

**THE EFFECT OF APPLYING AUDIOLINGUAL METHOD BY
USING FAIRY TALES TO THE STUDENTS' ACHIEVEMENT
IN READING NARRATIVE TEXT**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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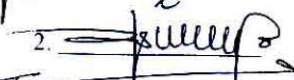
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24/10/18	Chapter I & V : all Referensi appendix		21
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ABSTRACT

Syahputri Rifa, 1402050133. The Effect of Applying Audiolingual Method By Using Fairy Tales to the Students' Achievement in Reading Narrative Text. A Thesis, Faculty of Teachers Training and Education, University of Muhammadiyah North Sumatera. 2018.

This study deals with the effect of applying audiolingual method by using fairy tales to the students' achievement in reading narrative text. The objective of the study is to find out whether this technique significantly affected the students' achievement in reading narrative text. This study was conducted by using experimental design. The population of the study was the students of grade VII of SMP SWASTA HARAPAN MANDIRI Medan in the academic year 2017/2018. There were two classes as the of this research that is VII A (the control group) and VII B (the experimental group). The control group (VII A) was taught by the conventional method and the experimental group (VII B) was taught by using fairy tales technique. The data of the study were obtained from the students' score of reading test. To determine the data, the researcher used Sugiyono 2015 formula. There are two data that used in this research, they are pre-test and post-test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-value was higher than t-table. The result of this research showed that t- value was higher than t-table in which $t\text{-value} > t\text{-table}$, $9 > 1.67155$ bat level of significant 0,05 and degree of freedom (df) is 60. It can concluded that audiolingual method significantly affects on the students' achievement in reading narrative text or in other words the hypothesis is accepted.

Key words : Audiolingual Method, Narrative text, Reading achievement.

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Medan, 16 March 2018
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CHAPTER I

INTRODUCTION

A. Background of Study

Since English is an International language, it is important for everyone to be able to use English as a foreign or second language. In Indonesia as an EFL countries English has been taught since children are in the kindergarten. It has been taught on varieties of skills such as listening, speaking, reading and writing. As stated by Finochiaro language learners should learn a real communication situation and teacher should give insight function of various language item skills in listening, speaking, reading and writing activities.

Those four skills have each role in students' development of knowledge and learning ability. However, reading is one of the skills that crucial to be mastered. As stated by (Butler, et al. 2010) almost more than a half century research has constituted a correlation between academic success and those who learned reading early and easily. Otherwise, learners who are lack of knowledge on reading will get difficulties on understanding the information on text when they are reading. According to (Rice, 2009) stated that reading is the process of interaction between reader and a text to construct meaning (comprehension). Some students argue that reading skill is easier to be mastered than the other skill. However, the condition happen in a real life is different. There are a lot of students who still get difficulties in comprehending the text. They who lack in comprehending the text usually focus more on word accuracy rather than on the message of the text. Many

students from different level are still unable to comprehend text, especially English text. According to (Cain and Oakhill, Nation et al., 2005) cited by NSW Department of Education and Training (2010) stated that they who tend to read superficially are less likely to participate in constructive processes and unsure when to apply their knowledge during reading. Most students thought that successful reader is those who read fluently and able to complete the task, but some of them ignore the sentence that they use to complete the task. When completing the short answer question most students tend to copy the sentence directly from the text rather than construct their own sentence, unless students of junior high school. This habit should be abolished because it shows that students do not understand well the text that they read.

In some case, many teachers were not active enough in teaching about speaking skill to their students. So that, the student become more and more passive in English subject dominantly. While, we know that is learning a language should be doing actively in order to the learning English, it will be interesting and effective.

Further, the relationship among teachers and students will be more communicative and expressive.

That is why teacher should have a goal to minimize reading difficulties and maximize comprehension when teaching reading. As a consequent, based on the problems above the researcher try to offer a solution for teaching reading narrative, that is by using Fairytales maze.

Fairy Tales is an application which is available on Playstore and Appstore on smartphone nowadays is able to provide students' learning skill, especially English language. However, that isn't anyone knowing about it. The researcher will use that application to help student to effect their ability about English especially reading skill.

Based on the exposure explanation above, the researcher is quite interested to conducting learning skill on that application of Fairy Tales towards Junior High School (SMP) level in studying English which is focusing on reading ability in the seventh grade out of curriculum 2013.

Schunk (2005:147) said that the students should be an active speaker and become a processor of information, not just being passive recipients. the teacher should find the most suitable method or technique during teaching and learning process. There were a lot of techniques or methods, one of them was Fairy Tales.

Consequently, their ability in comprehending the text will also increase. Deal with the problem above the researcher conducted a study in order to find out the differences between students who are taught using fairy tales maze and those who are taught without using fairy tales maze. Consequently the problem statement appear as; is there any significant differences between students who are taught using fairy tales maze and those who are taught without using fairy tales maze? The researcher use fairy tales maze as an alternative material for teaching reading comprehension to the seventh grade students in SMPS HARAPAN MANDIRI MEDAN

B. The identification of Problem

Based on background above, the problem of research can be identified, such:

1. The effect of applying Audiolingual Method by using fairy tales to the students' achievement in reading narrative text
2. The students' achievement taught by using Audiolingual Method applying Fairy Tales

C. Scope and Limitation

The scope of this study will be focus on reading skill only. The limitation of this research will be focus about 2 titles only from the story out of Fairy Tales as a media to effect their students' reading achievement in sharing and leaving message in English.

D. Formulation of Problem

Based on problem above, there are formulation, which must answer are:

1. Is there any effect of applying Audiolingual Method by using Fairy Tales to the students' achievement in reading narrative text?
2. Which one is higher, the students' achievement taught by using Audiolingual method than the students' achievement taught by using suggestopedia method in teaching reading?

E. The Objective of the study

The objective of the study were formulated as follow:

1. To figure out the effect of students' reading achievement by using fairy Tales application as a media.

2. To describe the students' reading achievement after using Fairy Tales application as a media.

F. The significance of study

The finding of the study were explore to give theoretical and practical significance

.The significance of study will be described bellow:

1. Theoretically

The reader hope this research can be used as references for the other reader who want to conduct research about teaching reading skill.

2. Practically

a. For headmaster

The result could increase awareness of teacher and the headmaster performance to effectively the strategy.

b. For English Teacher

As the new teachers' method to be applied in their learning class in order to raise up the students' ability in knowledge.

c. For the Students

To grow up the enthusiastic and interested students for being active in order to increase their achievement in studying.

d. For Researcher

To add a researcher insight or perception towards the new knowledge which is concerned with fairy Tales to the students' reading achievement.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Approach, Method, Technique

Approach

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level at which assumptions and beliefs about language and language learning are specified (Edward Anthony 1965).

Method

Method is the plan of language teaching which is consistent with the theories (Edward Anthony 1963). Method may mean different things to different people (Mackey, 1975:155) for some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. For some, it is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. The term “method” in the direct method may refer to a single aspect of language teaching: presentational of material. Method in the reading method may refer to the emphasis of a single language skill: reading, while in the Grammar Translation Method, method refers to the emphasis of the teaching material. According to Mackey (1975:157), all teaching, whether good or

bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition. Therefore, all methods should include the four steps of teaching a language. Any method should include the four steps: selection, gradation, presentation, and repetition. According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

Technique

Technique is carry out a method. It is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. Technique is the level at which classroom procedures are described. Technique content the following are some examples of techniques in error correction. The teacher does not praise or criticize so that language learner to rely on themselves (Silent Way). The teacher often praises when a students has made a good thing in learning (Audio Lingual Method). When a students has a produced a wrong expression, the teacher just repeats the right one (Total Physical Response). The teacher does not care when a students make an error as long as it does not hinder (delay/prevent) communication (Natural Method). The Term of Technique (H.D. Brown 2007:180) : task usually refers to a specialized form of technique or series of technique closely allied with communicative curricula, and as such much minimally have communicative goals. It is focuses on the authentic use of language for meaningful communicative purpose beyond the language classroom. Activity may refer to virtually anything that learners do in the classroom . we usually refer to a reasonably unified set of student behaviour,

limited in time, preceded by some direction from the teacher, with a particular objective. Activities include role-plays, drills, games, peer-editing small-group information-gap exercise, and much more. Because an activity implies some sort of active performance on the part of learners, it is generally not used to refer to certain teacher behaviours like saying “good morning”, maintaining eye contact with students, explaining a grammar point, or writing a list of words on the chalkboard. Such a teacher behaviour, however can indeed be referred to as technique. Procedure, Richards and Rodgers (2001) used the term procedure to encompass “the actual moment-to-moment techniques, practice, and behaviour that operate in teaching a language according to a particular method”. Procedures from this definition, include techniques. Thus, for Richards and Rodgers, this appears to be a catchall term, a thing for holding many small objects or a group or description that includes different things and that does not state clearly what is included or not. Practice, behaviour, exercise, strategy in the language-teaching literature, these terms, and perhaps some others, all appear to refer, in varying degrees of intensity, to what is defined as technique. Technique, even before Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate, done on purpose rather than by accident. They are the product of a choice made by the teacher. And they can, for your purpose as a language teacher, comfortably refer to the pedagogical units or components of a classroom session. You can think of a

lesson as consisting of a number of techniques, some teacher-centered, some learner-centered, some production-centered, some comprehension-centered, some clustering together to form a task. Taxonomy of language-teaching Techniques (adapted from Crookes & Chaudron. 1991 pp.52-54).

2. Reading

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in reading text (literal comprehension)
2. Make judgments about the text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

The development of these reading skills is vital to children's development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in school (literacy attainment and other outcomes). According to OCED's report on reading for change, program for International Student Assessment (PISA): "Reading for pleasure is more important for children's educational success than their family's socioeconomic status." Besides, there are some other key benefits of engaging children in reading from the early age. This is so because the development of reading is a key to future success both in school and in life. By supporting children to read in their leisure time at every

age, parents can help to ensure that children are equipped with the necessary skills to succeed in later life.

Reading is a cognitive process that involves decoding symbols to arrive at meaning. An active process of constructing meanings of words. The primary purpose of reading is to understand the text. Strategies themes textual clues. Reading is a process that negotiates the meaning between the text and its reader. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. In accordance with our commitment to deliver reading programs based on research-based instructional strategies, Read Naturally's programs develop and support the six (6) components of reading identified by the National Reading Panel:



Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children

significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary

should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

Spelling

The National Reading Panel Report did not include spelling as one of the essential components of reading. The report implied that phonemic awareness and phonics instruction had a positive effect on spelling in the primary grades and that spelling continues to develop in response to appropriate reading instruction. However, more recent research challenges at least part of the National Reading Panel's assumption. A group of researchers found that, although students' growth in passage comprehension remained close to average from first through fourth grade, their spelling scores dropped dramatically by third grade and continued to decline in fourth grade (Mehta et al., 2005). Progress in reading does not necessarily result in progress in spelling. Spelling instruction is needed to develop students' spelling skills.

3. Audiolingual Method

The Audiolingual method otherwise known as the New Key Method or Army Methods is based on a behaviourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English.

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end. The need for a radical change and rethinking of foreign language teaching methodology (most of which was still linked to the Reading Method) was prompted by the launching of the first Russian satellite. The U.S. Government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent American from becoming isolated from scientific advances made in other countries. The National Defense Education Act, among other measures, provided funds for the study and analysis of modern languages, for the development of teaching materials, and for the training of teachers. Teacher were encouraged to attend summer institutes to improve their knowledge of foreign language and to learn the principles of linguistics and the new linguistically based teaching method. Language teaching specialists set about developing a method that was applicable to conditions in U.S. colleges and university classroom. Although the method began to fall from favour in the late sixties for reasons we shall discuss later, Audiolingualism and materials based on audiolingual principles continue to be widely used today. Let us examine the features of the

Audiolingual Method at the levels of approach, design, and procedure.

The language teaching theoreticians and methodologists who developed Audiolingualism not only had a convincing and powerful theory of language to draw upon but they were also working in a period when a prominent school of American psychology – known as behavioural psychology – claimed to have tapped the secret of all human learning, including language learning. Behaviourism, like structural linguistics, is another antimentalist, empirically based approach to the study of human behaviour. To the behaviorist, the human being is an organism capable of a wide repertoire of behaviours. The occurrence of these behaviours is dependent upon three crucial elements in learning: a *stimulus*, which serves to elicit behaviour; a *response* triggered by a stimulus; and *reinforcement*, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future. A representation of this can be seen in figure.

Audiolingualists demanded a complete reorientation of the foreign language curriculum. Like the nineteenth-century reformers, they advocated a return to speech-based instruction with the primary objective of oral proficiency, and dismissed the study of grammar or literature as the goal of foreign language teaching. “A radical transformation is called for, a new orientation of procedures in demanded and a thorough house cleaning of methods, materials, texts and test is unavoidable”

Reading and writing skills may be taught, but they are dependent upon prior oral skills. Language is primarily speech in audiolingual theory, but speaking

skills re themselves dependent upon the ability to accurately perceive and produce the major phonological features of the language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns.

Audiolingualism is a linguistic, or structure-based, approach to language teaching. The starting point is a linguistic syllabus, which contains the key items of phonology, morphology, and syntax of the language arranged according to their order of presentation. These may have been derived in part from a *contrastive analysis* of the differences between the native tongue and the target language, since these differences are thought to be the cause of the major difficulties the learner will encounter. In addition, a lexical syllabus of basic vocabulary items is also usually specified in advance. In *foundation for English Teaching*, for example, a corpus of structural and lexical items graded into three levels is proposed, together with suggestions as to the situations that could be used to contextualize them.

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and patterns-practice exercise.

In Audiolingualism, as in Situational Language Teaching, the teacher's role is central and active; it is a teacher-dominated method. The teacher models are target language, controls, the direction and pace of learning, and monitors and corrects the learners performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.

Instructional materials in the Audiolingual Method assist the teacher to develop language mastery in the learner. They are primarily teacher oriented. A student textbook is often not used in the elementary phases of a course where students are primarily listening, repeating, and responding. At this stage in learning, exposure to the printed word may not be considered desirable, because it distracts attention from the aural input. The teacher, however, will have access to a teacher's book that contains the structured sequence of lesson to be followed and the dialogues, drills, and other practice activities. When textbooks and printed materials introduced to the student, they provide the texts of dialogues and cues needed for drills and exercises.

Tape recorders and audiovisual equipment often have central roles in an audiolingual course. If the teacher is not a native speaker of the target language, the tape recorder provide accurate models for dialogues and drills. A language laboratory may also be considered essential, it provides the opportunity for further drill work and to receive controlled error free practice of basic structures. It also adds variety by providing an alternative to classroom practice. A taped lesson my first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide follow-up fluency drills on

grammar or pronunciation.

Audiolingualism holds that language learning is like other forms of like learning. Since language is a formal, rule-governed system, it can be formally organized to maximize teaching and learning efficiently. Audiolingualism thus stresses the mechanistic aspects of language teaching and language use.

There are many similarities between situational language teaching and audiolongualism. The order in which the language skills are introduced, and the focus on accuracy through drill and practice in the basic structure and sentence patterns of the target language, might suggest that these methods drew from each other. In fact, however, situational language teaching was a development of the earlier Direct Method and does not have the strong ties to linguistics and behavioural psychology that characterize Audiolingualism. The similarities of the two methods reflect similar view about the nature of language and of language learning, though these views were in fact developed from quite different traditions.

4. Fairy Tales

The fairy tale is a distinct genre within the larger category of folktale, the definition that marks a work as a fairy tale is a source of considerable dispute. The term itself comes from the translation of Madame D'Aulnoy's *conte de fées*, first used in her collection.) Common parlance conflates fairy tales with beast fables and other folktales, and scholars differ on the degree to which the presence of fairies and/or similarly mythical beings (e.g., elves, goblins, trolls, giants, huge monsters) should be taken as a differentiator. Vladimir Propp, in his *Morphology*

of the Folktale, criticized the common distinction between "fairy tales" and "animal tales" on the grounds that many tales contained both fantastic elements and animals. Nevertheless, to select works for his analysis, Propp used all Russian folktales classified as a folk lore Aarne-Thompson 300-749 – in a cataloguing system that made such a distinction – to gain a clear set of tales. His own analysis identified fairy tales by their plot elements, but that in itself has been criticized, as the analysis does not lend itself easily to tales that do not involve a quest, and furthermore, the same plot elements are found in non-fairy tale works.

Were I asked, what is a fairytale? I should reply, Read Undine: that is a fairytale ... of all fairytales I know, I think Undine the most beautiful.

George MacDonald, The Fantastic Imagination

As Stith Thompson points out, talking animals and the presence of magic seem to be more common to the fairy tale than fairies themselves. However, the mere presence of animals that talk does not make a tale a fairy tale, especially when the animal is clearly a mask on a human face, as in fables.

In his essay "On Fairy-Stories", J. R. R. Tolkien agreed with the exclusion of "fairies" from the definition, defining fairy tales as stories about the adventures of men in *Faërie*, the land of fairies, fairytale princes and princesses, dwarves, elves, and not only other magical species but many other marvels. However, the same essay excludes tales that are often considered fairy tales, citing as an example *The Monkey's Heart*, which Andrew Lang included in *The Lilac Fairy Book*.

Steven Swann Jones identified the presence of magic as the feature by which fairy tales can be distinguished from other sorts of folktales. Davidson and

Chaudri identify "transformation" as the key feature of the genre. From a psychological point of view, Jean Chiriac argued for the necessity of the fantastic in these narratives.

5. Narrative Text

Definition

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

The purpose

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

Generic structure

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Language Features of Narrative

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using Simple Past Tense

B. Conceptual Framework

Reading is one of the valuable skill that must be understood by the students. By reading the students will be able to express their opinions and feelings as well. One of the way to the effect of applying audiolingual method by using fairy tales to the students' achievement in reading narrative text. Based on the problems that happened in the SMP Swasta Harapan Mandiri, based on the observation by the author. In learning English language students are expected to be an active participation, in fact the following study are still low, so that the process of learning only be focus on one way of communication. Students are lack of concentrating in this learning process so that interfere with reception lessons delivered by teachers, resulting in decreased student achievement. Whereas when researcher asked the students, another problem that occurs is the teacher's role as a teacher in the learning process goes well. This happened because the explanations done by teachers is clear less, the media is interesting less, in fact the teacher just write the topics that is essentials for writing so that the students difficulties more and clearer. Nowadays, that usage of instructional media is

developed by mankind so that students will be more interested to the material that will raise the student motivation. By using Fairy Tales application, it can facilitated the learners to be able to effect their ability in English independently, but it is also easier for the teacher in presenting the material, so it is expected to increase effectiveness in teaching, so that the learning objectives can be achieved Fairy Tales can be used to display learning materials in an interesting and interactive to Reading learning more and more interesting. Based on these correlation, the suspected motivation and achievement differences between students who is using assisted learning media with the Fairy tales or not.

C. Hypothesis

This research is to know whether teaching reading by Using Fairy Tales better than teaching reading without using Fairy Tales. And to find the answer of the problem, the writer should propose alternative Hypothesis (Ha) and Null Hypothesis (Ho) as bellow :

1. Alternative hypothesis (Ho) = “there is a significant difference in students’ score of reading before and after using Fairy Tales”
2. Null Hypothesis (Ho) = “there is no significant difference to the students’ score of reading between before and after without using Fairy Tales”

CHAPTER III

METHOD of RESEARCH

A. Place and Time of Research

The research at the SMP Harapan Mandiri Medan at Jalan Brigjend Zein Hamid No.40 of the academic year 2017-2018. It should give the new media to effect the students' reading achievements.

B. Population and Sample of Research

The population of the research is the students at SMP Harapan Mandiri Medan. The sample of this research are VII-B class as the experimental group and VII-A as the control group. So, total sample were 60 students. The research choose them as the subject of this study because most of them not able to read English well. The designed is figured as follows:

Table 3.1 Population and Sample

No	Class	Population	Sample
1.	VII A	30	30
2.	VII B	30	30
	Total	60	60

C. Method of Research

Experimental quantitative research will applied in this research. The experiment quantitative research was study with two different group, they were

experimental group and control group. The experimental group was taught by using Fairy Tales. The design can be seen in the following table :

Table 3.2 Method of Research

Class	Group	Pre-Test	Treatment	Post-Test
VII-A	Control	✓	Lecturing Method	✓
VII-B	Experiment	✓	Using Fairy Tales	✓

D. Instrument of the Research

The instrument for collecting data in this research was multiple choice. The test was divided in two session, the first is pre-test given prior to the treatment. The second is post-test which applied after conducting the treatment.

Based on the categories above, than the student ability in reading their text of “The Princess and The Pea” using chronological order was classified in qualitative and quantitative systems. The scale was as follows:

Table 3.3 Scale of Score Qualitative and Quantitative

Skills	
Qualitative Form	Quantitative Form
Excellent to very good	90 – 100
Good to average	70 – 89
Fair to poor	30 – 69

E. The Techniques of Collecting Data

The test of collecting data is very important to be a part of this reserach.

a. Choose Story

The reader choose the story that can be for all ages. They are “read to me” and “Read it myself

b. Pre-Test

The pre-test for the students carried out to get their score. In part A the students have to listens the story with application. In part B the students have to taught read correctly the text story without application by giving them the examples of how to read the words .

c. Post-Test

The post-test is given by asking students to read the story with the application . but before that let them to read the story three times. And after that we make the test by asking them to read the story and pronounce English Words.

F. Technique for Analyzing Data

As long as we know the test was conducted in purpose of knowing the students’ ability in reading English Words before getting the treatment. The test was based the on the words that are found in the story that would given.

First, give the students a paper and asked them to pay attention. Then give the examples of how read the words on pre-test. Asked them to read the paper

together. Next, teaching English reading by giving the story. Ask the students to read to the application of the story, told them what the read talk about. The students listen to the story three times. After that asked the students if they could read the story or not. If they answer is not, gave them the examples of how reading the story. Not only giving the example of reading the story but also the way of read each word of the story.

Next asked the students to read together twice. Then the students read together listening the story from the application. After they were able to read and pronounce the story, asked them to read one by one.

The last activity is post-test, the students come forward one by one to reading. They come forward based on their attending list. The writer wanted to know data analysis that are the last step in the procedure of experiment. In this case processing is the step of how to know the result of both experiment class and controlled class and their difference.

To find out the difference of students score in using application Fairy Tales in teaching the reading uses story. After getting the data from pre-test and post-test the reader uses formula to find the mean average know the result both experiment class and controlled class. Calculating would be conducted by using t-test as show below, according to Sugiyono (2015) :

Calculating Mean Score

$$\bar{x} = \frac{\sum x_i}{n} \quad (\text{Sugiyono,2015})$$

Note :

\bar{x} = Mean

$\sum x_i$ = the total of the students' value

N = The number of students

Standard Derivation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}}$$

Calculating Correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Hypothesis Test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left(\frac{s_1}{\sqrt{N_1}} \right) \left(\frac{s_2}{\sqrt{N_2}} \right)}}$$

Where :

t = t-test

\bar{x}_1 = Mean of Variable 1 (experimental group)

\bar{x}_2 = Mean of Variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard Deviation Squared (variants) of sample 1 (experimental group)

S_2^2 = Standard Deviation Squared (variants) of sample 2 (control group)

n = Total of Sample

n_1 = Number of cases for Variable 1 (experimental group)

n_2 = Number of cases for Variable 2 (control group)

r = Correlation of Product moments between X and Y

G. Statistical Hypothesis

H_a : There was significant effect of applying Audiolingual Method on the students' Achievement in reading narrative text.

H_o : There was no significant effect of applying Audiolingual Method on the students' Achievement in reading narrative text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research was obtained by administering the essay test which were divided into pre-test and post-test. Each test consisted of 20 items and the scores of the test items and times by 100. The total number of the correct answer was 100. Before giving any treatment to the experimental group and control group, the researcher gave pre-test to the students. The purpose of pre-test was to know the students' prior scores in comprehending the narrative text. But the students' score in the pre-test didn't reach the standard score or KKM (75). The students' scores are described as in the following table:

Table 4.1 The Result of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Pre-Test (T1)	Post-Test (T2)
1	AR	60	80
2	AM	60	90
3	AM	60	80
4	ABP	70	85
5	AF	80	95
6	AN	60	80
7	AM	60	80
8	DA	75	90
9	DA	60	85
10	FR	60	80
11	FN	60	80

12	FA	85	95
13	IR	60	80
14	KH	75	95
15	MG	80	95
16	MKM	70	80
17	MRS	80	95
18	MAS	60	95
19	MFA	70	80
20	MIE	65	80
21	N	80	95
22	NAN	80	95
23	ND	70	90
24	NA	80	95
25	NP	75	95
26	NAZ	70	90
27	PN	60	80
28	RS	70	90
29	RA	80	95
30	RE	70	80
	Sum	2085	2625
	Mean	69.5	87.5

The score in the post-test had increase, the main reason why the students can past the KKM in the post-test was the students had learn and understand the Fairy tales technique that taught by the researcher. The students can use the

method to help them easily understood that reading text and easily find the main idea from the next. From that we can said that Fairy Tales Method was help the students to easily understand the test especially the narrative text.

Table 4.2 The Result of Pre-Test and Post-Test of Control Group

No.	Students' Initial	Pre-Test (T1)	Post-Test (T2)
1	AR	55	70
2	B	45	70
3	CK	65	75
4	CFLT	70	80
5	CNRM	45	70
6	CT	70	80
7	DD	65	75
8	DS	70	80
9	DN	65	75
10	ELC	50	75
11	EV	70	80
12	FAS	45	75
13	FA	45	70
14	FC	45	75
15	GN	65	80
16	GN	65	75
17	GS	70	80
18	HTS	45	75
19	HN	70	80

20	J	55	70
21	J	70	80
22	KS	50	80
23	LC	65	75
24	LM	70	80
25	MP	65	80
26	MS	65	70
27	MS	60	80
28	NA	50	75
29	PSS	60	70
30	ROS	65	75
	Total	1795	2275
	Means	59.8	75.8

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of post-test was 80 and the lowest was 70. So the total score of post-test in control class was 2275. The mean of post-test in control class was 75. Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 87.5 and the mean score of control group was 75.8. The data showed that the mean score of students in experimental group who were taught by applying *audiolingual method* was greater than the mean score of students in control group who were taught by applying *conventional strategy*.

B. Data Analysis

The data to be analyzed was obtained to giving the multiple choice test to the students in order to know their ability in reading narrative text. The analysis was intended to get the significant differences between the students in experimental group and control group.

To obtain the reliability of the test items the researcher used Sugiono, 2015 and the calculation of the reliability is shown as follows:

Table 4.3 The Differences between Pre-test and Post-test of Experimental Group

No.	Students'' Initial	Pre- Test (X ₁)	Post- Test (X ₂)	ΣX_1^2	ΣX_2^2
1	AR	60	80	3600	6400
2	AM	60	90	3600	8100
3	AM	60	80	3600	6400
4	ABP	70	85	4900	7225
5	AF	80	95	6400	9025
6	AN	60	80	3600	6400
7	AM	60	80	3600	6400
8	DA	75	90	5625	8100
9	DA	60	85	3600	7225
10	FR	60	80	3600	6400
11	FN	60	80	3600	6400
12	FA	85	95	7225	9025
13	IR	60	80	3600	6400
14	KH	75	95	5625	9025
15	MG	80	95	6400	9025

16	MKM	70	80	4900	6400
17	MRS	80	95	6400	9025
18	MAS	60	95	3600	9025
19	MFA	70	80	4900	6400
20	MIE	65	80	4225	6400
21	N	80	95	6400	9025
22	NAN	80	95	6400	9025
23	ND	70	90	4900	8100
24	NA	80	95	6400	9025
25	NP	75	95	5625	9025
26	NAZ	70	90	4900	8100
27	PN	60	80	3600	6400
28	RS	70	90	4900	8100
29	RA	80	95	6400	9025
30	RE	70	80	4900	6400
	TOTAL	2085	2625	147025	231025

Table 4.4 The Differences between Pre-test and Post-test of Control Group

No.	Students'' Initial	Pre- Test (X ₁)	Post- Test (X ₂)	ΣX_1^2	ΣX_2^2
1	AR	55	70	3025	4900
2	B	45	70	2025	4900
3	CK	65	75	4225	5625
4	CFLT	70	80	4900	6400
5	CNRM	45	70	2025	4900
6	CT	70	80	4900	6400

7	DD	65	75	4225	5625
8	DS	70	80	4900	6400
9	DN	65	75	4225	5625
10	ELC	50	75	2500	5625
11	EV	70	80	4900	6400
12	FAS	45	75	2025	5625
13	FA	45	70	2025	4900
14	FC	45	75	2025	5625
15	GN	65	80	4225	6400
16	GN	65	75	4225	5625
17	GS	70	80	4900	6400
18	HTS	45	75	2025	5625
19	HN	70	80	4900	6400
20	J	55	70	3025	4900
21	J	70	80	4900	6400
22	KS	50	80	2500	6400
23	LC	65	75	4225	5625
24	LM	70	80	4900	6400
25	MP	65	80	4225	6400
26	MS	65	70	4225	4900
27	MS	60	80	3600	6400
28	NA	50	75	2500	5625
29	PSS	60	70	3600	4900
30	ROS	65	75	4225	5625
	TOTAL	1795	2275	110125	172975

Based on the table 4.3 and 4.4 above it can be seen that there was differences between pre-test and post-test score of experimental class. For experimental class, the lowest score was 30 and the highest was 70 for pre test and the lowest score was 52 and the highest was 89 for post test.

For control class, the lowest score was 33 and the highest was 74 for pre test and the lowest score was 55 and the highest was 77 for post test. The mean score was calculated as follows:

a) The average (Mean)

1. Pre-Test Experimental Group

$$\begin{aligned}\bar{x} &= \frac{\sum x_i}{n} \\ &= \frac{2085}{30} \\ &= 69.5\end{aligned}$$

2. Post-Test Experimental Group

$$\begin{aligned}\bar{x} &= \frac{\sum x_i}{n} \\ &= \frac{2625}{30} \\ &= 87.5\end{aligned}$$

b) Standard Deviation of X Pre Test Experimental Group

To calculate standard deviation, we need a helping table 4.5 as follows:

No.	X	X²
1	60	3600
2	60	3600
3	60	3600
4	70	4900
5	80	6400
6	60	3600
7	60	3600
8	75	5625
9	60	3600
10	60	3600
11	60	3600
12	85	7225
13	60	3600
14	75	5625
15	80	6400
16	70	4900
17	80	6400
18	60	3600
19	70	4900
20	65	4225

21	80	6400
22	80	6400
23	70	4900
24	80	6400
25	75	5625
26	70	4900
27	60	3600
28	70	4900
29	80	6400
30	70	4900
	2085	147025

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{30(231025) - (2625)^2}{30(30 - 1)}}$$

$$= \sqrt{\frac{6930750 - 6890625}{870}}$$

$$= \sqrt{\frac{40125}{870}}$$

$$= \sqrt{46.1}$$

$$= 6.7$$

$$SD_1^2 = 46.1$$

c) Standard Deviation of X Post Test Experimental Group

To calculate standard deviation, we need a helping table 4.6 as follows:

No.	X	X²
1	80	6400
2	90	8100
3	80	6400
4	85	7225
5	95	9025
6	80	6400
7	80	6400
8	90	8100
9	85	7225
10	80	6400
11	80	6400
12	95	9025
13	80	6400
14	95	9025
15	95	9025
16	80	6400
17	95	9025
18	95	9025
19	80	6400
20	80	6400
21	95	9025
22	95	9025
23	90	8100

24	95	9025
25	95	9025
26	90	8100
27	80	6400
28	90	8100
29	95	9025
30	80	6400
	2625	231025

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}}$$

$$= \sqrt{\frac{30(172975) - (2275)^2}{30(30-1)}}$$

$$= \sqrt{\frac{5189250 - 5175625}{870}}$$

$$= \sqrt{\frac{13625}{870}}$$

$$= \sqrt{15.6}$$

$$= 3.9$$

$$SD_2^2 = 15.6$$

Table 4.7 Calculating Correlation Product Moment between X_1 and X_2

No.	$\sum X_i$	$\sum X_i$	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	60	80	3600	6400	4800
2	60	90	3600	8100	5400
3	60	80	3600	6400	4800
4	70	85	4900	7225	5950
5	80	95	6400	9025	7600
6	60	80	3600	6400	4800
7	60	80	3600	6400	4800
8	75	90	5625	8100	6750
9	60	85	3600	7225	5100
10	60	80	3600	6400	4800
11	60	80	3600	6400	4800
12	85	95	7225	9025	8075
13	60	80	3600	6400	4800
14	75	95	5625	9025	7125
15	80	95	6400	9025	7600
16	70	80	4900	6400	5600
17	80	95	6400	9025	7600
18	60	95	3600	9025	5700
19	70	80	4900	6400	5600
20	65	80	4225	6400	5200
21	80	95	6400	9025	7600
22	80	95	6400	9025	7600
23	70	90	4900	8100	6300

24	80	95	6400	9025	7600
25	75	95	5625	9025	7125
26	70	90	4900	8100	6300
27	60	80	3600	6400	4800
28	70	90	4900	8100	6300
29	80	95	6400	9025	7600
30	70	80	4900	6400	5600
	2085	2625	147025	231025	183725

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$\frac{30(183725) - (2085)(2625)}{\sqrt{\{30(147025) - (2085)^2\} \{30(231025) - (2625)^2\}}}$$

$$\frac{5511750 - 5473125}{\sqrt{\{4410750 - (4347225)\} \{(6930750) - (6890625)\}}}$$

$$\frac{38625}{\sqrt{(63525) - (40125)}}$$

$$\frac{38625}{\sqrt{2548940625}}$$

$$\frac{38625}{50487.03}$$

$$=0.76$$

C. Testing Hypothesis

Testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. T – test formula and distribution table of the critical values are applied.

The formula of t-test and distribution table of the critical values are used to see whether the hypothesis is accepted.

H_a : $p = 0$, there is a significant effect of applying brainstorming strategy on the student's achievement in writing narrative paragraph.

H_0 : $p = 0$, there is no significant effect of applying brainstorming strategy on the students' achievement in writing narrative paragraph. Determining the value of t-test with formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$

$$\frac{87.5 - 75.8}{\sqrt{\frac{46.1}{30} + \frac{15.6}{30} - 2(0.76)\left(\frac{6.7}{\sqrt{30}}\right)\left(\frac{3.9}{\sqrt{30}}\right)}}$$

$$\frac{11.7}{\sqrt{\frac{46.1}{30} + \frac{15.6}{30} - (1.52)\left(\frac{6.7}{\sqrt{5.4}}\right)\left(\frac{3.9}{\sqrt{5.4}}\right)}}$$

$$\frac{11.7}{\sqrt{1.5 + 0.5 - (1.52)(0.12)(0.007)}}$$

$$\frac{11.7}{\sqrt{2 - 0.012}}$$

$$\frac{11.7}{\sqrt{1.9}}$$

$$\frac{11.7}{1.3}$$

$$= 9$$

After calculated the t_{test} , the writer used critical values of students' distribution (T) at the level of significance: 0.05

$$Df = N_1 + N_2 - 2$$

$$= 30 + 30 - 2$$

$$= 58 \text{ (T-table: 1.67155 at the level of significance 0.05)}$$

D. The significant effect of Applying the Audiolingual Method on the Students'

Achievement in Reading Narrative Text

The percentage of applying this model was:

$$D = r^2 \times 100\%$$

$$= 0.76^2 \times 100\%$$

$$= 0.5776 \times 100\%$$

$$= 57.76\%$$

E. Research Findings

This research is an experimental research. The researcher used this method because the writer believes it is able to improve the seven grade students' achievement in reading narrative text. The problems were the difficulty in finding the detail information of narrative text, identify the main idea, and lack of vocabulary. Therefore the writer tried to solve the problems by using a new teaching technique that called Audiolingual Method.

The result of the data analysis showed that the t_{value} was higher than t_{table} at the level significance ($P=0.05$) was (1.67155) or $9 > 1.67155$, it indicates that the use of Audiolingual Method has significant effect on students' achievement in reading narrative text. The students who were taught by using Audiolingual Method got higher mean scores than the students who were taught by using three-phase technique. Thus, alternative hypothesis (H_a) is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzed the data, it was found that Audiolingual Method affected students' reading comprehension. The students could effect their ability in comprehending the text when they were taught by using Audiolingual Method.

Due to the research finding of this study, it is obtained that the students who are taught reading narrative text by using Fairy Tales Method have higher achievement than the students who are taught by using conventional method. It means that the hypothesis states that Fairy tales Method gives significant effect on the students' reading achievement in reading narrative text is accepted.

B. Suggestions

Since teaching reading comprehension by using Fairy Tales Method has a significant effect to improve students' achievement in reading narrative text, it is suggested that:

1. English teacher to apply the Fairy Tales Method in Teaching reading comprehension particularly in reading narrative text.
2. Students follow the steps on Fairy Tales method to improve their achievement in reading comprehension particularly in reading narrative text.
3. Other researchers who may apply Fairy Tales Method for further research. It is suggested for them to manage the sufficient time when applying the cooperative learning group in Fairy Tales Method, as it needs more time to be managed.

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- <https://www.readnaturally.com/research/5-components-of-reading>

Appendix 1

LESSON PLAN FOR CONTROL GROUP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Harapan Mandiri

Mata Pelajaran : Bahasa Inggris

Kelas : VII (tujuh)

Semester/ tahun ajaran : II (Genap) 2017-2018

Alokasi waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.12 Siswa menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.13 Siswa dapat menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Materi Pembelajaran

Teks narative sangat pendek dan sederhana, tentang orang, binatang, dan benda

1. *Fungsi sosial*

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

2. *Struktur text*

(gagasan utama dan informasi rinci)

a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan

- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 3 (tiga) kalimat.

3. *Unsur kebahasaan*

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dll.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (6) Ucapan, tekanan kata, intonasi
- (7) Ejaan dan tanda baca
- (8) Tulisan tangan

4. *Topik*

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

D. Sumber/ Media Pembelajaran

1. Sumber :

Buku paket siswa “when English Rings a Bell” diterbitkan oleh kementrian pendidikan dan kebudayaan

2. Media pembelajaran : white board, board marker

E. Metode Pembelajaran

1. Pendekatan : *Scientific approach*
2. Metode : Project-based learning
3. Teknik : Ceramah, diskusi, Tanya jawab, pemberian tugas

F. Langkah Pembelajaran

ASE KEGIATAN PEMBELAJARAN AKTU

- ndahuluan
- a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.
 - b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
 - c. Peserta didik menerima informasi kompetensi, materi, tujuan manfaat, dan langkah pembelajaran yang akan dilaksanakan.

egiatan Inti

menit

Mengamati

- Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
- Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

5 menit

Mengumpulkan Informasi

- Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat

pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.

5 menit

- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.
- Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
 - fungsi sosial setiap teks
 - nama orang, binatang, benda yang dideskripsikan
 - sifat orang, binatang, benda yang dideskripsikan
 - tindakan orang, binatang, benda yang dideskripsikan
 - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengkomunikasikan

- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang,

binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). 10 menit

- Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

nutup

- a. Peserta didik bersama guru menyimpulkan menit

- pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
 - c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.

Medan, 16 March 2018

English Teacher

Researcher

(Sri Ulina Sembiring, S.Pd)

(Rifa Syahputri)

Head Master of SMP HARAPAN MANDIRI

(Fidrina Harvati Harahap, S.Pd)

Appendix 2

LESSON PLAN FOR EXPERIMENTAL GROUP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Harapan Mandiri
Mata Pelajaran : Bahasa Inggris
Kelas : VII (tujuh)
Semester/ tahun ajaran : II (Genap) 2017-2018
Alokasi waktu : 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.2 Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.12 Siswa menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.13 Siswa dapat menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Materi Pembelajaran

Teks narative sangat pendek dan sederhana, tentang orang, binatang, dan benda

1. Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

2. Struktur text

(gagasan utama dan informasi rinci)

- a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 3 (tiga) kalimat.

3. Unsur kebahasaan

- (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- (3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dll.
- (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

4. **Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

D. Sumber/ Media Pembelajaran

1. Sumber :

Buku paket siswa “when English Rings a Bell” diterbitkan oleh kementerian pendidikan dan kebudayaan

2. Media pembelajaran : aplikasi Fairy Tales, white board, board marker

E. Metode Pembelajaran

1. Pendekatan : *Scientific approach*

2. Metode : Audiolingual Method

3. Teknik : Ceramah, diskusi, Tanya jawab, pemberian tugas

F. Langkah Pembelajaran

ASE	GIATAN PEMBELAJARAN	AKTU
ndahuluan	a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya. b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. c. Peserta didik menerima informasi kompetensi, materi, tujuan manfaat, dan langkah pembelajaran yang akan dilaksanakan.	nenit
giatan Inti	Mengamati <ul style="list-style-type: none">Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan	nenit

seederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.

- Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

5 menit

Mengumpulkan Informasi

- Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.
- Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
 - fungsi sosial setiap teks
 - nama orang, binatang, benda yang dideskripsikan
 - sifat orang, binatang, benda yang dideskripsikan
 - tindakan orang, binatang, benda yang dideskripsikan
 - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
- Secara kolaboratif siswa meniru contoh-

5 menit

contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengkomunikasikan

- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).
- Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.
- Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

10 menit

nutup

- a. Peserta didik bersama guru menyimpulkan lenit pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.

English Teacher

Medan, 16 March 2018

Researcher

(Sri Ulina Sembiring S.pd)

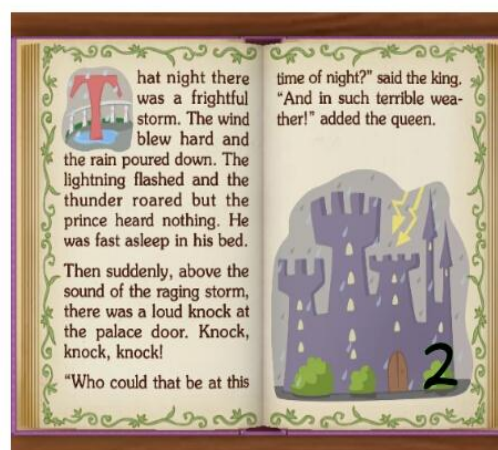
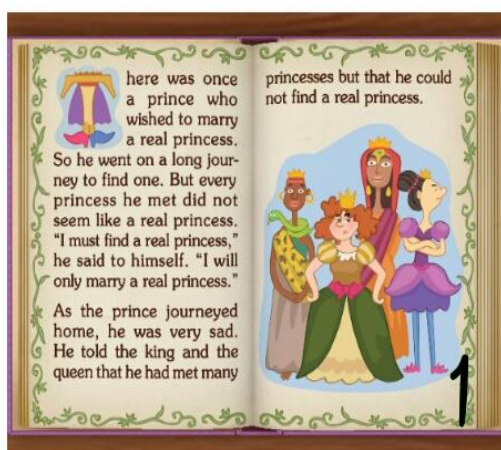
(Rifa Syahputri)

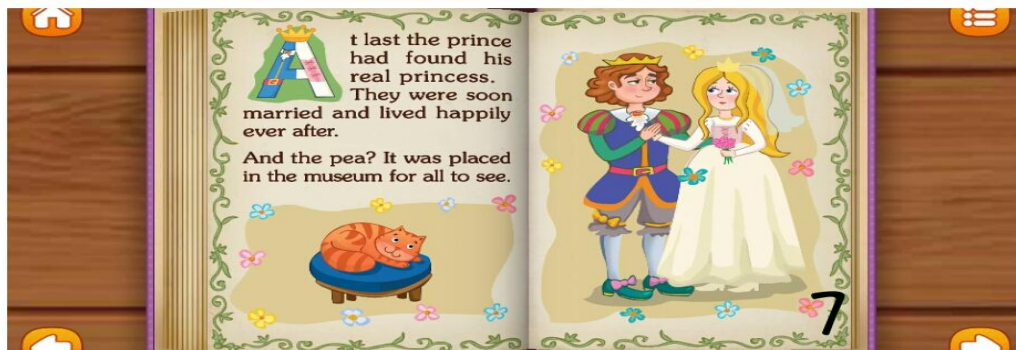
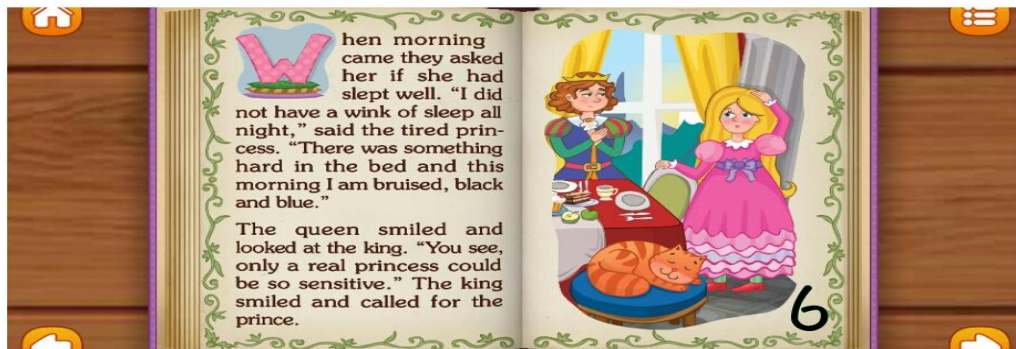
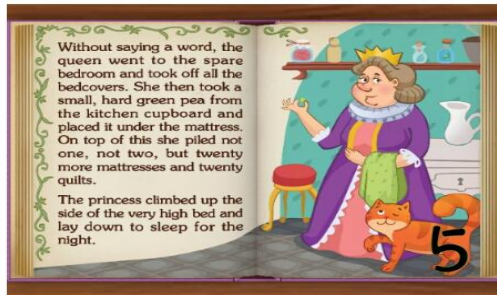
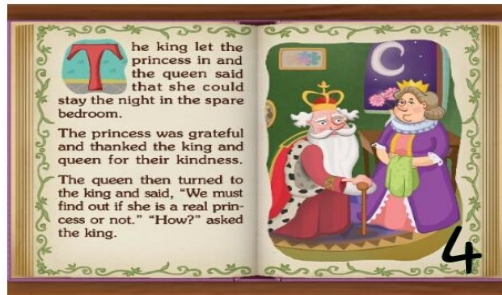
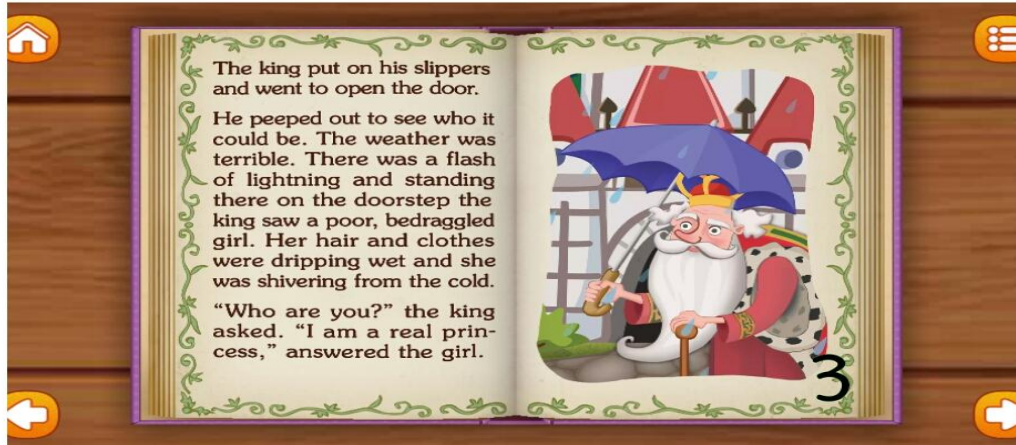
Head Master of SMP HARAPAN MANDIRI

(Fidrina Harvati Harahap, S.Pd)

Appendix 3

Read the text and then answer the question below!





Test Item

Multiple Choice Test

PRE-TEST AND POST-TEST FOR EXPERIMENTAL GROUP AND CONTROL

GROUP

EXERCISE:

1. What does the story take place?
 - a. Jakarta
 - b. Village
 - c. Palace
 - d. City
2. "He was fast a sleep in his bed". The underlined word means?
 - a. Speedy
 - b. Slow
 - c. Run
 - d. Enough
3. What text tell story is it?
 - a. Princess
 - b. Princess and Pea
 - c. Pea
 - d. King
4. How did the crow feel in the end of the story?
 - a. Love
 - b. Sad
 - c. Afraid
 - d. Happy
5. What kind of the text is it?
 - a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Explanation
6. What is the main idea of paragraph 3?
 - a. That night there was a frightful storm
 - b. The wind blew hard and the rain poured down
 - c. The lightning flashed and the thunder roared but the prince heard nothing

- d. He was fast a sleep in his bed
7. Who wished to marry a real princess?
- a. The King c. The Prince
 - b. The Queen d. The Princess
8. Who did come to the palace at night?
- a. The Prince c. The King
 - b. The Princess d. The Queen
9. What kind of tense is mostly used in the text?
- a. Simple present tense
 - b. Simple past tense
 - c. Present continuous tense
 - d. Past continuous tense
10. Which statement is true according to the text
- a. I would only marry a real princess
 - b. She will a real princess
 - c. I will only marry a real princess
 - d. I could not find a real princess

Key Item

1. C. The Palace
2. A. Speedy
3. B. The Princess and The Pea
4. D. Happy ending
5. C. Narrative text
6. A. That night there was a frightful storm.
7. C. The Prince
8. B. The Princess
9. A. Simple present tense
10. C. I will only marry a real princess