THE EFFECT OF USING PORPE METHOD WITH SMART BALOONS IN READING COMPREHENSION AT SMP NEGERI 1 MARBAU LABUHANBATU UTARA

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
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By

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                   Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

SIREGAR, REZKY AUDINA. 1502050048. The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara. Skripsi. English Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to find out the effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara. This Research was conducted in SMP Negeri 1 Marbau Labuhanbatu Utara, on Jl. Besar Marbau. The reason for choosing this school is because the researcher found some problems of the students in Reading. The population of this research were the eight grade in academic year 2019/2020 which consisted of Five classess that VIII-1, VIII-2, VIII-3, VIII-4 and VIII 5 were consist 138 students, The Study was conducted by using experimental quantitative, which consist of two group namely experimental group and control group . The experimental group treated by using PORPE method , while the control group taught without using PORPE method. Both of group given pre-test and post-test in order to know the differnces of average scores.This research was applied purposive sampling were divided into two grups, namely the experimental group and control group. and I taken as the sample that is class VIII 2 as a Experimental group and VIII 3 as a control group were consist 30 students.The instrument for collecting data in this research was Esssay test consist of 10 items. Which was use pre-test and post-test. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}(4,95)$ value was higher than the t_{table} in which $t_{observe} > t_{table}(4,95 > 2,01)$. The finding showed that the hypothesis was accepted. It means that there was a significant effect of using PORPE Method with Smart baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara.

Keyword**:** *Porpe (Predict, Organize, Rehearse, Practice, Evaluate), Reading Comprehension, Narrative Text*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading as one of the four English skills is very important to learn by students. In addition, reading is useful activity because students' can get knowledge, news, and develop their creativity. For example, reading a book allows students to exercise and cultivate their creative thinking skill. Besides that, students will get pleasant and enjoyment when reading. Through reading activity, students can improve their own language and experience.

Moreover, they will be able to know what they do not know before. In addition, Tarigan (2009) says reading is an information searching activity through written signs and to understand the ideas both explicit and implicit in a text which involves cooperation among several components. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader. Moreover, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item and so forth.

Based on the present researcher observation, there were some problems that were oftenfaced by students in learning reading such as : Students are unable to identify the meaning of vocabulary in the text, Some of the students unable to

identify information from the text, Students get bored during learning reading comprehension.

Those problems happened because studentsnot pay attention much to the class, lack of vocabulary mastery and not trained. Moreover, those problems can not only be attributed to the students' personal factors but also teacherfactor such as unused interest and suitable strategy in teaching and learning process. In thiscase, teacher has to find out good strategy that can make students interest in learningreading.

To improve the students' reading comprehension, the teacher needs tochoose appropriate strategy and media helping them as solution for their problems.There are actually many methods and strategies that can use by the teachersin teaching reading, one of them is PORPE(predict, organize, rehearse, practice, evaluate) strategy and use media smart baloons.According to Simpson (1986), PORPE is study to assist students in learning content material. Help students in the processonstructing the meaning and build their knowledge.The students more active in learningprocess, those automatically train students more active and creative to understand readingmaterial especially in narrative text. In addition, there are five steps to apply this strategy,consists of predict, organize, rehearse, practice and evaluate. To teach a kind of text, theresearcher used PORPE Strategy to make students more understand about material and readyto answer reading test on examination. And the use media smart baloons, media in this study is a medium to make students more enjoyable in learning.The purpose of making baloon media is to make it easier for students to improve their reading skills, and

make it easier for teachers to deliver the material taught.This balloon media can motivate students to learn, because in the balloon there is text and students must answer the essay questions that have been given. Before the baloons game starts, the teacher first explains the subject matter.

Based on the explanation above, the reseacher is interested in carrying outa research withthe title"The Effect of Using Porpe Method with Smart Baloons in Reading Comprehension at Smp Negeri 1 Marbau Labuhanbatu Utara".

B. The Identification of the Problem

1. Students are unable to identify the meaning of vocabulary in the text.

2. Some of the students unable to identify information from the text.

3. Students get bored during learning reading comprehension.

C. Scope and Limitation

The scope of this research is reading in limited on teaching reading comprehension by applying PORPE method with smart baloonsin reading comprehension. The limitation of this research is the researcher focused on Narrative Text.

D. The Formulation of the Problem

The problem of this study is : Is There any effect of using PORPE method with smart baloons in reading comprehension of Narrative Text ?

E. The Objective of the Study

The objectives of the study is to find out the effect of using PORPE method with smart baloons in reading comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara.

F. The Signification of the Study

The significance which are expected from this research are as follows :

1. Theoritically

   a. For the students this study is expected to help the students in learning reading comprehension and enjoyable way through PORPE method.

   b. For the teachers the result of this study will directly intended to provide them with more understanding of using PORPE method in teaching reading comprehension of Narrative text.

   c. Other researchers, hope that this research can be used as a reference for the researcher who wants to conduct research about reading.

2. Pratically

a. For the students as the subjects of the research, it isexpected that the students will take the advantages of the research. They can learn how to improve their skills of reading.

b. For the teachers in the school, it isexpected that the teachers can improve their technique of reading interestingly and effectively so that the students will enjoy the study.

c. Other researcher, to inspire other topics research especially relevant to the ability in reading narrative text.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Reading

According to William Grabe and Fredicka L.Stoller (2002:1) Reading is the ability to draw meaning from the printed page and interpret this information appropriately. However without quibling over the exact wording of such a definition, it is nonetheless, insufficient as a way to understand the true nature of reading abilities.

Nunan (2008 : 5) says " Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) or constructing meaning", Reading is basically a matter of decoding a series of written symbols into their aural equivalent. Clarifies reading into :1. Getting general information from the text. 2. Getting Specific information from a text. 3. For Pleasure or for interest

Mark A Clark and Sandra Silberstein (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instanteneous recognition of various written symbols, simultaneous association of these symbols with exiting knowledge, and comprehension of the information and ideas communicated.

Ronald Mackay (1979) gives the definition that reading is an active proccess. The Reader forms a preliminary expectation about the material , then selects the fewest , most productive cues necessary to confirm or reject that expectation.

2. Purpose of Reading

According to Grabe and Stoller (2002:13-15) the purpose of reading are classified into :

2.1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability , thought some researchers see it as a relatively independent cognitive process. It is used so often in reading taks that it is probably best seen as a type of reading ability. In reading , we typically scan the text for a specific peice of information or a specific word.

Reading to skim it involves , in essence , a combination of strategies for guessing where important might be in the text , and then using basic reading comprehension skill on those segment of the text until a general idea is formed.

2.2. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from text. it requires abilities to Remember main ideas as well as a number of details that

elaborate the main ideas in the text, Recognise and build rhetorical frames that organise the information in the text, Link the text the reader's knowledge base.

2.3. Reading to intregrate information , write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary. mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accomodate information from multip sources.

2.4. Reading for General Comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reason. firts , it is the most basic purpose for reading , underlying and supporting most other purposes for reading. Second , general reading comprehension is actually more complex tahn commonly assumed . Reading for general comprehension , when accomplished by a skilled fulent reader, requires very rapid and automatic representation of main ideas , and effecient coordination of many proccess under very limited time constraints.

3. Models of Reading

Generel Models of Reading serve useful purpose, most commonly by providing a metaphorical interpretation of the many processes involved in reading comprehension (Grabe , 1999 , 2000 : Urquhart and Weir, 1998).

According Grabe (2000 : 32-36) Models of Reading are classified into :

3.1. Metaphorical of Reading

a. Bottom – up models

Suggest that all reading follows a mechanical patern in which the reader creates a piece-by-piece mental translation of the information in the text , with litte interference from the reader own background knowledge.

b. Top – downs models

Assume that reading is primarily directed by reader goals and expectations. Again , such as a view is general and methaporical . Top – down models characterise the reader as somenone who has a set of expectations about text information and smaples enough information from the text to confirm or reject these expectations.

c. Interactive models

The seeming compromise to satisfy everyone is to propose interactive models of reading, agains a general metaphorical explanation.

3.2. Specific Models

a. Psycholinguistic Guessing Game Model

The Psycholinguistic Guessing Game Model of Reading (Goodman, 1986 , 1996) is well known among applied lingustist: it is also recognised today among reading researchers as being fundamentally wrong.

b. Interactive Compensatory Model

A model of reading that is still relevant in the view of reading researchers is the interactive Compensatory Model (Stanovich, 1980, 1986, 2000). This models argues that (a) a reader develop efficient reading processes, (b) less-automatic processes interact regularly, (c) automatic processes operate relatively indenpendently and (d) reading difficulties lead to increased interaction and compensation, even among processes that would otherwise be more automatic.

c. Word Recognition Models

Basic word recognition models, as the major input for efficient reading comprehension, are also , sources of model building, thought without extending the analyses to higher-level comprehension pro-cesses (Plaut, McClelland, Seidenberg and Petterson, 1996; Seidenberg and McClelland, 1989).

d. Simple View of Reading Model

A final recent account of reading comprehension abilities and reading development that has grown in popularity is known as the simple View of Reading Model (Hoover and Gough, 1990). This model argues that reading comprehension is composed of combination of word recognition abilities (typically measured by listening comprehension)

4. Definition of Reading Comprehension

Reading is not an easy work. Because to understand the reading text, we need to have strategy or technique in order to get easy in comprehending reading text. Reading is a fluent process of reader combining information from a text and their background knowledge to build meaning. The goal of reading is comprehension.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

One reason for reading comprehension is that we want to understand other people's ideas; if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.

Kustaryo (2008: 4-5) says," Comprehension is relationship among the element of reading skills . they are competence, reading technique, reading skill and good comprehension.

Kustaryo (2008: 11) said that reading comprehension means understanding what has been read . it is active , thingking process that depands not only on comprehension skill but also on the students's experience and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas , recognizing the author's purpose, making judgments, and evaluation.

5. Students' Achievment in Reading

Achievment in Reading comprehension refers to the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted a helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievment test is trated directly to classroom lessons, units, or even a total curriculum. Achievment tests are limited to particular adressed in a curriculum

within a particular time frame and are offered after a course has focused on the objectives in questions.

The primarily role of an achievment test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievment is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time .

6. Narrative Text

Narrative text is the most famous type of any text . various purpose are communicated in a narrative type . However the way it is constructed is describing certain event, character phenomenom in detail . Narrative prefer showing to telling and that the power of narrative . reader will feel as the show by him self what happen in the text . Actually narrative can be fiction such as short story or novel and non-fiction like memories.

According to Madison smart bell , the narrative design , or what we call form or structure, is of firts and final importance to any work of fiction . In that structure , we will find elements of story : characterization , poin of view , theme and plot . Plot is the way of the story constructed .

When we read a texts , we can call it narrative as we see the following generic structure inside the text :

Purpose : to amuse / entertain the readers and to tell a story

Generic Structure :Orientation : The introduction of what is inside the text what text is talk in general Who involves in the text. when and where it happen.Complication: what happens with the participants, it explores the conflict among the participants. Complications is the main elemnetof narratives without complication, the text is not narrative, The conflict can be shown as natural , social or psychological conflict. Resolution : this is the phase where the participants solve the problem aroused by the conflict. it is not matter whether the participants succed or fail. The point is the conflict becomes ended.

Dominat language features : Using past tense, using action Verb, and Chronologically arranged.

7. PORPE Method

PORPE is a study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-

questioning to determine whether goals are being achieved, and take corrective action in understanding.

PORPE is study to assist in learning content material. Help students in the process constructing the meaning , build knowledge . Students more active in learning this process, automactly train students more creatives to understand reading material.

The teacher will give the students a PORPE organizer handout to guide the activities they as follows:

a. The students will *predict* at leats two essay question that could possibly be on the test. Teacher will provide students with the key words to use in forming their questions. (Explain , discuss, compare and contrast).

b. The students will *organize* or highlight the important points in the text. They will outline answer to the predict questions.

c. Students will recite *(rehearse)* key information out loud and quiz themselves by listing all of the facts they can remember.

d. Students will answer the questions they developed during the prediction stage of PORPE *(practice).*This can be done in outline form or with complete answers.

e. Students will *evaluate* the answers to their questions. They need to be sure they have enough information and examples their answer, they should ask themselves: Am I ready for the test ? Is there anything else that I need to study ?

The statement above supported by Simpson and Hayesn (2009:22) Said that when students the steps of PORPE as they read and study , they behave like a Baker and Brown's (2004) "effective readers " who encode information and regulate own learning. Supported by Simpson (2006:22) said the PORPE could increase students' learning an actual classroom setting. both show that PORPE does have important advantages for long term learning students's independence.

7.1. Steps in Teaching PORPE Strategy

There are five steps that are applied in teaching PORPE strategy. The five steps are Predict, Organize, Rehearse, Practice, and Evaluate.

a. Predict

Cook and Mayer in Simpson (1988:154) would describe this predict step of PORPE as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. When students are asked to predict possible essay questions on the material they have read, they are involved in clarifying the purposes of their subsequent study. Students are also stimulated to process the text actively as they read to master the content and organization by posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study.

In predict step, students use word such as: discuss, explain, criticize, compare, and contrast. Students also need to generate chapter summaries, chapter

questions, boldface headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides or hints by the teacher. The Predict step in itself may be somewhat questionable as an independent study strategy, but when placed within the synergistic model PORPE, it becomes an essential catalyst which stimulates and unifies the other four steps of PORPE.

b. Organize

The second step of PORPE, *O*rganize, involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build internal connections among ideas so that information becomes reorganized into a coherent structure. Cook & Mayer in Simpson (1988:154) states that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay question, students organize their answers in their own words or formalize them in a map or chart.

c. Rehearse

The third step of PORPE, *R*ehearse, engages students in the active recitation and self-testing of the key ideas recorded in their maps or charts. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. This active rehearsal in PORPE characterizes what effective learners, described by Baker and Brown

(1984), must do-monitor, self-question, and take corrective action when necessary.

d. Practice

The fourth step of PORPE, Practice, involves students in creating from memory their own text which answers their self-predicted essay question. This Practice step is an integrative encoding process in that during the act of writing students are building connections between their existing knowledge and schemata and the key ideas from the passage. Practice is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form.

e. Evaluate

The final step of PORPE, Evaluate, requires students to use their writing in order to validate whether they have created a meaningful text which demonstrates their understanding of the content and to evaluate their text as another reader might. To facilitate this monitoring and evaluating, students are provided a checklist and are asked to read their essays with these six questions in mind: (a) Did I answer the question directly? (b) Did my essay have an introductory sentence which restated the essay question or took a position on the question? (c) Was my essay organized with major points or ideas which were made obvious to the reader? (d) Did my essay include relevant details or examples to prove and clarify each point? (e) Did I use transitions to cue the reader? (f) Did my essay make sense and show my knowledge of the content?

7.2. The Advantages of PORPE

PORPE has many advantages for the student and content area teacher. Most importantly, it is a strategy that can begin as teacher directed and initiated and then, when appropriate, be gradually phased from teacher to student control. Tad's first week of lessons were heavily teacher controlled, but that intensive direct instruction was necessary for most of his students. By the end of the semester, however, Tad's students were independently employing the steps of PORPE as a part of their study preparation for both history and English.

The research conducted on PORPE suggests several other advantages for content area learning (Simpson, Hayes, Stahl, Connor, & Weaver, 1988; Simpson, Stahl, & Hayes, 1989). There are four advantages of PORPE:

a. PORPE can stimulate students to synthesize, analyze, and think about key concepts. The students trained in PORPE who participated in the two research studies cited wrote essays significantly better in content, organization, and cohesion than the control group's essays.

b. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple- choice questions. This finding is unique considering theequivocal findings about the impact of writing upon recognition tasks (King, Biggs, &Lipsky, 1984; Newell, 1984).

c. PORPE can have a durable and long-term impact upon student learning. In studies cited the students trained in PORPE scored significantly better than the control group on the unannounced exam that occurred two weeks after the initial exam. This condition held for both the multiple-choice and essay questions. Perhaps the synergistic steps of PORPE required more elaborative processing from the students, and thus more depth of processing (Bradshaw & Anderson, 1982).

d. PORPE is especially useful for high-risk students. The subjects of both research studies cited were students predicted by the university to perform below a 70% average during their freshmen year. Yet these students internalized the steps of PORPE after three weeks of intensive training and were able to independently employ PORPE as a means of studying psychology chapters. More importantly, they were able to perform at higher levels than the university's regression formula had predicted they would perform.

PORPE is a study strategy that can be incorporated into teachers' instructional routines without jeopardizing the time reserved for teaching content area concepts. PORPE, however, is not a panacea for all tasks, texts, and students. Middle school and secondary students need a repertoire of strategies in order to become successful independent learners.

8. Smart Baloons

In the Indonesian Language Dictionary baloons is large balls or purses made of rubber (paper, cloth, etc.) filled with air (light gas). The children's toys are made of rubber that is developed (by means of being blown or filled with gas).

Balloon media in this study is a medium to make students more enjoyable in learning.The purpose of making baloon media is to make it easier for students to improve their reading skills, and make it easier for teachers to deliver the material taught.

This baloon media can motivate students to learn, because in the balloon there is text and students must answer the essay questions that have been given. Before the balloon game starts, the teacher first explains the subject matter.

B. Relevant Study

This research has relevance with other research Sri wahyuni Nopri (2007) did research ontitled "The use of PQ2RSA method to increase the first year students' Reading comprehensionability in SMAN 1 pasir pangarayan", she found that is PQ2RSA method increase studentsreading comprehension, it could be seen from the score of students. The average score pretestwas 15.26, while the average of posttest was 21.76, It mean that the students' ability hasincreased.

Wandi Syahfutra (2010) the effect of SQ3R toward reading achievement of the secondyear at MAN 1 pekanbaru. the writer concludes that the second hypothesis is accepted becauseT-table at the 5% grade of significance refers to

2.01. While in the level of significance 1% is2.68. Therefore, it can be analyzed that to is higher than t- table in either at 5% or 1% grade ofsignificance. It can be read that 2.01< 8.26> 2.68. it means that there is significant from effect ofSQ3R method toward reading achievement of the second year students' at MAN 1 Pekanbaru.

C. Conceptual Framework

Reading is one of the important skills for students of English because reading is a window to the world. By reading, students can understand the meaning of the text. They can capture any information and find knowledge from books and other media that they did not know before. This means that reading can help students to improve their knowledge in every part of life, such as education, social, health and others.

The problem of this research is the low reading comprehension of students. Students find it difficult to understand the text. Many students always feel this subject is very difficult to do. So, their reading score is very low. Therefore, to overcome this problem, the teacher must use new techniques that can attract students' attention to reading comprehension.

There are several strategies that can be used to improve students in Reading Comprehension, namely the PORPE Method. is one method that can be used to improve student reading comprehension. The researcher used the PORPE

Method to solve this problem. The PORPE method is divided into five activities, namely: Predict, Organize, Rehearse, Practice, Evaluate.

PORPE can help students improve their ability to read comprehension. Through PORPE teaching, students can be motivated to be more active in class. These instructions address students' difficulties in getting some messages or interesting information from text reading and also provide teachers with easy to prepare material and comprehensive reading comprehension in their teaching.

D. Hypothesis

The hypothesis of this research are drawn as follow :

H_a:P≠0 there was an significant effect on the students' reading comprehension before and after they are taught by using PORPE method with smart baloons in Reading Comprehension of Narrative Text.

H_0: P=0 there was no any significanteffect on the students' reading comprehension before and after they are taught by using PORPE method with smart baloons in Reading Comprehension of Narrative.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This Research was conducted in SMP Negeri 1 Marbau on Jln. Besar Marbau, Kelurahan Marbau, Kecamatan Marbau, Kabupaten Labuhanbatu Utara, Provinsi Sumatera Utara**.** The reason for choosing this school because the researcher found some problems of the students in Reading, the Students are unable to identify the meaning of vocabulary in the text, unable to identify information from the text, and the Students get bored during learning reading comprehension.

B. The Population and Sample

1. Population

The Population of this study is the grade VIII students of SMP Negeri 1 Merbau . There are Six classes in this school :

Tabel 3.1

Total Students Class VIII

No	Class VIII	Students
1	VIII -1	25
2	VIII-2	30
3	VIII-3	30
4	VIII-4	27
5	VIII-5	26
Total		138

2. Sample

This study use simple random sampling. The principle of a simple random sample, each members of the population have the same opportunity to be chosen as sample. Sampling by raffling by lottery from class VIII : VIII 1, VIII 2, VIII 3, VIII 4 and VIII 5, to determine experimental class with control class. Sample selection by choosing classes randomly from existing classes to study.

Class VIII 2 as Experimental Group and class VIII 3 as Control Group

Tabel 3.2

Sample Class VIII

No	Class VIII	Students	Group
1	VIII 2	30	Experimental Group
2	VIII 3	30	Control Group
		60	

From the table we can see that the sample of the research are class VIII-2 that consist 30 students and class VIII-3 that consist of 30 people students.

C. Research Design

The Study was conducted by using experimental quantitative which consist of two group namely experimental group and control group . The experimental group treated by using PORPE method , while the control group taught without using PORPE method. Both of group given pre-test and post-test in order to know the differnces of average scores. The design of this study be present as follow :

Table 3.3

The Design of the Study

Class	Pre-Test	Treatment	Post-Test
Without Using PORPE method with smart baloons	✓	-	✓
Using PORPE method with smart baloons	✓	✓	✓

Where :

Using PORPE with smart baloons = Experimental Group

Without using PORPE with smart baloons = Control Group

D. Technique of Collecting Data

This research was by using essay test consist of 10 items. Each correct answer will be scored 10 point and incorrect answer 0. the technique of collecting data devided into three components. they are pre-test,treatment and post-test.

1. Pre –Test

Pre-test was be given to two classes (experimental and control group) before gave the treatment. It was mean to determine the student's level of skill development or prior knowledge of a particular concepts. It was be done by hoping that the test could be concluded that one group was understand of instruction based on student's learning products. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was be given to the students after the pre-test administrated. The experimental group was be taught by applying extensive reading with porpe method, while the control group was be taught by using traditional method.

3. Post –Test

After conducting the treatment, a post-test would be given to the students. The post-test function to got mean scores of experimental group. It was applied to know the effect of using PORPE method.

E. The Validity and Reliability and Difficulty Level of the Text

1. The Validity of the Test

In making good test as the instrument for measurement, the validity of the test should be considered. A test was really able to measure what it was intended to measure. Ary (1979: 196) stated that the validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. This study used content validity that was concern with how well the test measured the subject matter and learning outcomes cover during in instructional period.

To determine whether the item is valid or not, a trial is needed with instrument testing. The formula used to calculate the validity of the items is the product moment correlation formula according to Arikunto (2009: 72) as follows :

$$\text{rxy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where :

rxy   = the correlation of the scores on the two halves of the test

N   = the number of the students in each group

X   = the score of each text

Y   = the sum all the text' score

XY   = the multiplication of the X and Y scores

$\sum X$ = the sum of total X score from each group

$\sum Y$ = the sum of total Y score from each students

$\sum XY$ = the sum of multiple of score from each students with the total score

$\sum X2$ = the sum of the square score in ecah text, and

$\sum Y2$ = the sum of all text' square

2. The Reliability of the Test

Reliability dealt with the consistency of the result. The test was reliable when it could show stable outcome. The more reliable the test was, the more confident the scores obtained from the administration of the test.

To achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR 20) :

$$r11 = \frac{n}{n-1}\left(1 - \frac{\sum \sigma_1{}^2}{\sigma_1{}^2}\right)$$

Where :

r11   = test reliability coefficient

n   = number of items

$\sum \sigma_1{}^2$ = number of score variance of items

$\sigma_1{}^2$ = totalvariance

3. The Difficulty Level of the Test

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer was the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{\bar{X}}{SMI}$$

Where:

TK   = The difficulty of the index

$\bar{X}$ = The Avarage value of each item

SMI   = Ideal Maximum score

The criteria used for interpretation are as follows:

Table: 3.4
Difficulty level

Difficulty Index	Interpretation
IK = 0,00	More difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Medium
$0,70 < IK \leq 1,00$	Easy
IK = 1,00	More easy

F. The Technique of Analizyng the Data

1. Finding the Mean by using the formula :

a. Mean of Experimental Group

$$M_x = \frac{\sum X}{N}$$ (Sudijono, 2018 : 81)

b. Mean of Control Group

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

2. Finding the Standard Deviation by using the formula :

a. Standard Deviation (SD) for Experimental Group

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \qquad \text{(Sudijono, 2018 : 157)}$$

b. Standard Deviation (SD) for Control Group

$$SD_2 = \sqrt{\frac{\sum X^2}{N}}$$

3. Finding the Standard Error by using the formula :

a. Standard Error of Experimental Group :

$$SE_{M1} = \frac{SD_1}{\sqrt{N-1}} \qquad \text{(Sudijono, 2018 : 282)}$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

4. Finding the Standard Error differential between Mx and My by using the formula :

$$SE_{M1} - M_2 = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad \text{(Sudijono, 2018 : 283)}$$

5. Finding t_0 by using the formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}} \qquad \text{(Sudijono, 2018 : 284)}$$

Where :

M   = Mean

Mx   = Mean of Experimental Group

My   = Mean of Control Group

N   = Number of Classes

SD_x = Standard Deviation of the sample 1 (eperimental group)

SD_y = Standard Deviation of the sample 2 (control group)

SE_{M1} = Standard Error of Mean in Experimental group

SE_{M2} = Standard Error of Mean in Control Group

SE_{M1-M2} = Standard Error differential between M_x and M_y

t_0 = Test Observation

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of this research showed that $t_{observed}$ was higher than t_{table} (4.95>2.01) with the degree of freedom (58) at the level significance (0.05). It also found that the students that were using PORPE method with smart baloons (experimental group) got a higher score than the students who taught by Conventional Method (control group). So, the researcher concluded that the alternative hypothesis was accepted (see appendix 11). It meant that there was a significance effect of using PORPE method with smart baloons in Reading Comprehension.

B. Discussion

In this Research the reseacher was using PORPE method with smart baloons in Reading Comprehension. so many students unable to identify meaning of vocabulary and identify information from the text. Therefore, to solve this problem the teacher must use a new method and media which could attract the students' attention. on Reading method which could help the students is PORPE method,one of reading the text well. PORPE can help students improve their ability to read comprehension. Through PORPE teaching, students can be motivated to be more active in class. These instructions address students' difficulties in getting some messages or interesting information from text reading

and also provide teachers with easy to prepare material and comprehensive reading comprehension in their teaching.

When the reseacher was conducted, the researcher applied PORPE method by using smart baloons at experimental group, while the control group was taught by conventional way. The description of the result gotten was expounded

1. The Score of Pre-test and Post-test in Experimental Group

a. Pre-Test

From the result of pre-test, The total score of students was 1.330 and the number of students who took the test 30 students. From 30 students there were 28 students getting score under 80 and only two students getting score 80.This showed that most of the students' Reading ability were low, while the students' with the highest score still had their Reading to be standard (for detail, see appendix 5). The data could be detailed into diagram below:
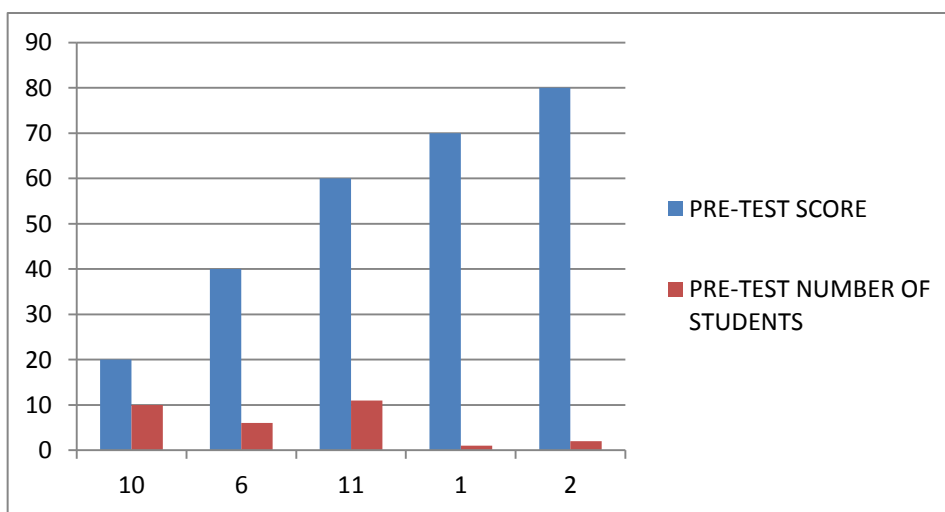
Figure 4.1 Diagrams of Pre-Test in Experimental Group

b.Post-Test

After the gave the tratment of using PORPE method with smart baloons, a post-test was given to the students in experimental group. Based on the result of post-test, the total score of students was 2.730. The mean score of post-test was 47.33. From 30 students, there was only two students getting score 70 and 28 students getting score higher than 70 (see appendix 5). This showed that there was an improvement in students reading comprehension ability. The data could be detailed into diagram bellow:
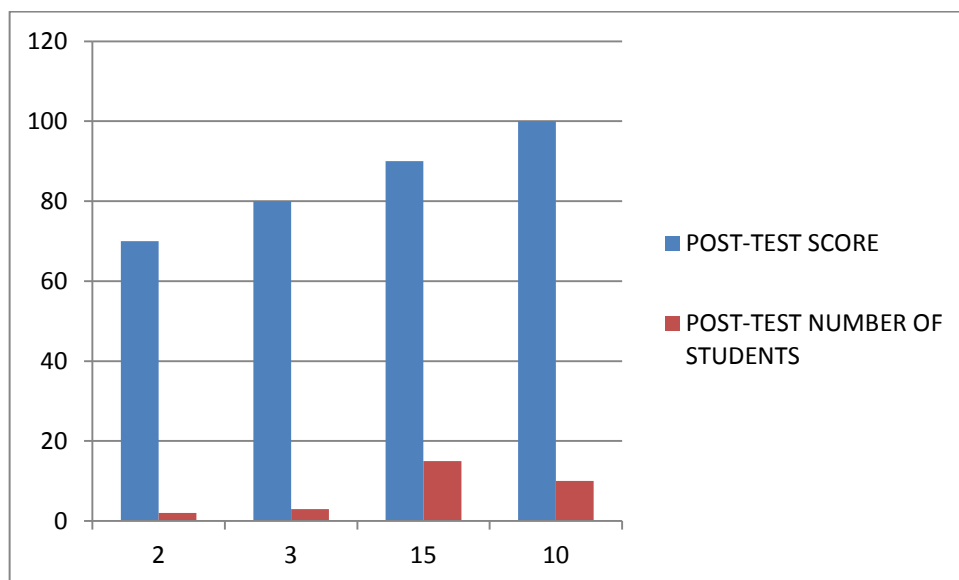
Figure 4.2 Diagrams of Post-Test in Experimental Group

From the Pre-test and Post-test result, it could be concluded that most of the students that were taught by PORPE method got a better result than those who were taught by applying there conventional method. The increasing score showed that PORPE method influenced the students' ability in Reading Comprehension.

The collected data were analysis t-tets formula. In Experimental group, pre-test was 1.330 and post-test 2.730.

2. The Score of Pre-test and Post-test in Control Group

a. Pre-test

Based on the result of pre-test the total score of students was 1.280 and the number of the students who took the test 30 students. The lowest score of pre-test was 20 and highest score was 60 (for detailed see appendix 6). The data could be detailed into diagram bellow:
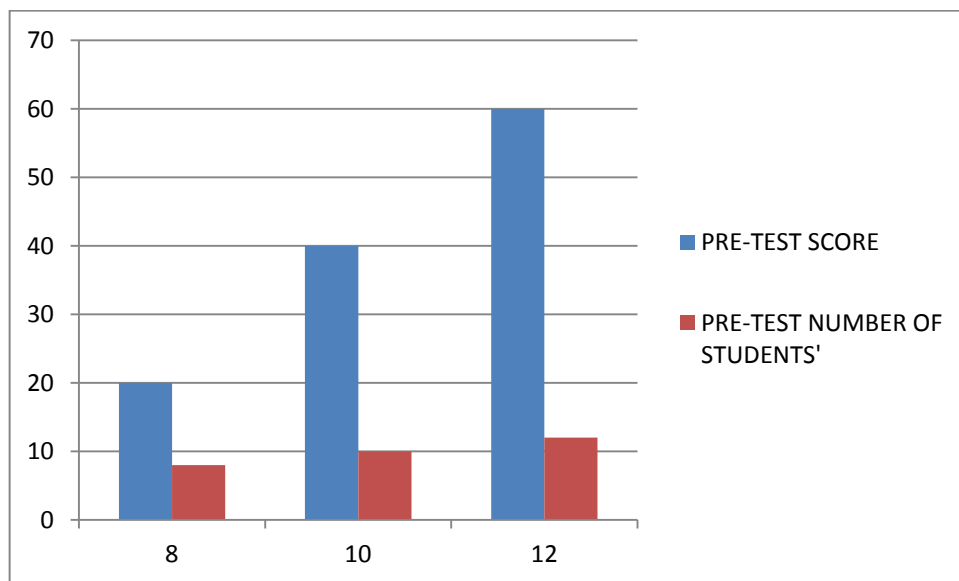
Figure 4.3 Diagrams of Pre-Test in Control Group

The diagram showed that students with high scores were much fewer than the more ones with low score.

b. Post-Test

After gave pre-test to the students, the students in control group were given the post-test. Based on the result of post-test, the total score of students was 1.990 and number of students took the test was 30 students. The mean score of post-tes was 22.33. The students' reading ability was better than before, but they stiil had difficulties in vocabulary. From 30 students, there were 1 the students got the highest score, which were 90. While 29 students got scores under 90 (for detail see appendix 6). The data could be detailed into diagram bellow:
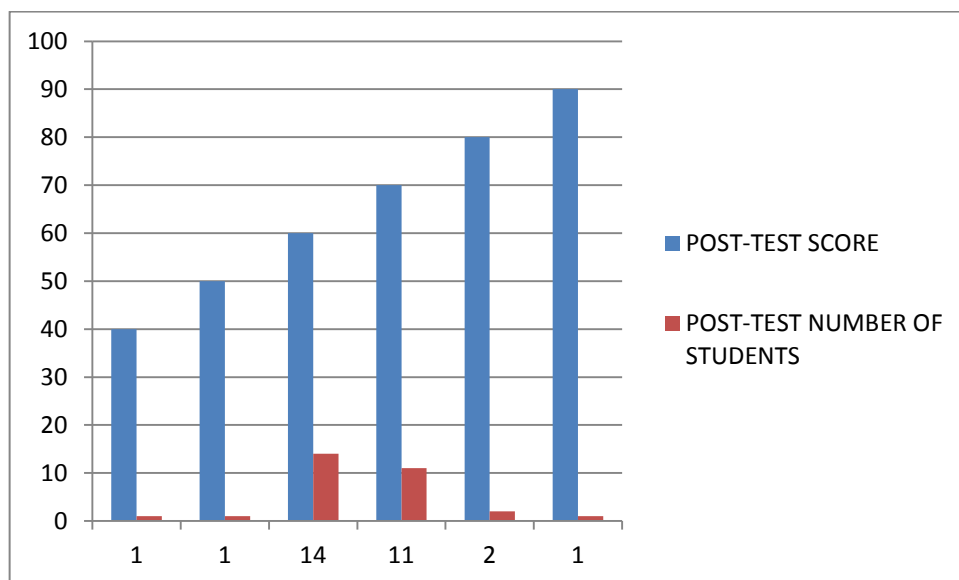
Figure 4.4 Diagrams of Post-Test in Control Group

3. The Differences of Experimental Group and Control Group

The data showed that in experimental and control group that same score was 100. The lowest score Pre-test in experimental group was 20 while and control group 20. The Lowest score Post-test in Experimental group was 70 and control group 40. (for detail, see appendix 8)

In addition, it proved that there were different score between the pre-test and post-test scores of experimental group and control group. The post test score of the experimental and control group in which experimental group showed an improvment and got highest score than control group. It mean that there was a significant effect of using PORPE method with smart baloons in reading comprehension.

C. The Validity of the Test

The data of Validity test was presented in appendix 12. In gaining validity test, Microsoft Excel was used. After analyzing the data, the result of validity calculation was 1,59. It showed that the validity of the test was Valid. Based on the $t_{count} > t_{table}$ or 1.59 > 0.440 which means that question number 1 is declared valid.

D. The Reliability of the Test

From the data that presented in appendix 13, the test reliability was calculated by using Kuder and Richardson (KR_{20}) formula. Based on the calculation above, the result of reliability of the test was 1.07. Realibility test was well if the value was > 0.44. It was Considered high if the value was between 0.70-0.90, if the value was 0.05-0.70, then in was sufficient. Lastly, < 0.50 was regarded low.

E. The Difficulty Level of the Test

The data of difficulty level could be seen in appendix 14. To know the difficulty level of each Reading assesment of the Reading test, person product moment was used. The value from difficulty level could be classified in some levels. If difficulty value was 0.0, then the level was very difficult. If it was 0.0-0.30, then the level was difficult. The value between 0.30-0.70 was medium, and 0.70-1.00 was easy. The last was very easy with the value 0.95.

F. Testing Hypothesis

The last step in analyzing the data was used statistical hypothesis test. It was used to know whether there was a significant effect of using PORPE method with smart baloons in reading comprehension. With the criteria examintation. Ha was accepted if t_{count}> t_{table} where t_{hitung} was gotten by distribution with Df = (N1 + N2 -2) (30 + (30-2) = 58. $\alpha = 5\% = 0.05$. (for detail, see appendix 11).

To know the statistical hypothesis of this research was used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, $t_{observed}$ was 4.95 was higher than t_{table} 2.01. Therefore , alternative hypothesis (Ha) was accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and data analysis, the researcher can conclude that there was a significant Effect of Using PORPE Method with Smart Baloons in Reading Comprehension, especially in Narrative text learning. That can be proven from the results of $t_{observe} > t_{table}$ or 4,59>2,01. So, the null hypothesis was rejected, and an alternative hypothesis was accepted.

B. SUGGESTION

Based on the conclusion above, the researcher gives some suggestions as follows:

1. The teacher should be creative in providing learning activities, especially in reading comprehension, so that the students feel enjoy.

2. The Students are expected to be more active, think and work together in order to obtain better learning outcomes.

3. Hopefully, this research can be useful for other researcher who do similar studies which focused on the aspect of reading comprehension.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Group

School   : SMP Negeri 1 Marbau

Subject   : English

Skill   : Reading Comprehension

Class   : VIII-2

Material   : Narrative Text

Time   :2 x 40 menit

A. Standard Competence

KI 1   : Respect and appreciate the teachings of the religion he adheres to

KI 2   : Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, self-confidence, in interacting effectively with the social and natural environment within the range of relationships and existence.

KI 3   : Understanding knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4   : Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory

B. Basic competence and Indicator Competence

Basic Comptence	Indicator Competence
1.4 Thankful for the oppurtunity to learn English as the language of internasional communication that is manifasted in the spirit of learning	1.1.1 Learners express gratitude for the oppurtunity to learn language of internasional communication that is manifasted in the spirit of learning
1.5 Demonstrate polite and caring behaviour in carrying out interpersonal communication with teachers and friends	1.1.2 Learners show the attitude of polite and caring behaviour, in carrying out interpersonal communication with teachers and friends
1.6 Demonstrate honest , disciplined, confident , and responsible behaviour In carying out transactional communication with teachers and friends	1.1.3 Learners demosntrate honest , disciplines , confident, and responsible attitude in transactional intraction with teacher and friends
1.7 Shows the behavior of responsilbility , care , cooperation , and love peace , in carrying out functional communication	1.1.4 Learners show the behaviour of responsilbility , care cooperation and love of peace in carrying out functional communication
1.8 Apply the text structure and linguistic elements to carry out the social function of the expression calling attention , cheking understanding , appreciating good performance, and soliciting and expressing opinions, and	1.1.5 Learners explain the social function of the phares calling attention and response in accordance with the context if its use 1.1.6 Learners identify the text structure of the phares calling attention and

responses, in the context of their use

response in accordance with the text context of its use

1.1.7 Learners apply the linguistic element of the phares calling attention and response in accordance with the content of its use

1.9 Prepare simple oral text to recite and respond to expressions call attention, check understanding , and appreciate good performance , and ask and express opinions by taking into account the correct social functions , text structure , and elements of context and the context of the context

1.1.8 Learners compose oral text asking for attention by paying attention to social functions, text structure, and linguistic elemnts that are true and contextual

1.1.9 Learners recite and respond to ask attention by paying attention to social functions, text strutures, and linguistic elements that are true and contextual

C. Objectives of the Study

1. Students can analyze text

2. Students can know the main idea of the text

3. Students are able to understand the text of reading

D. Material

Narrative Text

1. Definition

Narrative is kind of text which tells about events, or

accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- Adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story orclosure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Narrative text

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat."Yummy, this is my lunch," said Baya."No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat.

After several hours, they were very tired.Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Question

1. What is the title of a narrative text above?

2. How many characters in the story?

3. What is seen Baya?

4. Why are they fighting?

5. Anyone who violates the agreement between Sura and Baya?

6. What lessons can we learn in the story?

F. Approach / Model / Technique

1. Approach   : Scientific approach

2. Model   : PORPE Method

3. Technique   : discussion , question and answer , giving the task

G. Learning Media

Media   : Smart ballons , Text .

Tools   : Worksheet , white board , marker

H. Learning Source

www.youtube.com

I . Teaching Activity

Introduction (10 Minute)

Stage	Activities
Introduction	• Teacher greets and checks student's atttendeces • Teacher deliver the objectives of the study

Core activity (60 Minute)

Stage	Activities
Observation	• Teachers tell the students about the topic or title of the story that will discussed • Teachers showed the smart baloons to the text that will be discussed later on • Teachers and students discuss their personal that relate to the theme , topic , or main ide of the text to be read. Then students generate predicitions about the story
Questioning	• The Teachers ask students about the story that have been displayed
Collecting Data	• Teacher will show the text in smart ballons that explain about narrative text , the definition, generic structure, and the language feature • Students collecting the Data about Narrative text structure • Students observe the generic structure an language features from the example of narrative text
Association	• Teachers explain the students about PORPE Method to answer the question • Teacher give a worksheet for to every students

	• Teachers ask the students to answer the questions with PORPE Method
Communicating	• Teacher and students will correcting the answer together
	• Teacher give the feedback

Closing (10 Minute)

Closing	• Concluding the material that have been learned
	• Reflection

J. Assesment

Instrument : Test

Scoring guide :

$$S = \frac{Correct\ answer}{Total\ question} X\ 100$$

Marbau , 22 Agustus 2019

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Control Group

School	: SMP Negeri 1 Marbau
Subjects	: English
Skill	: Reading Comprehension
Class	: VIII-3
Material	:Narrative Text
Time	:2 x 40 menit

A. Standard Competence

KI 1   : Respect and appreciate the teachings of the religion he adheres to

KI 2   : Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, self-confidence, in interacting effectively with the social and natural environment within the range of relationships and existence.

KI 3   : Understanding knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4   : Try, process, and present in a concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other similar sources in viewpoint / theory

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1.6 Demonstrate honest , disciplined, confident , and responsible behaviour In carying out transactional communication with teachers and friends	1.1.3 Learners demosntrate honest , disciplines , confident, and responsible attitude in transactional intraction with teacher and friends
1.7 Shows the behavior of responsilbility , care , cooperation , and love peace , in carrying out functional communication	1.1.4 Learners show the behaviour of responsilbility , care cooperation and love of peace in carrying out functional communication
1.8 Apply the text structure and linguistic elements to carry out the social function of the expression calling attention , cheking understanding , appreciating good performance, and soliciting and expressing opinions, and	1.1.5 Learners explain the social function of the phares calling attention and response in accordance with the context if its use 1.1.6 Learners identify the text structure of the phares calling attention and

responses, in the context of their use

response in accordance with the text context of its use

1.1.7 Learners apply the linguistic element of the phares calling attention and response in accordance with the content of its use

1.9 Prepare simple oral text to recite and respond to expressions call attention, check understanding , and appreciate good performance , and ask and express opinions by taking into account the correct social functions , text structure , and elements of context and the context of the context

1.1.8 Learners compose oral text asking for attention by paying attention to social functions, text structure, and linguistic elemnts that are true and contextual

1.1.9 Learners recite and respond to ask attention by paying attention to social functions, text strutures, and linguistic elements that are true and contextual

C. Objectives of the Study

1. Students can analyze text

2. Students can know the main idea of the text

3. Students are able to understand the text of reading

D. Material

Narrative Text

1. Definition

Narrative is kind of text which tells about events, or

accuracies, which can make the reader feels that it is real.

2. Purpose

to amuse, entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text

- Romance
- Science
- Humor
- Diary-novels
- Adventure

4. The generic structure of narrative text

- Orientation : introduce the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : the crisis which is resolved
- Re-orientation : ending of story orclosure of events.

5. The language features

- The use of nouns and pronouns
- The use of spesific participants
- The use of adjective
- The use of verbs and adverb
- The use of past tense

Narrative text

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat."Yummy, this is my lunch," said Baya."No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat.

After several hours, they were very tired.Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Question

1. What is the title of a narrative text above?

2. How many characters in the story?

3. What is seen Baya?

4. Why are they fighting?

5. Anyone who violates the agreement between Sura and Baya?

6. What lessons can we learn in the story?

F. Approach / Model / Technique

1. Approach   : Scientific approach

2. Model   : Lecture Method

3. Technique   : discussion , question and answer , giving the task

G. Learning Media

Media   : Smart Baloons , text

Tools   : Worksheet , white board , marker

H. Learning Source

www.youtube.com

I . Teaching Activity

Introduction (10 Minute)

Stage	Activities
Introduction	• Teacher greets and checks student's atttendeces • Teacher deliver the objectives of the study

Core activity (60 Minute)

Stage	Activities
Observation	• Teachers tell the students about the topic or title of the story that will discussed
Questioning	• The Teachers ask students about the story that have been displayed
Collecting Data	• The teachers give explantaion about narrative text • Students collecting the data related with the generic stucture , language features of narrative text
Association	• Teacher give the students worksheet and ask the students to answer the question.
Communicating	• Teacher and students will correcting the answer together

	together
	• Teacher give the feedback
Closing (10 Minute)	
Closing	• Concluding the material that have been learned
	• Reflection

J. Assesment

Instrument : Test

Scoring guide :

$$S = \frac{Correct\ answer}{Total\ question} X\ 100$$

Marbau , 22 Agustus 2019

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APPENDIX 3

Directions : In this section you will read several Text Narrative, Each one is followed by several question about it. For question 1-5 you are choose the best answer to each question. Then, put on your asnwer sheet.

A. The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance.

One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability. After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind

legs and kicked wildly. Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Question :

1. Was there a donkey in Guizhou?

2. When did the tiger hide himself in the forest and survey it from under cover?

3. Why did the tiger hurry run away?

4. Why did the donkey feel angry to the tiger?

5. What did the donkey do then?

Answer :

1. yes.

2. When he saw a big tall thing, he thought it must be divine.

3. Because thinking the donkey was going to eat him.

4. Because the tiger walked in front of the donkey and purposely bumped it.

5. He struck out his hind legs and kicked wildly.

APPENDIX 4

Item Post –Test

Directions : In this section you will read several Text Narrative, Each one is followed by several question about it. For question 1-10 you are choose the best answer to each question. Then, put on your asnwer sheet.

The Lion and the Mouse

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.The Lion awoke with a loud roar and down came his paw over the little Meuse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. 1 meant no harm and I certainly didn't want to disturb Your Majesty.

If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. Her roared and thrashed

about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that

Answer the questions based on the text above!

1. What is the title of the text?
2. Where was the story happen?
3. Who is the main character of the story?
4. When was the lion captured by some hunters?
5. What was the moral value of the text above?

B. Goldilocks and the Three Bears

Once upon a time, there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast. "This porridge is too hot! said Papa Bear. This porridge is too hot!" said Mama Bear. "This porridge is too hot!" said Baby Bear. "Let's go for a walk!" said Mama Bear. "When we come back, our porridge will be just right." Along came Goldilocks. She walked into the houses. She saw three bowls of porridge. "This is too hot," said Goldilocks. "This is too cold, "said Goldilocks.

"This is just right!" said Goldilocks. And she ate all up. She ate the Baby Bear's porridge. Then Goldilocks went into the living room. She saw three chairs. 'This is too hard," said Goldilocks. "This is too soft," said Goldilocks. "This is just right!" said Goldilocks. Then CRASH, the chair broke. Goldilocks felt tired. She went into the bedroom. She saw three beds. "This bed is too hard," said Goldilocks.

"This bed is too soft," said Goldilocks. "This bed is just right!" said Goldilocks. And she fell fast asleep. The three bears came home. They went into the kitchen. "Someone's been eating my porridge," said Papa Bear. "Someone's been eating my porridge," said Mama Bear. "Someone's been eating my porridge," said Baby Bear. "And they ate it all up!" The three bears went into the living room. "Someone's been sitting in my chair!" said Papa Bear. "Someone's been sitting in my chair!" said Mama Bear. "Someone's been sitting in my chair!" said Baby Bear.

"And now it's broken! "The three bears went into the bedroom. "Someone's been sleeping in my bed!" said Papa Bear. "Someone's been sleeping in my bed!" said Mama Bear. "Someone's been sleeping in my bed!" said Baby Bear. And here she is!" Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again.

Answer key :

1. The title of the text is The Lion and the Mouse

2. The story was happened in the jungle.

3. The lion, the mouse, and the hunters.

4. The Lion was captured by some hunters when he was hunting for some food.

5. The moral value of the text: Even the strong sometimes need the friendship of the weak.

6. Goldilocks and the Three Bears

7. There are three bears. A Papa Bear, a Mama Bear and a Baby Bear.

8. They had porridge for breakfast.

9. The three bears went for a walk because their porridge is too hot.

10. The Goldilocks did

APPENDIX 5

The Total Scores of Pre-test and Post-test in Experimental Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	AP	20	90
2	AD	60	90
3	AFA	40	100
4	AS	20	90
5	AF	20	100
6	ASP	60	90
7	AM	60	100
8	AL	20	100
9	AZR	60	80
10	BDP	60	90
11	DAJS	20	100
12	DR	20	90
13	DLSH	40	100
14	ED	60	100
15	FH	40	90
16	FS	40	90
17	GUBB	80	90
18	HR	60	70
19	JRS	60	90

20	KN	20	100
21	MI	40	90
22	MFN	20	100
23	MF	20	90
24	MR	20	100
25	PNR	60	90
26	PR	60	80
27	RA	60	70
28	RDA	80	90
29	RAR	40	80
30	RD	70	90
Total		1330	2730

APPENDIX 6

The Score of Pre-test and Post-test in Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	AW	20	60
2	AP	60	90
3	AS	20	70
4	AR	20	70
5	AJ	60	70
6	ASP	40	50
7	AA	60	60
8	AA	20	60
9	BFP	60	70
10	CNS	40	60
11	DRH	20	70
12	DYS	20	80
13	DAA	40	60
14	DS	40	60
15	DS	60	60
16	EZ	40	60
17	HRR	60	60
18	HR	40	70
19	IA	20	60

20	KA	40	60
21	MY	60	60
22	MA	60	60
23	MAR	60	70
24	MR	60	80
25	MSS	40	70
26	NF	40	70
27	NAW	40	60
28	RH	20	40
29	RAP	60	70
30	SA	60	70
Total		1280	1950

APPENDIX 7

The Difference Score of The Pre-test and Post-test in Experimental Group

No	Students' Initial	Score		
		Pre-test (X_1)	Post-test (X_2)	$X_2\text{-}X_1$ (X1)
1	AP	20	90	70
2	AD	60	90	30
3	AFA	40	100	60
4	AS	20	90	70
5	AF	20	100	80
6	ASP	60	90	30
7	AM	60	100	40
8	AL	20	100	80
9	AZR	60	80	20
10	BDP	60	90	30
11	DAJS	20	100	80
12	DR	20	90	70
13	DLSH	40	100	60
14	ED	60	100	40
15	FH	40	90	50
16	FS	40	90	50
17	GUBB	80	90	10
18	HR	60	70	10

19	JRS	60	90	30
20	KN	20	100	80
21	MI	40	90	50
22	MFN	20	100	80
23	MF	20	90	70
24	MR	20	100	80
25	PNR	60	90	30
26	PR	60	80	30
27	RA	60	70	10
28	RDA	80	90	10
29	RAR	40	80	50
30	RD	70	90	20
Total		$\sum = 1330$	$\sum = 2730$	$\sum X = 1420$

Based on the table above the mean score of Experimental group was calculated as the follow:

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

$$= \frac{1420}{30}$$

= 47,33

Which :

M_x = The Mean score of Experimental Group

$\sum X$ = The score of $X_2 - X_1$

N = The sample of Experimental Group

APPENDIX 8

The Difference Score of The Pre-test and Post-test in Control Group

No	Students' Initial	Score		
		Pre-test (Y_1)	Post-test (Y_2)	Y (Y_2-Y_1)
1	AW	20	60	40
2	AP	60	90	30
3	AS	20	70	50
4	AR	20	70	50
5	AJ	60	70	10
6	ASP	40	50	10
7	AA	60	60	0
8	AA	20	60	40
9	BFP	60	70	10
10	CNS	40	60	20
11	DRH	20	70	50
12	DYS	20	80	60
13	DAA	40	60	20
14	DS	40	60	20
15	DS	60	60	0
16	EZ	40	60	20
17	HRR	60	60	0
18	HR	40	70	30
19	IA	20	60	40

20	KA	40	60	20
21	MY	60	60	0
22	MA	60	60	0
23	MAR	60	70	10
24	MR	60	80	20
25	MSS	40	70	30
26	NF	40	70	30
27	NAW	40	60	20
28	RH	20	40	20
29	RAP	60	70	10
30	SA	60	70	10
Total		$\sum = 1280$	$\sum = 1950$	$\sum y = 670$

Based on the table 4.4 the mean of Control group was calculated as follows :

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

$$= \frac{670}{30}$$

$$= 22{,}33$$

Which :

M_y = The Mean score of Control Group

$\sum y$ = The score of $X_2 - X_1$

N = The sample of Control Group

APPENDIX 9

The Calculation of Standard Deviation in Experimental Group

No	Students' Initial Name	X (X$_2$-X$_1$)	X = (X-M$_X$)	(X-M$_X$)^2
1	AP	70	22,67	513,9289
2	AD	30	-17,33	300,3289
3	AFA	60	12,67	160,5289
4	AS	70	22,67	513,9289
5	AF	80	32,67	1.067,3289
6	ASP	30	-17,33	300,3289
7	AM	40	-7,3	53,29
8	AL	80	32,67	1.067,3289
9	AZR	20	-27,33	746,9289
10	BDP	30	-17,33	300,3289
11	DAJS	80	32,67	1.067,3289
12	DR	70	22,67	513,9289
13	DLSH	60	12,67	160,5289
14	ED	40	-7,3	53,29
15	FH	50	2,67	7,1289
16	FS	50	2,67	7,1289
17	GUBB	10	-37,33	1.393,5289
18	HR	10	-37,33	1.393,5289
19	JRS	30	-17,33	300,3289

20	KN	80	32,67	1.067,3289
21	MI	50	2,67	7,1289
22	MFN	80	32,67	1.067,3289
23	MF	70	22,67	513,9289
24	MR	80	32,67	1,067,3289
25	PNR	30	-17,33	300,3289
26	PR	30	-17,33	300,3289
27	RA	10	-37,33	1.393,5289
28	RDA	10	-37,33	1.393,5289
29	RAR	50	2,67	7,1289
30	RD	20	-27,33	746,9289
Total		$\sum x = 1420$		$\sum x^2 = 16718,4603$

The data of table shows that the calculation standard deviation of experimental group as a follow:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{16718,4603}{30}}$$

$$= \sqrt{557,28}$$

$$= 23,60$$

APPENDIX 10

The Calculation of Standard Deviation in Control Group

No	Students' Initial Name	Y (y_2-y_1)	Y = (Y-M_y)	(Y-M_y)^2
1	AW	40	17,67	312,2289
2	AP	30	7,67	58,8229
3	AS	50	27,67	765,6289
4	AR	50	27,67	765,6289
5	AJ	10	-12,33	152,0289
6	ASP	10	-12,33	152,0289
7	AA	0	0	0
8	AA	40	17,67	312,2289
9	BFP	10	-12,33	152,0289
10	CNS	20	-2,3	5,29
11	DRH	50	27,67	765,6289
12	DYS	60	37,67	1.419,0289
13	DAA	20	-2,3	5,29
14	DS	20	-2,3	5,29
15	DS	0	0	0
16	EZ	20	-2,3	5,29
17	HRR	0	0	0
18	HR	30	7,67	58,8289
19	IA	40	17,67	312,2289

20	KA	20	-2,3	5,29
21	MY	0	0	0
22	MA	0	0	0
23	MAR	10	-12,33	152,0289
24	MR	20	-2,3	5,29
25	MSS	30	7,67	58,8289
26	NF	30	7,67	58,8289
27	NAW	20	-2,3	5,29
28	RH	20	-2,3	5,29
29	RAP	10	-12,33	152,0289
30	SA	10	-12,33	152,0289
Total		$\sum y = 670$		$\sum y^2 = 5842,4053$

The data of table shows the calculation standard deviation of control group as a follow:

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

$$= \sqrt{\frac{5842,4053}{30}}$$

$$= \sqrt{194,74}$$

$$= 13,95$$

Based on the calculation above shown the fact were presented as follows:

SD_x $= 23,60$

SD_y $= 13,95$

N1 $= 30$

N2 $= 30$

X $= 1420$

Y $= 670$

$(X-M_x)^2$ $= 16718,4603$

$(X-M_y)^2$ $= 5842,4053$

Therefore the formula were implemented as follows :

a. Standard error of Experimental Group

$$SE_{M1} = \frac{SDx_1}{\sqrt{N-1}}$$

$$= \frac{23,60}{\sqrt{30-1}}$$

$$= \frac{23,60}{\sqrt{29}}$$

$$= \frac{23,60}{5,38}$$

$$= 4,38$$

b. Standard error of Control Group

$$SE_{M2} = \frac{SDy_2}{\sqrt{N-1}}$$

$$= \frac{13,95}{\sqrt{30-1}}$$

$$= \frac{23,60}{\sqrt{29}}$$

$$= \frac{13,95}{5,38}$$

$$= 2,59$$

c. The difference of standard error

$$SE_{M1} - M_2 = \sqrt{SE_{M1}^2 + SE_2^2}$$

$$= \sqrt{(4,38)^2 + (2,59)^2}$$

$$= \sqrt{19,1844 + 6,7081}$$

$$= \sqrt{25,8925}$$

$$= 5,08$$

APPENDIX 11

The Validity of the Test

Calculation of Test Validity

From the test validity table it can be calculated for question number 1

$\sum X = 190$ $\qquad$ $\sum Y = 1880$ $\qquad$ $\sum Y^2 = 178400$

$\sum X^2 = 1900$ $\qquad$ $\sum XY = 18000$ $\qquad$ N $= 20$

Then the validity of item number 1 is:

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

$$rxy = \frac{20.18000 - (190)(1880)}{\sqrt{\{20.1900 - (190)^2\}\{20.178400 - (1880)^2\}}}$$

$$rxy = \frac{360000 - 357200}{\sqrt{\{38.000 - 36100\}\{3.568.000 - 3.534.400\}}}$$

$$rxy = \frac{2800}{\sqrt{\{1900\}\{33.600\}}}$$

$$rxy = \frac{2800}{79899,93743}$$

$$r_{hitung} = 0,35$$

$$t_{hitung} = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

$$= \frac{0,35}{\sqrt{\frac{1-(0,35)^2}{20-2}}}$$

$$= \frac{0,35}{\sqrt{\frac{1-0,1225}{18}}}$$

$$= \frac{0,35}{0,22}$$

$$= 1,59$$

By comparing tcount with rtable for N = 20 at the significance level α = 0.05, rtable = 0.440 is obtained. Based on the tcount> table or 1.59> 0.440 which means that question no. 1 is declared valid. In the same way, the calculated prices for questions 2 to 10 are obtained, as shown in the table below :

Correlation count (r_{count}) and question validity

No	r_{count}	r_{table}	Criteria
1	1,59	0,440	Valid
2	1,59	0,440	Valid
3	1,59	0,440	Valid
4	1,59	0,440	Valid
5	1,59	0,440	Valid
6	1,59	0,440	Valid
7	2,51	0,440	Valid
8	1,59	0,440	Valid
9	2,51	0,440	Valid
10	1,59	0,440	Valid

APPEDIX 12

The Reliability of the Test

Calculation of Test Reliability

From the table reliability tests can be calculated for all questions

$n = 10$ $\qquad \sigma_1 = 3{,}56 \qquad \sum \sigma_{1^2} = 88{,}42$

Then the reliability of the questions by using the K-R 20 formula are:

$$r11 = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_1{}^2}{\sigma_1{}^2}\right)$$

$$r11 = \left(\frac{10}{10-1}\right)\left(1 - \frac{3{,}56}{88{,}42}\right)$$

$$r11 = \left(\frac{10}{9}\right)(1 - 0{,}40)$$

$$r11 = (1{,}11)(0{,}96)$$

$$r11 = 1{,}07$$

By consulting the price of r11 at the price of r_{table} with n = 10 a significant level α = 0.05 can be $r_{table} = 0.440$ obtained $r_{count} > r_{table}$, the test presented is declared reliable.

APPENDIX 13

Difficulty Level of the Test

Calculation of Difficulty Levels

To find the difficulty level of the problem the formula is used:

$$TK = \frac{\bar{X}}{SMI}$$

For item no. 1, the difficulty level is

$$TK = \frac{\bar{X}}{SMI}$$

$$= \frac{9,50}{10}$$

$$= 0,95$$

Difficulty prices for each item are made in the following table:

Difficulty level

No	Difficulty level	Criteria question
1	0,95	Easy
2	0,95	Easy
3	0,95	Easy
4	0,95	Easy
5	0,95	Easy
6	0,95	Easy
7	0,9	Easy

8	0,95	Easy
9	0,9	Easy
10	0,95	Easy

APPENDIX 14

Testing Hypothesis

The result above was applied to test the hypothesis. The t-test value can be seen in the following calculation:

$$t_0 = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$= \frac{47{,}33 - 22{,}33}{5{,}08}$$

$$= \frac{25}{5{,}08}$$

$$= 4{,}92$$

The testing hypothesis was aimed to know whether the hyphothesis was accepted or rejected.

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} > t_{table}$). To Where t_{table} Value for the the degree of freedom was calculated as follows:

$$Df = (N1 + N2 - 2)$$

$$= (30 + (30 - 2)$$

$$= (30 + 28)$$

$$= 58$$

After seeking the table of distribution , the price of t_{table} with the degree of freedom (df) 58 at the level of significance 5% was at 2,01, while the critical value ($t_{observe}$) was 4,95. Based on the calculation of testing hypothesis above, it was found that the value of $t_{observe}$ was higher than t_{table} (4,95>2,01). Therefore , alternative hypothesis (Ha) was accepted.

APPENDICES 15

No	Name	Item Question										Jumlah	Y_2
		1	2	3	4	5	6	7	8	9	10		
1	Ahsan	1	0	1	10	10	10	10	10	0	10	80	6400
2	Akhm ad	1	1	1	0	10	0	10	10	10	10	80	6400
3	Annis Vardani	1	1	1	10	10	10	10	10	10	10	100	10000
4	Azra Filza	1	1	1	10	10	10	0	10	0	10	80	6400
5	Dahlia	1	1	1	10	10	10	10	10	10	10	100	10000
6	Desi orika	1	1	1	10	10	10	10	10	10	10	100	10000
7	Desi ramita	1	1	1	10	10	10	10	10	10	10	100	10000
8	Intan a Zahra	1	1	1	10	10	10	10	10	10	10	100	10000
9	Leni malia	1	1	1	10	10	10	10	10	10	10	100	10000
10	Lydia nnisa	1	1	1	10	10	10	10	10	10	10	100	10000
11	Mei madani	1	1	1	10	10	10	10	10	10	10	100	10000
12	Muha mad aihan	1	1	1	10	10	10	10	10	10	10	100	10000
13	Nurha Siregar	1	1	1	10	10	10	10	10	10	10	100	10000
14	Reni ahayu urahap	1	1	1	10	10	10	10	10	10	10	100	10000
15	Rizky triadi	1	1	1	10	10	10	10	10	10	10	100	10000
16	Sri nanda regar	1	1	1	10	10	10	0	10	10	0	80	6400
17	Sri landari	1	1	1	10	10	10	10	10	10	10	100	10000
18	Tasya mayani	0	1	0	10	10	10	10	10	10	10	80	6400

	Putri												
19	Umm Radifa Adz-zumur	1	1	1	10	10	10	10	10	10	10	100	10000
20	Vivi lianti ambe	1	1	1	10	0	10	10	0	10	10	80	6400
Validity	r_{hitung}	0,	0,	0,	0,35	0,35	0,35	0,51	0,35	0,51	0,35		178400,00
	t_{hitung}	1,	1,	1,	1,59	1,59	1,59	2,51	1,59	2,51	1,59		
	t_{tabel}	0,	0,	0,	0,44	0,44	0,44	0,44	0,44	0,44	0,44		
	Criteria	V	V	V	VALID	VALID	VALID	VALID	VALID	VALID	VALID		
Realibility	Variance	5	5	5	5	5	5	9,47	5	9,47	5		
	Score ariant	3,56											
	Total ariant	88,42											
	Realibility	1,07											
D. Level	Average r	9	9	9	9,50	9,50	9,50		9,00	9,50	9,00	9,50	
	TK	0,	0,	0,	0,95	0,95	0,95		0,9	0,95	0,9	0,95	
	Criteria	E	E	E	Easy	Easy	Easy		Easy	Easy	Easy	Easy	

The Students's Answers Sheet

Control Group and Experimental Group

Date : _____

Post Test

Nama: Anggi Aulia

Kls : VIII³

M.P : Bahasa Inggris

The lion and the Mouse

Jungle

Lion and Mouse

some time after this.

"You did help me even though I am big and you are so little.

Goldilocks and the three bears

Three bears (a papa bear, mama bear and baby bear)

Porridge

when we come back

Said baby bear

Nama : Anggi Aulia
Kls : VIII³
M.P : Bahasa Inggris

Yes

2. Sometimes the tiger ventured a little nearer bus still kept a
respectful distance.

3. I thinking the donkey was going to eat him.

4. This made the donkey so angry that it struck out his
hind legs and kicked wildly

5. seeing this the tiger was very gleeful.

60

Nama: Dewi Sirtika

Kelas: VIII-3

Answer the questions based on the text above!

1. Once upon a time AO^-

2. Sometimes the tiger ventured a little nearer but still kept a respectful distance.

3. Just then the donkey gave a loud bray, 1. thinking and donkey was going to eat him.

   ~~that it struck out his hind legs and~~

4. This made the donkey so angry that it struck out his hind legs and kicked wildy.

5. Seeing this the tiger was very gleifully Such a big thing as you can do so little!' with a roar he pounced on the donkey and ate it up.

Nama: Dewi Sartika

VIII³

A. Soal Post Test

1. The Lion and the Mouse
2. Wood
3. ___ Lion and Mouse : ___ hunters
4. Perhaps I may be able to do you a good too.
5. You did help me even though I am big a are so little.

B. 6. Goldilocks and the Three Bears
7. the three bears sat down to breakfast.
8. This porridge is too hot!
9. When we come back, our porridge will be ju right.
10. ___ bowl she ate the Baby Bear Porridge.

Nama : Dela yuanda Sir

kus : VIII-3

B stdy : B. Inggris

Date : 20-0-2

Post Test

1. The Lion and the Mouse

2. Jungle

3. Lion and Mouse , Hunters

4. Some time After his some , hunters trying to cap the lion aluve so they could carry him to their b set up rope nets in the Jungle.

5. " you did help me even though I am big and you a so little . I see now that.

6. Goldilocks and the Three Bears

7. Three Bears

8. This porridge is too hot

9. She ran out of the house

10. Said papa Bear

1. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the montain.

2. Sometimes the tiger ventured a little nearer but still kept a respectful distance and mountain.

3. After a while, he sneaked back and watched the donkey carefully.

4. This made the donkey so angry that is struck ou his hind legs and kicked wildly.

5. With a roar he pounced on the donkey and it up

20

1. Yes, there is.

2. Sometimes the tiger ventured a little nearer but still kept a respectful distance.

3. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away.

5. This made the donkey so angry that it struck out his hind legs and kicked wildly.

4. Seeing this the tiger was very greceful, Such a big thing as you can do so little! with a roar, he pounced on the donkey and ate it up
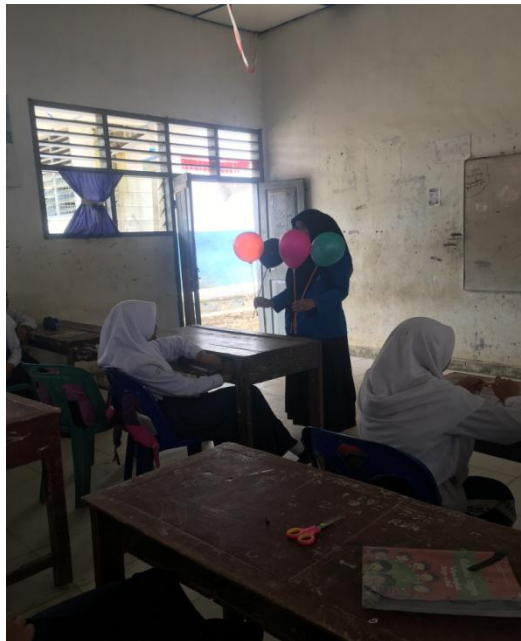
60

Nama : GRACE ULI BR. BARUS

Kelas : VIII^2

Tanggal : 22 Agustus 2019

1. The Lion and the Mouse.

90

2. The Jungle.

3. The Lion, the Mouse and a hunters.

4. The Lion, who was hunting for some food, feel into the trap.
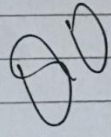
5. ~~~~~~~~~~~~~~~~~~

6. Goldilocks and the Three Bears.

7. A papa Bears, a Mama Bears, and a Baby Bears.

8. A Porridge.

9. When we come back, our porridge will be just right.

10. Goldilocks.

5. When the lion had stepped out of the net and was free once
" Thank You, good mouse," said the Lion gently. "You did
help me even though I am big and you are so little. I see
now that.

Name : GRACE ULI BR. BARUS

Class : VIII²

1. Once upon a time, there was a donkey in Guizhou.

2. He quickly hid himself in the forest and surveyed it from under cover.

3. I thinking the donkey was going to eat him, the tiger hurriedly ran away.

5. This made the donkey so angry that it struck out his hind legs and kicked wildly.

4. Once, he walked in front of the donkey and purposely bumped it.

Nama: Elsa Damayanti

Kls : VIII² (Delapan Dua)

Mapel: B. inggris.

Answer ✓

1. The Lion and the mouse ✓
2. One day, a lion lay asleep in the Jungle.
3. Lion and mouse, Hunters ✓
4. Some time after this. Some Hunters, trying to c the Lion alive so they could carry him to their king up rope nets in the jungle. ✓
5. The Lion began to 10ugh ✓

6. Goldilocks and the Three Bears.
7. Three. Bears, a Papa Bears, a mama Beards, and Bear. ✓
8. Porridge. ✓
9. This Porridge is too hot. ✓
10 Goldilocks.

100

Nama : EISA DAMAYANTI
Kis : VIII² (Delapan Dua)
Mapel : B. inggris

D.

Answer

1. Someone OFFicious shipped one there. but Finding no use For it, he set it loose at the Foot OF the mountain.

2. A tiger ran out From the mountains.

3. Just then the donkey gave a loud bray. I thinking the donkey was going to eat him, the tiger hurriedly ran away.

5. Once, he walked. in Front oF the donky and purposely bumped it. This made the Donkey so angry that it, Struck out his hind legs and kicded wildly.

Seeing

2. Seeing this the tiger was very gleeFul, such a big thing as you can do so little! with a roar, he pounced on the donkey and ate it up.

APPENDIX 17

The Documentation of Research

Control Group VIII-3

The student's doing Pre-test

Control Group VIII-3

The teacher Explain the material with Smart baloons

Control Group VIII-3

The student's doing Post-test

Experimental Group VIII-2

The student's doing Pre-test

Experimental Group

The student's take smart baloons

Experimental Group VIII-2

The teacher Explain Narrative text and Porpe Method

Experimental Group VIII-3

The students' doing Step Rehearse like in Pairs

Experimental Group VIII-2

The Student in front of the class doing Practice

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	: Rezky Audina Siregar
NPM	: 1502050048
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 138 SKS

IPK=3,50

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Merbau Labuhan Batu Utara	
	Improving Students' Listening Ability by Using Chain Whispering Words	
	An Analysis of Students Error in English Vowels	

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

Medan, 21 Maret 2019
Hormat Pemohon,

Rezky Audina Siregar

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	:	Rezky Audina Siregar
NPM	:	1502050048
Pro. Studi	:	Pendidikan Bahasa Inggris

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

The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Merbau Labuhanbatu Utara

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Dewi Juni Artha, S.S., M.S

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, 04 April 2019
Hormat Pemohon,

Rezky Audina Siregar

Keterangan
Dibuat rangkap 3 :-   Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Nomor   : 724 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
            Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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   : Rezky Audina Siregar
N P M   : 1502050048
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Merbau Labuhan Batu Utara.

Pembimbing   : Dewi Juni Artha, SS, 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 selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 4 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 28 Rajab 1440 H
        04 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, 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 اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Rezky Audina Siregar
N.P.M	: 1502050048
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25 April '19	Chapter I * Problems and Subject of the Study .	
20 Mei '19	Chapter II	
19 Juni '19	Chapter III	
3 Juli '19	ACC Proposal	

Medan, 4 Juli 2019

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Dewi Juni Artha, S.S, M.S)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 29 Bulan Juli Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	: Rezky Audina Siregar
N.P.M	: 1502050326
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

No	Masukan dan Saran
Judul	
Bab I	Revise : Refer to the reviewed proposal
Bab II	Revise : Refer to the reviewed proposal
Bab III	Sampling techniques, & validity, & realibil & etc.
Lainnya	Reference & cover : writing system
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dewi Juni Artha, SS, M.Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Rezky Audina Siregar

N.P.M : 1502050048

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Using PORPE Method with Smart Baloons in Reading
Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Dewi Juni Artha, S.S., M.S

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	:	Rezky Audina Siregar
N.P.M	:	1502050048
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

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

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Rezky Audina Siregar
N.P.M	:	1502050048
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Agustus 2019
Hormat saya
Yang membuat pernyataan,

Rezky Audina Siregar

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http//fkip.umsu.ac.id   Email : fkip@umsu.ac.id

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 5/3υ /II.3/UMSU-02/F/2019	Medan, 04 Dzulhijjah 1440 H
Lamp	: ---	05 Agustus 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth. Bapak/Ibu Kepala
SMP Negeri 1 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   : Rezky Audina Siregar
N P M   : 1502050048
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

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

** Pertinggal **

SURAT KETERANGAN
Nomor : 421.3/ /SMPN.1/KP/2019

Wakil Kepala UPTD Satuan Pendidikan SMP Negeri 1 Marbau Jalan Besar Marbau Kab. Labuhanbatu Utara dengan ini menerangkan :

Nama : REZKY AUDINA SIREGAR

NPM : 1502050048

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : " THE EFFECT OF USING PORPE METHOD WITH SMART
BALOONS IN

REASONING COMPREHENSION AT SMP NEGERI 1 MARBAU

LABUHANBATU

UTARA"

Benar nama tersebut diatas telah **melakukan Penelitian/Riset** yang bertempat di SMP Negeri 1 Marbau Jl. Besar Marbau yang nantinya dIpergunakan untuk menambah wawasan dalam penulisan skripsi di Universitas Muhammadiyah Sumatera Utara.

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya

Marbau, 22 Agustus
a.n. Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Marbau
Wakil Kepala Sekolah

MUHAMMAD AFANDI S.Pd
Pembina
NIP. 197005171994121001

بِسْمِ اللهِ 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	: Rezky Audina Siregar
N.P.M	: 1502050048
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using PORPE Method with Smart Baloons in Reading Comprehension at SMP Negeri 1 Marbau Labuhanbatu Utara

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14 Sept '19	Chapter IV Data Analysis	
21 Sept '19	Chapter V Conclussion and Suggestion	
28 Sept '19	ACC	

Medan, 28 September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Dewi Juni Artha, S.S, M.S.)

APPENDIX 29

CURICULUM VITAE

Name	: Rezky Audina Siregar
Place/Date of Birth	: Marbau , 18 Juni 1997
Sex	: Female
Religion	: Islam
Address	: Lingkungan II, Jl. Kejaksaan No. 17 Kec Marbau
Mobile	: 082272360109
E-mail	: dinaresky23@gmail.com

Parents Name

a. Father's Name	: H. Sudirman Siregar S.Pd
b. Mother's Name	: Hj. Amnah Nasution S.Pd

EDUCATION

1. Elementary School at SD 1123210 Marbau   (2003-2009)

2. Junior High School at SMP Negeri 1 Marbau   (2009-2012)

3. Senior High School at SMA Negeri 1 Marbau   (2012-2015)

4. Students of English Department of FKIP UMSU   (2015-2019)

Medan, October 2019

Rezky Audina Siregar