

**The Effectiveness of Storytelling to Improve the  
Students' Reading Comprehension in Narrative Text in  
Year XI SMA 8 Purworejo in the Academic Year of  
2010/2011**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the  
Attainment of the Sarjana Degree in English Language Education**



**By:**

**Yuyun Wijayanti**

**06202244135**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT**

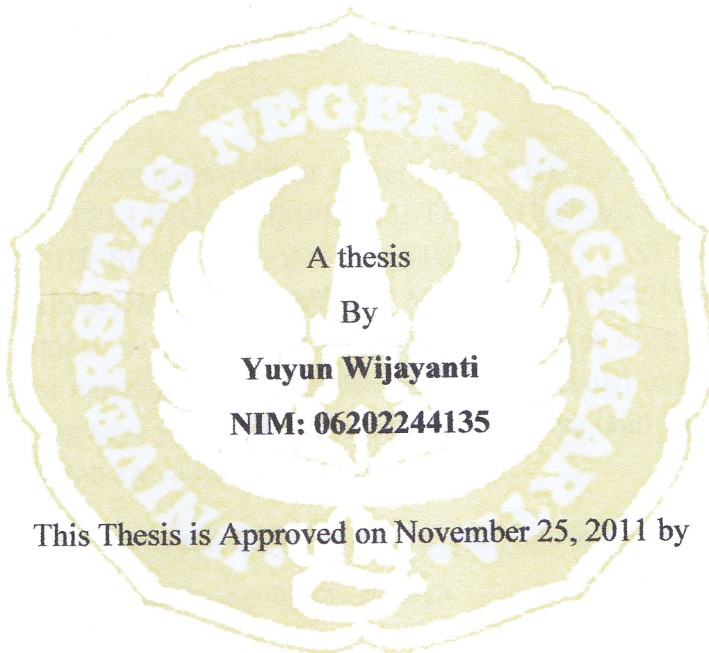
**FACULTY OF LANGUAGES AND ARTS**

**STATE UNIVERSITY OF YOGYAKARTA**

**2011**

**APPROVAL SHEET**

**THE EFFECTIVENESS OF STORYTELLING TO IMPROVE  
THE STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT IN YEAR XI SMA 8 PURWOREJO IN  
THE ACADEMIC YEAR OF 2010/2011**



First Consultant,

**Samsul Ma'arif, M.A.**  
NIP. 19530423 197903 1 004

Second Consultant,

**Lusi Nurhayati, M. Appl. Ling**  
NIP. 19790205 200312 2 001

## RATIFICATION SHEET

### THE EFFECTIVENESS OF STORYTELLING TO IMPROVE THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT IN YEAR XI SMA 8 PURWOREJO IN THE ACADEMIC YEAR OF 2010/2011


A THESIS


Accepted by the Board of Examiners Faculty of Languages and Arts  
State University of Yogyakarta


On January, 2012

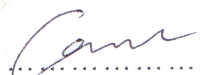
And Declared to Have Fulfilled the Requirements for the Attainment  
of Degree of Sarjana Pendidikan

Board of Examiners

Chairperson : Anita Triastuti, S.Pd., M.A. 

Secretary : Lusi Nurhayati, S. Pd., M.App.Ling. 

First Examiner : Dra. Jamilah, M.Pd. 

Second Examiner : Drs. Samsul Maarif, M.A. 

Yogyakarta, January, 2012

Faculty of Languages and Arts,  
State University of Yogyakarta,



NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Yuyun Wijayanti

NIM : 06202244135

Program Studi : Pendidikan Bahasa Inggris

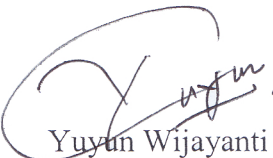
Fakultas : Bahasa dan Seni Universitas Negeri  
Yogyakarta

Menyatakan bahwa skripsi yg berjudul: "THE EFFECTIVENESS OF STORYTELLING TO IMPROVE THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT XI SMA 8 PURWOREJO IN THE ACADEMIC YEAR OF 2010/2011 ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 November 2011

Penulis,



Yuyun Wijayanti

## MOTTO

**Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.**

## **DEDICATIONS**

I dedicate my thesis to:

1. my beloved parents for the supports as well as spiritual and material support, endless, love and patience;
2. my dearest brother and sister for the prayer, motivation, and jokes;
3. my beloved friends for the prayer, motivation, love, laugh, and cry;
4. my big family and friends for the laugh, spirit, and togetherness.

All of you are the source of my inspiration. Thanks a lot.

## ACKNOWLEDGEMENT

Firstly, I am obligated to say Alhamdulillah Rabbil ‘Alamin: all the praises be to Allah the Almighty, the Most Beneficent, and the Most Merciful for His Blessings, without whose consent I would have never been able to finish this thesis.

I would like to express my greatest gratitude to Mr. Samsul Maafir, M.A. my first consultant, for the invaluable time and patience in guiding me during the process of this writing, as well as Mrs. Lucy, my second consultant, who is very patient and thorough in examining my thesis writing.

I am very grateful to my parents, my brother and my sister, whose steady love, great attention, and continues support are the fuel to finish writing this thesis. Many thanks are also devoted to Mrs. Istikomah and the students of grade XI at SMA 8 Purworejo for their corporation for this research.

Finally, needless to say, despite my best effort in writting this thesis, this thesis is far from being perfect. However, I hope this thesis will be of some contributions to the practice of English teaching learning process, in state senior high school, especially in Purworejo regency. For the improvement of this thesis, I wish for all the constructive comments.

Yogyakarta, 25 November 2011



The Writer

## TABLE OF CONTENTS

TITLE .....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
DECLARATION .....	iv
MOTTO .....	v
DEDICATION .....	vi
ACKNOWLEDMENT .....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
ABSTRACT.....	xii
<b>CHAPTER 1 INTRODUCTION</b>	
A. Backgroun of the problem .....	1
B. Identification of the Problem .....	4
C. Delimitation of the Problem.....	5
D. Formulation of the Problem.....	7
E. Objective of the Study .....	7
F. Significance of the Study .....	8
G. Operational Definition .....	8
<b>CHAPTERII LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK</b>	
A. Literature Review.....	10
1. a. Definition of Reading.....	10
b. Reading Comprehension.....	12
c. Factors Affecting Reading Comprehension	14
2. School-Based Curriculum (SBC) or Kurikulum	
Tingkat Satuan Pendidikan .....	16
a. The definition of School-Based Curriculum (SBC)	
or Kurikulum	
Tingkat Satuan Pendidikan .....	17
b. Reading Comprehension Skills in the	
School-Based Curriculum (SBC) or Kurikulum	
Tingkat Satuan Pendidikan .....	18
c. Texts of English (Genres) in School Based	
Curriculum (SBC).....	21
3. Narrative Text .....	28
4. The Teaching and Learning Process of Reading at	
Senior High Scholl .....	30
5. Using Storytelling in the Teaching of Reading	31
6. Testing Reading .....	34



B. Conceptual Framework.....	36
C. Hypothesis.....	38
CHAPTER III RESEARCH METHOD	
A. Research Design.....	39
B. Population and Sample of the Study.....	40
C. Research instrument.....	41
D. Data Collecting Method.....	44
E. Techniques of Data Analysis.....	48
CHAPTER IV RESEARCH FINDINGS	
A. Data Description.....	52
1. Pre-Test.....	53
2. Post-Test.....	58
B. Inferential Analysis.....	65
1. Test of Normality.....	65
2. Test of Homogeneity.....	66
3. Hypothesis Testing.....	67
C. Interpretation.....	69
D. Discussion.....	71
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	
A. Conclusions.....	73
B. Implications.....	74
C. Suggestions.....	75
REFEENCES.....	76
APPENDICES	
A. Lesson Plans and Course Grids.....	78
B. Research Instrument of the Pre-Test and Post-Test after Try-Out.....	154
C. The Validity and Reability Analysis of Pre-Test and Post-Test.....	170
D. The Result of Descriptive Analysis of the Experimental Class and Control Class.....	180
E. The Result of the Inferential Analysis	
a. Test of Normality.....	186
b. Test of Homogeneity and T-Test.....	190
F. Sample of Pre-test	
a. Sample of the control and experiment classes pre-test	
b. Sample of the control and experiment classes post test	

## LIST OF TABLES

Table 1.....	40
Table 2.....	40
Table 3.....	41
Table 4.....	46
Table 5.....	46
Table 6.....	49
Table 7.....	54
Table 8.....	55
Table 9.....	56
Table 10.....	57
Table 11.....	58
Table 12.....	60
Table 13.....	61
Table 14.....	62
Table 15.....	63
Table 16.....	63
Table 17.....	65
Table 18.....	66
Table 19.....	68
Table 20.....	69

**LIST OF FIGURE**

Figure 1..... 11

**THE EFFECTIVENESS OF STORYTELLING TO IMPROVE  
THE STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT IN YEAR XI SMA 8 PURWOREJO IN THE  
ACADEMIC YEAR OF 2010/2011**

**By**

**Yuyun Wijayanti**

**06202244135**

**ABSTRACT**

The aim of this study is to find out whether there is a significant difference in reading comprehension achievement for the students of SMA 8 Purworejo who are taught using Storytelling and those who are not.

This research was quantitative, quasi experimental research. The study involved 61 students which are divided into two groups. Class XI IPA I (31 students) as the control group, and class XI IPA 2 (30 students) as the experimental group. The data were obtained by two multiple choice tests. It was given to both classes before the treatment and the post test was the end of the treatment. The hypothesis was tested using the analysis of covariance.

The result shows that there is a significant difference in the reading comprehension between the students who are taught by storytelling and those who are not. It is presented from the result of the test of hypothesis using T-test. The significant value of 0.000 was less than the significant level of 0.05. It means that the use of storytelling shows a significant difference on the students' reading comprehension.

## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Problem**

Nowadays people live in a global era in which the development of science and technology grows very rapidly. Consequently, the updated information is urgently required by people in order not to make them left behind from others. Many people can find a lot of information by reading books, listening to the news, watching television, attending seminars, and so on. Nevertheless, they find a lot of information mostly in the form of written materials, such as newspapers, magazines, text books, internet journals and articles, and etc. These materials enable people access the information without restrictiveness of time and distance.

Reading plays an important role to facilitate people to comprehend the written materials. By reading, people can get a lot of information of the development of science and technology in order to compete with others in this global information era. In the English teaching and learning, reading also plays significant roles for the students. In English class, reading becomes one of the language skills' besides writing, listening, and speaking. According to *permediknas* ( 2006: 22and 23), the aim of English teaching and learning is to enable students to communicate in English both in spoken and written forms in order to face the development of science and

technology in the global era. Therefore, reading ability can facilitate the students to communicate in English, especially in the form of written language.

Although reading plays an important role in language learning, ESL/EFL educators have found that most students cannot read effectively (Ae bersold and field in Aegpong pow, 2008: 2). Thus, it is certainly not easy to present the English reading to Indonesian students whose language system is different although reading gets the priority in the instruction.

Moreover, Kamil (2003: 2) states that the reading scores of high school students have not improved over the last thirty years. Kamil adds that, the Indonesian students' reading comprehension of English texts is very low. It is much lower than those of Malaysian students' and Singaporean students'.

In fact, this situation also happens in SMA 8 purworejo. Many students still find many difficulties in comprehending the English texts. According to the English teacher in SMA 8 Purworjo the mean score of the students' reading comprehension as it lays  $\leq 50$  in English subject, and the mean score is classified into a very poor category. In conclusion, the students' reading comprehension has not improved yet significantly although reading gets the priority in the instruction.

According to Catherine and Shattuck (2005: 117), there are some factors that influence the students' reading comprehension. The first is reading instruction. The second factor is social interaction in homes, classrooms, and the community that

motivates students to read. The next factor is opportunities to practice reading for various purposes. Another factor is a lot of exposures to many different kinds of reading materials, features of the texts being read, the suitable topic to individual reader's interest, and social-cultural context in which reading takes place.

With regard to the above problems and difficulties that make reading comprehension ability of the students low, the use of an effective reading learning technique comes to offer solution to solve the problems. The suitable and effective reading English teaching and learning technique can motivate the students to learn and certainly it will determine the success of the learning. Based on this idea, the researcher would like to examine Storytelling technique to improve the students' achievement, especially in the teaching and learning process of reading.

The researcher chooses the Storytelling technique because Storytelling does not focus on the academic aspect only, but it also focuses on the affective and social aspects of the students, such as face to face interaction, and positive interdependence. Moreover, Storytelling provides a medium through which students can actively construct meaning. Each time a story is told, language learning takes place. These skills parallel with the skills necessary for a successful oral retelling of a text that a student has previously read.

## **B. Identification of the Problem**

The identification of field problems concerning the reading English teaching and learning process of the second-grade students of SMA 8 Purworejo was done through the class observation of the students and the English teacher. It was done on Saturday, 13 November 2010. Based on the observation the researcher identified the field problems as follows.

The first problem was related to the students' learning attitudes in the reading teaching and learning process. Firstly, the students were not motivated to do the class activities. Some students were active but most of the students were passive. The boys were ones who dominated the loud voices in the class. They did not pay attention to the lesson. They talked, shouted to each other to make jokes, and laughed. Moreover, some students did not respond to the teacher's instruction. When the teacher asked them to open the book, some students did not do it. It proved that the students were not interested in the material given. Secondly, it was about the boredom that the students felt related to the task given to them. It could be seen from a boy who drew a picture of a motorcycle and showed it to other boys at back. They did not do the exercise given to them.

The next problems found in the observation were about the materials and the activities given to the students. The materials given to the students were mostly taken from one textbook. The students seldom used other materials. That was why the



students did not have any experiences to learn materials related to their real life. Besides the materials, the tasks given to the students were also not interesting for the students. In the reading teaching and learning process, most of the time, the students listened to the teacher explanation and did many exercises from the textbooks in the one-way interaction. The teacher did not give various reading activities to the students so that they got bored easily in the class. Moreover, they were not motivated to learn reading better.

The last problem found was related to reading knowledge of the strategies. Reading strategy is helpful for students in comprehending texts. In the fact, reading strategies are rarely given explicitly by the teacher in English teaching-learning process. They do not become the main focus in the classroom. The students become unaware that there are useful strategies in reading that they can use. The support of the teacher in directing the students to gain control of a strategy is needed to help them to become more independent by trying to pass through difficulties in reading by themselves.

### **C. Delimitation of the Problem**

In reference to the identification of the problems above, it is impossible for the researcher to do the research of all factors influencing the reading teaching and learning process. This study delimitates the problem which focuses on the teaching

technique with the use of Storytelling technique to improve the students' reading comprehension in the reading English teaching and learning process.

There are some reasons. First, the storytelling is designed to be implemented in the language class, especially in the reading class. It is an integrative technique which integrates reading. Therefore, the storytelling is appropriate to be used in the written cycle. Second, storytelling does not focus on the academic aspect only, but it also focuses on the affective and social aspects of the students, such as face to face interaction, and positive interdependence.

In addition, this study also delimitates the place of the conduct of the study. The researcher has chosen SMA 8 Purworejo in year XI in the academic year of 2010/2011 for her study because there has not been used of storytelling in the reading English teaching and learning process, especially in reading at the school. Besides, the subjects of the research are only the second grade students of SMA 8 Purworejo. As, the consideration, the second grade students are more appropriate to be observed that than the first and third grade students. With regard to the reasons above, the researcher has decided to focus on the use of Storytelling technique as one of the technique used to improve students' reading comprehension in year XI at SMA 8 Purworejo in the academic year of 2010/2011.

#### **D. Formulation of the Problem**

With regard to the background, identification, and delimitation of the problem, the problem can be formulated as presented below.

1. How are the reading comprehension achievement scores of the students of SMA 8 Purworjo who are taught by using Storytelling technique?
2. How are the reading comprehension achievement scores of the students of SMA 8 Purworjo who are not taught by using Storytelling technique?
3. Is there any significant difference in reading comprehension of the students who are taught with the use of storytelling and those who are not in year XI at SMA 8 Purworejo in the academic year of 2010/2011?

#### **E. Objective of the Study**

With regard to the formulation of the problem above, the objectives of this research are presented below.

1. To reveal the reading comprehension achievement scores for the students of SMA 8 Purworjo who are taught by using Storytelling technique.
2. To reveal the reading comprehension achievement scores for the students of SMA 8 Purworjo who are not taught by using Storytelling technique.
3. To find out whether or not there is any significant difference in reading comprehension of the students who are taught with the use of storytelling

and those who are not in year XI at SMA 8 Purworejo in the academic year of 2010/2011.

### **F. Significance of the Study**

There are theoretical and practical significance of the study. Theoretically, the findings of the study may verify the validity of the theory saying that the storytelling technique is effective in improving the students' reading comprehension.

Practically, it enables the students to get new experience in having storytelling technique in English class especially for reading to improve their reading comprehension. Besides, it is also as the new information for the teachers as a good optional technique which is believed to enhance students' learning in English teaching and learning process of reading. Moreover, the other researchers can take it as an inspiration to conduct a study in the similar theme.

### **G. Operational Definition**

1. Storytelling is an activity in a reading class in which the students retell the texts or the stories that they have read previously using their own words.
2. Reading Comprehension is an understanding in a written text in which the result of reading comprehension is shown by the students' scores.

3. Narrative text is a text containing a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative is usually organized to include orientation, complication, resolution and coda (optional).

## CHAPTER II

### Literature Review and Conceptual Framework

#### A. Literature Review

##### 1. a. Definition of Reading

Reading is largely an unobservable mental activity and multi-faceted skill which involves lower and higher skills. In spite of the overwhelming number of different theories of reading, no one has won general acceptance. Carrel in Yun and Ping (2007: 14) states that “reading is the most important one of the four basic skills”. Other basic skills to learn English are writing, speaking, and listening skills. Considered as the most important skill, reading gives a big effect to the success of the learners to master three other skills. For example, in order to speak fluently and accurately, the learners need to understand the basic principles of speaking and it can be understood by reading the principles and doing many rehearsals.

According to Harmer (2002: 199), when the learners read a story or a newspaper, they deploy a range of receptive skills. Therefore, reading is one of respective skills. It means that reading is one of the basic skills in the language learning. Without reading people cannot learn the language well.

According to Grellet (1981: 7) there are two main reasons for reading:

- 1). Reading for pleasure

Reading is a very useful activity for spending the time. Besides, reading can be done inside or outside the home. We can do this activity whenever and wherever we are without losing the pleasure of reading. For example, we can read novels, comics, short stories, magazines, etc whenever and wherever we are.

2). Reading for information (in order to find out something or in order to do something with the information)

Grellet (1981: 3) states that in this globalization era, people in the world not only want to know about foods, houses and dresses but also other important information. They need to know about what happens in their surrounding, environment, and its development. Besides, they can get a job from reading for example from the newspapers, magazines, tabloids, etc.

Moreover, Nuttal (2000: 16) informs that there are two complementary ways of processing a reading text. Both are expressed as *top-down* and *bottom-up processes*.

### 1. The Top-down Approach

In this process, the reader draws on her own intelligence and experience the prediction she can make, based on the schemata she has acquired to understand the text. This approach is used when the reader interprets assumptions and draws inferences. The consciousness is used to see

the overall purpose of the text, or to get a rough idea of the pattern of the writer's argument.

## 2. The Bottom-up Approach

In this stage, the reader builds up a meaning from the black mark on the page: recognizing letters and words, working out sentence structure. In that case, the reader must scrutinize the vocabulary and syntax to make sure she has grasped the plain sense correctly.

### **b. Reading Comprehension**

Anderson (2002: 4) states that the essence of reading is basically reading with comprehension, or to get meaning from the written text. Without comprehension, reading is a frustrating, pointless exercise in what calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

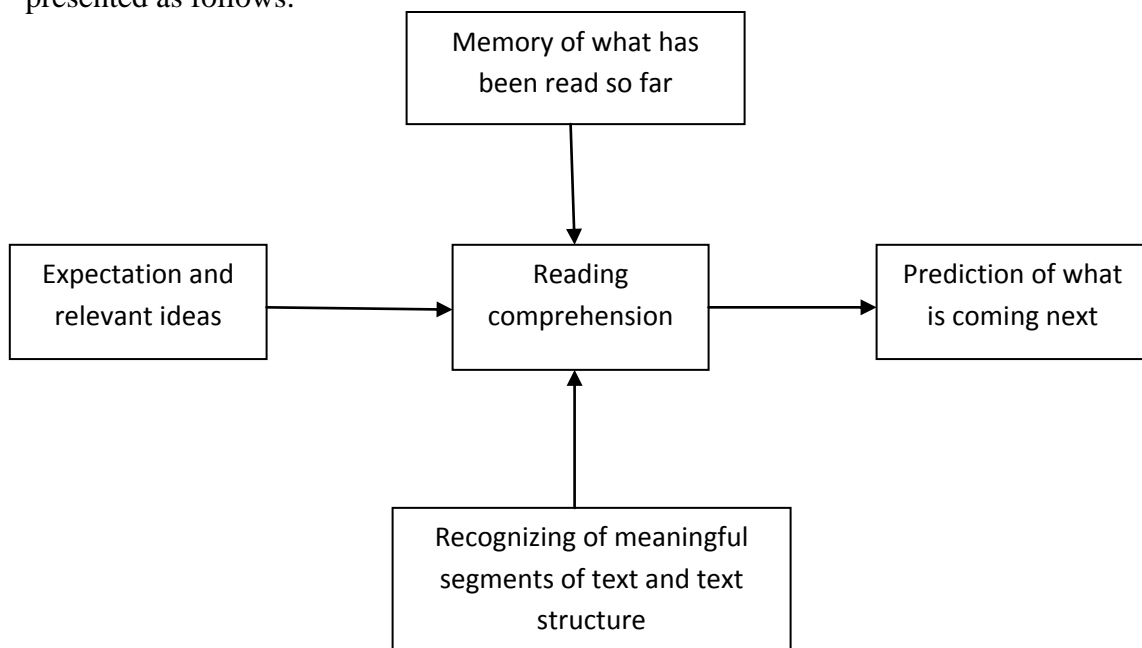
Further, Grellet (1983: 3) presents that reading comprehension is an understanding in a written text. It means that reading is a process of extracting the required information from the text as efficiently as possible. Reading comprehension is a very efficient activity. It does not waste the time because we can get the main point of important we need accurately by comprehending the information of the text.



Davis (2001:90) argues that when we are reading, we usually start reading with certain expectation: for example, in a newspaper we expect news, and certain pages we expect financial news, or sport news. As we read, we try to confirm or identify the precise topic and each change topic.

Moreover, Harisand and Hodges (1995) state that reading comprehension is intentional thinking during which meaning is constructed through interactions between the text and reader. They noted that readers need to be engaged in intentional problem solving thinking processes, to be able to relate text ideas to their own knowledge, and to mentally visualize from memory to comprehend the text.

Meanwhile, Davis (2002: 90-91) proposes a model of reading comprehension presented as follows.



**Figure 1: A model of reading comprehension**

Figure 1 displays the process for someone in getting reading comprehension. In that figure, it shows that before the reader reads, she has some expectations and relevant ideas about the text which he is going to read. When she reads, she recognizes the meaning of the text and the text structure to comprehend the text. Besides, she also uses his background knowledge about the some of the similar theme of the text to help him comprehend the text; she can make prediction of what will come next in the text.

### **c. Factors Affecting Reading Comprehension**

Many language experts proposed different ideas of the factors affecting reading comprehension. Harmer (1974: 117) states there are many factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the significant factor influencing the reading comprehension. The second is the background knowledge and experiences. When the readers have good and sufficient background knowledge about the theme of the text he is going to read, it will help him a lot in comprehending the text. The last is the attitude of the reader toward the content read. Prejudice toward or against persons, ideas, or topics have been shown to interfere with the reader' performance in evaluating printed matter. In other words, the attitude toward the content which he is reading can influence his reactions to it.

Another theory was proposed by Celce-Murcia (2001: 56), she said that reading comprehension is affected by internal and external factors. The internal factor

consists of linguistic and non linguistic factors. The linguistic factors include semantic abilities, and error analysis (the analysis of errors or unexpected responses which readers make in reading, as part of the study of the nature of reading process in children learning to read their mother tongue). Semantic abilities relate to the knowledge of word meaning. Syntactic abilities relate to the knowledge of sentence structure. An error analysis is an unexpected response to language that causes the reader's pronunciation to be at variance with the writer's words. In the error of oral reading, the error is analyzed to the reader's use of syntactic and semantic information. Meanwhile, the non-linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation and schemata (their knowledge of and beliefs about situations, and actions based on their experiences).

Besides the internal factors, there are also external factors influencing reading comprehension. Catherine and Shattuck (2005:117) state that reading instruction, social interaction in homes, classrooms, and the community that motivates students to read are some factors influencing reading comprehension. Besides, the opportunities to practice reading for various purposes, a lot of exposures to many different kinds of reading materials, features of the texts being read, the suitable topic to individual reader's interest, and social-cultural context in which reading takes place are the factors influencing reading comprehension.

## **2. School – based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP)**

Direktorat Tenaga Kependidikan (2008: 9) states that curriculum is all of the activities that are provided for the students by the school. Additionally, Saylor, Alexander, and Lewis in Direktorat Tenaga kependidikan (2008:9) state that curriculum are provided for the students by the school in order to make the students keep learning inside or outside the class.

The definition of curriculum is always dynamic in which the developments of educational theories and practices are also on the some tract. Nowadays, the definition of curriculum has four dimensions: curriculum as an idea, curriculum as a written plan, curriculum as an activity, and curriculum as a result (Direktorat Tenaga Kependidikan, 2008:9).

Direktorat Tenaga kependidikan (2008: 9) defines a curriculum as a written plan which is designed and developed to accommodate the teaching-learning process. Undang-undang Republik Indonesia No. 22 tahun 2003 about national Education System in Direktorat Tenaga Kependidikan ( 2008: 9) notes that curriculum is a set of plan and systematizations about the goals, contents and materials to gain certain education goals. Accordingly, curriculum is a tool intended to accommodate the teaching-learning process.

**a. The Definitions of School-Based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP)**

Curriculum 2006 is called SBC. It is a curriculum that is developed based on each unit of education institutions, local or school potentials, local or school characteristics, the socio-cultural conditions of the area and the learner's characteristics (Mulyasa, 2007: 8).

Mulyasa (2007: 9) states that SBC is designed to make the curriculum better and well known to the teachers because they are more involved in the process or teaching and learning. School- based Curriculum is in accordance with Undang-undang Republik Indonesia no. 20 tahun 2003 about nation standard of education or Standar Nasional Pendidikan (SNP) in order to reach the goals of national education in Indonesia.

SBC is an operational curriculum that is designed, developed, and administered by each unit of education institutions which in accordance whit Undang-undang Republik Indonesia No. 20 Tahun 2003 Pasal 36 about national education systems as performed in the following:

1. the development of the curriculum is apparently based on the education nation standard to reach the nation education goals,
2. the curriculum at every level of education is developed by considering the principle of diversification based on each unit of the education institutions, the local potentials, and the learners,

3. the curriculum for primary and secondary schools are developed by the school them sieves and schools committees with the based hot only on the standard of pass competence and the content standard but also on the curriculum-making guide that is officially designed by the body of national standard of education or Badan Standar Nasional Pendidikan (BSNP).

**b. Reading Comprehension Skills in the School-Based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP)**

In School-Based Curriculum (SBC), one of the focuses which is given priority is about reading skills. The national standards of education, which have been established by government, include the standard of content, the standard of process, the standard of pass competency, the standard of educators or education staffs, the standard of medium and infrastructure, the standard of management, the standard of finance, and the standard of education assessment ( Mulyasa, 2007: 45).

In developing the school-based curriculum, the standard of content will be added by other elements. They are standard of competency, the basic competency, the indicators of competency the basic competency is the number of abilities which should be mastered by the learners in certain lessons (Mulyasa, 2007: 139). Further, Mulyasa (2007: 139) defines that the indicator of the competency is behavior which can be observed to show the attainment of certain basic competency as the reference of the assessment.

In the school-based curriculum, there are some indicators of reading comprehension skills which should be mastered by the second grade student of the senior high school in the second semester as presented in the following:

1. identifying the main topic;
2. identifying the specific information in the short functional texts;
3. guessing the meaning of the words;
4. guessing the meaning of the sentences;
5. indentifying the setting in a narrative text;
6. indentifying the complication in a narrative text;
7. indentifying the event incidental occurrence in a text;
8. indentifying the cases discussed in a hortatory exposition text;
9. indentifying the argument discussed in hortatory exposition text;
10. indentifying the conclusion discussed in hortatory exposition text;
11. indentifying the structure of the text;
12. indentifying the social or communicative purpose of the text.

In regard to the indicators of reading comprehension skills above, there are five reading comprehension skills presented as follows.

1. Recognizing topic

This skill is used to “find out what the text is about” (Micklecky, 1990: 25). This reading comprehension skill is acquired from the first indicator that is identifying the main topic.

## 2. Scanning for selected information

This skill is essential to “look through a text very rapidly for specific information” (Mickulecky, 1990: 25). This skill is acquired from the indicators:

1. identifying the specific information in the short functional texts,
2. indentifying the setting in a narrative text,
3. indentifying the complication in a narrative text,
4. indentifying the event incidental occurrence in a text,
5. indentifying the cases discussed in a hortatory exposition text,
6. indentifying the argument discussed in hortatory exposition text,
7. indentifying the conclusion discussed in hortatory exposition text.

## 3. Guessing the meaning of unknown words from the context

It is an activity to “use such clues as knowledge of word parts, and relationship patterns in order to get the meaning of the unfamiliar words” (Mickulecky, 1990: 25). This skill is acquired from indicators of:

- a. guessing the meaning of the words, and
- b. guessing the meaning of the sentences.



Another reading skill to be discussed based on the indicator of reading skills is to guess the meaning of unfamiliar words from the context.

4. Recognizing the rhetorical forms of written discourse and their significance for interpretation

In KTSP, the rhetorical form of the text is easily recognized as the structure of the text. For example, narrative text has the structure of the text, orientation, complication, and resolution.

5. Recognizing the communicative functions of written text, according to form and purposes

Each text type of English has different social or communicative purpose. For example, the communicative purpose of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways.

### **c. Texts of English (Genres) in School-Based Curriculum (SBC)**

Types of text or genres are defined as “a socially ratified way of using language in connection with particular type of social activity“ (Fairclough, Eggins and Slade (2009: 19). Hasan (2009: 19) adds that the terms of genres are always dynamic in which they differ depending on the situations, social positions, and personals inter-relations of the participant in the communications.

Further, Chaika (2009: 19) defines that genres refer to the term of speaking. Genres tend to have different communicative purposes and distinctive patterns. Based on the Swalles's statement (2009), genres are defines as the classes of the texts recognized by sequences of segments or "moves" with each move of accomplishing some parts of the overall communicative purpose of the text, which tend to produce distinctive structural patterns.

Hicks (2009) adds another definition of genres as a return to grammar instruction at the level of text, where personal intentions are filtered through the typical theoretical forms available to accomplish particular social process. Additionally, Lee (2007: 13) defines that genres are the level of the text categorization which are theoretically and pedagogically useful and most practical to work with, although classification by domain is important as well.

It needs to be noted that genres are not fixed in which they change over time depending on the change that occurs in society. This phenomenon affects the types of genres. Nowadays, there are many different genres which are recognizable in social activity and have analyzed through some research. In the context of School-Based-Curriculum (SBC), there are two types of text which are taught in the senior high school; the sort functional texts and essay texts. There are several kinds of sort functional texts; banner, poster, and pamphlet. Essay texts that are taught in the senior high school are narrative, recount, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition, discussion, review, anecdote, spoof, and

news item. The detailed information about text-types of English used in School-Based-Curriculum (SBC) is presented in the following.

### 1. Banner

Banner is a long piece of fabric with a message on it that is carried between two poles or hung in a public place to show support for something. (Cambridge Advance Learner's Dictionary). In the development, banner is written not only on long piece of cloth but also on a printed paper or electronic paper.

### 2. Poster

Poster is defines as a large picture, photograph, or notice which you stick or pin to a wall or board, usually for decoration or to advertise something (Cambridge Advance Learner's Dictionary). Posters may be used for many purposes. They are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message. Posters are also used for reproductions of artwork, particularly famous works, and are generally low-cost compared to original artwork. Another type of poster is the educational poster, which may be about a particular subject for educational purposes.

### 3. Pamphlet

Pamphlet is a thin book with only a few pages which gives information or an opinion about something (Cambridge Advance Learner's Dictionary). Pamphlets are

very important in marketing as they are cheap to produce and can be distributed easily to customers. Pamphlets have also long been an important tool of political protest and political campaigning for similar reasons.

#### 4. Narrative

Narrative text constructs a pattern of events with a problematic and or unexpected outcome that entertains and instructs the readers or listeners (Board of Studies New South Wales, 1998: 37). Again, narrative is usually organized to include: orientation, complication, resolution and coda (optional). Orientation is a stage to introduce the main character(s) in a setting of time and place. Complication is a stage in which a sequence of events is disrupted or changed in some way so that the pattern of the events becomes a problem for one or more of characters. Resolution is a condition in which the problem of the complication is resolved. Coda is about the moral value or the change done by the character(s).

#### 5. Recount

Board of studies New South Wales (1998: 29) states that the purpose of a recount is to documents a series of events and evaluate their significance in some ways. Here, recount is usually organized to include; orientation, a recount of event and reorientation. Orientation is a stage that provides information about ‘who’, ‘where’, and ‘when’. A recount of events usually recounts in chronological order,

personal comments and or evaluative remarks that are interspersed throughout the record of events. Reorientation is a stage that rounds off the sequence of events.

## 6. Descriptive

Description purposes our attention on the characteristic features of a particular thing, place or person (Board of Studies New South Wales, 1998: 85). Again, descriptive is usually organized to include: an introduction to the subject of the description and characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior of significant attributes.

## 7. Report

Report is used to present information about something (Board of Studies New South Wales, 1998: 61). Again, report generally describes an entire class of things, whether natural or made, i.e. mammals, the planets, rocks, plants, or computers. Report is usually organized to include; a general statement is intended to identify the subject of the information report, perhaps defining and classifying it. Description consists of bundles of information relating to, for example, features, behavior or types.

## 8. Explanation

Board of Studies New South Wales, (1998: 53) states that explanation tells how and why things occur in scientific and technical field. Again, explanation is

usually organized to include; an identifying statement (a statement of phenomenon), a series of events (explanation sequence), and a concluding statement.

#### 9. Procedure

The social purpose of procedure text is to tell how to do something (Board of Studies New South Wales, 1998: 45). Here is stated that procedure text is usually organized to include; the goal of the activity, any materials needed to achieve the goal, and steps to accomplish the goal.

#### 10. Hortatory Exposition

Doddy (2008: 167) states that the purpose of hortatory exposition texts is to persuade a reader or listener that something should or should not be the case, again, hortatory exposition is usually organized to include; thesis, argument, and recommendation. A thesis is announcement of issue concern. Reasons for concern, leading to the recommendation are called argument. Recommendation is statement of what ought to or ought not to happen.

#### 11. Analytical Exposition

Doddy (2008: 62) states that the social purpose of analytical exposition is to persuade the readers or listeners that something is the case. Again, this type of writing consists of; thesis, argument, and reiteration or conclusion. A thesis introduces a topic and indicates the writer's position, outlines the main arguments to be presented.

Arguments restate the main arguments outlined in a preview, develop and support each point or argument. Reorientation is restating the writer's position.

## 12. Discussion

Board of Studies New South Wales, (1998: 69) notes that discussion is used to look at more than one side of an issue (arguments for and arguments against). Discussion text is usually organized to include; a statement outlining the issue (often accompanied by some background information about the issue), arguments for and against (including evidence for different points of view), and conclusion (summing up both sides or recommending in favor of one particular.

## 13. Anecdote

Anecdote is to share with others an account of an unusual or amusing incident. The structure of the anecdote text comprises; abstract, orientation, crisis, reaction, and coda.

## 14. Review

The purpose of making review text is to present a critique or evaluate an art event for a public audience dominant. The structure of review text comprises; orientation, evaluation, interpretative recount, evaluation, and evaluative summation.

### 15. Spoof

Doddy (2008: 144) states that the social purpose of this types of text is to share with others a real story of which the ending is funny to amuse the audience or readers. It consists of the following element: orientation, (the opening of the story that sets the scene), events (the details of the events in the story), and twist (the funny or unpredictable ending of the story).

### 16. News Item

The social purpose of this type of text is to inform the readers or listeners about the events of the day which are considered newsworthy or important. The structure of this text comprises: newsworthy event(s), background event (s), and sources.

## **3. Narrative Text**

A narrative is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events (Eudia Grace, 2006: 74). The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Nevertheless narratives can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative



text is known as the "story grammar." Although there are numerous variations of the story grammar, the typical elements are:

- a. Setting: when and where the story occurs;
- b. Characters: the most important people or players in the story;
- c. Initiating event: an action or occurrence that establishes a problem and/or goal;
- d. Conflict/goal--the focal point around which the whole story is organized;
- e. Events: one or more attempts by the main character(s) to achieve the goal or solve the problem;
- f. Resolution--the outcome of the attempts to achieve the goal or solve the problem;
- g. Theme--the main idea or moral of the story.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

In a narrative text the focus of the text is on a series of actions. The first is an orientation (introduction) in which the characters, setting and time of the story are established. The second is complication. It usually involves the main character(s)

(often mirroring the complications in real life). The third is resolution; there needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved.

Mariana Darwis (2006: 18) states that the grammatical features of a narrative text include:

- a. focus on specific and usually individualized participants,
- b. use of material processes,
- c. use of relational and mental processes,
- d. use of temporal conjunctions and temporal circumstances,
- e. use of Past Tense.

#### **4. The Teaching and Learning Process of Reading at Senior High School**

The rules of teaching and learning language for different age levels are not the same. Each level, especially teens, requires special consideration in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characteristics of teens before deciding to apply certain teaching method or strategy in the teaching and learning of reading process at senior high school.

Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growth and

change of bodies and minds. This implies some characteristics in a teenager which need to be considered. Specifically, he explains that around the age of teens, intellectual ability adds logical thought. This influences the ability to focus on something which improves as a result of intellectual development. Moreover, self-importance, self-imagine, and self-admiration are crucial for them. Besides, teens are ultrasensitive to the others' perception toward their physical and emotional changing.

Those characteristics of a teenager (including senior high school students) give an understanding that one of the most important is the teachers' method or strategy that understanding their needs. It can be implemented by designing an interesting teaching and learning process which can engage their skills and motivation, avoiding embarrassment of the students, and encouraging the students' participation in the teaching and learning process of reading.

## **5. Using Storytelling Technique in the Teaching of Reading**

### **a. Definition of Storytelling**

Strong and Hoggan (1996) note that storytelling is a process that offers opportunities to practice organizing, categorizing, and remembering information concurrently with practice in predicting, summarizing, comparing and contrasting information--all academic communication functions and reading comprehension strategies.

Successful storytelling requires critical thinking skills. These skills include being able to identify the parts of the story and how they relate to the whole, having

adequate vocabulary and language skills to tell the story, being able to organize thoughts into a logical sequence and, finally, having a strong link between expressive communication abilities and effective storytelling. Storytelling provides a medium through which students can actively construct meaning. Each time a story is told, language learning takes place. These skills parallel the skills necessary for a successful oral retelling of a text that a student has previously read.

Further, Lie (1993) adds that storytelling is an alternative to strategies that rely solely on translating words and phrases. It encourages the students in high school and college to use prior knowledge to improve comprehension of reading assignments. Both reading and writing skills are integrated with some activities in the storytelling technique.

### **b. Characteristics of Storytelling Technique**

According to Lie (1993: 656) storytelling technique has five important characteristics in teaching and learning process of reading English texts, those are presented as follows:

- a. students' cultural background plays an important role in reading comprehension,
- b. L2 (second language) readers should use the same sorts of skills as effective L1 (first language) readers do,
- c. reading should be integrated with writing,
- d. students should be engaged in nonthreatening cooperative contexts,

- e. students should have the opportunity to process information effectively and communicate in the target language (TL)".

Moreover, Gere (2002) notes that storytelling involves imagination combined with the use of language and gestures to create scenes in the listener's mind. Through visualization, the teller and the listener come together to create the scenes of the tale. Storytelling uses the left brain's functions (language, a story line, sequences of cause and effect) to speak the right brain's language of symbolic, intuitive, imaginative truths. Storytelling helps the brain to integrate its two sides into a whole.

### **c. The advantages of Storytelling Technique**

Lie (1993) notes that there are some advantages of the storytelling strategy. First, storytelling does not focus on the academic aspect only, but it also focuses on the affective and social aspects of the students, such as face to face interaction, and positive interdependence. Moreover, storytelling provides a medium through which students can actively construct meaning. Each time a story is told, language learning takes place. These skills parallel with the skills necessary for a successful oral retelling of a text that a student has previously read.

Moreover Malo and Bullar (2000) add that the students who are consistently exposed to storytelling gain skills that prepare them for reading. Some of these skills include the concept of story. Students intuitively acquire a sense that stories feature an adventure or a problem that will be resolved. Listening vocabulary expands as stories are told and retold. As previously noted, visualization through words is another skill developed through stories. Both storytelling and reading rely on the

ability to picture a scene, a setting, a person, and a situation as a mental image. Through words, the listening students create mental images, which are primary for understanding the story.

Furthermore, Hamilton and Weiss (1990) note that when students have the opportunity to retell stories they have heard, and eventually search for their own stories to tell, they begin to develop a better understanding of themselves and their world. They also gain an internalized sense of story form and comprehension improves substantially.

According to Bell (1991), instructing the students in the art of oral storytelling may be a medium to teach a range of reading comprehension strategies to all students, regardless of their decoding and comprehension skills, whether they read below grade level, on grade level, or above grade level. Storytelling is a medium in which all students need to develop visualization and imagery skills. The process of connecting language and thought to imagery is the basic element involved in oral and written language comprehension, language expression, and critical thinking.

## **6. Testing Reading**

In testing reading there are some to be considered. Alderson (2000: 87) identifies three different types of questions used in reading tests. According to this categorization, 'textually explicit' questions are the ones in which the respondents are able to find both the question information and the correct answer. On the other hand, through 'textually implicit' questions the respondents are expected to find the answer by combining information across sentences. The last type is 'script-base' (or

scripturally implicit) questions, in which the respondent needs to refer to her/his background knowledge since the text does not contain the correct answer itself. The respondents' schemata should fit the tester's schemata in order to answer scripturally implicit question.

Alderson also considers that no single method satisfies reading teachers since each teacher has different purpose in testing. Then reading teachers should be aware of what they need to test in terms of selecting the most appropriate testing method for their students; discrete-point techniques when they intend to test a particular subject at a time, or integrative technique when the aim is to see the overall picture of a reader.

Heaton (1991: 8) mentions that the traditional reading comprehension test measures a skill which is more closely associated with examinations and answering techniques than with the ability to scan in order to extract specific information for a particular purpose.

Reading comprehension is the aim of curriculum in senior high school in passing examination. Indonesia has a standard of competence. In this standard, it is stated that the students are expected to be able to comprehend transactional discourse and light interpersonal and or spoken knowledge in the terms of narrative, procedure, spoof/recount, report, news item, descriptive, anecdote, exposition, explanation, discussion, commentary, and review discourse.

## **B. Conceptual Framework**

With regard to the consideration above, a conceptual framework is constructed on the relationship between students' reading comprehension and the effects of using storytelling. This conceptual framework is focused in the research study on the problem concerned. The implementation of the technique involves the researcher, the English teachers, and the students of the year XI of SMA 8 Purworjo in the academic year of 2010/2011.

As discussed above, a technique is one of the elements affecting the teaching and learning process of reading. The selection of the appropriate technique is very essential in determining the successful of its process. The appropriate technique can influence the students' performance in the reading ability.

Storytelling is designed to be implemented in the reading class. Storytelling provides a large chance for students to work together and help one another to achieve the common goal.

As stated above, the chosen of appropriate technique is essential in determining the successful of the reading teaching and learning process. There are many characteristics of the effective technique in the reading class. Some of them are: choosing the technique which is motivating; sub diving into pre-reading, while-reading, and post-reading phases; and encouraging the development of reading strategies.



In this case, it is believed that storytelling can arouse students' motivation in learning. The atmosphere of the class is created with full of encouragement and positive relation. The students help each other in order to make the successful. Besides, they also encourage and motivate each others to make maximum effort in performing their tasks, so it makes other students can influence the students' reading performance in the reading class, so it can improve the students' reading comprehension. Besides, storytelling technique also has many phases in the reading teaching and learning process. Before reading, the teacher introduces the topic and encourages the students to have schemata about the text. While reading, the students are having reading, then correcting any errors the other make. After reading, the students summarize the text; identify many elements of the text, such as characters, topic, and etc; making word definition, and etc. When students have the opportunity to retell stories they have read, and eventually search for their own stories to tell, they begin to develop a better understanding of themselves and their word. They also gain an internalized sense of story form and comprehension improves substantially. Those activities are structurally designed and really help the students in achieving good reading comprehension as it needs a long process and many steps to be achieved.

On the other hand, in the control class, the students get less motivation as there is less support and help from others. They also have a limited chance to interact and cooperate with others. Besides, as the control class get more focus on grammar, not all aspect of the text, it unable the students to develop their reading strategies.

### **C. Hypothesis**

With regard to the above stated theory, the hypothesis of this study is formulated as presented below:

“There is any significant difference of reading comprehension between the students who are taught with the use of the storytelling and those who are taught without it.”

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Naturally, this study is classified as quasi experimental and quantitative research. It involves two variables, namely independent variable and dependent variable. The independent variable is the storytelling namely X. the dependent variable is the students' reading comprehension, namely Y1.

The students were divided into two groups: an experimental group and a control group. The two groups got different teaching treatments. The experimental group had storytelling as the treatment and the control group had no treatment. The pre-test was given at the beginning of the experiment and the post-test given at the end of the treatment. The design of the research is presented as follows.

$$\begin{array}{c} A_1 \quad \underline{O_1} \quad \text{---} \quad \underline{O_2} \\ A_2 \quad O_1 \quad X \quad O_2 \end{array}$$

A1 = control group

O<sub>1</sub>= pre-test

O<sub>2</sub>= post-test

A2= experimental group

X= treatment

For further explanation, the researcher resumes the design of the study as presented in the table below.

Table 1: **Resume of the Research Design of the Study**

<b>Dependent variable</b>	<b>Pre Test</b>	<b>Treatment (storytelling)</b>	<b>Post Test</b>	<b>Group</b>
<b>Reading Comprehension (Y1)</b>	O <sub>1</sub>	---	O <sub>2</sub>	Control Group (A <sub>1</sub> )
	O <sub>1</sub>	V	O <sub>2</sub>	Experimental Group (A <sub>2</sub> )

## **B. Population and Sample of the Study**

The population of the study is the students of year XI at SMA 8 Purworejo in the academic year of 2010/2011 consisting of six classes. The researcher took two classes as the samples, one as the control class and the other as the experimental class. The distribution of the sample is presented in the table below.

Table 2: **Sample Distribution of the Study**

<b>No.</b>	<b>Class</b>	<b>Quantity</b>
1.	XI IPA I (the control class)	31
2.	XI IPA II (the experimental class)	30
	Total	61

## C. Research Instrument

### 1. Developing the Research Instrument

The instrument is used to collect the data in reading comprehension test. The test covered the materials of reading comprehension in reference to the School-Based Curriculum of Senior High School Year XI in the 2<sup>nd</sup> Semester of English subject.

#### a. Instrument for Assessing Students' Reading Comprehension

The reading comprehension instrument was an objective test consisting of 45 items which had 5 choices. It was developed in reference to the School-Based Curriculum of Senior High School Year IX of the 2<sup>nd</sup> Semester of English subject. The details of the blueprint of the reading comprehension instrument are presented in Table 3.

Table 3: **Blueprint of Reading Comprehension Test in Reference to Cognitive Level**

<b>Text</b>	<b>Reading Comprehension Skill</b>	<b>Item Number</b>	<b>Total</b>
Narrative	1. Recognising the rhetorical forms of written discourse and their significance for interpretation	2,4,7,8,11,15,16,19,20,22,26,29,34,36,40,41	16
	2. Recognising the communicative functions of written texts, according to form and purpose	27,37,45	3

	3. Recognising topic	1,14,18,28,30,35	6
	4. Scanning for selected information	3,5,9,12,13,17,21,23,31,32,38,39,43,	13
	5. Guessing the meaning of unknown words from the context.	6,10,24,25,33,42,44,	7
	<b>Total</b>		45

## 2. Validity of the Instrument

A valid instrument is the instrument which is able to test what should be tested. There were three kinds of validity applied in this research: content validity, construct validity, and item validity.

### a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content. The test items should correspond to the materials covered in the course (Hatch, 1982: 251). It means that the test was developed in reference to the competency standard and basic competency of the School-Based Curriculum (SBC) for Senior High School Year XI of the 2<sup>nd</sup> Semester of English subject.

### b. Construct Validity

Construct validity is used to examine whether the test has a consistent representation with theories underlying the presented material or not. To fulfill the

construct validity, the researcher constructed the instrument according to the blueprint of the reading comprehension consisting of specific indicators.

### **c. Item Validity**

To know the empirical validity of the test items, Point Biserial formula was employed. It was calculated using SPSS computer program. This formula was used to find out the correlation between each single item of test and the total test.

First the researcher made 45 items for reading comprehension test. After those tried out, there were 40 items were valid.

### **3. Reliability of the Instrument**

Reliability has often been defined as consistency of measurement. According to Bachman and Palmer (1996: 19), a reliable test will be consistent across different characteristics of the testing situation. A test is not reliable if it can not measure consistency. The reliability of the instrument of this particular study was measured by using Kuder-Richardson 20 formula (K-R 20). The program was used to calculate this reliability to get the coefficient.

The following table is used to interpret the reliability according to Arikunto (2006: 276).

Table 4: **Value of Reliability Coefficient**

Reliability Coefficient	Interpretation
0.081 – 1.00	Very high
0.61 – 0.80	High
0.41 – 0.60	Average
0.21 – 0.40	Low
0.00 – 0.20	Very low

The result of the calculation for reading comprehension test was 0.608. Therefore, according to the table above, the instrument has high reliability.

#### **D. Data Collecting Method**

The procedure of collecting data is divided into three steps, i.e., try-out, test, and scoring.

##### **1. Try-Out**

The researcher conducted the try-out before using the instruments to collect the data in order to find out the validity and reliability of the instruments. The try-out of reading comprehension test was done on 15 February 2011 on class XI IPS 1 consisting of 32 students.

To get the result of the item validity of reading comprehension test, the research used the SPS computer program made by Sutrisno Hadi and Yuni Pamardiningsih (2000). An item is valid if the value of the coefficient of r point biserial is higher than the value of r table (0,329). After analysis of the try-out, it was



found that there were only 40 from 45 items which were valid. The invalid items were items 9, 18, 24, 32, and 44.

The reading comprehension test also employed the content and construct validity as they were developed in reference to the competency standard and basic competency of the School-Based Curriculum (SBC) of senior high school year XI of the second semester of English subject and the blueprint instruments.

The reliability of the reading instrument was employed with the use of Kuder Richardson-20 formula. It was found that the result of the reliability coefficient of the reading instrument was 0.608. In reference to the value of reliability coefficient (Arikunto, 2006: 276), the reading comprehension test is categorized into a high level of reliability. It means that the instruments are reliable to be used in the research.

## **2. Test and Implementation of the Research**

After the instruments were tried-out, they were used to deal with the pre-test and post-test for the subjects of the research. The pretest was administered before the treatment was given to the subject of the research. Both of the experimental group (XI IPA II) and the control group (XI IPA I) were given the pretest and the posttest. The treatments were only on the experimental group. The following table presents the schedule of the test and implementation of the research.

Table 5: **Schedule of the Research**

<b>No.</b>	<b>Schedule</b>	<b>Material</b>	<b>Time</b>
1.	22 February 2011	Reading pre-test of the control class	90 min
2.	22 February 2011	Reading pre-test of the experimental class	90 min
3.	23 February 2011	Teaching the narrative text in the experimental class.	90 min
4.	24 February 2011	Teaching the narrative text in the experimental class	90 min
5.	1 March 2011	Teaching the narrative text in the experimental class.	45 min
6.	2 March 2011	Teaching the narrative text in the experimental class	90 min
7.	3 March 2011	Teaching the narrative text in the experimental class	90 min
8.	8 March 2011	Reading post-test of the control class	90 min
9.	8 March 2011	Reading post-test of the experimental class	90 min

In reference to the table above, the tests were administered to the students of the experimental and control groups. The reading test was administered for 90 minutes. The treatment was implemented in the experimental group (XI IPA II) in February 2011 and the post-test were conducted in 8 March 2011 for both classes.

In the experimental class of this research, the teacher uses Storytelling technique. Before reading, the teacher introduces the topic and encourages the students to have schemata about the text. While reading, the students are having reading, then correcting any errors the other make. After reading, the students summarize the text; identify many elements of the text, such as characters, topic, and etc; making word definition, and etc. The atmosphere of the class is created with full of encouragement and positive relation. The students help each other in order to make the successful. Besides, they also encourage and motivate each others to make maximum effort in performing their tasks, so it makes other students can influence the students' reading performance in the reading class, so it can improve the students' reading comprehension. When students have the opportunity to retell stories they have read, and eventually search for their own stories to tell, they begin to develop a better understanding of themselves and their word.

On the other hand, in the control class of this research, the teacher uses a traditional technique which is called instructor-centered based technique. In this technique, the teacher has a full authority in conducting the teaching of reading. In the reading class, the teacher asks the students to read the text and translate word by word. After that, they should answer the questions of the text individually.

In this control class, the teacher creates a competitive atmosphere in the class, which the students are not given large chance to cooperate with other students. Each student works individually by having limited interaction with others. Furthermore,

Lie (2002: 13) states that in the instructor-centered based technique, the students work individually and competitively without given opportunity to interact and work with others. This competitive atmosphere in the class makes the students only think of themselves and try to achieve their best without helping the low achieving students.

### **3. Scoring**

The scoring is done by the researcher. In the reading test, each correct answer is scored 1 and each wrong answer is scored 0. The possibility of the highest score obtained by the students in the reading test is 40, and the possibility of the lowest score is 0.

## **E. Techniques of Data Analysis**

There were two data analysis techniques used by the researcher. They were descriptive and inferential statistics. Before giving more explanation of those techniques, the researcher presented the data categorization first.

### **1. Data Categorization**

Data categorization was made in order to find out the level of each student's score on reading comprehension.

### a. Data Categorization of Students' Reading Comprehension

To make the categorization of the scores of students' reading comprehension, the ideal mean score ( $X_i$ ) and the ideal standard deviation score (SDi) should be found first. The ideal mean score was sixty percent of the ideal maximum score, and the ideal standard deviation score was one fourth of the ideal mean score (Nurgiyanto, 2001: 401).

There were 45 objective items of reading comprehension test. The correct answer was scored 1 and the false answer was scored 0. The result of the raw data of both groups (the experimental and control group) were analyzed in the rank of 0-45. The maximum score was 45 and the minimum score was 0. The  $X_i$  is 27 and the SDi is 6.8. The formula of the data categorization is presented as follows.

Table 6: **Conversion Criterion**

Scores Scale	Category
85 - 100	Excellent
68 - 84	Good
51 - 67	Poor
$\leq 50$	Very poor

## 2. Descriptive Analysis

Descriptive analysis provides answer to the research question. Whether there is a significant difference between the students who get treatment Storytelling

technique and those who are not. The statistics used in this research were mean; the average score attained by the subjects of the research and standard deviation (SD) the average variability of all the scores around the mean.

### **3. Inferential Statistics**

The inferential statistics was employed to test the hypothesis whether there is significant difference between reading comprehension of the students taught by the use of storytelling and those who are not. The statistics used in this computation were test of normality, test of homogeneity, and test of hypothesis.

#### **a. Test of Normality**

It is used to see whether or not the distribution of the responses to the instrument is normal. In this case, the chi-square test was used. Theoretically, if the  $\chi^2_0$  (the chi-square) is lower than  $\chi^2_t$  (the chi table), it means that the scores have a normal distribution.

#### **b. Test of Homogeneity**

It is used to analyze whether the sample variance is homogeneous or not. The test used was the  $F$ -test. The sample is considered as homogenous if the value of the  $F$ -observed ( $F_o$ ) in the statistics result is lower than  $F$ -table ( $F_t$ ).

**c. Test of Hypothesis**

It is applied to see if there is any significant difference between the students' who are taught by using Storytelling technique and the students' who are taught by using the same technique.

The t-test is applied to find out the difference. Hypothesis is accepted if t value ( $t_o$ ) in the statistics result is higher than t value of the table ( $t_t$ ) or P value is lower than 0,05.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This study can be classified as quasi experimental and quantitative research study. It describes the data description of reading comprehension of the students who were taught by using Storytelling technique and those who were not.

This chapter presents the data description, inferential analysis, and interpretation. The data description describes the score of reading comprehension of the students. The inferential analysis explains pre-testing analysis and hypothesis testing, while interpretation describes the result of hypothesis testing.

#### A. Data Description

The data description presents the results of the tests, i.e. the pre-test and post-test scores of both experimental and control class. It is executed to provide the information of the mean score, the median score, and the mode score, the highest score, the lowest score and the standard deviation. The score of the test is organized based on certain criteria, i.e. (the total right answers of the test :  $4 \times 10$ ). In this study, the number of items in test is 40 items. Therefore, the highest score that can be achieved by the students is 100 i.e. (from  $40 : 4 \times 10 = 100$ ). The complete description of the result is presented as follows.



## 1. Pre-Test

The pre-test was administered to an experimental and control class before the different treatment given. In the pre-test, the same test was administered to both classes, experimental and control class. The students for both classes were asked to answer the test that of 40 multiple choice items. The description of the pre-test for the control and experimental class can be seen as follows.

### a. The Data of the Students' Reading Comprehension Scores of the Control Class in the Pre-Test

In this part, the data of pre-test score of control class described based on score criteria; there are excellent, good, poor, and very poor.

In reference to the data of pre-test scores of the control class, the categorization of the students' reading comprehension is presented in the following table.

Table 7: **Frequency Distribution of the Pre-test Scores on Reading Comprehension of the Control Class**

No	Score	Frequency Absolute	Frequency Relative	Category
1	85 - 100	0	0,00%	Excellent
2	68 - 84	1	3,23%	Good
3	51 - 67	6	19,35%	Poor
4	≤ 50	24	77,42%	Very poor
	Total	31	100%	

Table 7 shows that there is no respondent categorized into an excellent category. One respondent (3,23%) is classified in a good category, and six respondents (19,35%) belong to a poor category. While twenty four respondents (77,42%) belong to a very poor category.

This study applied an achievement of reading comprehension test that consisted of 40 multiple choice items to gain the data. From the computation, it shows that the mean score which is gained by the students is 47,5. It also indicates that the median and mode score is the same, i.e. 47,5. The highest score of the students' reading comprehension test in the control class is 77,5 and the lowest score is 30,00. Then, the standard deviation score of the students' reading comprehension test is 8, 87. The result of the statistical description can be seen in table 8.

**Table 8: Descriptive Analysis of the Pre-Test Scores on reading Comprehension of the Control Class**

<b>Data</b>	<b>N</b>	<b><math>\Sigma X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
Pre-test Scores on Reading comprehension of the Control Class	31	1472,5	47,5	47,5	47,5	8,87	77,5	30,00

Table 8 displays the mean score of the pre-test on reading comprehension of the control class is 47,5. As it lays  $\leq 50$ , the mean score is classified into a very poor category. It means that overall the students' reading comprehension of the control class before the treatment given is categorized into a very poor category.

**b. The Data of the Students' Reading Comprehension Scores of the Experimental Class in the Pre-Test**

The experimental class is the class which consists of 30 students taught by using the Storytelling technique. The categorization of the data of the pre-test scores on reading comprehension of the experimental class is displayed in the following table.

**Table 9: Frequency Distribution of the Pre-Test Scores on Reading Comprehension of the Experimental Class**

No	Score	Frequency Absolute	Frequency Relative	Category
1	85 - 100	0	0,00%	Excellent
2	68 - 84	0	0,00%	Good
3	51 - 67	11	36,67%	Poor
4	≤ 50	19	63,33%	Very poor
	Total	30	100%	

In reference to the table 9, the students reading comprehension of the pre-test of the experimental class can be categorized as follows. There are no respondent categorized into an excellent and a good category. Eleven respondents (36,67%) is categorized into a poor category and nineteen respondents (63,33%) belong to a very poor category.

In addition, the data of the pre-test scores on reading comprehension of the experimental class illustrates that the highest score is 65,00 and the lowest score is

27,5. The mean score is 47,33 and the standard deviation score is 9,60. It also indicates that the median and mode score is the same, i.e. 50,00. The table below presents the descriptive analysis of the pre-test scores on reading comprehension of the experimental class.

**Table 10: Descriptive Analysis of the Pre-Test Scores on reading Comprehension of the Experimental Class**

<b>Data</b>	<b>N</b>	<b><math>\sum X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
Pre-Test Scores on Reading comprehension of the Experimental Class	30	1420	47,33	50	50	9,60	65,00	27,5

Table 10 displays the mean score of the pre-test on reading comprehension of the experimental class is 47,33. As it lies  $\leq 50$ , the mean score is classified into a very poor category. It means that overall the students' reading comprehension of the experimental class before the treatment given is categorized into a very poor category.

### **c. The Comparison of the Students' Reading Comprehension Scores between the Experimental and Control Class in the Pre-Test**

The following table presents the comparison of the students' reading comprehension scores between the experimental and control class in the pre-test. It describes the detail differences among those classes.

**Table 11: The Comparison Data of the Students' Reading Comprehension Scores between the Experimental and Control Class in the Pre-Test**

<b>Data</b>	<b>N</b>	<b><math>\Sigma X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
<b>Experimental Class</b>	30	1420	47,33	50	50	9,60	65,00	27,5
<b>Control Class</b>	31	1472,5	47,5	47,5	47,5	8,87	77,5	30,00

From the table above, it can be seen that the mean score of the experimental and control class are almost the same, i.e. 47, 33 for the experimental class and 47,5 for the control class. With regard to the table above, the mean scores of the pre-test on reading comprehension both of the control and experimental classes are categorized into a very poor category, as both lie  $\leq 50$ . It means that the students' reading comprehension both of the control and experimental classes before the treatment given are categorized into a very poor category.

In addition, the standard deviation score of both classes are almost the same, i.e. 9, 60 for the experimental class and 8,87 for the control class. Then, the result of the computation shows that the both classes have almost the same mode and median score, i.e. 50,00 for the mode score of the experimental class and 47,5 for the mode score of the control class, 50,00 for the median score of the experimental class and 47,5 for the median score of the control class. Next, the table above also shows both classes have the different standard deviation. The standard deviation score of the

experimental class is 9,60 and 8,87 for the standard deviation score of the control class. Moreover, both classes have different highest score and lowest score. The highest score of the experimental class is 65,00 and the highest score of the control class is 77,5. The lowest score of the experimental class is 27,5 and 30,00 for the lowest score of the control class. Although both classes have the different score for median, mode, standard deviation, the highest and the lowest score, those different are not really significant. In short, it can be said that the both classes are equal and homogeneous. Therefore, an experimental study can be conducted on those classes.

## **2. Post-Test**

The post-test was administered to the experimental and control class after the different treatment was completely given to both classes. The different treatment given was the students in the experimental class were treated using the Storytelling technique, while the students in the control class were treated using the instructor-center based technique. In the post-test, the students of both classes were asked to answer the same test given in the pre-test, i.e. 40 multiple choice items. The description of the post-test for the control and experimental class can be explained as follows.

**a. The Data of the Students' Reading Comprehension Scores of the Control Class in the Post-test**

The categorization of the students' reading comprehension in reference to the post-test scores of the control class is displayed in the following table.

**Table 12: Frequency Distribution of the Post-test Scores on Reading Comprehension of the Control Class**

No	Score	Frequency Absolute	Frequency Relative	Category
1	85 - 100	0	0,00%	Excellent
2	68 - 84	7	22,58%	Good
3	51 - 67	20	64,52%	Poor
4	≤ 50	4	12,90%	Very poor
	Total	31	100%	

Table 12 displayed there is no respondent (0%) classified into an excellent category, and seven respondents (22,58%) classified into a good category. Twelve respondents (64,52%) are classified into a poor category, and four respondents (12,90%) belong to a very poor category.

In addition, the data of the post-test scores of the students' reading comprehension in the control class also illustrate that the highest score is 77,5 and the lowest score is 47,5. The mean is 62,09 and the standard deviation is 1,327. The table below presents the descriptive analysis of the post-test scores on reading comprehension of the control class.

Table 13: **Descriptive Analysis of the Post-Test Scores on reading Comprehension of the Control Class**

<b>Data</b>	<b>N</b>	<b><math>\Sigma X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
Post-test Scores on Reading comprehension of the Control Class	31	1925	62,09	65	62,5	7,39 0	77,5	47,5

Table 13 displays the mean score of the post-test on reading comprehension of the control class is 62,09. As it lies between 51-67, the mean score is classified into a poor category. Hence, the post-test scores of the students' reading comprehension of the control class are classified into a poor category.

**b. The Data of the Students' Reading Comprehension Scores of the Experimental Class in the Post-test**

The categorization of the students' reading comprehension in reference to the post-test scores of the experimental class is illustrated in the following table.



**Table 14: Frequency Distribution of the Post-test Scores on Reading Comprehension of the Experimental Class**

No	Score	Frequency Absolute	Frequency Relative	Category
1	85 - 100	5	16,67%	Excellent
2	68 - 84	24	80,00%	Good
3	51 - 67	1	3,33%	Poor
4	≤ 50	0	0,00%	Very poor
	Total	30	100%	

Table 14 shows five respondents (16,67%) classified into an excellent category, and twenty four respondents (80,00%) categorized into a good category. One respondent (3,33%) is classified into poor category, and no respondent (0,00%) belong to a very poor category.

In addition, the data of the post-test scores of the students' reading comprehension of the experimental class also illustrate that the highest score is 92,5 and the lowest score is 65,0. The mean score is 78,66 and the standard deviation is 6,04 . The table below presents the descriptive analysis of the post-test scores on reading comprehension of the experimental class.

**Table 15: Descriptive Analysis of the Post-Test Scores on reading Comprehension of the Experimental Class**

<b>Data</b>	<b>N</b>	<b><math>\sum X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
Post-test Scores on Reading comprehension of the Experimental Class	30	2360	78,66	80	78,75	6,04	92,5	65,0

Table 15 displays the mean score of the post-test on reading comprehension of the experimental class is 78,66. As it lies between 68-84, the mean score is classified into a good category. Hence, the post-test scores of the students' reading comprehension of the experimental class are classified into a good category.

**a. The Comparison of the Students' Reading Comprehension Scores between the Experimental and Control Class in the Post-Test**

The following table presents the comparison of the students' reading comprehension scores between the experimental and control class in the post-test. It describes the detail differences among those classes.

**Table 16: The Comparison Data of the Students' Reading Comprehension Scores between the Experimental and Control Class in the Post-Test**

<b>Data</b>	<b>N</b>	<b><math>\sum X</math></b>	<b>M</b>	<b>Mo</b>	<b>Me</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>
<b>Experimental Class</b>	30	2360	78,66	80	78,75	6,04	92,5	65
<b>Control Class</b>	31	1925	62,09	65	47,5	7,39	77,5	47,5

From the table above, it can be seen that the mean score of the experimental and control class are compared, i.e. 78,66 for the experimental class and 62,09 for the control class. If the mean of the post-test scores of the experimental class is consulted to the table categorization, it is apparent that the students' reading comprehension after being given the special treatment using storytelling technique improves from a very poor category into a good category. In which the mean of the post-test lies between 68-84.

On the other hand, if the mean of the post-test scores of the control class is consulted to the table categorization, it is apparent that the students' reading comprehension of the control group improves from a very poor category into a poor category. In which the mean scores of the post-test lies between 51-67.

To make the comparison between the experimental and control class clear, table 17 presents the summary of the statistical data of the experimental and control class.

Table 17: **The Summary of the Statistical Data of the Experimental and Control Class**

<b>Statistics</b>	<b>Pre-test Experiment</b>	<b>Pos-test Experiment</b>	<b>Pre-test Control</b>	<b>Post- test Control</b>
Mean	47,33333	78,66667	47,5	62,0967 7
Standard Error	1,753213	1,103373	1,593839	1,32742 4
Median	50	78,75	47,5	62,5
Mode	50	80	47,5	65
Standard Deviation	9,602741	6,043425	8,87412	7,39078 2
Range	37,5	27,5	47,5	30
Minimum	27,5	65	30	47,5
Maximum	65	92,5	77,5	77,5
Sum	1420	2360	1472,5	1925
Count	30	30	31	31

The data presented above shows the mean of the gain scores of the experimental class is higher than of those of the control class. In which the mean of the experimental class rises 31,33 and that of the control class rises 14,59. The rising of the experimental class scores is higher than that of the control class. Therefore, the hypothesis proposed in the research is acceptable.

## B. Inferential Analysis

To find out whether or not Storytelling technique can increase students' reading comprehension, the researcher used t-test. Before test is applied, there is pre-analysis testing to be done. There are normality and homogeneity tests. The discussion of the pre-analysis testing as follows.

### 1. Test of Normality

To see whether or not the distribution of the responses to the instrument is normal, the Chi-Square test is used. The test of normality is applied to the pre-test data of the two groups.

The distribution can be said to be normal if obtained Chi-Square value is less than the critical Chi-Square value with the significant level of 5% and the degree of freedom (df) equals with n-1. The discussion of the normality test result follows.

**Table 18: Normality Test Result of the Students' Reading Comprehension in the Pre-Test and Post-Test**

Class	Df	Chi Square		P-value	Statement
		$X_o^2$	$X_t^2$ 5%		
Pre-test experiment	59	10,974	16,919	0,277	Normal
Post-test experiment	59	4,928	16,919	0,841	Normal
Pre-test control	59	16,318	16,919	0,061	Normal
Post-test control	59	2,272	16,919	0,986	Normal

Note:

df : degree of freedom

$X_o^2$  : the Chi-Square of observation

$X_t^2 5\%$  : the Chi-Square of the table in the significant level of 5%

The table 18 above tells that  $X_o^2$  of the pre-test of two classes (the experimental and control class) is lower than  $X_t^2$  value, i.e.  $10,974 < 16,919$  and  $16,318 < 16,919$ . Thus, it can be stated the data tend to be normal. The level of significance of the class is also higher than 0,05, i.e.  $0,277 > 0,05$  and  $0,016 > 0,05$ . Therefore, the pre-test data of the class is proved to be normal.

On the post-test, the table 18 shows that  $X_o^2$  value of the post-test of the two classes (the experimental and control class) is lower than  $X_t^2$  value, i.e.  $4,928 < 16,919$  and  $2,272 < 16,919$ . Thus, it can be stated the data tend to be normal. The level of significance of the class is also higher than 0,05, i.e.  $0,841 > 0,05$  and  $0,986 > 0,05$ . Therefore, the pre-test data of the class is proved to be normal.

## **2. Test of Homogeneity**

This test is used to find out whether or not the sample variance is homogenous or the scores of one class have homogenous with the scores of the other class or not. For this, the F-test is applied. The summary of this result is as follows.

**Table 19: Homogeneity Test Result of the Students' Reading Comprehension**

Test	Group	Variance	df	F		P-value	Statement
				Fo	Ft 5%		
Pre-test	Experiment	92,213	59	1,171	1,84	0.334	Homogenous
	Control	78,750					
Post-test	Experiment	36,523	59	1,496	1,85	0.139	Homogenous
	Control	54,624					

It can be seen from the table the value of F value observed (Fo) is less than F value table in the significant of 5% (Ft 5%), i.e.  $1,171 < 1,84$  and  $1,496 < 1,85$ . So it can be declared that the sample of variance is homogenous. The level of significance is more than 0,05, i.e.  $0,334 > 0,05$  and  $0,139 > 0,05$ . Therefore, the sample variance is confirmed to be homogenous.

### **3. Hypothesis Testing**

The hypothesis testing is aimed at revealing whether there is significant difference on reading comprehension between the students who are taught using the Storytelling technique and those who are taught without Storytelling technique. First, the hypothesis must be change to the null hypothesis is “there is no significant difference in English reading comprehension between the students taught using Storytelling technique and those taught without Storytelling technique.”

In this research, the researcher used t-test to analyze the hypothesis and the data. In this case, the pre-test is used as the covariate. Theoretically, in the hypothesis testing, the hypothesis is accepted if the value of the level significant is lower than 0.05. The result of t-test is presented in the following table.

**Table 20: The Result of t-test on the Students' Reading Comprehension Taught by Using Storytelling and Those without Storytelling**

Test	Group	Mean	df	t		P-value	Statement
				to	t 5%		
Pre-test	Experiment	47,333	59	-0,070	2,000	0,942	Same
	Control	47,500					
Post-test	Experiment	78,667	59	9,568	2,000	0,000	Different
	Control	62,097					

Table 20 above shows the level of significant for the post-test is 0,000. It can be said that the level of significant is lower than 0,05. Therefore, the null hypothesis ( $H_0$ ) is rejected. It means that the use of storytelling technique shows a significant difference on the students' reading comprehension.

Although the mean score of the control class is higher than the experimental class, the difference is not significant. It is proved by the computation result of the t-test which shows that in the pre-test the t-observed ( $t_o$ ) is lower than t-table ( $t_t$ ), i.e.  $-0,070 < 2000$ . In addition the P value is clearly stated that the experimental and control class have the same ability before the treatment given.



The important point is that the mean of the post-test on the experimental class is higher than the mean of the post-test on the control class. After the treatment was given to both classes, it can be found out that there is a significant difference between the experimental and control class. The students' reading comprehension scores of the experimental class is higher than those of the control class. The gain mean score for the experimental class is 31,334 and for the control class is only 14,597. In addition, the result of the computation shows that in the post-test the  $t$ -observed ( $t_o$ ) is higher than  $t$ -table ( $t_t$ ), i.e.  $9,568 > 2,000$ . The result also shows that the  $P$  value is lower than the  $\alpha$  (i.e.  $0,000 < 0,05$ ). It means that the use of the storytelling really helps improve the students' reading comprehension. So, the null hypothesis is rejected properly.

### **C. Interpretation**

According to the research findings, there is no significant difference between the students' reading comprehension before the treatment given. Both experimental and control classes have the same ability. It is proved by the facts that the mean score of the experimental and control class are almost the same. The mean score of the experimental class is 47,333, while the mean score of the control class is 47,500.

Although the mean score of the control class is higher than the experimental class, the difference is not significant. It is proved by the computation result of the  $t$ -test which shows that in the pre-test the  $t$ -observed ( $t_o$ ) is lower than  $t$ -table ( $t_t$ ), i.e. -

0,070 < 2000. In addition the P value is clearly stated that the experimental and control class have the same ability before the treatment given.

After the treatment was given to both classes, it can be found out that there is a significant difference between the experimental and control class. The students' reading comprehension scores of the experimental class is higher than those of the control class. The gained mean score for the experimental class is 31,334 and for the control class is only 14,597. In addition, the result of the computation shows in the post-test the t-observed ( $t_o$ ) is higher than t-table ( $t_t$ ), i.e.  $9,568 > 2,000$ . The result also shows the P value is lower than the  $\alpha$  (i.e.  $0,000 < 0,05$ ). It proves the hypothesis of this study, i.e. "there is a significant difference in reading comprehension of the students who are though with the use of Storytelling technique and those who are not."

Based on the results of the study, teaching English especially for reading, the use of storytelling can make the students reach a high score. As what has been stated in Chapter II, there are some general reasons that can make the students can reach the high score. The storytelling can arouse students' motivation in learning. The atmosphere of the class is created with full of encouragement and positive relation. They encourage and motivate each other to make maximum effort in performing their tasks, so it makes other students can influence the students' reading performance in the reading class, so it can improve the students' reading comprehension. Besides, the storytelling technique also has many phases in the reading teaching and learning

process. Before reading, the teacher introduces the topic and encourages the students to have schemata about the text. While reading, the students are having reading, then correcting any errors the other make. After reading, the students summarize the text; identify many elements of the text, such as characters, topic, and etc; making word definition, and etc. When students have the opportunity to retell stories they have heard, and eventually search for their own stories to tell, they begin to develop a better understanding of themselves and their world. They also gain an internalized sense of story form and comprehension improves substantially. Those activities are structurally designed and really help the students in achieving good reading comprehension as it needs a long process and many steps to be achieved.

It can be concluded that the use of the storytelling in teaching English of reading can make some improvement in the students' reading comprehension. Therefore, it can be stated that the use of Storytelling technique in teaching English of reading can be a solution to overcome the teachers' difficulties in improving the students' achievement in reading comprehension.

#### **D. Discussion**

The finding of the research proved that there is a significant difference between the experimental and control groups after the treatment was conducted. The treatment of the study which was using storytelling technique gives a positive impact to the students in the experimental group. The score difference of both classes in the

post-test can be clearly seen from the statistics result as stated in the hypothesis testing above. The value of t-observed ( $t_o$ ) is higher than the value of t critical in the table ( $t_t$ ) and the P value is lower than 0,05. It can be said that the alternative hypothesis proposed by the researcher “there is a significant difference in students’ reading comprehension ability between those who are taught by using storytelling technique and those who are not” is accepted.

The results of this study also suggest that storytelling technique is effective in improving the reading comprehension ability of grade XI students of SMA 8 Purworejo. Knowing how to use a technique is one of the most important skills can be taught in teaching and leaning process of reading (Gambrell and Headley, 2006). It is proved that students in the experimental group who received five meetings of treatment got higher mean score than students in the control group who did not get the same instructions. In addition, the result demonstrated that students who received the treatment were able to be more active in guessing and practicing their critical thinking while reading. It can be seen in the treatment that the students can receive easily the application of the strategy and they show high curiosity in learning. By applying language use strategies, it ca be enhance students’ efforts to reach language program goals because it encourages students to find their own pathways to success and it promotes learner autonomy self-direction (Benson, 2001: 144).

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

Chapter V deals with three issues. They are conclusions, implications and suggestions. Each is presented below.

#### **A. Conclusions**

This study investigated the effectiveness of storytelling technique on grade XI students' reading comprehension of SMA 8 Puworejo. It supports some theories stated by some expert languages who suggest that the use of storytelling is effective for a reading activity in a reading class.

With regard to the research findings and the discussions in the previous chapter, the researcher proposes conclusion below.

There is a significant difference of reading comprehension between students who are taught by using Storytelling technique and those who are not. It can be seen from the mean score of students' reading post-test of both classes and the result of t-test. The result of the post-test shows that the mean score of the post-test of the students' reading comprehension in the control class is 62,097, while that of the post-test in the experimental class is 78,667. It is clear that the mean score of the post-test of experimental class is higher than that of the control class.

Additionally, it refers to the result of the *t-test*. The obtained value of  $t_0$  (9,657) is higher than the critical value of *t*-table (2,000) in the level significant of 5%. In other words, the hypothesis statement which reads “there is a significant difference between reading comprehension of the students taught by using Storytelling technique and those who are not” is accepted.

### **B.Implications**

There are two kinds of implications here. Those are seen theoretically and practically.

#### 1. Theoretical implication

From the theoretical view, this research is conducted to strengthen the previous theories of Storytelling technique. It provides additional answers to some questions and this research proved that Storytelling gives positive effect to the process of learning.

#### 2. Practical implication

The researcher saw the evidence when she conducted the study. The use of Storytelling gives impact to the reading activities in the classroom. The students are attracted to try to be independent readers by using their critical thinking to infer the meanings of the words.

### **C. Suggestions**

With regard to the above conclusion, the researcher proposes the following suggestions.

#### **1. For English teachers**

In an English teaching and learning process of reading, the English teachers should select and apply the technique which focuses not on the cognitive aspect of the students only, but also on the other students' aspect, such as affective and social aspects. Storytelling can be an alternative technique which focuses on those aspects. So, it is suggested to apply the Storytelling in English teaching and learning process of reading in order to improve students' reading comprehension.

#### **2. For the students**

In learning English, especially for reading, it is better for the students to have positive interdependence and be more cooperative among them, so these enable them to get high motivation in learning English and achieve the better result.

#### **3. For other Researchers**

The researcher realized that this research is far from being perfect. The researcher suggests that other researchers can conduct the similar theme to add the theories and develop the similar research in English teaching and learning process.

## REFERENCES

- Anderson, J. Charles.2000. *Success in English Teaching*. New York: Oxford University Press.
- Arikunto, S.2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta:P.T. Bumi Aksara.
- Board of Studies of New South Wales.1998.*English K-6 Moduls*. Sydney: Board of Studies NSW.
- Brown, H. D.2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY; Addis on Wesley Longman,Inc.
- Burt, M, Peyton, J.K, & Adams, R. 2003. *Reading and Adults English Language Leraners: A Review of the Research*. Washington, DC: Centre for Applied Linguistics.
- Celce-Mucia. M.2001. *Teaching English as a Second o Foreign Language (Third Edition)*. Boston: Heinle and Heinle Thomson Leaning, Inc.
- Departement for Education and Skills (DFES). 2005. *Understanding Comprehension: DFES Publications*.
- Departement Pendidikan Nasional.2007. *Kuikulum Tingkat Satuan Pendidikan: Standard Kompetensi Mata Pelajaran Bahasa Inggris. Sekolah Menengah Umum*. Jakarta: Depdiknas,
- Direktorat Tenaga Pendidikan. 2008. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departement Nasional.
- Doody, Achmad. 2008. *Devloping English Compenties 2 for Senior High School (SMA/MA) Grade XI*: Jakarta. Pusat Perbukuan, Departement Nasional Pendidikan.
- Hadi, S. 1993. *Statistik: Jilid 1*. Yogyakarta: Andi Offset.
- Harmer, J.2001. *The Practice of English Language Teaching*. New York: Longman.



- Lee, D.Y. W. 2001. *Genres Register, Text Types Domain, and Styles: Clarifying the Concepts and Navigating a Path through the BNC Jungle*. Lancastes.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Rivers, W.M.1968. *Teaching Foreign Language Skills*. Chicago: The University of Chicago.
- Suharto, G. 1985. *Metodologi Penelitian*. Yogyakarta: IKIP Yogyakarta.
- Texas Reading Initiative. 2002. *Comprehension Instruction*. Texas: Texas Education Agency Publication.
- Yun, Wu Heng and Ping, HU. 2007. *Major Factors Influencing Reading Comprehension: A Factor Analysis Approach*. Sino-US English Teaching.

**LESSON PLAN**  
**(TREATMENT CLASS)**

**A. Identity**

School : SMA 8 Purworejo  
Subject : English  
Class/Semester: XI/ 2  
Text Type : Narrative Text  
Skill : Reading  
Time Allocation: 2 X 45 minutes

**Standard of Competency:** Understanding the meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

**Goals:**

1. Identifying the generic structure of narrative text.
2. Identifying the language features of the narrative text.
3. Understanding the information in narrative text.
4. Retelling the story in their words.

**Indicators:**

1. The students are able to identify the generic structure of narrative text.
2. The students are able to identify the language features of narrative text.
3. The students are able to understand the information in narrative text.
4. The students are able to retell the story in their words.

**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read the text.
  - The teacher and the students discuss the information of the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to retell the story in text 1 then answer the question based on the text.

## c. ICOT

- The teacher asks the students to tell the story which they have been read recently.

**3. Closing Activities**

- a. The teacher and the students conclude the materials.
- b. The teacher asks the students' opinion about the activities and asks them the students' difficulties in understanding the materials.

**Source:**

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

**C. Assessment**

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} \quad : \quad \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51 - 67
Very poor	$\leq 50$

**D. Lesson Proper****Teaching-Learning Activities****-Lesson Proper 1**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's starting our lesson

**BKOF**

Do you like legend?

If you are interested in legend, the legend of what country would you like to know about?

**-Lesson Proper 2**

Main activities

**MOT**

## **Task 1**

### **Romeo and Juliet**

Romeo and Montagues and Juliet Capulet lived in Verona. They met at the party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding celebration turned into funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

**Study the generic structures and Features of a narrative text below.**

In the text above you find what a narrative text is.

A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative other than providing entertainment can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

Example of narrative texts includes:

- Myths
- Fairytales
- Aboriginal dreaming stories
- Science fiction
- Historical fiction
- Romance novels

**Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

## Grammatical features of a narrative

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

JCOT

## Task 2

Retell orally the text you have read in Task 1 with you own words. Then answer the questions based on the text in task 1.

1. Who was Tybalt?
2. Who was Mercutio?
3. Why are they important to the story?
4. Did Juliet marry Paris?
5. Why did Romeo kill Tybalt?
6. Who was Friar Laurence?
7. Where did Romeo and Juliet live?
8. Why did the wedding celebration of Juliet turn into a funeral?
9. Why did Romeo kill himself?
10. What happened to the two families after this tragedy?



**ICOT****Task 3**

Work in pairs. Do these instructions.

1. Find a narrative text from the library.
2. Tell the story to another group.
3. Identify the generic structure of the text.

## LESSON PLAN

### A. Identity

School	: SMA 8 Purworejo
Subject	: English
Class/Semester	: XI/ 2
Text Type	: Narrative Text
Skill	: Reading
Time Allocation	: 2 X 45 minutes

**Standard of Competency:** Understanding the meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

#### Goals:

1. Identifying the generic structure of narrative text and language features of the narrative text.
2. Understanding the information in narrative text.
3. Finding another story as example of narrative text.

#### Indicators:

1. The students are able to identify the generic structure language features of narrative text.
2. The students are able to understand the information in narrative text.
3. The students are able to find another story as example of narrative text.

**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read the text.
  - The teacher and the students discuss the information of the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to read a text and retell the information based on instruction given.
- c. ICOT
  - Teacher asks the students to find another example and identify language features in a narrative text

### 3. Closing Activities

- a. The teacher and the students conclude the materials.
- b. The teacher asks the students' opinion about the activities and asks them the students' difficulties in understanding the materials.

#### Source

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} \quad : \quad \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51- 67
Very poor	≤50

**D. Lesson Proper****Teaching-Learning Activities****-Lesson Proper 1**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's starting our lesson

**BKOF**

Do you have a story tale in your country?

Mention some titles of them.

What do think of these tales? Are they logical or not? Why/ why not?

What is the purpose of telling these tales?

Can you tell one of them from a logical side?

**Lesson Proper 2**

Main activities

**MOT**

## Task 1

### Model of a narrative text

#### **Bandung Bondowoso And Roro Jonggrang (The Legent of Prambanan Temple)**

Once, there was a beautiful Javanese princess *whose* name was Roro Jonggrang. Roro Jonggrang *whose* beauty was very famous in the land was the daughter of Prabu Baka, an evil King. Once day, a handsome young man with super natural power, named Bandung Bondowoso defeated and killed prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, princess Roro jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift," requested Roro jonggrang. Bandung agree with this condition.

Helped by spirit of demons, Bandung Bondowoso started building the temple. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, " what shall I do? Bandung is smarter than me. I will lose again Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustased because he failed to complete the thousandth temples. "The princess has deceived me!" following his anger, he cursed Roro Jonggrang. "You have cheated me. Now, the thousandth temple is you!"

At once, the princess turns into statue.

Knowing this, Bandung Bondowoso regretted this and he went away into a farm land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue

**Study generic structure and features of narrative text bellow.**

### **Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story

**JCOT****Task 2**

**Read this text and then practice it with your own words. Follow these guiding instructions.**

1. Mention the person, what they did and where they did it.
2. Describe the conflicts (unpleasant events) chronologically one after another.

Describe how the confusion is settled.

**Text**

Kim and Sandra were doing their homework for school. They had to make a cloth puppet and paper house.

At noon, Kim and Sandra left their room to have lunch in the dining room. Where they were busily eating and chatting, their brothers, Alex and Timo sneaked into the bed room. They took the puppets and hid them behind the wardrobe.

After lunch, Kim and Sandra couldn't find the puppets anywhere. They searched everywhere, but still they were missing. Meanwhile, Alex and Timo were playing outside. Kim and Sandra cried because they wouldn't be able to hand in the puppets in the next day.

In the morning, Timo remembered that they had not returned the puppet to the girl. "Here are the puppets. I am sorry we hid them yesterday," Timo said, "Grandma was very angry, don't ever do that again! She said." Kim and Sandra handed in their puppets to their teacher, and they got very good marks.



**ICOT****Task 3**

Find another example of a narrative text, identify language features and generic structure in the text and retell the story to your class.

## LESSON PLAN

### A. Identity

School	: SMA 8 Purworejo
Subject	: English
Class/Semester	: XI/ 2
Text Type	: Narrative Text
Skill	: Reading
Time Allocation	: 2 X 45 minutes

**Standard of Competency:** Understanding meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

#### Goals:

1. Identifying the generic structure and language features of the narrative text.
2. Understanding the information in narrative text.
3. Retelling the story in their words and get information of the text.

#### Indicators:

1. The students are able to identify the generic structure and the language features of narrative text.
2. The students are able to understand the information in narrative text.
3. The students are able to retell the story in their words and get the information of the text.

**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read aloud the text.
  - The teacher and the students discuss the information of the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to retell orally the text in task 1.
  - The teacher asks the students to find out the information based on the text in task 1.
- c. ICOT
  - The teacher asks the students to find another example of fable.
  - The teacher asks students to tell the story.
  - The teacher asks students to answer the question based on the text.
- d. Closing Activities**
  - a. The teacher and the students conclude the materials.

- b. The teacher asks the students' opinion about the activities and asks them the students' difficulties in understanding the materials.

### Source

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} \quad : \quad \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51- 67
Very poor	$\leq 50$

## **D. Lesson Proper**

### **Teaching-Learning Activities**

#### **-Lesson Proper 1**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's starting our lesson

**BKOF**

Do you know what fable is?

What is the benefit of reading fables?

Do you like reading fables? Why or why not?

#### **-Lesson Proper 2**

Main activities

**MOT**

#### **Task 1**

##### **The Lion and the Mouse**

Once, when a lion was asleep, a little mouse began running up and down upon him, this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse. "Forgive me this

time, I shall never forget it; who knows but what I may be able to do you a turn some of these days.

The loin was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. “Wasn’t I right?” said the little mouse.

**Study generic structure and features of narrative text bellow.**

### **Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story

## JCOT

### Task 2

1. Tell the story in your words to your friends about the story in task 1.
2. Answer the question based on the text in task 1.
  1. What was the lion doing when the mouse ran up and down upon him?
  2. What problem did the mouse have?
  3. How did he overcome his problem?
  4. What happened to the lion some time after?
  5. How did he overcome his problem?
  6. What is the message of the story?
  7. Who are the main participants of the story?

## ICOT

### Task 3

Find another example of fable, and then tell the story in your words. Find out the answer based on the text.

1. Who are the main participants of the story?
2. What problem did the participant have?
3. How did he/she overcome his/her problem?
4. What is the moral value of the story?

**LESSON PLAN**  
**(CONTROL CLASS)**

**A. Identity**

School : SMA 8 Purworejo  
Subject : English  
Class/Semester: XI/ 2  
Text Type : Narrative Text  
Skill : Reading  
Time Allocation: 2 X 45 minutes

**Standard of Competency:** Understanding meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

**Goals:**

1. Identifying the generic structure of narrative text.
2. Identifying the language features of the narrative text.
3. Understanding the information in narrative text.

**Indicators:**

1. The students are able to identify the generic structure of narrative text.
2. The students are able to identify the language features of narrative text.
3. The students are able to understand the information in narrative text.



**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (Lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to answer the questions based on the text1.
- c. ICOT
  - The teacher asks the students to identify the generic structure based on the text they have been read.

**3. Closing Activities**

- The teacher and the students conclude the materials.

**Source:**

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira.

**C. Assessment**

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} \quad : \quad \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51- 67
Very poor	$\leq 50$

**D. Lesson Proper****Teaching-Learning Activities****-Lesson Proper 1**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's start our lesson

**BKOF**

Do you like legend?

Today we are going to talk about legend.

**-Lesson Proper 2**

Main activities

**MOT**

## **Task 1**

### **Romeo and Juliet**

Romeo and Montagues and Juliet Capulet lived in Verona. They met at the party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding celebration turned into funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

**Study the generic structures and Features of a narrative text below.**

In the text above you find what a narrative text is.

A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative other than providing entertainment can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

Example of narrative texts includes:

- Myths
- Fairytales
- Aboriginal dreaming stories
- Science fiction
- Historical fiction
- Romance novels

**Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

## Grammatical features of a narrative

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story
- Time words that connect events, telling when they occurred.

JCOT

## Task 2

Answer the questions based on the text in task 1.

1. Who was Tybalt?
2. Who was Mercutio?
3. Why are they important to the story?
4. Did Juliet marry Paris?
5. Why did Romeo kill Tybalt?
6. Who was Friar Laurence?
7. Where did Romeo and Juliet live?
8. Why did the wedding celebration of Juliet turn into a funeral?
9. Why did Romeo kill himself?
10. What happened to the two families after this tragedy?

**ICOT****Task 3**

Work in pairs. Do these instructions.

1. Read a narrative text from the library.
2. Identify the generic structure of the text.

## LESSON PLAN

### A. Identity

School : SMA 8 Purworejo

Subject : English

Class/Semester: XI/ 2

Text Type : Narrative Text

Skill : Reading

Time Allocation: 2 X 45 minutes

**Standard of Competency:** Understanding meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

### Goals:

1. Identifying the generic structure of narrative text and language features of the narrative text.
2. Understanding the information in narrative text.
3. Finding another story as example of narrative text.

### Indicators:

1. The students are able to identify the generic structure language features of narrative text.
2. The students are able to understand the information in narrative text.
3. The students are able to find another story as example of narrative text.



**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (Lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to read a text and answer the questions based on the text.
- c. ICOT
  - Teacher asks the students to read another example and identify language features in the text.

**3. Closing Activities**

- The teacher and the students conclude the materials.

### Source

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} \quad : \quad \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51- 67
Very poor	$\leq 50$

**D. Lesson Proper****Teaching-Learning Activities****-Lesson Proper 1****BKOF**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's starting our lesson

Do you know what the story tell is?

**-Lesson Proper 2**

Main activities

**MOT**

## Task 1

### Model of a narrative text

#### **Bandung Bondowoso And Roro Jonggrang (The Legent of Prambanan Temple)**

Once, there was a beautiful Javanese princess *whose* name was Roro Jonggrang. Roro Jonggrang *whose* beauty was very famous in the land was the daughter of Prabu Baka, an evil King. Once day, a handsome young man with super natural power, named Bandung Bondowoso defeated and killed prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, princess Roro jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift," requested Roro jonggrang. Bandung agree with this condition.

Helped by spirit of demons, Bandung Bondowoso started building the temple. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, " what shall I do? Bandung is smarter than me. I will lose again Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustased because he failed to complete the thousandth temples. "The princess has deceived me!" following his anger, he cursed Roro Jonggrang. "You have cheated me. Now, the thousandth temple is you!"

At once, the princess turns into statue.

Knowing this, Bandung Bondowoso regretted this and he went away into a farm land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue

**Study generic structure and features of narrative text bellow.**

### **Features of a narrative (Generic Structure)**

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication
- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story

**JCOT****Task 2**

**Read this text then answer the question.**

**Text 2**

Kim and Sandra were doing their homework for school. They had to make a cloth puppet and paper house.

At noon, Kim and Sandra left their room to have lunch in the dining room. Where they were busily eating and chatting, their brothers, Alex and Timo sneaked into the bed room. They took the puppets and hid them behind the wardrobe.

After lunch, Kim and Sandra couldn't find the puppets anywhere. They searched everywhere, but still they were missing. Meanwhile, Alex and Timo were playing outside. Kim and Sandra cried because they wouldn't be able to hand in the puppets in the next day.

In the morning, Timo remembered that they had not returned the puppet to the girl. "Here are the puppets. I am sorry we hid them yesterday," Timo said, "Grandma was very angry, don't ever do that again! She said." Kim and Sandra handed in their puppets to their teacher, and they got very good marks.

**Find Out.**

1. Mention the person in the story.
2. What they did and where they did it?

3. Describe the conflicts (unpleasant events) chronologically one after another.
4. Describe how the confusion is settled.

**ICOT**

### **Task 3**

Read another example of a narrative text, identify the language features and generic structures in the text.

## LESSON PLAN

### A. Identity

School : SMA 8 Purworejo  
Subject : English  
Class/Semester: XI/ 2  
Text Type : Narrative Text  
Skill : Reading  
Time Allocation: 2 X 45 minutes

**Standard of Competency:** Understanding meanings in essay texts in the form of narrative in daily life and to access knowledge.

**Basic Competence:** identifying the meanings and rhetorical steps in essay in the form of report, **narrative**, and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.

### Goals:

1. Identifying the generic structure and language features of the narrative text.
2. Understanding the information in narrative text.

### Indicators:

1. The students are able to identify the generic structure and the language features of narrative text.
2. The students are able to understand the information in narrative text.



**Method:**

Text-Based Language Teaching

**B. Teaching-Learning Activities****1. Starting Activities (Lesson Proper 1)**

- a. Greeting
- b. Checking attendance list
- c. BKOF
  - The teacher asks the questions about the topic.

**2. Main Activities (Lesson Proper 2)**

- a. MOT
  - The teacher informs the next activities.
  - The teacher gives an example of narrative text.
  - The teacher asks the students to read aloud the text.
  - The teacher and the students discuss the information of the text.
  - The teacher and the students discuss the generic structure and language features of the text.
- b. JCOT
  - The teacher asks the students to find out the information based on the text in task 1.
- c. ICOT
  - The teacher asks the students to read another example of fable.
  - The teacher asks students to answer the question based on the text.

**3. Closing Activities**

- a. The teacher and the students conclude the materials.

- b. The teacher asks the students' opinion about the activities and asks them the students' difficulties in understanding the materials.

### Source

- Sudarwati, Th. M. 2007. *Look Ahead*. Jakarta: Erlangga
- Soeprapto, F.A and Darwis, Mariana. 2006. *Linked to the World*. Jakarta: Yudhistira

### C. Assessment

The orientation for the assessment:

- o Maximum score for task : 100

$$\text{Achievement score} : \frac{\text{achievement score}}{\text{Maximum score}} \times 100$$

Standard of each element

Excellent	85 - 100
good	68 - 84
poor	51 - 67
Very poor	$\leq 50$

**D. Lesson Proper****Teaching-Learning Activities****-Lesson Proper 1**

Starting Activities

Good morning everyone?

How are you today?

Is everyone here today?

OK. Let's starting our lesson

**BKOF**

Do you like reading fables? Why or why not?

**-Lesson Proper 2**

Main activities

**MOT**

## Task 1

### The Lion and the Mouse

Once, when a lion was asleep, a little mouse began running up and down upon him, this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse. "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days.

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. "Wasn't I right?" said the little mouse.

**Study generic structure and features of narrative text below.**

#### Features of a narrative (Generic Structure)

Constructing a narrative

The steps for constructing a narrative text are:

- An orientation on which narrator tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening
- A complication that sets off a chain of events that influences what will happen in the story
- A sequence of events where the characters react to the complication

- A resolution in which the characters solve the problem created in the complication
- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **Grammatical features of a narrative**

Narratives usually include the following grammatical features:

- Nouns that identify the specific characters and places in the story
- Adjectives that provide accurate descriptions of the characters and settings
- Verb that show the action that occur in the story

**JCOT**

### **Task 2**

Answer the question based on the text in task 1.

1. What was the lion doing when the mouse ran up and down upon him?
2. What problem did the mouse have?
3. How did he overcome his problem?
4. What happened to the lion some time after?
5. How did he overcome his problem?
6. What is the message of the story?
7. Who are the main participants of the story?

**ICOT****Task 3**

Read another example of fable. Find out the answer based on the text.

1. Who are the main participants of the story?
2. What problem did the participant have?
3. How did he/she overcome his/her problem?
4. What is the moral value of the story?

**Course Grid of Reading Learning Process in Class XI IPA 2 Students of SMA 8 Purworjo in the Academic Year 2010/2011  
through Storytelling Technique**

Standard of Competency	Basic Competence	Indicators	Topic	Materials	Activities			Assessment	Time Allocation	Source
					Stage	Form	Goal			
Understanding the meanings in essay texts in the form of narrative in daily life and to access knowledge.	Identifying the meanings and rhetorical steps in essay in the form of report, <b>narrative</b> , and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.	1.The students are able to identify the generic structure of narrative text. 2.The students are able to identify the language features of narrative text. 3.The students are able to understand the information in narrative text. 4.The students	Understanding narrative text	-Do you like legend? -If you are interested in legend, the legend of what country would you like to know about?	-BKOF	-Asking questions based on topic	-To give instructions to the students about the topic that will be learned	Answering the questions	2 x 45 minutes	- Sudarwati, Th. M. 2007. <i>Look Ahead</i> . Jakarta: Erlangga
				<b>Romeo and Juliet</b>	-MOT	- Studying the text.	-To understand generic structure and language features of narrative text.			

		are able to retell the story in their words.		<p><b>Generic structure of narrative text:</b>  an orientation, a complication, a resolution, a coda (optional)</p> <p><b>Language features of narrative text:</b>  -Nouns that identify the specific characters and places in the story  -Adjectives that provide accurate descriptions of the characters and settings</p>	-MOT	- Understanding the generic structure and language features of narrative text.	-To understand the generic structure and language features of narrative text.			
--	--	--	--	---	------	---	---	--	--	--



			<p>-Verb that show the action that occur in the story</p> <p>-Time words that connect events, telling when they occurred.</p> <p><i>Retell orally the text you have read in Task 1 with your own words. Then answer the questions based on the text in task 1.</i></p> <p>1. Who was Tybalt?</p> <p>2. Who was</p>	-JCOT	<p>- Retelling the text and finding the information of the text.</p>	<p>-To check whether the students understood the materials or not.</p>			
--	--	--	--	-------	--	--	--	--	--

				<p>Mercutio?</p> <p>3. Why are they important to the story?</p> <p>4. Did Juliet marry Paris?</p> <p>5. Why did Romeo kill Tybalt?</p> <p>6. Who was Friar Laurence?</p> <p>7. Where did Romeo and Juliet live?</p> <p>8. Why did the wedding celebration of Juliet turn into a funeral?</p> <p>9. Why did Romeo kill himself?</p>						
--	--	--	--	--	--	--	--	--	--	--

			<p>10.What happened to the two families after this tragedy?</p> <p><i>Work in pairs. Do these instructions.</i></p> <p>1.Find a narrative text from the library.</p> <p>2.Tell the story to another group.</p> <p>3.Identify the generic structure of the text.</p>	-ICOT	- Storytelling	-To make the students more active.				
--	--	--	---	-------	----------------	------------------------------------	--	--	--	--

**Course Grid of Reading Learning Process in Class XI IPA 2 Students of SMA 8 Purworjo in the Academic Year 2010/2011 through Storytelling Technique**

Standard of Competency	Basic Competence	Indicators	Topic	Materials	Activities			Assessment	Time Allocation	Source
					Stage	Form	Goal			
Understanding the meanings in essay texts in the form of narrative in daily life and to access knowledge	Identifying the meanings and rhetorical steps in essay in the form of report, <b>narrative</b> , and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.	-The students are able to identify the generic structure language features of narrative text. -The students are able to understand the informatio	Understanding narrative text	Eg: -Do you have a folk tale in your country? -Mention some titles of them.  <b>Bandung Bondowo so And Roro Jonggrag</b>	- BKO F	- Asking questions based on the topic	-To give instructions to the students about the topic that will be learned.	Answering the questions	2 x 45 minutes	Sudarwati, Th. M. 2007. <i>Look Ahead</i> . Jakarta: Erlangga  -Soeprapto, F.A and Darwis, Mariana.2006. <i>Linked to the World</i> . Jakarta: Yudhis tira
					- MOT	- Studying the text	-To understand the generic structure and language features			

		<p>n in narrative text.</p> <p>-The students are able to find another story as example of narrative text.</p>		<p><b>(The Legend of Prambanan Temple)</b></p> <p><b>Generic structure of narrative text:</b> an orientation, a complication, a resolution, a coda (optional)</p> <p><b>Language features of</b></p>		<p>- MOT</p> <p>- Understanding the generic structure and language features of narrative text.</p>	<p>of narrative text.</p> <p>-to find information based on the text.</p> <p>-To understand the generic structure and language features of narrative text.</p>			
--	--	---	--	--	--	--	---	--	--	--

				<p><b>narrative text:</b></p> <ul style="list-style-type: none"><li>-Nouns that identify the specific characters and places in the story</li><li>- Adjectives that provide accurate descriptions of the characters and settings</li><li>-Verb that</li></ul>						
--	--	--	--	--	--	--	--	--	--	--

				<p>show the action that occur in the story</p> <p>-Time words that connect events, telling when they occurred.</p> <p><i>Read this text and then practice it with your own words.</i></p> <p><i>Follow these guiding</i></p>						
				<p><i>Read this text and then practice it with your own words.</i></p> <p><i>Follow these guiding</i></p>	<p>- JCO T</p>	<p>Reading and retelling the text with guiding instructions.</p>	<p>-To check whether the students have understood the materials or not.</p>			

				<p><i>instructions.</i></p> <p>1.Mention the person, what they did and where they did it.</p> <p>2.Describe the conflicts (unpleasant events) chronologically one after another.</p> <p>3.Describe how the confusion</p>						
--	--	--	--	--	--	--	--	--	--	--



				<p>is settled.</p> <p><i>Find another example of a narrative text, identify language features and generic structure in the text and retell the story to your class.</i></p>	- ICO T	Storytel ling	-to make the students more active			
--	--	--	--	---	---------------	------------------	---	--	--	--



		<p>in narrative text.</p> <p>3.The students are able to retell the story in their words and get the information of the text.</p>		<p><b>Generic structure of narrative text:</b> an orientation, a complication, a resolution, a coda (optional)</p> <p><b>Language features of narrative text:</b></p> <p>-Nouns that identify the specific characters and</p>	- MOT	<p>Understandi ng the generi c structu re and langua ge feature s of narrati ve text.</p>	<p>narrative text.</p> <p>-to find informatio n based on the text.</p> <p>- To understand the generic structure and language features of narrative text.</p>			
--	--	--	--	---	----------	---	--	--	--	--

			<p>places in the story</p> <p>-Adjectives that provide accurate descriptions of the characters and settings</p> <p>-Verb that show the action that occur in the story</p> <p>-Time words that connect events, telling when they occurred.</p> <p>Task 2 1.Tell the</p>	JCOT	- Reading and	-To check whether the students			
--	--	--	--	------	---------------	--------------------------------	--	--	--

			<p>story in your words to your friends about the story in task 1.</p> <p>2. Answer the question based on the text in task 1.</p> <p>1. What was the lion doing when the mouse ran up and down upon him?</p> <p>2. What problem did the mouse have?</p> <p>3. How did he overcome his problem?</p>		<p>retelling the story based on the text given.</p> <p>- Finding the information based on the text given.</p>	<p>have understood the materials or not.</p>			
--	--	--	---	--	---	--	--	--	--

			<p>4.What happened to the lion some time after?</p> <p>5.How did he overcome his problem?</p> <p>6.What is the message of the story?</p> <p>7.Who are the main participants of the story?</p> <p>Find another example of fable, and then tell the story in your words. Find out the answer</p>	- ICOT	Storytelling	-to make the students more active			
--	--	--	--	-----------	--------------	-----------------------------------	--	--	--

				<p>based on the text.</p> <ol style="list-style-type: none"><li>1. Who are the main participants of the story?</li><li>2. What problem did the participant have?</li><li>3. How did he/she overcome his/her problem?</li><li>4. What is the moral value of the story?</li></ol>						
--	--	--	--	---	--	--	--	--	--	--





	<p>y, fluently, and acceptabl e in daily life to access knowledg e.</p>	<p>students are able to understand the information in narrative text.</p>		<p><b>Generic structure of narrative text:</b> an orientation, a complication, a resolution, a coda (optional) <b>Language features of narrative text:</b> -Nouns that identify the specific characters and places in the story -Adjectives that provide accurate descriptions of the characters and settings -Verb that show</p>	<p>- MOT</p>	<p>- Unde rstan ding the gener ic struct ure and langu age featur es of narrat e text.</p>	<p>-To underst and the generic structur e and langua ge feature s of narrati ve text.</p>			<p>stira</p>
--	---	---	--	---	------------------	--	---	--	--	--------------

			<p>the action that occur in the story</p> <p>-Time words that connect events, telling when they occurred.</p> <p>Answer the questions based on the text in task 1.</p> <p>1.Who was Tybalt?</p> <p>2.Who was Mercutio?</p> <p>3.Why are they important to the story?</p> <p>4.Did Juliet marry Paris?</p> <p>5.Why did</p>							
--	--	--	--	--	--	--	--	--	--	--

				<p>Romeo kill Tybalt?</p> <p>6. Who was Friar Laurence?</p> <p>7. Where did Romeo and Juliet live?</p> <p>8. Why did the wedding celebration of Juliet turn into a funeral?</p> <p>9. Why did Romeo kill himself?</p> <p>10. What happened to the two families after this tragedy?</p>						
--	--	--	--	--	--	--	--	--	--	--

				<p>Work in pairs. Do these instructions.</p> <p>1.Read a narrative text from the library.</p> <p>2.Identify the generic structure of the text.</p>	- ICOT	- Reading and identifying the generic structure of the text	-To make the students understand about the materials.			
--	--	--	--	--	--------	---	---	--	--	--

**Course Grid of Reading Learning Process in Class XI IPA 1 Students of SMA 8 Purworjo in the Academic Year 2010/2011  
through Instructor-Centered Based Technique**

Standard of Competency	Basic Competence	Indicators	Topic	Materials	Activities			Assessment	Time Allocation	Source
					Stage	Form	Goal			
Understanding the meanings in essay texts in the form of narrative in daily life and to access knowledge	Identifying the meanings and rhetorical steps in essay in the form of report, <b>narrative</b> , and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge.	1.The students are able to identify the generic structure language features of narrative text. 2.The students are able to understand the information	Understanding narrative text	Eg: -Do you know what the story tale is?	-BKOF	-Asking questions based on the topic	-To give instructions to the students the topic that will be learned.	Answering the questions	2 x 45 minutes	Sudawati, Th. M. 2007. <i>Look Ahead</i> . Jakarta : Erlangga  - Soeparto, F.A and Darwis, Mariana.2006 . <i>Linked to the World</i> . Jakarta :Yudhi
				<b>Bandung Bondowoso And Roro Jonggrag (The Legend of Prambanan Temple)</b>	-MOT	- Studying the text	-To understand the generic structure and language features of narrative text.			
				<b>Generic structure of narrative text:</b>	-MOT	Understanding the generic structure and	-to find information based on the text.			

		<p>n in narrative text.</p> <p>3.The students are able to find another story as example of narrative text.</p>		<p>an orientation,a complication, a resolution, a coda (optional)</p> <p><b>Language features of narrative text:</b></p> <p>-Nouns that identify the specific characters and places in the story</p> <p>-Adjectives that provide accurate descriptions of the characters and settings</p> <p>-Verb that show the action that</p>		<p>language features of narrative text.</p> <p>-To understand the generic structure and language features of narrative text.</p>				stira
--	--	--	--	--	--	--	--	--	--	-------

			<p>occur in the story</p> <p>-Time words that connect events, telling when they occurred.</p> <p><b>Read this text then answer the question.</b></p> <p>1.Mention the person.</p> <p>2. What they did and where they did it.</p> <p>3.Describe the conflicts (unpleasant events) chronologically one after</p>	-JCOT	<p>Reading and finding the text information in the text.</p>	<p>-To check whether the students have understood the materials or not.</p>			
--	--	--	--	-------	--	---	--	--	--

				<p>another.</p> <p>4. Describe how the confusion is settled.</p> <p>Read another example of a narrative text, identify the language features and generic structures in the text.</p>	- ICOT	<p>Reading and finding another example of narrative text.</p>	<p>-to make the students more active</p>			
--	--	--	--	--	--------	---	--	--	--	--



**Course Grid of Reading Learning Process in Class XI IPA 1 Students of SMA 8 Purworjo in the Academic Year 2010/2011 through Instructor-Centered Based Technique**

Standard of Competency	Basic Competence	Indicators	Topic	Materials	Activities			Assessment	Time Allocation	Source
					Stage	Form	Goal			
Understanding meanings in essay texts in the form of narrative in daily life and to access knowledge	identifying the meanings and rhetorical steps in the form of report, <b>narrative</b> , and analytical exposition using written language accurately, fluently, and acceptable in daily life to access knowledge	1.The students are able to identify the generic structure and the language features of narrative text. 2.The students are able	Understanding Narrative text	Eg; -Do you like reading fables? Why or why not?	-BKOF	Asking questions based on the topic.	To give instructions to the students about the topic that will be learned.	Answering the questions		-Sudarwati, Th. M. 2007. <i>Look Ahead</i> . Jakarta: Erlangga  -Soeprapto, F.A and Darwis, Mariana.2006. <i>Linked to the World</i> . Jakarta:Yudhistira
				Task 1 <b>The Lion and the Mouse</b>	-MOT	- Studying the text.	-To understand the generic structure and language features of narrative text.			
				<b>Generic structure of narrative text:</b>	-MOT	- Understanding the	-to find information based on the text.			

		to understand the information in narrative text.		<p>an orientation, a complication, a resolution, a coda (optional)</p> <p><b>Language features of narrative text:</b></p> <ul style="list-style-type: none"> <li>-Nouns that identify the specific characters and places in the story</li> <li>-Adjectives that provide accurate descriptions of the characters and settings</li> <li>-Verb that show the action that occur in the</li> </ul>		<p>generic structure and language features of narrative text.</p> <p>- To understand the generic structure and language features of narrative text.</p>			
--	--	--	--	---	--	---	--	--	--

			<p>story</p> <p>-Time words that connect events, telling when they occurred.</p> <p>Task 2</p> <p>1. Answer the question based on the text in task 1.</p> <p>1. What was the lion doing when the mouse ran up and down upon him?</p> <p>2. What problem did the mouse have?</p> <p>3. How did he overcome his</p>	JCOT	<p>- Reading the text.</p> <p>- Finding the information based on the text given.</p>	<p>- To check whether the students have understood the materials or not.</p>			
--	--	--	---	------	--	--	--	--	--

			<p>problem?</p> <p>4.What happened to the lion some time after?</p> <p>5.How did he overcome his problem?</p> <p>6.What is the message of the story?</p> <p>7.Who are the main participants of the story?</p> <p>Read another example of fable. Find out the answer based on the text.</p>	-ICOT	<p>Findi ng anoth er text and gettin g the</p>	<p>-to make the students more understan d about the materials</p>			
--	--	--	--	-------	--	---	--	--	--

				<p>1. Who are the main participants of the story?</p> <p>2. What problem did the participant have?</p> <p>3. How did he/she overcome his/her problem?</p> <p>4. What is the moral value of the story?</p>	<p>information based on the questions given</p>	<p>given.</p>			
--	--	--	--	---	---	---------------	--	--	--

## Pre and Post Test

Read the text and answer the correct answer for every question below.

Questions 1-7 are based on Text 1

### Text 1

#### The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this? ". The Lion was shocked to hear such words. He said, "My dear friend, what are you

saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, "Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

1. What is the story about?

- a. The friendship between the Lion and the Jackal family.
- b. The rivalry between the Lion and the Jackal.
- c. The evilness of the Lioness.
- d. The friendship between a lion and the jackal.
- e. The thoughtfulness of the Lion.

2. Who are the main characters of the story?

- a. The lion's family and the Jackal's family
- b. The Lion and The Jackal
- c. The Lioness and the Lady Jackal
- d. The lion cubs and the Jackal kids
- e. The Lion and the Jackal's family

3.. What does the lion do in return of the Jackal's help?

- a. He told the Jackal to always hunt with him.
- b. He told the Jackal to live with him in his house.
- c. He told the Jackal to live near the Lion and give him food.
- d. He gave him a home.
- e. He gave him a present.

- 4.. What did the lioness feels of the lion's and the jackal's friendship?
- a. She was not pleased.
  - b. She was pleased.
  - c. She was delighted.
  - d. She was happy about it.
  - e. She was content about it.
5. From whom did the jackal heard that the lion's family doesn't like the friendship between them?
- a. The Lion
  - b. The lion cubs
  - c. The kid Jackals
  - d. The lady Jackal
  - e. The Lioness
6. The synonym of the word amity in the fourth paragraph is....
- a. rival
  - b. rivalry
  - c. enemy
  - d. opposition
  - e. friendship
- 7.. How did the story end?
- a. The Lion and the Jackal lived apart but still be friends.
  - b. The Jackal's and the Lion's friendship ends.
  - c. The Lion and the Jackal still live together and hunt together.
  - d. The Lion and the Jackal lived apart and doesn't hunt together.
  - e. The Jackal is very angry and cannot accept the Lion as his friend anymore.



**Questions 8-17 are based on the Text 2.**

**Text 2**

**Let Me Love You**

Once upon a time, there was once a guy who was very much in love with his girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard word and with the help of friends, this guy had set up his own company.

“ You never fail until you stop trying.” He always told himself. “I must make it in life!” One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them spot his luxury saloon. He wanted them to know that he wasn't the same anymore; he had his own company, car, condo, etc. He had made in life!

Before the guy can realize, the couple was talking towards a cemetery, and he got out of his car and followed them and he saw his exgirlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle therefore she had chosen to leave him.

She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

8. The main character of the story is....

- |           |                       |
|-----------|-----------------------|
| a. A guy  | d. A family           |
| b. A girl | e. A group of people. |

c. A couple of husband and wife

9. He .....after he broke up with his girlfriends.

- a. Got very frustrated
- b. Found another girl who could understand him a lot
- c. Got married with another girl
- d. Regained his confidence and worked very hard.
- e. Met the girl's parents.

10. Finally, he could-----

- a. Establish his own company and success in his business.
- b. Find another girl and got married with her.
- c. Recover himself after a long period of frustration.
- d. Meet the girl again and got married with her.
- e. Find and got married and lived happily ever after.

11. -----, he saw his ex-girlfriend's parents going to the cemetery.

- a. When he was in his office.
- a. When he was in his saloon.
- c. When he was in vacation.
- d. When he visited a friend's house.
- e. When he is in a funeral.

12. He wanted to show his ex-girlfriend' parents that -----

- a. He had another girl and was ready to get married.
- b. Their daughter did a bad thing by leaving him.
- c. He was happy to break with their daughter.
- d. His parents were their friends.
- e. He had become a rich man after he broke up with their daughter.

13. Actually, the girl died because -----

- a. committing suicide
- b. an accident
- c. cancer
- d. a fire in Paris
- e. giving birth

14. Why did the girl want her parents put the paper cranes next to her tomb?

- a. Because she wanted the man to know that she loved him.
- b. Because she hated the paper cranes.
- c. Because her parents did not know where to put it.
- d. Because the man asked her to do.
- e. Because her parents told her to.

15. The man knew that she -----and he could only weep next to her tombstone.

- a. left him
- b. got to Paris
- c. died
- d. hated him
- e. always loved him

16. “-----if the day comes when fate brings him to her again he can take some of those back with him.” What does the statement mean?

- a. She wanted her parents to bring him to her.
- b. She wanted the man to take back his paper cranes.
- c. She hated the paper cranes so that she wanted the man to take them back.
- d. He believed that the girl would return his paper cranes.
- e. The girl wanted the man to know that she loved him very much.

**Questions 18-25 are based on the text below.**

### **Text 3**

#### **The Necessity of Salt**

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, “My dear children, I love all three of you sincerely, and for a long time have not known which one of you I

should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. “This has not been salted!” he cried out angrily. “Have the cook brought before me!”

They quickly ran for the cook, who entered the hall undaunted. “Why did you forget to salt my favorite dish, you careless girl?” snapped the king at her. The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful. The king lived happily with his children for many years thereafter.

17. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?

- a. To show that he was the most powerful man in the kingdom.
- b. To see who loved him most.
- c. To decide who would be his cook.
- d. To decide who would marry with the prince.
- e. To decide who would be the next queen

18. Why did the King drive his youngest daughter out of his castle?

- a. Because she wanted to become a cook.
- b. Because he thought that she did not respect him.
- c. Because the King did not want her got married with the Prince.
- d. Because he wanted to prepare her to become the queen.
- e. Because she did not want to give him any birthday gift.

19. Where did the King's daughter learn to cook?

- a. In the castle.
- b. In a villager's house.
- c. In a famous restaurant.
- d. In an inn.
- e. In a course.

20. Why did the King ask the famous cook to prepare the wedding feast?

- a. Because the King knew that it was his daughter.
- b. Because people believed that she was the best cook in the kingdom.
- c. Because she applied for the position of King's cook.
- d. Because the King wanted to prove that salt was not so importance.
- e. Because the King did not any other cook in the kingdom.

21. How did the King's daughter prove that salt is the most necessary thing in human live?

- a. By giving the King a container of salt.

- b. By telling the King that she is the famous cook.
- c. By serving dishes cooked with much salt.
- d. By serving very sweet dishes.
- e. By serving dishes cooked without salt.

22. The word “undaunted” in paragraph 8 is contradictory in meaning to ...

- a. curious
- b. fearless
- c. doubt
- d. confused
- e. afraid

**Question 26-29 are based on Text 4**

**Text 4**

**The Lion and the Mouse**

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

23. Who are the main characters of the story?

- a. The lion and the cat.
- b. The lion and the mouse.
- c. The lion and the beasts.
- d. The lion and the king.

e. The lion and the hunter

24. What is the moral lesson from the text?

- a. Don't look at someone because of his clothes.
- b. It is best to prepare for the days of necessity.
- c. Good and right things will win.
- d. Common people may prove great ones.
- e. United we stand, divided we fall.

25. Paragraph three mainly tells that....

- a. The lion was caught in a trap
- b. The little mouse asked for forgiveness
- c. The hunter carried the lion alive to the king
- d. The lion was tied to tree by the hunter
- e. The little mouse could prove that he could help the lion

26 What did the little mouse do to prove his words?

- a. He would never forget the lion.
- b.. He would never forget the lion.
- c. He tried hard to help the lion free.
- d. He ran up and down upon the lion.
- e. He asked for apology to the king of the beast.

**This text is for question 29-31**

**Text 5**

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

“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 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.

27. The story mainly tells us about....

- a. Twenty crocodiles
- b. the boss of crocodiles
- c. a rabbit and twenty crocodiles
- d. a rabbit and the boss of crocodiles
- e. the boss of crocodiles and his friends

28. We know from the first paragraph that the rabbit actually wanted....

- a. to cross the river
- b. to swim across the river
- c. to meet the boss of crocodile
- d. to know where the crocodiles are
- e. to know the number of crocodiles there

**The text is for questions 32-34**

**Text 6**

### **The Ass and the Lap-dog**

A man had an ass and a Maltese Lap-dog, a very great beauty. The ass was left in a stable, and had plenty of oats and hay to eat, just as another ass would. The lap-dog was a great favorite with his master, and he frisked and jumped about him in a manner pleasant to see. The ass had much work to do, in grinding the corn-mill, and in carrying wood from the forest or burdens from the farm.

He often lamented his own hard fate, and contrasted it with the luxury and idleness of the lap-dog, till at last one day he broke his halter, and galloped into his masters' house, kicking up his hill without measure, frisking and fawning as well as he could. He next tried to jump about



his master as he had seen the lap-dog do, but he broke the table and smashed all the dishes upon it to atoms. He then attempted to lick his master, and jumped upon his back. The servants heard the strange hubbub and perceiving the danger of his master, quickly with kicks, clubs, and cuffs. The ass beaten nearly to death, thus lamented. "I have bought it all on myself! Why could I not have been contented to labor with my companions, and not to try to live by idleness?"

29. ....and frisked and jumped about him in a manner pleasant to see.

What is the similar of the underlined word?

- |           |         |
|-----------|---------|
| a. Frolic | d. Gnaw |
| b. Nibble | e. Chew |
| c. Bite   |         |

30. What happened with the ass when he wants to replace lap-dog position?

- The master replaced the lap-dog position with the ass.
- The ass had much work to do.
- The ass lamented on his hard fate.
- The master kills the ass.
- The ass beaten nearly to death.

**The text is for questions 35-37**

**Text 7**

### **The Hen with the Silver Egg**

One day, in an Arabic city, a woman went to the market and bought a beautiful hen. A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the result was that the hen died of indigestion and did not lay more eggs at all.

31. Paragraph 2 mostly discussed about....

- |                  |                                       |
|------------------|---------------------------------------|
| a. The hen's egg | d. What the hen eats to lay more eggs |
|------------------|---------------------------------------|

- b. What the woman did to her hen.                      E. Why the woman wanted to get more eggs.  
 c. What the hen did for the woman.

32. The hen died because it....

- a. ate nothing    d. was badly injured  
 b. ate too much    e. was forced to lay eggs  
 c. laid more eggs

33. From the text we may conclude that woman was....

- a. active    d. furious  
 b. miserly    e. dangerous  
 c. greedy

**The text is for questions 38 to 41**

**Text 8**

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below. "What do you want?" asked Nasreddin "come down and I'll tell you," called the old man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground. "What do you want?" he asked, when he reached the ground. "could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar."No," he said.

34. Why was Nasreddin on the roof of his house?

- a. He was looking at the view.                      d. He was resting.  
 b. He was waiting for the old man.                      e. He was annoyed to the old man.  
 c. He was fixing the roof.

35. Who was the old man?

- a. Nasreddin's father
- b. Nasreddin's friend
- c. A roof-mender
- d. A roof seller
- e. A beggar

36. Why did Nasreddin go down the ladder?

- a. He wanted to get away from his work.
- b. Because the beggar asked him to.
- c. He wanted to speak to the beggar.
- d. He wanted to take some roofs.
- e. He wanted to go with the beggar.

37. The following sentences are true based on the text, except....

- a. Nasreddin was mending his tiles when someone called him.
- b. Nasreddin was happy with his work.
- c. Nasreddin didn't look down when the old man called him.
- d. The old man asked some money to Nasreddin.
- e. Nasreddin asked the beggar to climb up the ladder.

**The text is for questions 42 to 45**

**Text 9**

Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met.

One day he went hunting into the forest. He intended to shoot any animal he saw. He brought his gun with him. When he was searching for his prey, suddenly he saw a bird perching on a branch of a tree. It was a dove. When he was aiming his gun at the dove, suddenly an ant came and bit his foot. He was so startled that he didn't shoot the dove. It was safe and then flew away.

Several days later, the dove was flying over a lake. He saw an ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost

drowned. The dove got an idea, he picked up a big leaf and drooped in onto the surface of the water near the ant. Luckily, the ant could get on the leaf.

The ant tried to bring the leaf to the edge of the lake and landed on the ground. The ant was safe because the dove helped him.

38. The hunter was very ...when the ant bit his foot.

- a. Angry
- b. Furious
- c. Disappointed
- d. Shocked
- e. Surprised

39. Which one of the following sentences **incorrect** or **irrelevant** with the text above?

- a. The man hunted some animals that he met in the forest.
- b. The hunter saw a dove on the branch of tree.
- c. The man didn't shoot the dove because a policeman.
- d. The dove helped the ant that on the surface of water.
- e. The ant was safe because of the dove.

40. The purpose of the text above is to .....

- a. Tell the readers of the story.
- b. To explain the readers of the story.
- c. To entertain the readers of the story.
- d. To inform the readers of the story.
- e. To retell the readers of the story.

**ANSWER KEY**

1. D	11. C	21. E	31. B
2. B	12. E	22.E	32.B
3. C	13. C	23. B	33. C
4. A	14. A	24. A	34.C
5. D	15. C	25. E	35.E
6. E	16. E	26. C	36.B
7. A	17. E	27. C	37.C
8. A	18. B	28.A	38. E
9. D	19. D	29. D	39.C
10. A	20. B	30.E	40.C



OUTPUT ITEMAN 3.0 : ANALYSIS OF ITEMS  
THE STATISTICS ITEMS

=====

MicroCAT (tm) Testing System  
Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.813	0.824	0.568	A	0.063	-0.478	-0.243	
					B	0.031	-0.665	-0.269	
					C	0.063	-0.648	-0.329	
					D	0.813	0.824	0.568	*
					E	0.031	-0.517	-0.209	
					Other	0.000	-9.000	-9.000	
2	0-2	0.688	0.733	0.560	A	0.219	-0.427	-0.305	
					B	0.688	0.733	0.560	*
					C	0.031	-0.665	-0.269	
					D	0.031	-0.615	-0.249	
					E	0.031	-0.615	-0.249	
					Other	0.000	-9.000	-9.000	
3	0-3	0.500	0.596	0.476	A	0.031	-0.023	-0.009	
					B	0.344	-0.143	-0.111	
					C	0.500	0.596	0.476	*
					D	0.063	-0.761	-0.387	
					E	0.063	-0.733	-0.372	
					Other	0.000	-9.000	-9.000	
4	0-4	0.625	0.757	0.593	A	0.625	0.757	0.593	*
					B	0.094	-0.423	-0.243	
					C	0.031	-0.023	-0.009	
					D	0.219	-0.580	-0.414	
					E	0.031	-0.615	-0.249	
					Other	0.000	-9.000	-9.000	
5	0-5	0.656	0.615	0.477	A	0.063	-0.676	-0.344	
					B	0.188	-0.101	-0.070	
					C	0.063	-0.535	-0.272	
					D	0.656	0.615	0.477	*
					E	0.031	-0.714	-0.289	
					Other	0.000	-9.000	-9.000	
6	0-6	0.750	0.686	0.503	A	0.031	-0.615	-0.249	
					B	0.094	-0.154	-0.088	
					C	0.063	-0.704	-0.358	
					D	0.063	-0.507	-0.257	
					E	0.750	0.686	0.503	*
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
7	0-7	0.094	0.884	0.508	A	0.094	0.884	0.508	*				
					B	0.375	-0.079	-0.062					
					C	0.469	-0.070	-0.056					
					D	0.031	-0.665	-0.269					
					E	0.031	-0.615	-0.249					
					Other	0.000	-9.000	-9.000					
8	0-8	0.813	0.746	0.515	A	0.813	0.746	0.515	*				
					B	0.031	-0.517	-0.209					
					C	0.094	-0.403	-0.231					
					D	0.031	-0.714	-0.289					
					E	0.031	-0.665	-0.269					
					Other	0.000	-9.000	-9.000					
9	0-9	0.906	0.091	0.053	A	0.031	0.618	0.250	?				
					B	0.906	0.091	0.053	*				
					CHECK THE KEY				C	0.000	-9.000	-9.000	
					B was specified, A works better				D	0.031	-0.665	-0.269	
						E	0.031	-0.171	-0.069				
						Other	0.000	-9.000	-9.000				
10	0-10	0.625	0.748	0.586	A	0.188	-0.294	-0.203					
					B	0.063	-0.478	-0.243					
					C	0.094	-0.652	-0.374					
					D	0.625	0.748	0.586	*				
					E	0.031	-0.517	-0.209					
					Other	0.000	-9.000	-9.000					
11	0-11	0.563	0.693	0.550	A	0.563	0.693	0.550	*				
					B	0.219	-0.368	-0.263					
					C	0.156	-0.585	-0.386					
					D	0.031	0.273	0.110					
					E	0.031	-0.615	-0.249					
					Other	0.000	-9.000	-9.000					
12	0-12	0.188	0.686	0.473	A	0.281	-0.074	-0.056					
					B	0.469	-0.411	-0.327					
					C	0.188	0.686	0.473	*				
					D	0.031	-0.665	-0.269					
					E	0.031	0.717	0.290					
					Other	0.000	-9.000	-9.000					



MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
13	0-13	0.313	0.817	0.624	A	0.219	-0.298	-0.212	
					B	0.219	-0.215	-0.154	
					C	0.156	-0.106	-0.070	
					D	0.094	-0.673	-0.386	
					E	0.313	0.817	0.624	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.750	0.653	0.479	A	0.063	-0.789	-0.401	
					B	0.063	-0.507	-0.257	
					C	0.750	0.653	0.479	*
					D	0.094	-0.029	-0.017	
					E	0.031	-0.615	-0.249	
					Other	0.000	-9.000	-9.000	
15	0-15	0.500	0.683	0.545	A	0.500	0.683	0.545	*
					B	0.250	-0.577	-0.423	
					C	0.188	0.015	0.011	
					D	0.031	-0.615	-0.249	
					E	0.031	-0.714	-0.289	
					Other	0.000	-9.000	-9.000	
16	0-16	0.375	0.690	0.541	A	0.094	-0.652	-0.374	
					B	0.031	0.224	0.090	
					C	0.375	0.690	0.541	*
					D	0.031	-0.517	-0.209	
					E	0.469	-0.332	-0.265	
					Other	0.000	-9.000	-9.000	
17	0-17	0.750	0.631	0.463	A	0.063	-0.252	-0.128	
					B	0.125	-0.403	-0.251	
					C	0.031	-0.615	-0.249	
					D	0.031	-0.615	-0.249	
					E	0.750	0.631	0.463	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.281	-0.342	-0.257	A	0.563	0.384	0.305	?
					B	0.031	-0.615	-0.249	
					C	0.281	-0.342	-0.257	*
					D	0.000	-9.000	-9.000	
					E	0.125	0.036	0.022	
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

C was specified, A works better

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
19	0-19	0.438	0.630	0.500	A	0.281	-0.218	-0.164	
					B	0.031	-0.023	-0.009	
					C	0.094	-0.216	-0.124	
					D	0.156	-0.570	-0.376	
					E	0.438	0.630	0.500	*
					Other	0.000	-9.000	-9.000	
20	0-20	0.094	0.905	0.520	A	0.281	-0.507	-0.380	
					B	0.094	0.905	0.520	*
					C	0.063	-0.394	-0.200	
					D	0.406	0.205	0.162	
					E	0.156	-0.048	-0.032	
					Other	0.000	-9.000	-9.000	
21	0-21	0.563	0.613	0.487	A	0.250	-0.500	-0.367	
					B	0.031	-0.023	-0.009	
					C	0.031	-0.122	-0.049	
					D	0.563	0.613	0.487	*
					E	0.125	-0.352	-0.219	
					Other	0.000	-9.000	-9.000	
22	0-22	0.719	0.641	0.481	A	0.031	-0.122	-0.049	
					B	0.719	0.641	0.481	*
					C	0.156	-0.527	-0.348	
					D	0.063	-0.309	-0.157	
					E	0.031	-0.615	-0.249	
					Other	0.000	-9.000	-9.000	
23	0-23	0.625	0.629	0.492	A	0.188	-0.475	-0.328	
					B	0.031	-0.517	-0.209	
					C	0.125	-0.150	-0.093	
					D	0.031	-0.615	-0.249	
					E	0.625	0.629	0.492	*
					Other	0.000	-9.000	-9.000	
24	0-24	0.313	-0.262	-0.200	A	0.313	-0.262	-0.200	*
					B	0.250	-0.391	-0.287	
					C	0.000	-9.000	-9.000	
					D	0.438	0.550	0.437	?
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

A was specified, D works better

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
25	0-25	0.438	0.683	0.542	A	0.031	-0.517	-0.209	
					B	0.219	-0.003	-0.002	
					C	0.031	-0.171	-0.069	
					D	0.281	-0.651	-0.488	
					E	0.438	0.683	0.542	*
					Other	0.000	-9.000	-9.000	
26	0-26	0.781	0.733	0.523	A	0.063	-0.139	-0.071	
					B	0.781	0.733	0.523	*
					C	0.031	-0.665	-0.269	
					D	0.063	-0.789	-0.401	
					E	0.063	-0.450	-0.229	
					Other	0.000	-9.000	-9.000	
27	0-27	0.531	0.725	0.578	A	0.531	0.725	0.578	*
					B	0.031	-0.615	-0.249	
					C	0.188	-0.230	-0.159	
					D	0.125	-0.150	-0.093	
					E	0.125	-0.740	-0.461	
					Other	0.000	-9.000	-9.000	
28	0-28	0.656	0.615	0.477	A	0.250	-0.413	-0.303	
					B	0.031	-0.171	-0.069	
					C	0.031	-0.665	-0.269	
					D	0.031	-0.517	-0.209	
					E	0.656	0.615	0.477	*
					Other	0.000	-9.000	-9.000	
29	0-29	0.469	0.594	0.473	A	0.156	0.314	0.207	
					B	0.281	-0.702	-0.527	
					C	0.469	0.594	0.473	*
					D	0.031	-0.714	-0.289	
					E	0.063	-0.196	-0.100	
					Other	0.000	-9.000	-9.000	
30	0-30	0.469	0.611	0.487	A	0.063	-0.789	-0.401	
					B	0.031	-0.615	-0.249	
					C	0.469	0.611	0.487	*
					D	0.406	-0.144	-0.114	
					E	0.031	-0.665	-0.269	
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 6

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
31	0-31	0.813	0.643	0.443	A	0.813	0.643	0.443	*				
					B	0.031	-0.665	-0.269					
					C	0.063	-0.450	-0.229					
					D	0.031	-0.665	-0.269					
					E	0.063	-0.196	-0.100					
					Other	0.000	-9.000	-9.000					
32	0-32	0.813	-0.157	-0.108	A	0.813	-0.157	-0.108	*				
					B	0.156	0.372	0.245	?				
					CHECK THE KEY				C	0.000	-9.000	-9.000	
					A was specified, B works better				D	0.000	-9.000	-9.000	
					E	0.031	-0.665	-0.269					
					Other	0.000	-9.000	-9.000					
33	0-33	0.094	0.925	0.531	A	0.531	0.184	0.146					
					B	0.188	-0.488	-0.337					
					C	0.156	-0.208	-0.137					
					D	0.094	0.925	0.531	*				
					E	0.031	-0.665	-0.269					
					Other	0.000	-9.000	-9.000					
34	0-34	0.563	0.578	0.459	A	0.188	-0.462	-0.319					
					B	0.094	-0.610	-0.350					
					C	0.125	0.221	0.138					
					D	0.031	-0.665	-0.269					
					E	0.563	0.578	0.459	*				
					Other	0.000	-9.000	-9.000					
35	0-35	0.375	0.690	0.541	A	0.031	-0.615	-0.249					
					B	0.375	0.690	0.541	*				
					C	0.094	-0.590	-0.339					
					D	0.406	-0.261	-0.206					
					E	0.094	-0.112	-0.064					
					Other	0.000	-9.000	-9.000					
36	0-36	0.500	0.579	0.462	A	0.125	0.086	0.054					
					B	0.500	0.579	0.462	*				
					C	0.156	-0.628	-0.415					
					D	0.031	-0.615	-0.249					
					E	0.188	-0.204	-0.141					
					Other	0.000	-9.000	-9.000					

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 7

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
37	0-37	0.625	0.619	0.485	A	0.031	-0.615	-0.249	
					B	0.094	-0.174	-0.100	
					C	0.625	0.619	0.485	*
					D	0.188	-0.281	-0.194	
					E	0.063	-0.704	-0.358	
					Other	0.000	-9.000	-9.000	
38	0-38	0.656	0.625	0.484	A	0.063	-0.196	-0.100	
					B	0.031	-0.023	-0.009	
					C	0.656	0.625	0.484	*
					D	0.031	-0.517	-0.209	
					E	0.219	-0.568	-0.406	
					Other	0.000	-9.000	-9.000	
39	0-39	0.438	0.683	0.542	A	0.094	-0.091	-0.053	
					B	0.125	-0.504	-0.314	
					C	0.063	-0.733	-0.372	
					D	0.281	-0.177	-0.133	
					E	0.438	0.683	0.542	*
					Other	0.000	-9.000	-9.000	
40	0-40	0.469	0.620	0.494	A	0.156	-0.077	-0.051	
					B	0.469	0.620	0.494	*
					C	0.219	-0.380	-0.271	
					D	0.063	-0.111	-0.057	
					E	0.094	-0.610	-0.350	
					Other	0.000	-9.000	-9.000	
41	0-41	0.781	0.686	0.490	A	0.063	-0.450	-0.229	
					B	0.063	-0.648	-0.329	
					C	0.781	0.686	0.490	*
					D	0.031	-0.023	-0.009	
					E	0.063	-0.535	-0.272	
					Other	0.000	-9.000	-9.000	
42	0-42	0.563	0.587	0.466	A	0.125	-0.082	-0.051	
					B	0.094	-0.776	-0.446	
					C	0.094	-0.340	-0.196	
					D	0.125	-0.133	-0.083	
					E	0.563	0.587	0.466	*
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 8

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	0.688	0.674	0.515	A	0.094	-0.382	-0.219	
					B	0.094	-0.444	-0.255	
					C	0.688	0.674	0.515	*
					D	0.063	-0.139	-0.071	
					E	0.063	-0.676	-0.344	
					Other	0.000	-9.000	-9.000	
44	0-44	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	1.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
45	0-45	0.813	0.682	0.470	A	0.063	-0.761	-0.387	
					B	0.031	-0.615	-0.249	
					C	0.813	0.682	0.470	*
					D	0.031	-0.270	-0.109	
					E	0.063	-0.224	-0.114	
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System  
Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file YUYUN.TXT

Page 9

There were 32 examinees in the data file.

Scale Statistics

-----

Scale:	0
	-----
N of Items	45
N of Examinees	32
Mean	24.469
Variance	80.937
Std. Dev.	8.996
Skew	0.158
Kurtosis	-0.931
Minimum	10.000
Maximum	40.000
Median	23.000
Alpha	0.909
SEM	2.709
Mean P	0.544
Mean Item-Tot.	0.452
Mean Biserial	0.608





## POST-TEST EKSPERIMEN

No	Skor Post-test Eksperimen																																								Jml	Nilai		
Testi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Skor			
1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	28	70,0		
2	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	32	80,0		
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	37	92,5	
4	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	30	75,0		
5	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	34	85,0	
6	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	32	80,0	
7	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	30	75,0	
8	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	34	85,0
9	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	29	72,5	
10	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	30	75,0	
11	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	31	77,5	
12	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	32	80,0	
13	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	31	77,5	
14	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	28	70,0		
15	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	29	72,5	
16	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	33	82,5	
17	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	32	80,0
18	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	33	82,5
19	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	30	75,0	
20	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	32	80,0	
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	32	80,0	
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	33	82,5	
23	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	31	77,5	
24	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	26	65,0		
25	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	33	82,5	
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	35	87,5	
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	31	77,5	
28	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	36	90,0	
29	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	29	72,5	
30	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	31	77,5		

## PRE-TEST KONTROL

No Testi	Skor Pre-test Kontrol																																								Jml Skor	Nilai				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	12	30,0		
2	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	19	47,5		
3	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	20	50,0
4	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	20	50,0	
5	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	17	42,5	
6	1	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	16	40,0	
7	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	19	47,5	
8	1	1	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	1	17	42,5	
9	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	0	1	0	18	45,0		
10	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	1	23	57,5		
11	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	1	1	12	30,0		
12	1	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	23	57,5		
13	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	17	42,5		
14	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	20	50,0			
15	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	0	18	45,0		
16	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	18	45,0		
17	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	1	0	1	19	47,5		
18	0	1	0	1	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	1	17	42,5		
19	0	1	0	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	19	47,5		
20	0	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	14	35,0	
21	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	17	42,5			
22	1	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	23	57,5		
23	1	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	20	50,0		
24	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	18	45,0		
25	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	23	57,5			
26	1	1	1	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	20	50,0		
27	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	19	47,5			
28	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	31	77,5		
29	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	21	52,5		
30	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	21	52,5		
31	1	1	0	1	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	0	1	1	0	0	1	1	18	45,0			

## POST-TEST KONTROL

No Testi	Skor Post-test Kontrol																																								Jml Skor	Nilai		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	20	50,0	
2	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	0	1	1	0	1	1	1	1	26	65,0
3	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	1	1	25	62,5
4	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	1	26	65,0
5	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	20	50,0
6	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	24	60,0
7	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	28	70,0
8	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	26	65,0
9	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	0	1	1	0	1	1	1	25	62,5	
10	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	24	60,0	
11	1	0	1	0	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	26	65,0	
12	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	1	1	1	24	60,0	
13	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	0	1	1	0	1	1	1	26	65,0	
14	1	0	1	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	25	62,5
15	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	1	0	0	0	1	0	1	1	0	1	27	67,5
16	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	0	20	50,0
17	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	0	23	57,5
18	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	24	60,0
19	1	1	0	0	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	29	72,5
20	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	26	65,0	
21	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	0	0	0	1	0	1	1	0	1	1	24	60,0
22	1	1	1	1	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	23	57,5
23	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	1	0	0	1	1	28	70,0
24	1	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	19	47,5
25	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1	0	1	23	57,5
26	1	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	24	60,0
27	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	30	75,0	
28	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	31	77,5	
29	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	29	72,5	
30	1	1	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	22	55,0	
31	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	23	57,5

## DATA INDUK PENELITIAN

No Testi	Pre-test Eksperimen	Pos-test Eksperimen	Pre-test Kontrol	Post-test Kontrol
1	52,5	70,0	30,0	50,0
2	50,0	80,0	47,5	65,0
3	45,0	92,5	50,0	62,5
4	55,0	75,0	50,0	65,0
5	42,5	85,0	42,5	50,0
6	45,0	80,0	40,0	60,0
7	42,5	75,0	47,5	70,0
8	32,5	85,0	42,5	65,0
9	30,0	72,5	45,0	62,5
10	47,5	75,0	57,5	60,0
11	50,0	77,5	30,0	65,0
12	50,0	80,0	57,5	60,0
13	57,5	77,5	42,5	65,0
14	50,0	70,0	50,0	62,5
15	47,5	72,5	45,0	67,5
16	30,0	82,5	45,0	50,0
17	52,5	80,0	47,5	57,5
18	55,0	82,5	42,5	60,0
19	50,0	75,0	47,5	72,5
20	40,0	80,0	35,0	65,0
21	57,5	80,0	42,5	60,0
22	57,5	82,5	57,5	57,5
23	27,5	77,5	50,0	70,0
24	52,5	65,0	45,0	47,5
25	57,5	82,5	57,5	57,5
26	35,0	87,5	50,0	60,0
27	60,0	77,5	47,5	75,0
28	40,0	90,0	77,5	77,5
29	42,5	72,5	52,5	72,5
30	65,0	77,5	52,5	55,0
31			45,0	57,5

<i>Statistik</i>	Pre-test Eksperimen	Pos-test Eksperimen	Pre-test Kontrol	Post-test Kontrol
Mean	47,33333	78,66667	47,5	62,09677
Standard Error	1,753213	1,103373	1,593839	1,327424
Median	50	78,75	47,5	62,5
Mode	50	80	47,5	65
Standard Deviation	9,602741	6,043425	8,87412	7,390782
Sample Variance	92,21264	36,52299	78,75	54,62366
Kurtosis	-0,39656	0,305282	3,700508	-0,17794
Skewness	-0,47357	0,129979	0,893881	0,01103
Range	37,5	27,5	47,5	30
Minimum	27,5	65	30	47,5
Maximum	65	92,5	77,5	77,5
Sum	1420	2360	1472,5	1925
Count	30	30	31	31

OUTPUT SPS-2005 : TEST OF PROGRAM ASSUMPTIONS/PREREQUISITES  
 TEST OF NORMALITY OF DISTRIBUTION  
 (PART 1)

\*\*\*\*\*  
 \*\* SUMMARY TABLE OF ANALYSIS - VARIABLE PRE-TEST EKSPERIMENT

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
10	0	0.25	-0.25	0.06	0.25
9	1	0.83	0.17	0.03	0.03
8	1	2.38	-1.38	1.89	0.80
7	6	4.78	1.22	1.50	0.31
6	10	6.77	3.23	10.43	1.54
5	5	6.77	-1.77	3.14	0.46
4	2	4.78	-2.78	7.71	1.61
3	2	2.38	-0.38	0.14	0.06
2	3	0.83	2.17	4.70	5.66
1	0	0.25	-0.25	0.06	0.25
Total	30	30.00	0.00	—	10.97

Mean = 47.333                      S.D. = 9.603  
 Chi Square = 10.974                  df = 9                  p = 0.277

\*\* SUMMARY TABLE OF ANALYSIS - VARIABLE POST-TEST EKSPERIMENT

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
10	0	0.25	-0.25	0.06	0.25
9	2	0.83	1.17	1.37	1.64
8	1	2.38	-1.38	1.89	0.80
7	6	4.78	1.22	1.50	0.31
6	6	6.77	-0.77	0.59	0.09
5	5	6.77	-1.77	3.14	0.46
4	7	4.78	2.22	4.95	1.04
3	2	2.38	-0.38	0.14	0.06
2	1	0.83	0.17	0.03	0.03
1	0	0.25	-0.25	0.06	0.25
Total	30	30.00	0.00	—	4.93

Mean = 78.667                      S.D. = 6.043  
 Chi Square = 4.928                  df = 9                  p = 0.841

## \*\* SUMMARY TABLE OF ANALYSIS - VARIABLE PRE-TEST CONTROL

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
10	1	0.25	0.75	0.56	2.19
9	0	0.86	-0.86	0.74	0.86
8	0	2.46	-2.46	6.03	2.46
7	4	4.94	-0.94	0.87	0.18
6	12	7.00	5.00	25.03	3.58
5	10	7.00	3.00	9.02	1.29
4	1	4.94	-3.94	15.49	3.14
3	1	2.46	-1.46	2.12	0.86
2	2	0.86	1.14	1.30	1.52
1	0	0.25	-0.25	0.06	0.25
Total	31	31.00	0.00	—	16.32
Mean	=	47.500	S.D.	=	8.874
Chi Square	=	16.318	df = 9	p =	0.061

## \*\* SUMMARY TABLE OF ANALYSIS - VARIABLE POST-TEST CONTROL

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
10	0	0.25	-0.25	0.06	0.25
9	1	0.86	0.14	0.02	0.02
8	3	2.46	0.54	0.30	0.12
7	3	4.94	-1.94	3.74	0.76
6	9	7.00	2.00	4.01	0.57
5	6	7.00	-1.00	0.99	0.14
4	5	4.94	0.06	0.00	0.00
3	3	2.46	0.54	0.30	0.12
2	1	0.86	0.14	0.02	0.02
1	0	0.25	-0.25	0.06	0.25
Total	31	31.00	0.00	—	2.27
Mean	=	62.097	S.D.	=	7.391
Chi Square	=	2.272	df = 9	p =	0.986

OUTPUT SPS-2005 : TEST OF PROGRAM ASSUMPTIONS/PREREQUISITES  
 TEST OF NORMALITY OF DISTRIBUTION  
 (PART 2)

\*\*\*\*\*  
 \*\* SUMMARY TABLE OF ANALYSIS - VARIABLE PRE-TEST

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
9	1	0.60	0.40	0.16	0.26
8	1	2.29	-1.29	1.67	0.73
7	9	6.78	2.22	4.91	0.72
6	7	12.93	-5.93	35.19	2.72
5	24	15.77	8.23	67.66	4.29
4	11	12.93	-1.93	3.73	0.29
3	3	6.78	-3.78	14.31	2.11
2	5	2.29	2.71	7.32	3.19
1	0	0.60	-0.60	0.36	0.60
Total	61	61.00	0.00	—	14.92

Mean = 47.418                      S.D. = 9.163  
 Chi Square = 14.920                  df = 8                  p = 0.061

\*\* SUMMARY TABLE OF ANALYSIS - VARIABLE POST-TEST

Class	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
10	0	0.50	-0.50	0.25	0.50
9	2	1.69	0.31	0.10	0.06
8	3	4.83	-1.83	3.35	0.69
7	16	9.71	6.29	39.55	4.07
6	10	13.77	-3.77	14.20	1.03
5	12	13.77	-1.77	3.12	0.23
4	13	9.71	3.29	10.82	1.11
3	1	4.83	-3.83	14.68	3.04
2	4	1.69	2.31	5.34	3.16
1	0	0.50	-0.50	0.25	0.50
Total	61	61.00	0.00	—	14.39

Mean = 70.246                      S.D. = 10.711  
 Chi Square = 14.393                  df = 9                  p = 0.109



OUTPUT SPS-2005 : TEST OF PROGRAM ASSUMPTIONS/PREREQUISITES  
ONE-WAY TEST OF HOMOGENEITY OF VARIANCE

```

=====
Name of Group Variable A: GROUP
Name of Group A1 : EKSPERIMENTT   Name of Dependent Variable X1 : PRE-TEST
Name of Group A2 : CONTROL        Name of Dependent Variable X2 : POST-TEST
  
```

\*\* TABLE OF ONE-WAY BASIC STATISTICS

Source	Variable	n	$\Sigma X$	$\Sigma X^2$	Mean	Variance
A1	X1	30	1,420.000	69,887.500	47.333	92.213
	X2	30	2,360.000	186,712.500	78.667	36.523
A2	X1	31	1,472.500	72,306.250	47.500	78.750
	X2	31	1,925.000	121,175.000	62.097	54.624
Total	X1	61	2,892.500	142,193.800	47.418	83.952
	X2	61	4,285.000	307,887.500	70.246	114.730

\*\* SUMMARY TABLE OF ONE-WAY ANALYSIS OF VARIANCE

Source	Variable	Sum of Squares	df	Mean Squares	F	R <sup>2</sup>	p
Betw. A	X1	0.424	1	0.424	0.005	0.000	0.942
	X2	4,185.934	1	4,185.934	91.542	0.608	0.000
Within	X1	5,036.670	59	85.367	—	—	—
	X2	2,697.879	59	45.727	—	—	—
Total	X1	5,037.094	60	—	—	—	—
	X2	6,883.813	60	—	—	—	—

\*\* PAIR F-TEST

Source	X1	X2
A1xA2	1.171	1.496
p	0.334	0.139
Status	homog	homog

OUTPUT SPS-2005 : ANALYSIS OF BIVARIATE STATISTICS  
 UNCORRELATED (BETWEEN GROUPS) STUDENT T-TEST

=====

Name of Group Variable A: GROUP  
 Name of Group A1 : EKSPERIMENTT      Name of Dependent Variable X1 : PRE-TEST  
 Name of Group A2 : CONTROL            Name of Dependent Variable X2 : POST-TEST

\*\* TABLE OF BASIC STATISTICS

Source	Variable	n	$\Sigma X$	$\Sigma X^2$	Mean	SD
A1	X1	30	1,420.0	69,887.5	47.33	9.603
	X2	30	2,360.0	186,712.5	78.67	6.043
A2	X1	31	1,472.5	72,306.3	47.50	8.874
	X2	31	1,925.0	121,175.0	62.10	7.391

\*\* SUMMARY TABLE OF ONE-WAY ANALYSIS OF VARIANCE

Source	Variable	Sum of Squares	df	Mean Squares	F	R <sup>2</sup>	p
Betw. A	X1	0.424	1	0.424	0.005	0.000	0.942
	X2	4,185.934	1	4,185.934	91.542	0.608	0.000
Within	X1	5,036.670	59	85.367	—	—	—
	X2	2,697.879	59	45.727	—	—	—
Total	X1	5,037.094	60	—	—	—	—
	X2	6,883.813	60	—	—	—	—

\*\* t-TEST BETWEEN A

Source	X1	X2
A1-A2	-0.070	9.568
p	0.942	0.000

p = two-tailed.