meeting

Attendance List of Experimental Group

Date : ....

No	Name	Sign	
1	Yuliana Lubis	1	
2	Isa linda		2
3	Desi Anandha	3	
4	Putri Regina		4
5	Sonia adriyani	5	
6	Eirsa harianti Lubis		6
7	Fitri Wahyuni Nst	7	
8	NURSAKINAH		8
9	Dwi kencana	9	
10	Nia kartika Putri		10
11	Sania chandra syam	11	
12	Indriani nasution		12
13	lestia sari	13	
14	Nur hasanah		14
15	muhammad Yuda	15	
16	Muhammad DZFFZhri		16
17	SUKRI MULIA HSB	17	
18	E AHMAD RADIANSYAH		18
19	Suhandra	19	
20	DIKI IBRAHIM SR9		20
21	Agustina Dalimunthe	21	
22	ANGGI ANGGRAINI LBS		22
23	Azizah	23	
24	Fanny Angelita		24
25	Giustina	25	
26	Intan Saputri		26
27	MAULANA HIMPUNAN	27	
28	N ARDIANSYAH		28
29	Listy Agustia	29	
30	RIFKY SYAHPUTRA		30
31	FAHRI AFDHAL HSB	31	
32			32
33		33	
34			34
35		35	
36			36
37		37	
38			38
39		39	
40			40

Second meeting

Attendance List of Experimental Group

Date : ....

No	Name	Sign	
1	Yuliana Lubis	1	
2	Isa linda		2
3	Desi Anandha	3	
4	Sonia adriyani		4
5	Putri regina	5	
6	Elisa harianti Lubis		6
7	Fitri Wahyuni Nst	7	
8	NURSAKINAH		8
9	Dwi kencana	9	
10	Niza kartika Putri		10
11	Sania Chandra syam	11	
12	Indriani nasution		12
13	lestia sari	13	
14	Nur hasanah		14
15	muhammad Yuda	15	
16	Muhammad Daffahdl		16
17	Sukri Mulla HSB	17	
18	AHMAD RADIANSYAH		18
19	Suhendra	19	
20	DIKI IBRAHIM SRG		20
21	Agustina Deximonthe	21	
22	ANGGI ANGGRAINI LBS		22
23	Azizah	23	
24	Fanny Anjelita		24
25	Gustina	25	
26	Intan Saptri		26
27	MAULANA HIMPUNAN	27	
28	M ARDIANSYAH		28
29	Risky Agustia	29	
30	RIFKY SYAHPUTRA		30
31	FAHRI AFDHAL HSB	31	
32			32
33		33	
34			34
35		35	
36			36
37		37	
38			38
39		39	
40			40

Third meeting

Attendance List of Experimental Group

Date : ....

No	Name		Sign
1	Yuliana Lubis	1	
2	Isa linda		2
3	desi Anandha	3	
4	Sonia adriyani		4
5	Putri regina	5 P	
6	Elisa hariani Lubis		6
7	Fitri Wahyuni Nst	7	
8	NURSAKINAH		8
9	Dwi kencana	9	
10	Niza kartika Putri		10
11	Sania chandra syam .	11	
12	Indrians nasution		12
13	lastia sari	13	
14	Nurhasanah		14
15	Muhammad Yuda	15	
16	Muhammad Deffani		16
17	SUHRI MBUA HSB	17	
18	AHMAD BADIANSYAH		18
19	Guhandra	19	
20	DIKI IBRAHIM SRG		20
21	Alawsira Delimunthe	21	
22	ANGGI ANGGRAINI LBS		22
23	Azizah	23	
24	Fanny Anggita		24
25	Gustina	25	
26	Intan Sapitri		26
27	MAULANA HIMPUNAN	27	
28	M ARDIANSYAH		28
29	Rifky Agustia	29	
30	RIFKY SYAHPUTRA		30
31	FAHRI AFDHAL HSB	31	
32			32
33		33	
34			34
35		35	
36			36
37		37	
38			38
39		39	
40			40

Appendix VI Attendance list of Control Group

first meeting

Attendance List of Control Group

Date : ....

No	Name	Sign
1	Muhammad Alfa Ridho	1
2	Muhammad Ali	2
3	Muhammad Daniel Habibie	3
4	Muhammad Devan Nst.	4
5	Muslim Chaniago	5
6	Nadillah Syahputri	6
7	Nisa Hanum Harahap	7
8	Nur Ella Nadia	8
9	Putri Balqis	9
10	Rahmad Matondang	10
11	Ridho kurniawan	11
12	Ridho Gunawan	12
13	Rika Elviani	13
14	Rika Elvira	14
15	Rika wati Pasaribu	15
16	Rizky Gunawan	16
17	Sartika Banchin	17
18	Taufik Ramadhan	18
19	Tri Wilan Dari	19
20	Widya Alfiani	20
21	Yulia	21
22	Ardiansyah Lubis	22
23	Yusuf hasibuan	23
24	fitri Yani	24
25	Ummi kalsum	25
26	Yusika Putriani	26
27	faiz Hamid	27
28	Afandy	28
29		29
30		30
31		31
32		32
33		33
34		34
35		35
36		36
37		37
38		38
39		39
40		40

Second meeting

Attendance List of Control Group

Date : ....

No	Name	Sign		Sign	
1	Muhammad Alfa Ridho	1			
2	Muhammad Ali			2	
3	Muhammad Daniel Habibie	3			
4	Muhammad Devan Nst.			4	
5	Muslim Chaniago	5			
6	Nadillah Syahputri			6	
7	Nisa Hanum Harahap	7			
8	Nur Ella Nadia			8	
9	Putri Balqis	9			
10	Rahmad Matondang			10	
11	Ridho Kurniawan	11			
12	Ridho Gunawan			12	
13	Rika Elviani	13			
14	Rika Elvira			14	
15	Rika Wati Pasaribu	15			
16	Rizky Gunawan			16	
17	Sartika Banchin	17			
18	Taufik Ramadhan			18	
19	Tri Wulan Dari	19			
20	Widya Alfiani			20	
21	Julia	21			
22	Ardiansyah Lubis			22	
23	Yusuf Hasibuan	23			
24	Fitri Yani			24	
25	Ummi Kalsum	25			
26	Justika Putriani			26	
27	Faiz Hamid	27			
28	Alfandy			28	
29		29			
30				30	
31		31			
32				32	
33		33			
34				34	
35		35			
36				36	
37		37			
38				38	
39		39			
40				40	

Third meeting

Attendance List of Control Group

Date :.................................

No	Name		Sign	
1	Muhammad Alfa Ridho	1		
2	Muhammad Ali		2	
3	Muhammad Daniel Habibie	3		
4	Muhammad Devon Nst.		4	
5	Muslim Chaniago	5		
6	Nadillah Syahputri		6	
7	Nisa Hanum Harahap	7		
8	Nur Ella Nadia		8	
9	Putri Balqis	9		
10	Rahmad Matondang		10	
11	Ridho kurniawan	11		
12	Ridho Gunawan		12	
13	Rika Elviani	13		
14	Rika Evira		14	
15	Rika wati Pasaribu	15		
16	Rizky Gunawan		16	
17	Sartika Banchin	17		
18	Taufik Ramadhan		18	
19	Tri wulan Dari	19		
20	Widya Alfiani		20	
21	Yulia	21		
22	Ardiansyah Lubis		22	
23	Yusuf Hasibuan	23		
24	Fitri yani		24	
25	Ummi Kalsum	25		
26	Justika Putriani		26	
27	Faiz Hamid	27		
28	Alfandy		28	
29		29		
30			30	
31		31		
32			32	
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34			34	
35		35		
36			36	
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39		39		
40			40	

Appendix VII   Students' pre-test and post-test answer sheet of Experimental Group

ANSWER SHEET

PRE-TEST

NAME   : DiKi iBRAHiMSRg

GROUP   : EXPERIMENTAL GROUP

SCHOOL : SMa al-hidayah meDaD

(65)

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

B: 13

ANSWER SHEET

PRE-TEST

NAME : SUKRI MUULA HSB

GROUP : EXPERIMENTAL GROUP

SCHOOL : SMA - AL-HIDAYAH

45

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

B : 9

ANSWER SHEET

POST-TEST

NAME   : M. Ardiansyah

GROUP   : EXPERIMENTAL GROUP

SCHOOL : SMA. Al-Hidayah

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

B: 11

ANSWER SHEET

POST-TEST

NAME   : Sania Chandra Syam

GROUP   : EXPERIMENTAL GROUP

SCHOOL : SMA AL-HIDAYAH

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

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

B : 16

Appendix VII   Students' pre-test and post-test answer sheet of Control Group

ANSWER SHEET

PRE-TEST

NAME   : M. DEVAN

GROUP   : CONTROL GROUP

SCHOOL   : SMA AL-HIDAYAH

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

B: 9

ANSWER SHEET

PRE-TEST

NAME : Nur Ella Nadia

GROUP : CONTROL GROUP

SCHOOL : SMA AL-HIDAYAH

(50)

1	A	B̶	C	D	E
2	A	B	C	D̶	E
3	A	B̶	C	D	E
4	A	B	C	D	E̶
5	A	B	C	D̶	E
6	A̶	B	C	D	E
7	A	B	C	D	E
8	A̶	B	C	D	E
9	A	B̶	C	D	E
10	A	B	C	D	E

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

B : 10

ANSWER SHEET

POST-TEST

NAME : M. DEVAN

GROUP : CONTROL GROUP

SCHOOL : SMA AL. HIDAYAH

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

B : 11

ANSWER SHEET

65

POST-TEST

NAME   : Nur Ella Nadia

GROUP   : CONTROL GROUP

SCHOOL : SMA AL-HIDAYAH

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

B : 13

Appendix IX

The Comparison of Score Between Students were taught by using PARS Strategy and using Direct Method

21.

No.	Score variable X		Score variable Y		Gained (d) Variable X	X $(d_x - \sum X)$	X^2	Gained (d) variable Y	Y $(d_y - \sum Y)$	Y^2
	Pre-test	Post-test	pre-test	post-test						
1	50	70	55	65	20	8,55	73,10	10	-3	7,18
2	65	75	40	50	10	-1,45	2,10	10	-3	7,18
3	65	80	55	60	15	3,55	12,60	5	-8	58,98
4	45	70	45	55	25	13,55	183,60	10	-3	7,18
5	50	70	45	60	20	8,55	73,10	15	2	5,38
6	65	75	50	65	10	-1,45	2,10	15	2	5,38
7	45	65	45	60	20	8,55	73,10	15	2	5,38
8	65	80	50	55	15	3,55	12,60	5	-8	58,98
9	60	75	55	65	15	3,55	12,60	10	-3	7,18
10	45	55	40	55	10	-1,45	2,10	15	2	5,38
11	65	80	50	60	15	3,55	12,60	10	-3	7,18

12	65	70	55	65	5	-6,45	41,60	10	-3	7,18
13	55	75	45	60	20	8,55	73,10	15	2	5,38
14	60	70	50	55	10	-1,45	2,10	5	-8	58,98
15	65	80	55	60	15	3,55	12,60	5	-8	58,98
16	55	75	55	65	20	8,55	73,10	10	-3	7,18
17	45	55	40	60	10	-1,45	2,10	20	7	53,58
18	60	80	40	50	20	8,55	73,10	10	-3	7,18
19	65	80	55	60	15	3,55	12,60	5	-8	58,98
20	65	80	55	55	15	3,55	12,60	0	-13	160,78
21	60	70	50	55	10	-1,45	2,10	5	-8	58,98
22	65	80	55	60	15	3,55	12,60	5	-8	58,98
23	65	75	40	60	10	-1,45	2,10	20	7	53,58
24	60	65	40	45	5	-6,45	41,60	5	-8	58,98
25	65	75	55	60	10	-1,45	2,10	5	-8	58,98
26	55	65	50	60	10	-1,45	2,10	10	-3	7,18

27	65	70	40	55	5	-6,45	41,60	15	2	5,38
28	50	55	45	55	5	-6,45	41,60	10	-3	7,18
29	55	65			10	-1,45	2,10			
30	65	70			5	-6,45	41,60			
31	45	75			30	18,55	344,10			
Total	1805	2225	1355	1630	420		1296,18	275		903
Mean Score	58,23	71,77	48,39	58,21						
					M_x 13,54			M_y 9,82		
							SD_x 6,47			SD_y 5,67
							SE_{mx} 1,18			SE_{my} 1,09
							$SE_{mx}{}^2$ 1,39			$SE_{my}{}^2$ 1,19
							SE_{mx-my} 1,60			

Note :
d = the difference score between pre-test and post-test

SD_x = Standar Deviation variable x

SD_y = Standard Deviation variable Y
SE_{mx} = Standard error of mean variable x
SE_{my} = Standard error of mean variable Y

SE_{mx-my} = The difference of standard error between mean of variable X

(variable 1) and mean of variable Y (variable 2)

M_x = mean for variable 1 or X (Experimental group)

M_y = mean for variable 2 or Y (Control group)

ΣX = total of students' score for variable X

ΣY = total of students' score for variable Y

APPENDIX X

TABLE OF T DISTRIBUTION

	Uji Satu Sisi (One Tail Test)						
	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	Uji Dua Sisi (Two Tail Test)						
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix XI

1. **First meeting**

Picture 1 : The students do the pre-test

2. **Second meeting**

Picture 2: researcher began the class

Picture 3 : Provide the studets with a book

Picture 4 : The students read and identified the main ideas of paragraph that the researcher had given and then they try to make their own question

Picture 5 : The students read the text and then underlined the information of the paragraph that answer each question, and they also make 1-2 sentences summarizing the main idea

Picture 6 : the students listen the conclution of the material had given carefully

3. Third meeting

Picture 7 : the researcher give post-test and the students do the post-test

Picture 8 : collecting the post-test
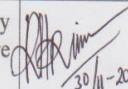
PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	: Mita Hardiyanti
NPM	: 1402050194
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi as Media on the Students' Reading Achievement in Narrative Text	30/11-2017

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Medan, 28 November 2017
Hormat Pemohon,

Mita Hardiyanti

Form : K – 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Mita Hardiyanti
NPM	: 1402050194
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 133 SKS

IPK= 3,34

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
09/12 2017	The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi as Media on the Students' Reading Achievement in Narrative Text	
	Improving Students' Achievement in Reading Narrative Text by Using Reciprocal Teaching Method	
	The Implementation of KTSP Curriculum and 2013 Curriculum in Teaching English	

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

Medan, 28 November 2017
Hormat Pemohon,

Mita Hardiyanti

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

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Mita Hardiyanti
NPM   : 1402050194
Prog. Studi   : Pendidikan Bahasa Inggris

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

The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi as Media on the Students' Reading Achievement in Narrative Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rita Harisma, S.Pd, M.Hum   Acc 7/12-2017

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

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

Medan, 06 Desember 2017
Hormat Pemohon,

Mita Hardiyanti

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

==

Nomor   : 6406/II.3-AU /UMSU-02/F/2017
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
             Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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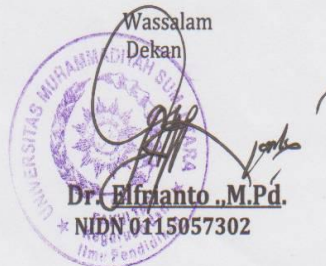pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa   : Mita Hardiyanti
NPM   : 1402050194
Program Studi   : Pend. Bahasa Inggris
Judul Skripsi   : The Effect of Applying Preview, Ask, Read
                    and Summarize (PARS) Strategy through Prezi
                    as   Media   on   the   Students'   Reading
                    Achievement in Narrative Text

Pembimbing   : Rita Harisma .,S.Pd.,M. Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis
proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak
    sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **06 Desember 2018**

Medan, <u>16 Rab. Awwal 1439 H</u>
05 Desember   2017 M

Wassalam
Dekan

Dr. Elfrianto .,M.Pd.
NIDN 0115057302

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
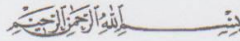
LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Mita Hardiyanti

N.P.M   : 1402050194

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi as Media on the Students' Reading Achievement in Narrative Text

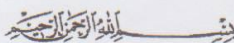Sudah layak diseminarkan.

Medan, 20 Januari 2018

Disetujui oleh
Pembimbing

Rita Harisma, S.Pd., M.Hum.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Mita Hardiyanti
N.P.M   : 1402050194
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Applying Preview, Ask, Read and Summarize (PARS)
                        Strategy on the Students' Reading Achievement in Narrative Text

Pada hari Kamis tanggal 25 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 31 Januari 2018

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Dra. Hj. Yustini Amnah, M.Hum   **Rita Harisma, S.Pd, M.Hum**

Diketahui oleh
Ketua Program Studi,

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

بسم الله الرحمن الرحيم
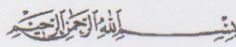
SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Mita Hardiyanti
N.P.M	:	1402050194
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy on the Students' Reading Achievement in Narrative Text

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 25, Bulan
Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

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

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Mita Hardiyanti
N.P.M : 1402050194
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi
as Media on the Students' Reading Achievement in Narrative Text
Menjadi:

The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy
on the Students' Reading Achievement in Narrative Text

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.

Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 3l Januari 2018

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Mita Hardiyanti

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dra. Hj. Yustini Amnah, M.Hum

Rita Harisma, S.Pd, M.Hum

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 1157 /II.3/UMSU-02/F/2018   Medan, 22 Jum. Awal 1439 H
Lamp   : ---   08 Februari   2018 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMA Al-Hidayah Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Mita Hardiyanti
N P M   : 1402050194
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Preview, Ask, Read and Summarize (PARS)
                    Strategy on the Students' Reading Achievement in Narrative.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

                                                        Dekan

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

** Pertinggal **

S U R A T   K E T E R A N G A N
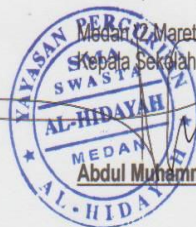### NOMOR : 164/110/SK/SMA -YPA/2018

Yang bertanda tangan dibawah ini Kepala SMA Al-Hidayah Medan Jl.Letda Sujono Gg.Perguruan No.4 Kecamatan Medan Tembung Kota Medan menerangkan bahwa :

N a m a	:	**MITA HARDIYANTI**
NPM / NIRM	:	1402050194
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy on the Students' Reading Achievement in Narrative.

Adalah benar nama tersebut diatas telah selesai melaksanakan   penelitian guna penyusunan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan (S-1.) di SMA Al-Hidayah Medan mulai tanggal 08 Februari s/d 2 Maret 2018 dengan baik.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan 2 Maret 2018.
Kepala Sekolah

Abdul Muhammad Haidir Saragih, M.A.

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Mita Hardiyanti
N.P.M : 1402050194
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Preview, Ask, Read and Summarize (PARS) Strategy through Prezi as Media on the Students' Reading Achievement in Narrative Text

| Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2 Januari 2018	Chapter I - Background of the study - Identification of the study - Spacing and line	
9 Januari 2018	Chapter II - Theoritical Framework. Relevant Studies - Spacing and line. - Procedure of PARS Strategy	
16 Januari 2018	Chapter III - Research Design - Technique of analyzing Data. - Technique of Collecting Data	
18 Januari 2018	Acc	20/1-2018

Medan, 20 Januari 2018

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
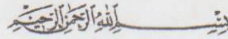
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Mita Hardiyanti
N.P.M : 1402050194
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Preview, Ask, Read and Summarize (PARS)
Strategy on the Students' Reading Achievement in Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
01 maret 2018	Chapter I Review the background of the study Chapter II grammer	
05 maret 2018	Chapter III Review of Instrument of the Research the analyzing Date.	
12 maret 2018	Chapter IV. Data Collection & Data Analysis For Exp and Control Group Research Findings.	
	Chapter V: Conclusions, suggestions, abstact, appendix, References.	
16 maret 2018	Acc For Greentable	

Medan, 15 Maret 2018

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)

CURRICULUM VITAE

NAME   : Mita Hardiyanti

PLACE AND DATE BIRTH   : Balimbingan, 17 April 1996

AGE   : 21 Years Old

SEX   : Female

NATIONALITY   : Indonesia

RELIGION   : Moslem

MARITAL STATUS   : Single

ADDRESS   : Sidomulyo I Balimbingan, kec. Tanah

                                          Jawa, Kab. Simalungun

PHONE NUMBER   : 0823-6445-5009

EMAIL   : mitahardiyanti98@gmail.com

BACKGROUND OF EDUCATION

-   Kindergarden at Uswatun Hasanah, Balimbingan (2000-2002)
-   Elementary School at SDN 091525, Balimbingan (2002-2008)
-   Junior High School at MTSN Tanah Jawa, Balimbingan (2008-2011)
-   Senior High School at SMA N 1 Tanah Jawa, Balimbingan (2011-2014)