THE EFFECT OF CIRCLE POSTER METHOD TO INCREASE THE STUDENTS' NARRATIVE TEXT ACHIEVEMENT

SKRIPSI

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By:

MUHAMMAD HIDAYAT
NPM 1302050026

FACULTY OF TEACHRER TRAINING AND EDUCATION UNIVERSITY

OF MUHAMMADIYAH SUMATERA UTARA

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ABSTRACT

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This research was aimed to find out Circle poster strategy of the students' reading comprehension ability. The population of this research was eight grade of SMP N 1 Simpang Kiri at Academic Year 2017/2018. It consisted of two classes included of experimental group was 40 students and control group was 40 students as respondents. This research was conducted by using quantitative research. The instrument of research was test including pre-test and post-test. The result showed that $SDx = 34.69$ $SDy = 12.5$ SE $M1 = 5.55$ SE $M2 = 2.01$ SE $M_1 M_2 = 2.74$. The t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow$ n-1= 80-1 =79 was 2.00. From the result analyzed, t-test was 7.8 and the t-table is 2.00. It means that the t-test value was higher than the t-table or 7.8> 2.00 and t-test hypothesis was accepted (Ha). Therefore, it concluded that circle poster strategy can improve students' achievement in reading comprehension especially in narrative text. In other words, the result of this research, it can be concluded that circle poster can effect students' reading comprehension. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching reading.

Keyword: Reading, Comprehension, and Circle poster

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The Researcher,

<u>MUHAMMAD HIDAYAT</u>
NPM 1302050026

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Reading is so prevalent in language use and the primary means of language learning for students. Because of' the increasing of direct communication in foreign language, the development of reading comprehension as a skill and a channel for language input has become the object of attention in education that needs to be researched. Danny and Timothy (2008) states that reading is not just saying the words on a page. It is not merely a matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level questions about the content of a text selection. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. Reading must be comprehended by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

In Educational Unit Oriented Curriculum (KTSP, 2006) for junior high school, it is expected that student must be able to comprehend the meaning of the text in form of descriptive, recount, procedure, narrative etc in the content of daily life. Furthermore, the students have to master reading comprehension in order to enable them to get success in reading learning process. Besides, the students have to able understanding the meaning of short factual text and essay in a form of narrative, in the daily context to access knowledge.

In reality, most of the students get the problems in reading skill. Based on the previous observation at eight grade students at SMP Negeri 1 Simpang Kiri in Academic Year 2017/2018, it found some problems that students still have difficulties in analyzing the text content, comprehending the vocabularies and grammar of the text, and getting less reading interest. In addition, many students failed in reading because they were not taught reading well. Most of teachers focus on teaching "reading" not "understanding". Besides, the students have lack of vocabulary so that it made them difficult to comprehend the passage in lateral comprehension, interpretative comprehension and critical comprehension. And the students still have less confident if they are asked to read in front of their friend.

All of the facts above are caused by some factors, internally and externally. The internal factors are from the students themselves and external ones are out of them. The factors come from the students are, their motivation and interest in reading. They feel it difficult to do because they are unfamiliar with the words used in the text or lacking of vocabularies. Beside it, they do not understand the grammar used in the text. Meanwhile, the external factors can be from the teachers. The teachers often ask the students to read the reading text then translate it into Indonesia. They distribute the text, ask the students to read the whole text and then answer the questions related to the text. These activities are bored and do not motivate students to learn more. However, teachers should use various strategies in presenting reading to decrease the boredom of the students.

There are many methods in teaching reading can be used. One of them is Circle Poster method. Circle Poster is a social activity mostly used as pre-reading strategy, although it can be modified as an after reading activity as a way to celebrate the conclusion of a thematic unit or literature focused unit (Francisca, 2010:86). This strategy helps the students comprehend the text through interactive way, by discussing limited information they get from the text they will read. Furthermore, it frontloads students' knowledge of text information and also allows them to become familiar with phrasing and content words. Circle Poster is a method that makes the students involved in an interactive activity. They talk each other about the clue they got and then make a prediction about what text they will read. The more the students talk, the more clues they will get. Besides, the students are also got into a sharing activity whereas they have to discuss about their prediction. After they finish reading the text, they will get the correct information which they can use it to revise their prediction. Circle poster can give the students' prior knowledge of the text. It makes them easier to comprehend the text.

Based on the problems above, the researcher wants to conduct a research by the title **"The Effect of Applying Circle Poster Method to Improve Students' Achievement In Reading Comprehension On Narrative Text"**

B. Identification of the problem

In relation of the background of study, the researcher identified as follows

1. The students were not able to read reading well.

2. The students did not comprehend the passage well.

3. The students were lack of vocabulary.

4. The students still had less confident.

5. The teacher still used traditional strategy.

C. The Scope and Limitation

The scope of this research was reading. And was limited on narrative text by using Circle Poster method at 8th Grade of SMP Negeri 1 Simpang Kiri.

D. The Formulation of the Study

Based on the background above, the problem of this research was "Is there any significant effect of applying Circle Poster on the students' achievement in reading comprehension on narrative text?"

E. The Objective of the Study

Based on formulation of problem, the objective of this research was "To find out the significant effect of applying Circle Poster on the students' achievement in reading comprehension on narrative text".

F. The Significance of Study

a. Theoretical Significance

The findings of the study are theoretically expected to be significant to increase the theories about reading comprehension by using Circle Poster method.

b. Practical Significances

The findings of this study were expected to contribute for:

1. The English teachers, it can be used as one of the way strategies which suitable for teaching reading process.

2. The Students, to increase their knowledge for reading comprehension by using Circle Poster method.

3. Other researchers, Institutions, English Department who are interested in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey. According to Keren Tankersley (2003:2) states that "Reading is a complex process made up of several interlocking skills and processes." It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read.

But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand make interesting by using strategy when teaching reading process goes on. In order words, the students are interested in know what they have read. According to Mclntyre et. Al (2011:113) states reading is comprehending, if children can read the words of the text, but do not understand what they are reading, they are not really reading. So, basically reading is a crucial goal that

children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

Moreover, Harvey and Gouduis in Pamela, et. al (2004:320) states that like writing, reading is an act of composition. When we write, we compose, thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. Based on the above explanation, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

2. Level of Comprehension

According to Thomas Barret in Brassell and Rasinski (2008: 17) state there are three types of action with his three-level taxonomy of reading comprehension:

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level the student uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

3. Definition of Narrative Text

In this research, the researcher focused in a narrative text. So, narrative text is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non-fictional events. The word derives from the Latin verb *narrare*. "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled". Ultimately its origin is found in the Proto-Indo-European root gno-, "to know".

I Wayan (2014: 19) that the basic purpose of narrative text is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are the setting which includes the time and place. The different characters are involved in the text. A problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

3.1 Generic Structure of Narrative Text

Actually, every genre has its own characteristic in terms of rethorical structure and textual elemnts; the narrative text also has its own rhetorical structure and textual element. The rhetorical structure and textual element of narrative text consists of 1) orientation, 2) Complication, and 3) resolution.

a) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

b) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and

Minor Complication. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

c) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution.

In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment. Another Example of Narrative Text

Orientation

Once upon a time, a rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here."

Complication

"Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

Complication

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later, I will know how kind you are," said the rabbit.

	Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one… two… three… four… until twenty, and finally he thanked all crocodiles because he had crossed the river.
Resolution	

4. Circle Poster

Circle Poster is a strategy that makes the students involved in an interactive activity. They talk each other about the clue they got and then make a prediction about what text they will read. The more the students talk, the more clues they will get. Besides, the students are also got into a sharing activity whereas they have to discuss about their prediction. After they finish reading the text, they will get the correct information which they can use it to revise their prediction. In addition, participants a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows participants to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge (Protocol, 2013:34).

According to Francisca (2010: 87) state that circle poster can build inclusion and structure brainstorming or review in using language to create good

communication activity. Circle poster is a social activity mostly used as pre-reading strategy, although it can be modified as an after reading activity as a way to celebrate the conclusion of a thematic unit or literature focused unit. This strategy helps the students comprehend the text through interactive way, by discussing limited information they get from the text they will read. Furthermore, it frontloads students' knowledge of text information and also allows them to become familiar with phrasing and content words. Circle poster can help the students in comprehending the text they will read by making predictions. Beers (2002) stated that the more we frontload students' knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. Thus, Circle poster can give the students' prior knowledge of the text. It makes them easier to comprehend the text.

4.1 Procedures of Circle Poster

Francisca (2010) gives some procedures about circle poster in reading comprehension, as follows:

a. Teacher prepares a set of theme-related questions or topics that will allow students to explore what they already know about the theme.

b. The questions should be open-ended and can take the form of "what if," "what might," "what do you imagine." For example, if the theme to be explored is "immigration," then one question might be: "Why do you think someone might leave their home and move to a new country?"

c. Students form two lines so that each person is facing a partner. One of the lines is named as the "moving line." (For younger students, two concentric circles might be more manageable.)

d. Teacher indicates that students will have two minutes to discuss each of a number of questions/topics. After the time is up for each item, the moving line moves down one person and the person at the end moves to the front so that everyone now has a new partner.

e. Students are asked to greet their new partner and to introduce themselves before the topic/question is revealed by the teacher.

f. The teacher's job is to keep time, monitor the interaction, and check for understanding at the end of the activity.

g. Once the topics have all been addressed, a content review can be carried out so that misinformation or gaps in information are taken care of.

4.2 Advantages of Circle Poster

There are some advantages of circle poster, those are;

a. Creative Thinking: All the students try to explore their ideas related to the text. When the teacher asked, "What do you think about the title?" so all groups try to give argumentation.

b. All Ideas are Accepted: All ideas stated by circle poster are never wrong. It means that it is only prediction based on their mind related to the text and it is aimed to make them curious to read.They generally read more actively and enthusiastically because they are more interested in finding out what happened.

c. Cooperate the Group: circle poster in a group is suitable for students to do activity learning process. It encourages them to participate and cooperate, It can make all students feel like an important member of the group and that their ideas and input are respected and valued.

4.3 Disadvantages of Circle Poster

There are some disadvantages of circle poster method in teaching reading, namely:

a. Small Group: To obtain a good balance in circle poster method, a group must be relatively small that consist of 6 to 8 students. In order to avoid this strategy tends to not work as effectively with larger groups.

b. Spent Much Times: Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using circle poster will not run well and it will take a long time in learning process.

B. Previous Related Research

There were some previous researches related to this research, as follows:

1) *The Effect of Circle Poster Strategy on Junior High School Students' Reading Comprehension* by Sitompul (2013). This study aims at investigating the effect of circle poster Strategy on Junior High School Student Reading Comprehension. The population of this study was the students of SMP Swasta Kristen Immanuel on Jl. Slamet Riyadi No. 1 Medan, fifty eight students from the population was taken as the samples of the research. The sample was divided into two groups. The first group (29 students) as the experimental

group, while the rest (29 students) as the control group. The experimental group was taught by using circle poster strategy. The instrument of collecting the data was multiple choice tests. To obtain the reliability of the test, the writer used the Kuder Richardson Formula (KR-21). The result of the study showed that the reliability of the test was 0.733. The data were analyzed by using t-test formula, the analysis showed that the score of the student in the experimental group was significantly higher than that of students in the level of control group at the level of significance 0,05 with the degree of freedom (df)56 the t-observed is 5.33 while the t-table is 1.671.therefore the null hyphothesis (Ho) is rejected and the hyphothesis alternative (Ha) is accept.

2) *Improving Students' Reading Comprehension on Narrative Text Circle Poster Strategy* by Wardiningsih., et al (2012). This research is intended to answer the problem about how does circle poster improve reading comprehension on finding out factual or detail information and understanding language feature on narrative text to the tenth grade students of SMA Muhammadiyah 2 Pontianak. The result on the first cycle the writer used circle poster strategy as a strategy to improve the students reading comprehension on finding out the factual or detail information and understanding language feature on narrative text. The writer used picture and table as helping strategy in this cycle and the students' mean score was 45. In the second cycle the writer used circle poster strategy helped by picture and students' mean score was 67.1. The writer used circle poster strategy helped by picture and jumble word in third cycle and the students' mean score in this cycle was 79.8.

C. Conceptual Framework

Reading is not a passive skill, but reading is an incredibly active occupation. The reader has to understand what the words means according to author in the text. Therefore, the students as readers not only pay attention to translate the word from the text to establish meaning, but also comprehend the meaning of the text they read. So, it means that the students have to active in reading. However in fact, most of students cannot comprehend the text. They do not understand about what they have read. Sometimes, they feel that reading activity is not interesting, so they feel bored.

There are so many strategies will be used by teacher. circle poster is one of strategies which is suitable to help the students to improve about their reading comprehension. By applying circle poster, the students can set their prediction about the text develop their thinking as they are reading a text. This strategy is also help students to focus their attention on the purpose of reading. It can be used in fiction or non-fiction text, especially in narrative text. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others. In conclusion, by applying Tea Party strategy in teaching reading comprehension will have a significant improvement on the students' achievement in reading comprehension of narrative text.

D. Hypothesis research

Based on the problem statement that presented by the researcher, the hypothesis research is stated as follow:

a. Ha: There is significant effect of applying circle poster method to increase the students' narrative text achievement

b. H0: There is not a significant effect of applying circle poster method to increase the students' narrative text achievement

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Study

This research was conducted at SMP N 1 Simpang Kiri. It was located at Jl. Teuku umar No. 1 Lae oram, Kec. Simpang kiri Subulussalam, Aceh. The reason choosing this school as the research was because the researcher find many problems in reading.

B. Population and Sample

1. Population

The population of this research was taken from eight grade student of SMP N 1 Simpang Kiri at Academic Year 2017/2018. The population of the research consisted of four classes, namely: VIII-1 (40 students), VIII-2 (40 students), VIII-3 (39 students), and VIII-4 (38 students). So, the total of population were 157 students. It shows in the table below:

Table 3.1
Total population and Sample

No	Class	Population	Sample
1	VIII-1	40	40
2	VIII-2	40	40
3	VIII-3	39	-
4	VIII-4	38	-
Total		**157**	**80**

2. Sample

Sample was taken by using purposive sampling technique by choosing two classes from eight grade, namely VIII-1 with 40 students as experimental and VIII-2 was 40 students as experimental.

C. Research Design

Quantitative experimetal research was conducted in this research. This research is experimental research by using treatment. Experimental research involved a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable was called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. In conducting the experimental research, the sample was divided into two groups, they were experimental and control group. The experimental was taught by using Circle Poster Strategy, and the control group was taught by using Lecturing method. The design of this research could be seen as follow:

Table 3.2
Research Design

Groups	Pre-test	Treatment	Post-test
Experimental (VIII-1)	√	Using circle poster method	√
Control (VIII-2)	√	Lecturer Method	√

D. Instrument of Collecting the Data

Test was used to collect the data. In the form of test was multiple choices with four options in each number. There were 20 questions for each group. In scoring the test of the text, it was determined that ranging from 0-100 by accounting the correct answer. The correct answer was given 5 point while wrong answer was given 0 point.

D. Technique of Analyzing Data

The data were analyzed by using the following procedure:

1. Correcting the students' answer

2. Scoring the students' answer for correct answer and wrong answer

3. Listing their score in two tables, first for experimental group scores and second for control group

4. Calculating the total score pre-test and post-test in experimental group and control group

5. Finding the mean of the score of pre-test and post-test in experimental group and control group by using formula:

   a. Mean variable X (variable 1)

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

   b. Mean variable Y (variable 2)

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

6. Finding the standard deviation by using formula:

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

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

    (Sudijono, 2009)

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

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

    c. Standard Error of mean variable 1

    $$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

    (Sudijono, 2009)

    d. Standard Error of mean variable 2

    $$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

    e. The differences of standard error between mean variable 1 and mean variable 2

    $$SE\ M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

    (Sudijono, 2009)

7. Testing hypothesis by applying T-test

    $$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

    (Sudijono, 2009)

    Notes:

    M_x = mean for variable 1 or X

    M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were the result of test. Test was taken from multiple choice. The data were divided into two groups, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same test form in reading comprehension in pre test and post test. Hence, the researcher got the students' score as the data. To know the differences between the students' score in the experimental group and control group, it can be analyzing below.

Table 4.1
Score of Experimental Group

No.	Students' Initial	Score	
		Pre-test	Post-test
1	AEN	55	75
2	ALS	45	85
3	ALO	55	85
4	ARJ	50	80
5	ARY	65	75
6	BEP	65	95
7	CWM	45	80
8	DND	50	80
9	DMG	45	85
10	EYN	50	90
11	FA	50	85
12	GR	55	95
13	GPR	50	85
14	HYG	55	90
15	IK	50	75
16	IN	50	85
17	JU	40	80

18	JWS	60	80
19	MRR	45	85
20	MS	40	95
21	MU	55	85
22	NU	40	75
23	PU	45	75
24	RA	45	85
25	RN	50	85
26	RS	60	90
27	RHP	70	95
28	SA	70	95
29	SH	50	85
30	SPS	50	90
31	SI	45	80
32	SY	55	85
33	TY	50	75
34	WE	50	95
35	WI	45	90
36	YA	40	75
37	YO	45	75
38	YU	55	85
39	Z	50	90
40	ZU	50	95
Total		**2040**	**3390**
Mean		**51**	**84.75**

From the table above, the total score of students in experimental group on pre-test was 2040 and the number of students who took the test was 40 students, so the students' mean was:

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

$$= \frac{2040}{40} = 51$$

The mean of students was 51 While mean score in post-test of experimental group was:

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{3390}{40} = 84.75$$

It can be concluded that the total score of pre-test was 2040 and the mean was 51. In post-test, the total score was 3390 and the mean of the score was 84.75 So, the total and mean score in post-test of experimental was higher than the total and mean score in pre-test, to know score and mean of Control Group can be seen at diagram below
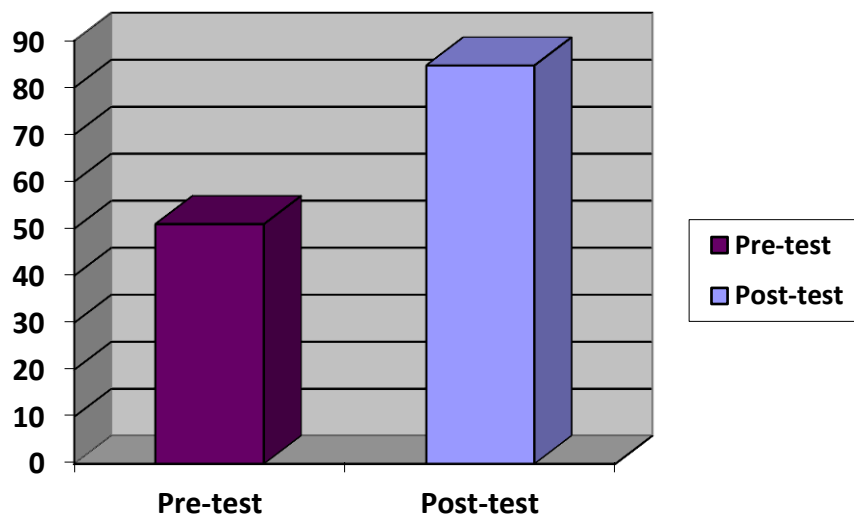
Chart 1: The result of students score in Experimental Group

Table 4.2
Score of Control Group

No.	Students' name	Score	
		Pre-test	Post-test
1	AIY	45	70
2	AE.	55	60
3	ALU	45	65
4	AKD	40	50
5	AM	55	60

6	ANN	45	55
7	APJ	40	50
8	AR	40	50
9	AF	50	65
10	BG	45	50
11	CA	40	55
12	CS	40	50
13	DH	45	50
14	DM	65	70
15	DGR	50	55
16	FM	45	50
17	FI	40	50
18	FH	45	50
19	GS	45	70
20	HS	55	60
21	HA	40	50
22	IC	45	55
23	IH	40	50
24	ITJ	40	50
25	JFG	50	70
26	MRH	45	50
27	MS	40	60
28	NAD	45	65
29	NAR	50	65
30	PAA	50	60
31	PN	50	60
32	PNM	55	75
33	RAI	45	50
34	RZF	40	50
35	SR	40	50
36	SD	50	60
37	SA	50	55
38	SF	50	60
39	YT	45	55
40	WA	45	55
Total		**1890**	**2280**
Mean		**47.25**	**57**

From the table above, the total score of students in control group on pre-test was 1890 and the number of students who take the test was 40 students, so the students' mean was:

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

$$= \frac{1890}{40} = 47.25$$

The mean of students was 47.25 While mean score in post-test of control group was:

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

$$= \frac{2280}{40} = 57$$

It can be concluded that the total score of pre-test was 1890 and the mean was 47.25. In post-test, the total score was 2280 and the mean of the score was 57. So, the total and mean score in post-test of control was higher than the total and mean score in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 84.75. In concluded that, circle poster significant affect students' reading comprehension. To know score and mean of Control Group can be seen at diagram below:
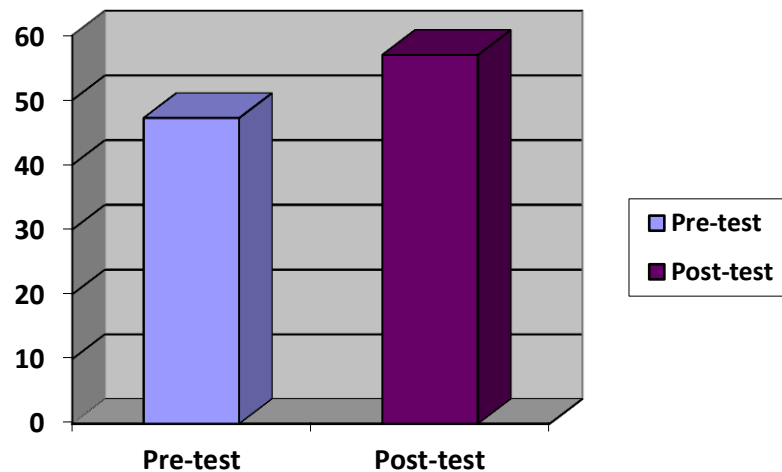
Chart 2: The result of students score in Control Group

B. Data Analysis

After conducting the test, the researcher got students' score. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The researcher calculated into formulas to find out the Mean, standard deviation and t-test.

1. Analyzing the Data by Using Formula

After the researcher assessed students' scores, then they were calculated into formulas to find out variance, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in Appendix. To know the differences between pre-test and post-test can be seen by using this formula below:

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

$$SD_x = \sqrt{\frac{48150}{40}} = 34.69$$

So, the result of standard deviation in experimental group was 34.69. And to know the Standard Error of mean in experimental group used this formula:

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE\ M_1 = \frac{34.69}{\sqrt{40 - 1}} = 5.55$$

From the explanation above, it concluded that the result of Standard Error of mean in experimental group was 5.55 and the standard deviation in experimental group was 34.69. To know Standard Error of mean in control group and the standard deviation in control group can be seen in below.

To know the differences between pre-test and post-test can be seen by using this formula below:

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

$$SD_y = \sqrt{\frac{6250}{40}} = 12.5$$

So, the result of standard deviation in control group was 12.5. And to know the Standard Error of mean in control group used this formula:

$$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE \ M_2 = \frac{12.5}{\sqrt{40-1}} = 2.01$$

From the explanation above, it concluded that the result of Standard Error of mean in control group was 2.01 and the standard deviation in control group was 12.5. It means that standard deviation and standard error of mean in experimental group was higher than in control group. Therefore, Circle poster strategy significant affects students' achievement in reading comprehension especially in narrative text.

After analyzed Standard Deviation (SD) and Standard Error of Mean (SEM) in experimental and control group so, the researcher analyzed to know the differences of standard error between mean experimental group and mean control group by using this formula below:

$$SE \ M_1 - M_2 = \sqrt{SE}M_1 + SEM_2$$

$$SE \ M_1 - M_2 = \sqrt{5.55} + 2.01 = 2.74$$

And in analyzing testing hypothesis (t-test) to know whether Circle poster strategy significant affect in reading comprehension or not can be seen below by using formula.

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_o = \frac{84.75 - 57}{5.55 - 2.01}$$

$$t_o = \frac{27.75}{3.54}$$

$$t_o = 7.8$$

Based on the data from the test, the scores were analyzed in order to calculated differences of pre-test and post-test of the experimental and control groups.

Table 4.3
Providing the Hypothesis

Standard Deviation	Test Hypothesis	Degree of Freedom
SDx = 34.69 SDy = 12.5 SE M1 = 5.55 SE M2= 2.01 SE M_1M_2 = 2.74	$t_o = 7.8$ $t_t = 2.0$	$df = 79$ $\alpha = 0.05$

After calculating the correlation of standard deviation showed that SDx = 34.69 SDy = 12.5 SE M1 = 5.55 SE M2 = 2.01 SE M_1M_2 = 2.74. Based on the previous calculated, df (degree of freedom) was obtained as follows Df = (N1+N2-1) = (40+40-1) = 79

After measuring the data t-test formula, it showed that $t_{observe}$ value was 7.8 and t_{table} was 2.0 or (7.8>2.0). It means that $t_{observe}$ was higher than t_{table}.

2.Testing the Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the

degree of freedom (df) →   n-1= 80-1 =79 was 2.00. From the result analyzed, t-test was 7.8 and the t-table is 2.00. It means that the t-test value was higher than the t-table or 7.8> 2.00 and t-test hypothesis was accepted (Ha). Therefore, it concluded that circle poster strategy can improve students' achievement in reading comprehension especially in narrative text.

C. Research Finding

From the result, it was found that there was significant difference between experimental group and control group. Teaching reading on narrative text in experimental group by using circle poster was more effective than teaching reading on narrative text by using Lecturing method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 7.8. It showed the result of t-test was higher than t-table (7.8 > 2.0). It means that the using of circle poster significantly affects students' ability in reading on narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the experiment by applying circle poster strategy in teaching reading comprehension on narrative text, it was found that the students' achievement improved. The t-test was applied in order to know whether the difference between the pre test and post test mean was significant or not. The result of computation in the t-test was 7.8, while the critical value of 0.05 significant levels was 2.00. The conclusion from the data analysis is the value of t-observe (7.8) was higher than the t-table (2.00). It means that the alternative hypothesis (Ha) is accepted and the teaching by using circle poster strategy significantly affects on students' achievement in reading comprehension especially on narrative text.

B. Suggestions

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

1. The English teachers were suggested to apply circle poster strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading narrative text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students were suggested to do a lot of practice to master of reading and easy to read the text by circle poster Strategy was excellent strategy, because the students enjoy in learning process and easy to understand the text and answer the question. Students could compare about circle poster strategy and using lecturing method to take the best strategy in reading comprehension especially in narrative text.

3. Other researchers, Institutions, English Department who are interested in this study as reference to conduct with different object.

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LESSON PLAN
(Experimental Group)

School   : SMP N 1

Subject   : English

Class/Semester   : VIII/1

Skill   : Reading

Genre   : Narrative Text

Time   : 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functual text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. To know the text of narrative
2. To identify the meaning of the words in the text
3. Answer the question based on narrative text

IV. Objective

1. The students are able to know the text of narrative
2. The students are able to identify the meaning of the words in the text
3. The students can answer the question based on narrative text

V. Teaching Material

A Narrative text, titled "Monkey and Crocodile & Malin Kundang"

❖ Defenition of Narrative text: a type written text that tells about a story of one character or more which has a choronological certain time.

❖ The purpose of the text is to entertain or to amuse the readers or listeners about the story.

❖ Kind of Narrative text :

1. Legend : Sangkuriang, Malin Kundang, etc.
2. Fable : Monkey and crocodile.
3. Fairy tale : Cinderella, Snow white, Pinocchio, etc.

Test 1

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Test 2

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn`t allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren`t my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you`re wicked son, you`ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

VI. Teaching Strategy
   ❖ Circle Poster

VII. Media and Source
   ❖ Media   : Picture
   ❖ Source   : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	**Students' Activities**	
I.	**a. Opening** *Apperception* 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students *Motivation* 4. Teacher gives briefly explain the target of standard competence and the basic competence	1. Students respond the teacher's instruction 2. Students start to pray 3. Students listen to their names 4. Students comprehend what the teacher's explain	10'
II.	**b. Main Activities** *Exploration* 1. Teacher tells the student that the topic of the lesson is Narrative Text and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the material or not *Elaboration*	1. Students pay attention to the teacher's explanation 2. Students give the questions or comment whether do not understand the material to the	1'10''

	3. Teacher explain some instructions for making a group discussion (a group based on the row in the class) 4. Teacher puts some pictures in circle form randomly related topic 5. each of group arranging pictures be a correct story 6. teacher asks each of group tell their story related picture 7. teacher gives evaluation of their result 8. Teacher gives exercise *Confirmation* Teacher concludes the result and emphasize about the lesson that has been learned	teacher 3. Students pay attention to the teacher's instruction to make a group discussion 4. Students start to discuss with their group and try to arrange the picture 5. Students cooperate with the teacher to know the true or false about their story 6. Students answer the exercises 7. Students pay attention to the teacher's explanation	

III.	c. **Closing:**		10'
	1. Teacher closes the meeting	1. Students pay attention to the teacher's explanation	

IX. Evaluation

The direction of evaluation:

a. Every correct answer : 1

b. Maximum Score   : 100

$$S = \frac{R}{N} x100$$

Notes:

S = Scoring

N = Number of Test Items

R = Number of Correct Answer

Teacher   Researcher

(....................)   (Muhammad Hidayat)

<div align="center">

LESSON PLAN

(Control Group)

</div>

School   : SMP N 1 Simpang Kiri

Subject   : English

Class/Semester   : VIII/1

Skill   : Reading

Genre   : Narrative Text

Time   : 2 x 45 minutes

I.   Standard Competence

Understanding the meaning of short functual text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II.   Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III.   Indicator

1. To comprehend a narrative text
2. To identify text organization of narrative text
3. To answer the questions based on narrative text

IV.   Objective

1. The students are able to comprehend a narrative text
2. The students are able to identify the text organization of narrative text
3. The students are able to answer the questions based on narrative text

V. Teaching Material

A Narrative text, titled "Snow White & Monkey and Crocodile"

❖ Narrative has a text organization. Text organization of narrative text consist of three elements.

1. Orientation (who are involved in the story, when and where)
2. Complication (a problem in the story)
3. Resolution (solution to the problem or the end of story)

TEST 1

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Test 2

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn`t allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren`t my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you`re wicked son, you`ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

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VI.   **Teaching Strategy**
   ❖ Conventional Method

VII.   **Media and Source**
   ❖ Media   : Copies of article from the internet
   ❖ Source   : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	**Students' Activities**	
I.	**a. Opening** *Apperception* 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students *Motivation* 4. Teacher gives briefly explain the target of standard competence and the basic competence 5. Teacher gives a chance to hear and to solve what the students' problem in reading comprehension text	1. Students respond the teacher's instruction 2. Students pray together 3. Students listen their names 4. Students comprehend what the teacher's explain 5. Students ask the teacher about their problem in reading comprehension	10'
II.	**a. Main Activities** *Exploration* 1. Teacher explains the	1. Students pay	

| | | student about the text organization and revise their vocabulary related to the text

2. Teacher asks the students whether they understand the material or not

Elaboration
3. Teacher explain some instructions for making a group discussion (a group based on the row in the class)
4. Teacher divides the text
5. Teacher gives excercises

Confirmation
6. Teacher concludes the result and emphasize about the lesson that has been learned | attention to the teacher's explanation

2. Students give the questions or comment whether do not understand the material to the teacher

3. Students pay attention to the teacher's instruction to make a group discussion

4. Students start to discuss with their group

5. Students read the whole text together
6. Students answer the exercises

7. Students pay attention to the teacher's | 1'10'' |

			explanation	
III.	**b. Closing:**			10'
	1. Teacher closes the meeting		1. Students close the meeting together	

IX. Evaluation

The direction of evaluation:

 c. Every correct answer : 1

 d. Maximum Score   : 100

$$S = \frac{R}{N} x100$$

Notes:

 S = Scoring

 N = Number of Test Items

 R = Number of Correct Answer

  Teacher   Researcher

  (Yusriana, S.Pd)   (Muhammad Hidayat)

         Headmaster

        (Fachruddin, S.Pd. I)

APPENDIX III

<p align="center">Pre-test & Post-test</p>

<p align="center">(Experimental & Control group)</p>

TEST 1

<p align="center">Monkey and Crocodile</p>

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

1. What is the text about?

    a. two animals

    b. monkey and crocodile

    c. the situation of the river

    d.a smart monkey

2. Where did the story take place?

    a. at the zoo

b. at the lake

c. at the jungle

d. at the river

3. What is the main idea of the first paragraph above?

    a. the monkey and the crocodile were playing at the river

    b. the monkey wanted to cross a river

    c. the crocodile was happy when the monkey was coming at the river

    d. the crocodile refused about the monkey's request

4. Which of the following statement is wrong according to the text above?

    a. the monkey gave the heart to crocodile

    b. the monkey jumped up on the crocodile's back

    c. the crocodile helped the monkey to cross a river

    d. the monkey climbed up to the top of tree and said that he (the crocodile) was a foolish

5. What is the purpose of the text above?

    a. to retell the story between the monkey and the crocodile

    b. to describe the situation at the river

    c. to describe the animals

    d. to inform the reader about the act of crocodile

6. Based on the next, we can conclude that the relationship between the monkey and the crocodile is...

    a. friend at the river

    b. soulmate at the jungle

    c. big enemy at the zoo

    d. unfriend absolutely

7. What lesson can we learn from the story?

    a. take care of your self

    b. do not be a greedy

    c. always believe your friend

    d. do not pretend to your friend

8. What is the main idea of the last paragraph?
   a. the monkey suggest the crocodile not to try to fool him anymore
   b. the monkey forgave about the crocodile's fault
   c. the crocodile was still hungry
   d. the crocodile was sad

9. Now, the crocodile was very <u>hungry</u>, so when it was in the middle of the river (in paragraph 2, line 4). What is the same meaning of the underline word?
   a. happy
   b. sad
   c. angry
   d. starving

10. How is the character of the monkey?
    a. friendly
    b. smart
    c. foolish
    d. greedy

Test 2

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn`t allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren`t my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you`re

wicked son, you`ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

11. What is the text about?

    a. the legend of the old woman

    b. the legend of Malin Kundang

    c. the most of popular legend in west-sumatera

    d. the legend of the sailor

12. Where did the story take place?

    a. at the ocean

    b. at the lake

    c. at the river

    d. at the jungle

13. What is the main idea of the first paragraph above?

    a. an old woman and a son lived in a village

    b. a son was named Malin Kundang

    c. an old woman and a son loved each other

    d. they lived ever after

14. Which of the following statement is wrong according to the text above?

    a. Malin Kundang had been cursed by his mother

    b. An old woman finally met with her son happly

    c. Malin Kundang is a good sailor

    d. Malin Kundang became a rich man

15. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...

    a. Mother and her daughter

    b. Mother and her son

c. Father and mother

d. Friendship

16. "You'll never be safe now. <u>You</u> and your money will turn to stone."

The underlined word refers to...

a. A son

b. The sailor

c. Malin Kundang

d. an old woman

17. What lesson can we learn from the story?

a. do not ever forget our parents

b. do not be a greedy

c. do not be an arrogant people

d. be your self

18. Which is paragraph show resolution based on the text?

a. paragraph 6

b. paragraph 5

c. paragraph 4

d. paragraph 3

19. What is the opposite of "near"?

a. Quite

b. Calm

c. Far

d. slow

20. How is the character of Malin Kundang?

a. Smart

b. Stubborn

c. Foolish

d. greedy

APPENDIX IV

Key Words

1. b
2. d
3. b
4. a
5. a
6. a
7. a
8. a
9. d
10. b
11. b
12. a
13. a
14. b
15. b
16. b
17. c
18. a
19. d
20. b

APPENDIX V

The result of students' score using formula

No.	Students' Name	Score		x2-x1	X^2
		Pre-test	Post-test		
1	AEN	55	75	20	400
2	ALS	45	85	40	1600
3	ALO	55	85	30	900
4	ARJ	50	80	30	900
5	ARY	65	75	10	100
6	BEP	65	95	30	900
7	CWM	45	80	35	1225
8	DND	50	80	30	900
9	DMG	45	85	40	1600
10	EYN	50	90	40	1600
11	FA	50	85	35	1225
12	GR	55	95	40	1600
13	GPR	50	85	35	1225
14	HYG	55	90	35	1225
15	IK	50	75	25	625
16	IN	50	85	35	1225
17	JU	40	80	40	1600
18	JWS	60	80	20	400
19	MRR	45	85	40	1600
20	MS	40	95	55	3025
21	MU	55	85	30	900
22	NU	40	75	35	1225
23	PU	45	75	30	900
24	RA	45	85	40	1600
25	RN	50	85	35	1225
26	RS	60	90	30	900
27	RHP	70	95	25	625
28	SA	70	95	25	625
29	SH	50	85	35	1225
30	SPS	50	90	40	1600
31	SI	45	80	35	1225
32	SY	55	85	30	900
33	TY	50	75	25	625
34	WE	50	95	45	2025
35	WI	45	90	45	2025
36	YA	40	75	35	1225

No.	Students' Name	Score		y2-y1	Y^2
		Pre-test	Post-test		
37	YO	45	75	30	900
38	YU	55	85	30	900
39	Z	50	90	40	1600
40	ZU	50	95	45	2025
Total		2040	3390	1350	48150
Mean				33.75	1203.75

The result of students' score in Control Group

No.	Students' Name	Score		y2-y1	Y^2
		Pre-test	Post-test		
1	AIY	45	70	25	625
2	AE.	55	60	5	25
3	ALU	45	65	25	625
4	AKD	40	50	10	100
5	AM	55	60	5	25
6	ANN	45	55	10	100
7	APJ	40	50	10	100
8	AR	40	50	10	100
9	AF	50	65	15	225
10	BG	45	50	5	25
11	CA	40	55	15	225
12	CS	40	50	10	100
13	DH	45	50	5	25
14	DM	65	70	5	25
15	DGR	50	55	5	25
16	FM	45	50	5	25
17	FI	40	50	10	100
18	FH	45	50	5	25
19	GS	45	70	25	625
20	HS	55	60	5	25
21	HA	40	50	10	100
22	IC	45	55	10	100
23	IH	40	50	10	100
24	ITJ	40	50	10	100
25	JFG	50	70	20	400
26	MRH	45	50	5	25
27	MS	40	60	20	400

28	NAD	45	65	20	400
29	NAR	50	65	15	225
30	PAA	50	60	10	100
31	PN	50	60	10	100
32	PNM	55	75	20	400
33	RAI	45	50	5	25
34	RZF	40	50	10	100
35	SR	40	50	10	100
36	SD	50	60	10	100
37	SA	50	55	5	25
38	SF	50	60	10	100
39	YT	45	55	10	100
	WA	45	55	10	100
Total		**1890**	**2280**	**440**	**6250**
Mean				**11**	**156.2**