The Use of "Digital Story" to Improve Students' Ability in Reading Narrative Text (a Case of Second Year Students of SMA Negeri 1 Pegandon, Kendal)

a Final Project

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by

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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir / Final Project yang berjudul:

The Use of "Digital Story"
to Improve Students' Ability in Reading Narrative Text
A Case of Second Year Students of SMA Negeri 1 Pegandon, Kendal

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

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ABSTRACT

Setyaningsih, Dian. 2010. *The Use of Digital Story to Improve Students' Ability in Reading Narrative Text – ACase of Second Year Students of SMA Negeri 1 Pegandon, Kendal*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Drs. Hartoyo, Ph. D. Second advisor: Drs. Ahmad Sofwan, Ph. D.

Keywords: digital story, reading skill, narrative text.

This final project is based on a study that attempted to examine the use of digital story to help students improve their reading skills. This study is aimed to investigate whether using of digital story in learning English had a contribution to improve students' reading skills.

The problem investigated in this study was whether this method can help the students improve their ability in reading and how significant the improvement can be achieved with this media.

The subject of this research was the second year students of SMA Negeri 1 Pegandon, Kendal. There were 97 students participating on this research. The researcher conducted four activities in the experiment. They were try out, pre-test, experiments, and post-test.

Two classes of second year senior high school students participated. In this study, one of the groups (the experimental group), was taught with digital story; the other class (the control group) was taught with the conventional method. They did a pretest before the treatment. After getting the treatment, they did the posttest. Their marks were compared. The posttest mean of the experimental group was 77 and the control group was 71. After the t-test was applied, the result of the t-test was 3.78. It was higher than the t-table (2.00). Then, it showed that there was a significant difference between the experimental and the control group.

Results indicated that the experimental group got a significant improvement showed by their increased average score compared to that of the control group. The score of the experimental group improved after treatments and was better than that of the control group. The higher achievement of the experimental group indicated that the use of digital story was effective and gave a great contribution to improve reading narrative skill. Based on that result, the use of digital story can be suggested as one of strategies in teaching narrative text.

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Finally, I realize that this final project is still far for being perfect. Thus, I would like to expect any suggestions for the improvement of it. I hope that it would be useful for the next researcher.

Semarang, December 22nd 2010

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CHAPTER I

INTRODUCTION

This chapter consists of background of study, reasons for choosing topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

English is used in overall the world as international language. Because of the essential of the English using, everyone should master it. Without ability in using English, we will be stuck nowhere and left behind.

In Indonesia English has an important role especially in education. Therefore English is taught as the first foreign language in all levels of schools and language course that we can see that English is not only taught at university, senior high school and junior high school, but now it is also taught at elementary school. Teachers play an important role in making students better in mastering English. In this case teacher should be able to create or establish situation to enable learning to occur in a fun and interesting environment. To achieve the expected situation, they should give the students more activities that can attract their attention to participate in the lesson actively.

Clark (1984: 138) states that teaching methods are the means by which the teacher attempts to bring about the desire learning. Basically, method in teaching

concerns the way teachers organize and use technique of teaching, subject matter, teaching tools and teaching materials and teaching procedures, that will best achieve these objectives, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure. They, according to Gerlach (1975: 187), are the ways and means adopted by a teacher to direct the learner's activities toward an objective. Techniques are the tools of the teacher. The effective teacher has a multitude of techniques and must be prepared to select the one, which will be most efficient in leading the learner to the desired terminal behavior. Techniques are the means for reaching an objective and can be part of expository or inquiry approaches.

According to the KTSP curriculum, the objectives of teaching English in SMA are to improve the communication competence in written and spoken text to reach the informational level of literacy, to have consciousness about the nature and the important of English to improve the nation's competitive ability in the global community, to improve the understanding of students about the correlation between language and culture, and the students have to expose their four abilities: listening, speaking, reading, and writing according to those several goals.

It would appear that we have reached the limits of what it is possible to achieve with competence technology, although I should be careful with such statements, as they tend to sound pretty silly in 5 years (Neuman, 2000). Technology is also play important role for our live. So, we need to think to combine the learning process with the technology. In this paper the writer use

such kind of technology like computer that is used to produce the multimedia and internet.

Tomlinson, 1998 states that when reading or listening in our L1 we do not understand the meaning of an utterance or a text just by understanding the meaning of its word. In fact, we do not understand at all but rather our mental representation of it. For this representation to become meaningful and memorable we need to make use of all the resources of our mind. We need at least to achieve sensory and affective experience of the text, connect the text to our previous experience of language and of life, fill in the gaps in the text to achieve our own continuity and completion, relate the text to our own interests, views, and needs.

In other words we need to achieve multi-dimensional representation of the text in order for us to give it meaning and for it to achieve a durable impression on our minds. The relation between knowledge and multi-dimensional can be a powerful way to teach reading.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. We can make the variety by bringing them into another kind of learning methods. One of them is by using the computer as media of Digital Story.

The BBC integrates their websites with their satellite television and radio broadcasts to provide the fullest resources, and offer worksheets and comprehension activities to accompany them (Teeler, 2000). The growth of

technology supports the education field by providing such complete sources for comprehension activities.

There are so many ways to deliver our words. It began with listening when we were still just an infant, then speaking by repeating our parents said, in about year 5th we were learned to read, and then we were trained to write everything. There are many kinds of various texts that we have to know such as descriptive text, procedure text, exposition text, argumentative text, persuasive texts, anecdote, and also the narrative text, that the writer chooses for the media of measurement.

Meyers (2005:53) states that narration is telling a story and a good narration must have interesting content. Because of narrative is one of the most powerful ways to communicating with others, it lets the reader to respond and understand some event in text. The action details and the dialogue put the readers in the scene and make it happen for them.

This paper deals with the relationship between reading, multimedia, and also the narrative. In fact, the three of terms has a good in a unity. Narrative is the most appropriate text to discuss in the reading competencies in the senior high school students which is crystal clear the relation of both within multimedia becomes the interest extrinsic motivation for the students to learn reading.

1.2 Reasons for Choosing the Topic

This study deals with the students' learning styles and their reading ability. There are several reasons why the topic is chosen, because it is important to

introduce the term “Digital Story” to the students, to practice the implementing of the “Digital Story” it self should be made, the teacher should use the benefit of the technology which is to use the “Digital Story”, in learning English, students must acquire the skill of reading, and it is important to know whether the use of “Digital Story”, as one of strategies of learning English, is effective in improving the students’ reading skill or not.

1.3 Statement of the Problem

The research question in this study is: Is the use of “Digital Story”, as a strategy of learning English, effective in improving the students’ narrative reading skill?

1.4 Objectives of the Study

The objective of the study is to conduct an experiment whether the use of “Digital Story”, as a strategy of learning English, is effective in improving the students’ narrative reading skill or not.

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1.5 Significance of the Study

Here are the significances of the studies; Practical, from the finding of the study, it is expected that the teacher should be open minded with the technology, such as the properties to carry out this strategy of teaching reading.

Theoretical; the finding of the study can be used to develop the implementation of this kind of strategy to teach reading.

1.6 Outline of the Study

Chapter I talked about the introduction that consists of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

The next chapter deals with the review of related literature or the underlying theories that discusses English in senior high school curriculum, the general concept of reading, the objectives of reading, the general concept of a text, Narrative, the technology, the media, the digital story, learning narrative using conventional method, and learning narrative using digital story.

The Third chapter explains main source of the data, the research design, subject of the study, variables, the instrument, and the method of data collections.

Then, chapter IV discusses try out findings, data of the pretest and the posttest, normality and homogeneity, computation between two means, analyzing the t-test, and the pretest and posttest findings.

Finally, the last chapter presents conclusion and recommendation.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of English in senior high school curriculum, the general concept of reading, reading comprehension, the objectives of reading, the general concept of a text, narrative, the technology, the media, the digital story, learning narrative using conventional method, and learning narrative using digital story.

2.1 English in Senior High School Curriculum

As a foreign language, English is used to communicate both spoken and written. In other words, the goals of communication are to communicate ideas, feeling, etc. in spoken and written English accurately, fluently, and in acceptable manners.

In Senior High School curriculum, English is taught as a compulsory subject. The ultimate goal is that the students are able to participate in discourse. The ability to communicate in the intact meaning is said as Discourse Competence. To achieve discourse competence, the materials are based on Competence Standards (SK) and Basic Competence (KD) including interpersonal conversation, essays in various genres, etc.

2.2 General Concept of Reading

According to Harmer (19883:153) reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out

the significance of the messages. It means that people receive the information from their eyes then understand the meaning by the brain. However reading is a way in which something is interpreted or understood. Davis (1995:98) states by reading, it doesn't mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking; in order to read well in English, you must think in English.

Reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading.

According to Carrell, during the process of second language learning, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language (Monsenthal, et. Al, 1990:1). Reading text was viewed primarily as a decoding process of reconstructing the author's intended meaning via recognizing the printed letters and words. Reading is not a passive but rather than an active process that is involving the reader in ongoing interaction with the text.

2.3 Reading Comprehension

Reading comprehension can be defined 'as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language', (Michelle, 2002:3). We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as

a determinant of reading comprehension. Comprehension entails three elements; the *reader* who is doing the comprehending, the *text* that is to be comprehended, and the *activity* in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

According to Stein and Glenn (1979) and Downing (1982), skilled readers often use particular sub-skills of their reading skill simultaneously over the years and these sub-skills, originally distinct, become fused and no longer activated separately. Hughes (1989) refers to "macro skills" and "micro skills" of reading comprehension. The distinction between these two levels of sub-skills is not made explicit, but it appears that the term "macro skills" refers to understanding the general ideas in the text (e.g., information, gist, argument) while "micro skills" refers to recognizing and interpreting the linguistic features of the text (e.g., referents, word meanings, discourse indicators). Hughes maintains that micro skills should be taught not as an end in themselves but as a means of improving macro skills.

2.4 Objectives of Reading

Reading is an activity with a purpose. When somebody reads something, he/she has a purpose why he/she reads it. 'Someone reads something because

he/she wants to get something from the writing: to get facts, ideas, enjoyment, even feelings of family community (from a letter); to get the message that the writer has expressed; and to determine whether he/she is interested in what the writing is meant', (Nuttall, 1982:3), (Nuttall, Christine. 1982. Teaching Reading Skill in Foreign Language. London: Heinemann Educational Book Ltd.)

Another expert also mentions other purposes of reading. Grabe and Stoller (2002:13) state that the following purpose of reading are to search for simple information, to skim quickly, to learn from the texts, to integrate information, to write (or search for information needed for writing), to criticize texts and for general comprehension.

The first thing that the reader must set out, when he/she is reading, is determining the objectives. The objectives will lead the reader to the result, which they get after reading. A person may read in order to gain information or verify existing knowledge, to criticize a writer's ideas or writing style, to enhance knowledge of the language being read, to guide the reader's selection of the texts, to determine the appropriate approach to reading comprehension and a person may also read for enjoyment. The writer can conclude that the reader reads because of different purposes. The different purposes will come into different results. Generally the objectives of reading are to get general information of the text, to get specific information of the text and to get pleasure.

We know that reading is not only the activity that is done by the students in the school, but also done by almost all people in the world everyday, every time. The indicators of the students in the school that can be a proof that they

understand the text can be checked by giving them a number of questions after the text. In other side, in the reality or general, people who have read an article, has different indicator with the students. After reading a passage, the reader can explain the topic of it to another people.

2.5 General Concept of Text

Halliday and Hasan (1984:10) state:

> We can define text, in the simplest way, by saying that is a language that is functional. By functional we simply mean language that is doing some job in some context, as opposed to isolated words or sentences that I might put on the blackboard. So any instances of living language that is playing some part in a context of situation, we shall call it a text. It may be either spoken or written, or indeed in any other medium of expression that we like to think of.

Based on the definition above, we know that language is functional and its function can be in written form related to context.

There are many text types in English, they are narrative, recount, report, procedure, description, hortatory exposition, analytical exposition, explanation, discussion, review, and news item.

Every text has its purpose. It means that we use language because we have purpose.

2.6 Narrative

Story genres have at least one thing in common: they all tell what happened. Events come one after another. Like other genres, the patterning in

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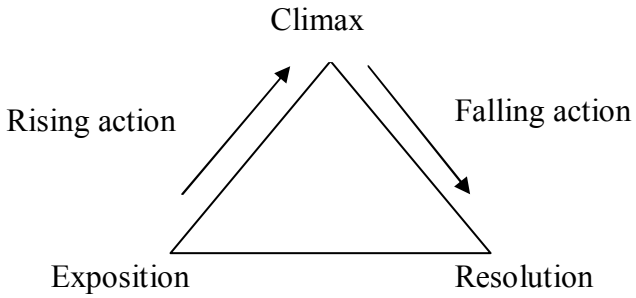
stories is influenced and constrained by social expectations. People have been making stories over and over again using their language in a particular way to serve their individual and social purposes. As Hartono (2005:5) states that genre is a type or kind of text, defined in term of its social purposes, also the level of context dealing with social purpose.

Meyers (2005:53) states that narration is telling a story and a good narration must have interesting content. Because of narrative is one of the most powerful ways to communicating with others, it let the reader to respond and understand some event in text. The action details and the dialogue put the readers in the scene and make it happen for them.

Narrative that is composed in any medium which describes a sequence of real or unreal event derives from the Latin verb *narrare,* which means "to recount" and it is related to the adjective *gnarus* that means knowing or skilled.

According to Anderson and Anderson (1997:7), a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Someone tells a narrative text in order to entertain, to stimulate emotion or to teach. That is why, a narrative has a social function to amuse, to entertain and to deal with actual or various experience in different way.

Just like a building, an artifact, music score or any other form of artistic media, a narrative also has a shape, a structure or a pattern. It can be represented graphically in this way:



scheme 2.6

This is well known as the Freitag Triangle (Neo, 2003: 2). The Freitag Triangle consists of the exposition, establishes the characters and situation; rising action, refers to a series of complication leading to the climax; the climax, is the critical moment when problems/conflicts demand something to be done about them; falling action, is the movement away from the highest peak of excitement; the resolution of denouement or conclusion, consists of the result of outcome.

Sandler and Hayllar (2003:13) state that narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events happened in chronological order which has definite beginning and definite end.

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Anderson (1997:8) states that the steps for constructing a narrative are an orientation (can be a paragraph, a picture or opening picture) in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening; a sequence of events where the characters react to the complication; a resolution in which the characters finally sort out the

complication; a coda that provides a comment or moral based on what has been learned from the story (an optional step).

A narrative also has some linguistic features. Hartono (2005:6) states that the linguistic features of a narrative are narrative focus on specific participants; use of past tense; use of temporal conjunctions and temporal circumstances; and use of material and mental process.

2.6.1 Types of Narrative

There are many types of narratives (Anderson, 1997:18), including humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventures.

In contrast, Eltis (1990:16) states that types of narrative consist of adventure, a story which includes exciting and dangerous events that characters have to solve; horror story, a story which attempts to scare the reader/listener with frightening events but which usually ends happily; e.g. 'Dracula', 'The Missing Mummy'; romance, a story which deals with romantic love. There are often some obstacles in the way but 'true love' usually wins out in the end; fairy tale, a well-known story from folklore for children which often involves fairies or other magical characters; epic, a story which deals with big theme, heroic achievements and events by characters that are 'larger than real life'; e.g. 'Homer's Iliad', or 'Star Wars'.

2.7 Technology

It would appear that we have reached the limits of what it is possible to achieve with competence technology, although I should be careful with such statements, as they tend to sound pretty silly in 5 years (Neuman, 2000). Technology is also play important role for our live. So, we need to think to combine the learning process with the technology. In this paper the writer use such kind of technology like computer that is used to produce the multimedia and internet.

Technology is the usage and knowledge of tools, techniques, crafts, systems or methods of organization. People in the world can not live without technology because almost all of people do and need, are presented by the existent of the tools that are created with technology.

2.8 Media

This part discusses about the definition of media, types of media, and the principal of audiovisual selection.

2.8.1 Definition of Media

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Media is very important in teaching learning process to help students to become effective. The use of media is badly needed to reach the purpose of teaching and learning and it should be various as stated by Hammer (2001:134) that “as language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity”.

Gerlach and Elly (1980:241) propose, “A medium is any person, material, or event that establishes condition that unable learners or students to acquire knowledge, skill and attitudes”. While Sadiman et al as cited in Curriculum 2004 (Diknas, 2004:12) states that media is everything that can be used to transmit a message from the sender to receiver so it can stimulate the students’ thought, feeling and attention here for the teaching learning process. It enables students to acquire knowledge, skill and attitude easily.

Media has important roles in teaching learning. Sukarwati as cited in the Curriculum 2004 (Diknas: 13-14) lists the function of media in general and audiovisual aids as follows.

To improve the students’ motivation, it means that by using the media such as audiovisual aids can attract the student’s interest and motivation. If they are interested and motivated, they will give such attention to what is being taught or discussed. They will be curious and motivated to know about the lesson.

To prevent the students’ boredom in teaching learning process, many activities can be created through applying audiovisual aid in the teaching learning process for example watching film. This activity is relatively more interesting than the activity of listening or reading that is instructed by the teacher.

To make the teaching process works more systematically, it means that teaching learning process refers to the media we use. It directs the teacher and the students to do first and what then. So, the purpose of the teaching learning process can be achieved more easily. Every medium is a means to an end or to a goal, for

example in this study I use a computer program as a means to improve students' skill in writing narrative text.

2.8.2 Types of Media

Gerlach and Elly (1980:247) classify media in six types. Those are:

Still Picture, a record or a copy of a real object or event in which may be larger/smaller than the object/event it represents.

Audio Recording, is made on magnetic tape, disc, motion picture, and soundtrack. These are reproductions of actual events or sounds effects.

Motion Picture, motion picture or video tape recording is a moving image in a color or black and white produced from live action or from graphic representation.

Television, this category includes all types of audio-video electronic distribution systems, which eventually appear on television monitor.

Real things, simulation and model, this category includes people events, object and imitation of real things. Imitation of real things can be used as a substitution for the actual objects or events. They are, in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual events or process as possible. Many media including the computers, tape recordings, and motion pictures can be used for simulation. A model is a replica, exact size or an enlargement.

Program and Computer-assisted Instruction, programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined

responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

According to Kimtafsirah (1998:4) as quoted by Sudarmi, instructional media for teaching language can be classified into games, for example: word puzzle and role playing; visual media, such as pictures, chart, and blackboard; audio media, such as radio and recorder in cassette; audio-visual media, such as TV, movie, and computer program that produce sounds and pictures.

From all categories of media above, most of them can be applied in the classroom. According to Gerlach and Elly (1980:254), to select the appropriate media, the teacher must consider the characteristics of the students that directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

Audiovisual aids as one of media are not new things in instructional world. Audiovisual aids can be interpreted as any substances which play an important role in teaching learning process. They help students or learners master the material more interesting.

Audiovisual is a modern instructional media that is in accordance with the advance of science and technology. It consists of media that can be seen, heard and see-heard. In other words, I conclude that audiovisual means any material that uses a combination of sign and sound to present information.

2.9 Digital Story

Since people began to communicate with each other, "Tell me a story" has been a request of both children and adults. Storytelling is one person telling others of something. The story can be of a real event or it can be made up. Storytelling is often a part of our everyday conversations. The use of digital-storytelling assists people in using digital media to tell meaningful stories from their lives. Digital story (*dig·i·talsto·ry*) is a short, first-person video-narrative created by combining recorded voice, still and moving images, and music or other sounds.

Digital Storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and or music.

Digital stories can vary in length, but most of the stories used in education typically last between two and ten minutes. The topics that are used in Digital Storytelling range from personal tales to the recounting of historical events, from exploring life in one's own community to the search for life in other corners of the universe, and literally, everything in between. A great way to begin learning about Digital Storytelling is by watching the following video introduction to Digital Storytelling.

"Digital Storytelling" is an emerging term, one that arises from a grassroots movement that uses new digital tools to help ordinary people tell their own 'true stories' in a compelling and emotionally engaging form. These stories

usually take the form of a relatively short story (less than 8 minutes) and can involve interactivity.

The term can also have broader reference to the variety of emergent new forms of digital narratives (web-based stories, interactive stories, hypertexts, and narrative computer games). It is also sometimes used to refer to any type of film-making, and now often used for advertising and promotional work on behalf of both commercial and non-profit enterprises.

Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Tell your story now digitally.- *Leslie Rule, Digital Storytelling Association.*

Technology has added a new twist to storytelling, although we must always make sure that the content is the driving force behind any project. What our students are saying should always be more important than how they are saying it. That said, the use of technology can pique interest in a variety of students with a story to tell. Digital storytelling uses the available tools of the computer and Internet, and morphs it with words and narration, with the final outcome being an interesting multi-media mix of images and voice.

Digital storytelling is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. Sophisticated digital stories can be interactive movies that include highly produced audio and visual effects, but a set of slides

with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective. The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Some learning theorists believe that as a pedagogical technique, storytelling can be effectively applied to nearly any subject. Constructing a narrative and communicating it effectively require the storyteller to think carefully about the topic and consider the audience's perspective.

The process of digital storytelling enables students to tell their stories with a compelling and competitive voice. On this page, find links to articles and resources about the process of digital storytelling, and how to get the most out of this terrific learning experience for students.

Brear says that Start with the art of storytelling. There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role, which gives this medium its power. However, no amount of digital magic will turn a poor story into a good one.

While many proponents limit the definition of digital storytelling to personal narrative, others include other forms of narrative as well.

Digital storytelling can contribute to the development of many of the competencies we want our students to acquire. It is an ideal environment in which students can work in teams, learning to collaborate on decision-making and task division throughout the planning, production and post-production phases of the

creation of their digital stories. These interactions are crucial to the acquisition of knowledge as well as allowing for multiple learning styles. Digital storytelling can be used to integrate subject area knowledge in many areas of the curriculum. Those who can tell the story understand the subject in a deep way.

Digital Stories are short, personal, multimedia scraps of TV that people can make for themselves, Meadows (2010).

They're 'mini-movies'. Desktop computers enabled with video editing software are used to synchronize recorded spoken narratives with scans of personal photographs.

This project requires commitment for, as well as all the technical stuff that must be learnt, script writing, picture editing and performance skills are also needed and these have to be worked on, which is why most Digital Stories are made by people attending workshops where participants can benefit from the help and advice of facilitators.

People of all ages and abilities make Digital Stories and many have testified how rewarding the experience is for, when their story is shared with friends and family or posted on the web, they find they have discovered a new voice.

Digital storytelling is the modern manifestation of the ancient art of storytelling, Leslie (2008:5). Throughout history, storytelling has been used to share knowledge, wisdom and values. Digital storytelling uses digital media to create visual stories to show, share and, in the process, preserve as history. Digital stories derive their impact by weaving together images, music, narrative and voice

to give depth and dimension to the narrative. By using the Internet and other forms of digital distribution, digital stories can be seen across distances and boundaries to create new communities through a sense of shared meaning.

Digital storytelling has been practiced since the early 1990s when consumer-level technology, including personal computers, video cameras and scanners, proliferated to make home video production possible. This was a monumental shift in a creative field previously available only to professional video producers at facilities with expensive equipment and specially trained technical staff to run everything. The technical process was complicated in the early years of digital storytelling, and completing a story often required a significant amount of technical (hardware and software) support. A nontechnical inclined storyteller was frequently frustrated, struggling with complex equipment that hampered his/her creative ability to put images to the words in mind.

Thanks to ongoing research, technology continues to evolve, become more simplified and attainable. Today, the tools and process of digital storytelling have been so streamlined that even first-time computer users can achieve excellent results.

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From a broad perspective, digital storytelling can encompass many forms of creative expression.

The digital story is always played with the assistance of multimedia. For example, it can be played in the monitor, LCD, and other tools as the supporter of digital story playing. The assistance of the multimedia is the kind of digital story

characteristic. The digital story always contains a story that is viewed in a sequence of events. It is attractive and easily to be comprehended.

The digital story has some features. Images, video, music, and sometimes text that explain the story are the components of the digital story. The images are arranged in sequence. And the voices play together with the moving images and also the video. The digital story that contains not only slide, but also videos is called "sophisticated digital story". Here one of the examples of the sophisticated digital story that is downloaded by the writer to show the reader of this final project what the digital story is like. This file is VP 6 Flash Video format. The writer played it by using Media Player Classic.

Picture 2.9.a

The picture above is one of the examples of digital story. But, that is not kind of narrative. The title of the story is "The Balcony" was created by Pieter in 2009. He created it based on his experience showing the people in America at that time still discriminated the white and black citizen. The Black was used to be

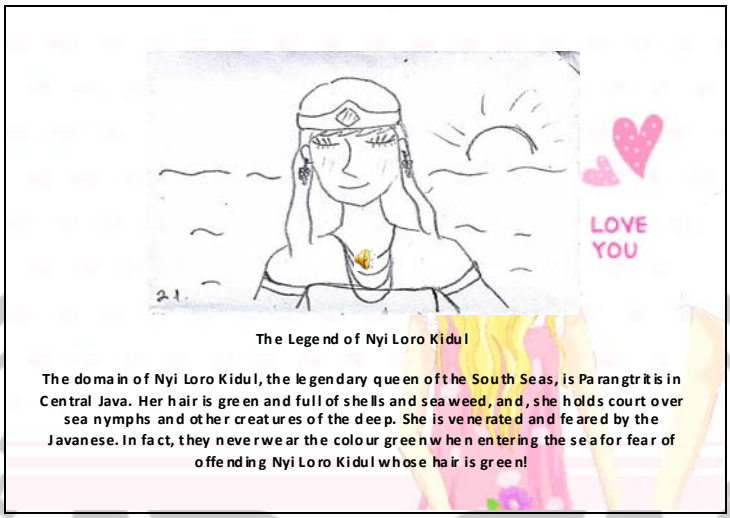
suppressed. Then the writer states that is kind of personal recount which was made in digital story form.

Pieter is Mexican, he makes the story in his own mother language. So, not only images, voices, videos, and music as the components of his craft, but also the translation. It helps the audiences knowing the meaning of the author said. Here are the pictures that the writer cut to show the use of the translation.

Picture 2.9.b

Picture 2.9.c

The digital story that only comprises images which are arrange in some slides, voices, and also the text is called the basic digital story. The writer also gives the crop of it. Here the example.



Picture 2.9.d

The picture above is a crop of some slides of story "The Legend of Nyi Roro Kidul" that created by the writer. It is supported by the use of Microsft Power Point®. "The Legend of Nyo Roro Kidul" is a kind of the narrative text in "fairy tale" classification. It's only imaginary or fantasy story that was made up by the people. When a slide is being shown there is voice that goes with the slide until the text is completed to read. No animation, no music there, then we called it the basic digital story.

2.10 Learning Narrative Using Conventional Method

The process of reading narrative regularly is learned based on the paper or textbook. Teacher asks the students to open the certain page of a textbook, and then asks them to read, find the meaning of the new vocabularies, and make them

to answer the questions about the text. Sometimes the teacher explains about the text if he or she finds the students do not comprehend enough about it.

2.11 Learning Narrative Using Digital Story

The use of digital story in learning narrative is included in variety of learning language. It doesn't have to apply to the class everyday. We, as teacher, must have some strategies to make the learning process effective, attractive and bore less. One thing, as teacher we should be creative and make the atmosphere of the class be full of spirit.

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CHAPTER III

METHODS OF INVESTIGATION

In this chapter, the writer discusses about the main source of the data, the research design, subject of the study, variables, the instrument, and the method of data collections.

3.1. Main Source of the Data

In conducting this research the writer needed some data. The required data and information were obtained from the experiment or field research. It refers to the activity of collecting data from the experiment group students and control group students.

This research was conducted at SMA N 1 Pegandon, Kendal in the academic year 2010/2011. The writer developed the instrument of research and administrated it to the students to collect the data.

In the experiment, the writer taught the two groups. They are experiment group and the control group. The experiment group was taught by using internet as the media of digital story while the control group was taught by using conventional method in teaching narrative. At the beginning of the experiment the two groups were given a same pre-test. At the end of the experiment, both groups were given a post-test.

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3.2. Research Design

This study used "pretest-posttest experiment–control group design". The design of the experimental can be described as follows:

E	**01**	**X**	**02**
C	**03**	**Y**	**04**

(Arikunto, 2002:79)

Which:

E: Experimental group

C: Control Group

01: Pretest for the experimental group

02: Posttest for the experimental group

03: Pretest for the control group

04: Posttest for the control group

X: Treatment with internet as media

Y: Treatment without internet as media

In the design above, subjects were assigned to the experimental group (top line) and the control group (bottom line). The quality of the subject was first checked by presenting them (01 and 03), then the experimental treatment was performed to the experimental group, while the control group was taught writing without internet as media. The test given was composition. The result of which (02 and 04) were then computed statistically.

3.3 Subject of the Study

3.3.1 Population and Sample

Sutrisno Hadi (1980: 35) says that population is a group of people or items from which the data are collected. The population of the study is the eleventh graders of SMA N 1 Pegandon in the academic year 2010/2011. The writer chose that Senior High school as the population because it has good quality of English, and it also has two classes of Science so that it enables the researcher to conduct the experimental research there. There were 40 students for each class of the Eleventh Science; they were class XI Science 1 as the experimental group, and class XI Science 2 as the control group.

Kerlinger (1965: 118) states that a sample is a part of a population, which is supposed to represent the characteristic of population. Since the Eleventh Science grade has 80 students, the writer took all of the students of grade Eleventh majoring in Science as the sample.

3.3.1.1 Subject of the Research

This was an experimental study. According to Arikunto (2002:3) an experiment is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes. According to Christensen as cheated by Heriyanto (2007:28) "an experimental researcher is a research that attempts to identify cause and affect relationships."

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In this study the writer used the populations of the students in second years of SMA N 1 Pegandon, Kendal. The writer needed two classes in this study which each class consist of 40 students. So, the writer needed 80 students where 40 students as the controlled group and 40 students as the experimental group. Then the writer did the research in which the experimental group received a new treatment that was the use of the digital story in reading class and the controlled received usual treatment that was without using digital story in writing class.

3.3.2 Technique of Sampling

A sampling is selected randomly when every number of the population has equal, no zero chance being included in the sample. Since the fact that there is some limitation in this research, that is why random sampling was chosen here in taking and collecting the data.

There are two classes chosen from the two classes of the eleventh grade Science students of SMA N 1 Pegandon, Kendal. Class XI Science 1 as an experimental group and XI Science 2 as the control group. In one class, the average students' competence is different. There are students with low intelligence, medium, and high intelligence. However, they have equal background. They are in the same level of education.

3.4 Variables

A variable can be defined as an attribute of a person or from an object. From the design of the experiment, two variables can be involved in this research.

3.4.1 Independent Variable

Independent variable was presumed cause of the dependent variable. In this experiment, the independent variable is the use of the digital story.

3.4.2 Dependent Variable

Dependent variable was presumed effect of the dependent variable. The dependent variable in this research is reading skill.

From the explanation above, the writer comes to a conclusion that in this research, the independent variable is the use of digital story for both groups. Those are the use of digital story for the experimental group and the conventional teaching narrative method for the control group. And the dependent variable is the differences between both methods.

3.5 The instrument

An instrument is the most important thing in an experiment in which the reliability of the instrument will automatically affects the reliability of the data obtained. Arikunto (2002:136) states that an instrument is tools or facilities used in collecting data in order to make the work easier and the result is better. Instrument is an important device for collecting data in a research study. To measure students' achievement in education, for example, instrument is usually used.

In this study the writer used a test as a method of data collection. The test was used to measure the students' achievement in reading narrative text, namely pre-test and post-test. The pretest was used to see the student's achievement in

reading before the treatment and the post-test was used to see the reading achievenent after the treatment. Since the writer wanted to see the reading achievement after the treatment, then the writer chose achievement test, in the form of multiple choice items. The choice was based on some reasons. They are multiple choice items represent the essence of materials; it does not only measure knowledge but also comprehension, application analysis and evaluation; the ways of correcting and scoring are easier than essay type; in the scoring process, there is no subjectivity.

3.5.1 Validity

As mentioned in chapter III, validity refers to the precise measurements of the test. In this study item validity was used to find out the index validity of the test. After the writer calculated using Person Product Moment, the index validity of number 1 was 0.410. Then the writer consulted the table of r product moment with N = 37 and significance level 5% in which then r Product Moment is 0.325. Since the result of the computation was higher than r in the table, the index validity of item number 1 was considered to be valid. The complete data can be seen in Appendix.

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3.5.2. Reliability

A good instrument has to be valid and reliable. Besides the index of validity, the writer also calculated the reliability of the test using Spearman-Brown formula.

The calculation of the reliability of the test using Spearman-Brown formula above was presented below:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

For α = 5% and n= 37, r table = 0.325. Because $\mathbf{r_{11}} > \mathbf{r_{table}}$, then instrument is reliable. The result of computing reliability of the test was $\mathbf{r_{11}} = 0.992$, because $\mathbf{r_{11}}$ was greater than of the $\mathbf{r_{table}}$, so the writer could conclude that the test was reliable. The complete data can be seen in Appendix.

3.6 Methods of Data Collections

There were some steps to do research; one of the most important was collecting data. It would influence the result of the research. Before being applied in the test, it was tried out then analyzed. The data was gained on July 2010.

3.6.1 Try Out Test

The quality of the data whether it is good or bad is based on the instrument to collect the data. A good instrument must fulfil two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in other class.

Try out is a kind of pre-testing which provides opportunities for the test-maker to try out the test directions and to check the estimated time required for the examineers to work the items of the test. Since th etest was made by herself, the writer tried out it before it was used to collect

the data. The writer took one class for the try out group. The test consists of 5 passages which contained 50 questions. The students had to finish 50 items objectives type test (multiple- choice) in 90 minutes. After the students finished the test, the answer sheet was turned into the score. The multiple choice test scored 1 for the right answer and 0 for the wrong answer.

3.6.1.1 Level of Difficulty

As mentioned in the chapter III, there are five categories of level of difficulty: they are very difficult, difficult, medium, easy, and very easy. After computing 50 items of try out test, there was 15 items were easy (items number 1, 2, 5, 6, 9, 10, 12, 15, 16, 19, 22, 25, 26, 30, and 32) , 34 items were medium (items number 3, 4, 7, 8, 11, 13, 14, 17, 18, 20, 21, 23, 24, 27, 28, 29, 31, 33, 43, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, and 50) and 1 item was difficult (item number 49).

The next step the writer calculated the discriminating power in order to determine how well each item discriminated between high – level and low – level examines.

3.6.1.2 Discriminating Power

The discrimination index of the item indicates the extent to which the item discriminated between the testers. Separating the more able testers from the less able, the index of discrimination tells us whether those students who perform well on the whole test tend to do well or badly on each item in the test (**Heaton** (in **Ernawati**, 2003:31). There are four

categories of the discrimination index; such excellent, good, satisfactory, poor. After try out test was administrated, the test items which did not fulfill the requirements of the valid test were invalid and they had to be rejected. Items number 9, 19, 20, 31, 35,41, 49, and 50.

3.6.1.3 Procedure of Experimentation

Conducting an experiment always required some steps which had to be done in a chronological order. The following steps were taken by the writer as she worked on the experiment, first is to choose the second year students of senior high school SMA N 1 Pegandon, Kendal as the population; take one group of the population as the experimental group; conducted the real experiment. After getting the students works, the writer scored the student's works; the writer compared the means by applying the t-test formula; consulted the t value with the critical t value at the 5 % (0, 5) alpha level of significance.

3.6.1.4 The Activities of experimental group

3.6.1.4.1 Pre-test

Pre-test was given before doing the experiment; the writer was come into the class that was chosen as the experimental group. First, introducing ourselves to the class and explained to the class about what they were going to do, then ask them to do the pre-test.

3.6.1.5 Activities in doing the experiment

In conducting the experiment, the students were given verbal explanation besides seeing the materials in the computer. The lists of activities of the experimental group were introducing digital story; ask the student to open the digital story, discuss the narrative text include the generic structure of the text, discuss the vocabulary; discuss about generic structures of the text; discuss the simple past tense and done the exercises related with simple past tense; discuss together in each group to answer the question given by the teacher related to the narrative text and make sure everyone in each group understands and can give an answer; and answer the question by calling the number of the students randomly.

3.6.1.5.1 Post test

Post test was given after conducting all the activities above. This test aimed to measure the students' achievement on reading comprehension after being given the treatment. The test gave to the students was the same as pre-test. From this test, the data were obtained in the form of students' test score. Here, the items are served in the internet, so we need Computer Laboratory to do this study.

3.6.2 Method of Analizing Data

3.6.2.1 Scoring Technique

In this study, the writer wanted to know the effectiveness of using digital story as a method ti improve students ability in understanding

reading narrative text to the second grade students of SMA N 1 Pegandon kendal. As the reading test was in a form of multuple choice type, a certain technique to score was used, it was:

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

Where :

S : Score

R : Total number of correct answers

N : Total number of items

3.6.3 Technique of data analysis

3.6.3.1 T- test statistical analysis

In doing this research the writer used t-test table to interpret the t obtained. If the t value is higher than t table, it means that there is no significant difference between the two means. We can use the following formula:

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left[\frac{\sum X1 + \sum X2}{n1 + n2 - 2}\right] + \left[\frac{1}{n1} + \frac{1}{n2}\right]}}$$

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If the value of t hitung > t table it is concluded that t hitung is significant, there is a difference between experimented and controlled group.

3.6.3.2 Normality

In order to prove the pre test/post stest of each group to be normally distributed, the writer use the normality methods. First we have to find out the maximum score and minimum score of pre test / post test of each group. Then determine the range, class interval and class width. After that find out X^2 hitung. If the value of X^2 hitung < X^2 (α)(dk), the pre test / post test for each group is said to be normally distributed.

3.6.3.3 Homogeneity

To find out the homogenity of data. The writer uses the "homogeneity formula" as follows:

$$F = \frac{V_b}{V_k}$$

In which :

Vb : variant of the pre test/post test of experimental group

Vk : variant of the pret test/post test of controlled group

If the F hitung < F table, we can conclude that data of the second pretest / post test is homogen .

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CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the result of the data analysis and discussion about the result. First, data of the pretest and the posttest, normality and homogeneity, computation between two means, analyzing the t-test, and the pretest and posttest findings.

4.1 Data of the Pretest and the Posttest

Before the experiment was conducted, the students were given a pretest. The test was objectives test which there were 2 paragraphs with 20 items. After a series of treatments, the researcher gave the posttest. The scores of the pretest and the posttest were obtained from the rating scale developed by Rebecca M. Vallette.

4.1.1 Pretest Finding

Pretest is the test that was held before giving the treatments in order to find out the prior knowledge or ability or skill of the test takers before the treatments were given. In this case, the purpose of giving pretest was to investigate the students' ability in reading. The pretest was conducted on July 17th 2010.There were 30 students for Experimental Group, XI Science 1 and 30 students for Control Group, XI Science 2 participating on the pre-test. The result of the pretest can be seen in appendix.

From the result, the students' average score was analyzed. The average score of the experimental group was 67, and the control group was 66. It means that the students' achievement of the experimental and control group was relatively same before the treatments were given. It was proven by the t-test formula. The result showed that there is no significant difference in the achievement between the experimental group and the control group on the pretest. It means that the students' achievement in reading skill is relatively poor. That was why a series of treatments to improve the students' reading skill was needed.

4.1.2 Treatment on the Experimental Group

The treatment was conducted on July 20th and 21st for the class XI Science 1 as the control group. The treatments were held in the Computer Laboratory of SMAN 1 Pegandon, Kendal. This class consists of 30 students. The students were taught by using Digital Story, as the media to improve their writing skill of narrative text. Below is the table of the activities in doing the treatment.

Table 4.1

The Activities on the Experimental Group

Date	Materials of Learning	Activities
July 20th, 2010	General information about Narrative (definition, types, purpose)	The students: 1. Open the Digital Story 2. Read text 5 in their own Computer 3. Listened to the teacher's explanation Teacher: 1. Gave the students several minutes to read text 5 2. Explained and discussed text

		5
July 21st, 2010	Language feature of Narrative and Generic Structure	The students: 1. Listened to the teacher's explanation 2. Practiced doing items in text 5 3. Discussed the answer with teacher Teacher: 1. Explained the Generic Structure and vocabularies 2. Asked the students to do 10 items bellow the text 3. Discussed the answer with the students

4.1.3 Treatment on the Control Group

The treatment was conducted on July 21st and 22nd 2010 for the class XI Science 2 as the control group. This class consisted of 30 students. This group was taught by using conventional method. I explained about narrative text as the teacher usually does when teaches this chapter. There were no media used in this group and the students only listened to my explanation. Below are the activities of control group.

Table 4.2

The Activities of Control Group

Date	Materials of Learning	Activities
July 21st, 2010	General information about Narrative (definition, types, purpose)	The Students: 1. Read text 5 2. Listened to the teacher's explanation Teacher: 1. Gave the students a piece of paper that contained text 5 and

		the items 2. Asked the students to read text 5 3. Discussed text 5
July 22nd, 2010	Language feature of Narrative and Generic Structure	The students: 1. Listened to the teacher's explanation 2. Practiced doing items in text 5 3. Discussed the answer with teacher Teacher: 1. Explained the Generic Structure and vocabularies 2. Asked the students to do 10 items bellow the text 3. Discussed the answer with the students

4.1.4 Posttest Finding

The posttest was conducted on July 24th, 2010 for class XI Science 1 as the experimental group and also for class XI Science 2 as the control group. The purpose of this test was to know the students' achievement in reading narrative text after I gave the treatment.

From those scores, the average scores of the experimental group and the control group were analyzed. The average score of the experimental group was 77 and the control group was 71. It means that the achievement of the experimental group was higher than the control group. It was proven by the t-test formula. The result showed that there is a significant difference in achievement between the experimental and control groups on the posttest.

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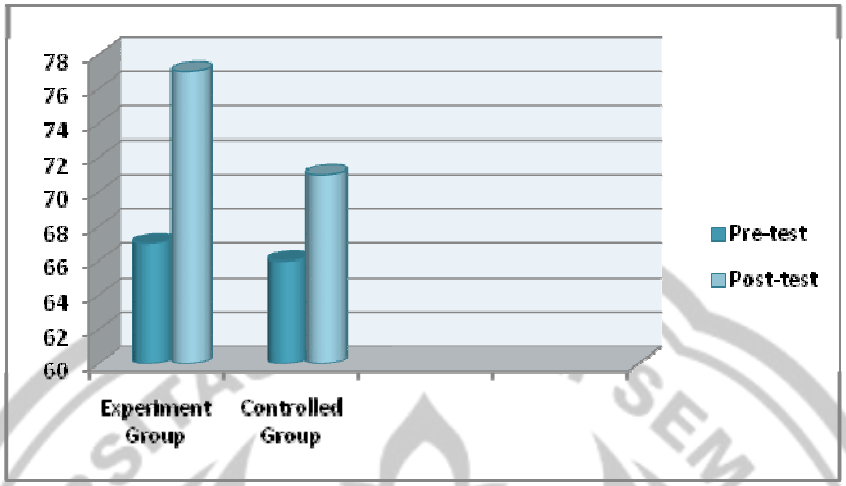
Chart 4.1.4
The Average Score between the First and Second Experimental Group



From the chart above, the different average score between the experimental and the control group could be seen. On the experimental group, the average score of the pretest was 67 and the posttest 77. From those scores, the different average score between the pretest and the posttest on the experimental group was 10. While, on the control group, the average score of the pretest was 66 and the posttest was 71. The different average score between those tests was 5. It means that the different average score of the experimental group is higher than that of the control group. It can be concluded that there was good improvement of the experimental group's achievement after they received the treatment using Digital Story. It was also proven by the t-test formula. The result showed that there is an improvement of the students of the experimental group's reading skill.

4.2 Normality and Homogeneity

After the data were gathered, the normality and the homogeneity should be checked in order to know if the data could be analyzed.

4.2.1 Normality

Before the t-test computation, the researcher had to make sure that the data were normal.

table of Normality

No	Control Group ($X_{2)}$		Experimental Group ($X_{1)}$	
	Pretest	Posttest	Pretest	Posttest
1	50	60	50	60
2	55	62	55	63
3	55	63	55	66
4	56	63	57	68
5	58	64	58	68
6	58	64	60	74
7	60	66	61	74
8	60	69	61	74
9	62	69	62	74
10	62	70	65	74
11	65	70	65	75
12	65	70	69	76
13	65	71	69	76
14	66	71	69	76
15	66	71	69	76
16	66	71	69	76
17	66	72	70	76
18	66	72	71	79
19	66	72	71	80
20	68	74	72	81
21	68	74	73	81
22	71	75	73	82
23	71	75	74	82
24	72	75	74	82
25	72	76	75	83
26	73	77	75	84
27	75	77	75	84
28	75	78	77	85
29	76	78	77	87
30	77	83	80	90
Total	1967	2132	2027	2306
Mean	66	71	67	77
Variance	32.6	22.28	47.47	31.47
SD	5.71	4.72	6.89	5.61

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After getting the data of experimental and control group, I analyzed the normality. I found that the X^2 of pretest and posttest of experimental group was 3.73 and 3.21 and the X^2 of pretest and posttest of control group was 2.36 and 3.31.

Then, the results were consulted with critical value of X^2 (α)(dk) with α = 0.05 and dk = 1, whose result is 3.84. Since the value of X^2(α)(dk) of experimental and control group were lower than 3.84, the data were considered to be normally distributed.

4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group are homogeneous or not. The computation of homogeneity goes as follow:

$$F = \frac{Ve}{Vc}$$

In the formula above, *F* stands for the homogeneity, *Ve* stands for the variance of experimental group, and *Vc* stands for the variance of control group.

Use the formula stated above, the homogeneity of pretest of experimental and control group is computed as follow:

$$F = \frac{47.47}{32.6}$$

F = 1.46

The result was consulted with the value of F table with dk numerator v_1 = 30-1 = 29, dk numerator v_2 = 30-1 = 29, and (α) = 0.05, squared to v_1 = 30 and v_2

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= 30 is 1.79. Because the F (1.46) < 1.79, then the data were considered to be homogeny.

While the homogeneity of posttest of both groups is computed as follow:

$$F = \frac{31.47}{22.28}$$

F = 1.41

The result was consulted with the value of F table with dk numerator v_1 = 30-1 = 29, dk numerator v_2 = 30-1 = 29, and (α) = 0.05, squared to v_1 = 30 and v_2 = 30 is 1.79. Because the F (1.46) < 1.79, then the data were considered to be homogeny.

4.3 Computation between the Two Means

After getting the scores, the computation was made. The first way to identify the significant difference between the experimental and control group were by comparing the mean of both group. The data being compared were the scores of the posttest, because the data showed the result of the treatment.

The difference between the two means was computed using the following formula as stated by Arikunto (2002:264):

$$\overline{Xe} = \frac{\sum Xe}{Ne}$$

The mean of the experimental group on the posttest was:

$$\overline{Xe} = \frac{\sum Xe}{Ne}$$

$$= \frac{275}{30}$$

$= 9.16$

Whereas, the mean of the control group on the posttest was:

$$\overline{Xc} = \frac{\sum Xc}{Nc}$$

$$= \frac{167}{30}$$

$$= 5.57$$

From the calculation, the mean of the experimental group was 9.16 and the mean of the control group was 5.57, so the means of the two groups were different from each other. The mean of the experimental group was higher than the mean of the control group. However, it could not be concluded that the difference between the two means was significant. Therefore, to determine whether the difference between the two means was statistically significant or not, the t-test formula was applied.

4.4 Analyzing the T-test

The study was intended to investigate whether there is any significant difference of ability in reading narrative text between the students taught using Digital story and those taught using conventional method. It was hypothesized that the significant difference occurs.

To measure the significance of the pretest and the posttest, the t-test was used. T-value obtained from the computation should be consulted with the critical value in the t-table. The result of the consultation is then used as an attempt to verify the hypothesis.

Before applying the t-test formula, the standard deviation should be computed first. The formula is as follows:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(30 - 1)16.56 + (30 - 1)7.24}{30 + 30 - 2}}$$

$$S = \sqrt{\frac{690.2}{58}}$$

$$S = 11.9$$

After that, the t-test formula was applied to measure the significant difference between the experimental group and the control group. The formula is as follows:

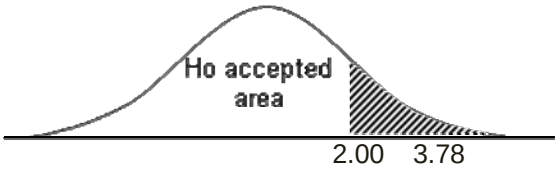
$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{9 - 6}{11.9\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{3}{11.9\sqrt{0.066}}$$

$$t = 3.78$$

For a = 5% and df = 30 + 30 - 2 = 58, t = 2.00



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To interpret the t obtained, it should be consulted with the critical value of the t-table to check whether the difference was significant or not. In education research, the 5% (0.05) level of significance is used. If the t-value is higher than t-table, it means that there is significant difference between the two means. Contrary, if the t-value is lower than t-table, it means that there is no significant difference between two means.

The number of subjects in this study for the experimental and control groups were 60 with the degree of freedom (df) = 58, that was Nx + Ny – 2 = 58. At the 5% (0.05) alpha level of significance, t-value that was obtained was 3.78 and t-table was 2.00, so the t-value is higher than t-table. It means that there is significant difference between two means. Therefore, there was significant difference in achievement between students who were taught reading narrative text by using Digital Story those who were taught by using conventional method.

It can be proven by the result of the test where the students who taught reading narrative text using Digital Story got the higher grades than those who were taught using conventional method. In other words, the research findings revealed that the result of the treatment was in line with my hypothesis that "Digital Story can help teacher improve students' skill in reading narrative text in case of second year students of SMA Negeri 1 Pegandon, Kendal in the academic year of 2010/2011".

Therefore, the null hypothesis that "Digital Story cannot help teacher improve students' skill in reading narrative text in case of second year students of SMA Negeri 1 Kendal in the academic year of 2010/2011" was rejected.

4.5 Pre Test and Post Test Findings

The aim of the test is to investigate the students' achievement in reading narrative text using Digital Story as the media for second grade students of SMA Negeri 1 Pegandon, Kendal in the academic year 2010/2011.

In the pretest, the average scores of the experimental and control group were 67 and 66. From the pretest, it can be said that the ability of the two groups was relatively the same. From the scores, it can be concluded that the two groups were homogenous, because there was only slight difference in the pretest result between the experimental group and the control one.

After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 77 and the control group got 71.

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Teaching students by using Digital Story made an upgrading in their reading ability more than teaching them by using conventional method.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the writer will present the conclusion and offer some suggestions.

5.1 Conclusion

Based on the investigation and discussion in chapter IV, the writer concluded that there was a significant difference of students' achievement in reading comprehension between those who were taught using digital story and those who taught using Conventional Narrative Explanation) for the eleventh graders of SMA N 1 Pegandon Kendal in the academic year 2010/2011.

The use of Digital Story in teaching and improving students' reading skill was more useful than the Conventional one. From the two classes, the experimental and the control group, the measurement showed that the increasing line of the reading comprehension achievement of the experimental group was higher than the control group. Since the t-test measurement is higher than the t-table, it was found that the experimental group's achievement in reading comprehension test was better than the control group.

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Here, the writer shows some factor than influences the result of the research. The explanation below shows the advantages of using Digital Story in Teaching Narrative.

The students might have a high interest in following the teaching and learning process. Most students in the Senior High School are more interested in understanding the story by using Digital Story.

The students might be motivated to be active in class. They became active students because they will fully participate in the teaching and learning process as the actors of the lesson. The use of digital story is a kind of strategy of teaching English, it is bore less.

Finally, the writer knows that every method has its own strength and weakness. The weakness is the Use of Digital Story are time consuming that makes the researcher could not complete the explanation of the materials.

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5.2 Recommendations

Based on the conclusion above, the writer wants to offer some recommendations or suggestions to be considered by English teachers, students, school, and the next researchers.

For English teachers, English teachers, especially Senior High School, must apply the technique of using Digital Story in teaching reading. As a facilitator and motivator, teachers should be active during the teaching and learning process.

English teachers have to use various kinds of teaching technique so the students will not get bored during the teaching and learning process.

English teacher has to be able to create new atmosphere during the teaching and learning process so that the students will be interested in learning English.

English teacher should use English as a means of communication in class so that the students get accustomed to hearing, listening, and pronounce the English words.

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For students, the students have to improve their knowledge especially in their reading ability by searching the reading materials in the internet, because there are so many examples of digital story there.

For the school, the school must provide any materials that will enhance the students' mastery of English such as English magazine, children English lab, English books, videos, etc.

For the next researchers, they can make this study as their milestone to conduct other effective research on the same field. They may use true experimental research design to know whether the method is more effective or not to be conducted.

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APPENDICES

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Appendix 1 Lesson Plan of Experimental Group

LESSON PLAN

Identity

School : SMA Negeri 1 Pegandon, Kendal

Subject : Bahasa Inggris

Class / Semester : XI / I

Standard Competence :

5. Membaca

Memahami makna teks fungsional pendek dan esei berbentuk report, narrative, spoof, dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Basic Competence :

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

Time Allotment : 8 x 45 menit (4 pertemuan)

A. Indicators

At the end of the lesson, the students should be able to:

1. Identify the meaning and the purpose of narrative text.
2. Read a narrative text.
3. Identify the structure of narrative text (Orientation, Complication, Resolution, Re-orientation)

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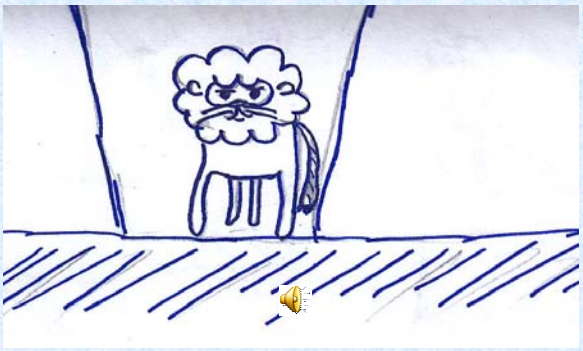
B. **Materials**

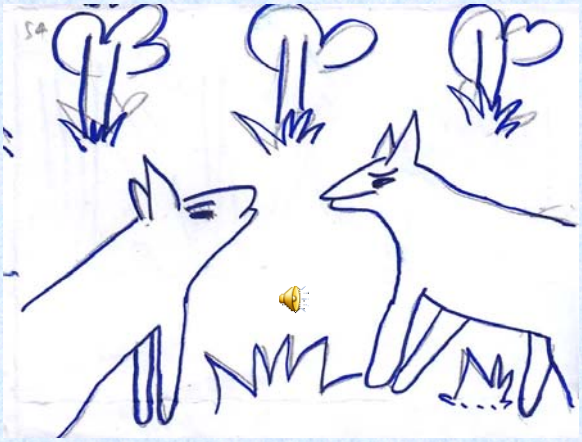


The Jackal who Saved the Lion

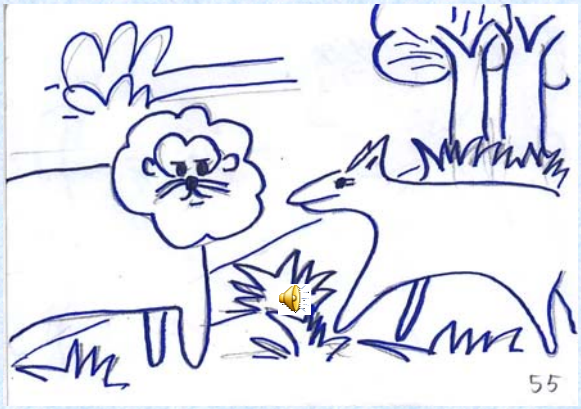
Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate 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.

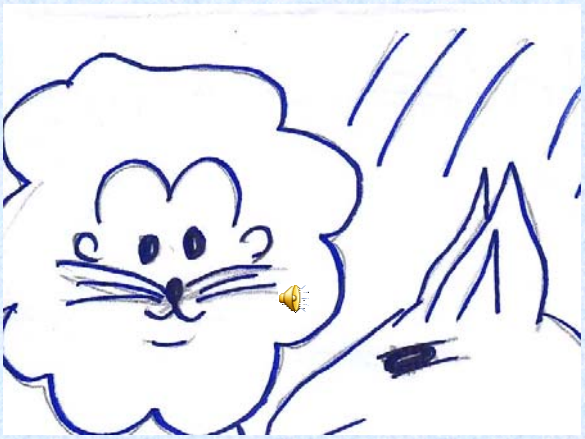


One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.



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.

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Text 5
The Jackal who Saved the Lion

ORIENTATION

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?"

COMPLICATION

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.

RESOLUTION

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.

COMPLICATION

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.

RESOLUTION

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.

RE-ORIENTATION

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.

Taken from: www.culturalindia.net

The Questions for text 5

Answer these questions below based on the text by choosing A, B, C or D!

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.

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

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.

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.

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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

6. The synonym of the word "amity" in the fourth paragraph is....

a. rival

b. rivalry

c. enemy

d. 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.

8. Thus, they lived happily sharing the food…(3rd par). What does the word "they" refer to?

a. The lions

b. The Jackals

c. The lion and the jackal

d. The lion and the jackal's family

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9. … tried a lot to get out of the mud, but didn't achieve. (1st paragraph). What is the synonym of "achieve"?

a. get

b. cheap

c. receive

d. over

10. The Lion agreed to the proposal with a heavy heart. … (6th par). What's the opposite of "heavy"?

a. hard

b. light

c. bright

d. dark

C. Steps of Teaching-Learning Activities

Meeting 1

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get a friendly atmosphere 2. The students responds the teacher's question about the presence of the class 3. The students pay attention to the goal of the lesson.	15 minutes
2	Main Activities	• The students do pretest	50 minutes
3	Ending of the lesson	1. The students listen to my objective in conducting pretest. 2. The students are asked to be prepared for next meeting.	25 minutes

Meeting 2

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get friendly atmosphere. 2. The students answer teacher question about the presence of the class. 3. The students submit the homework.	10 minutes
2	Main Activities	General information about Narrative (definition, types, purpose) The students: 4. Open the Digital Story entitled The Jackal who Saved the Lion r 5. Listened to the teacher's explanation Teacher: 1. Gave the students several minutes to enjoy the Digital Story 2. Explained and discussed the materials	60 minutes
3	Ending of the lesson	1. The students listen to the teacher's summary about the lesson they have studied. 2. The students are asked to prepare for the test next meeting.	10 minutes

Meeting 3

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get a friendly atmosphere 2. The students answer teacher's question about the presence of the class	5 minutes
2	Main activities	Narrative and Generic Structure The students: 4. Listened to the teacher's explanation 5. Practiced doing items in text 5 6. Discussed the answer with teacher Teacher: 4. Explained the Generic Structure and vocabularies 5. Asked the students to do 10 items bellow the text 6. Discussed the answer with the students	75 minutes
3	Ending of the lesson	1. The students listen to the summary of the lesson that they've learned. 2. The students are asked to prepared for the next meeting.	10 minutes

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Meeting 4

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get a friendly atmosphere 2. The students answer teacher's question about the presence of the class	5 minutes
2	Main activities	• Students do post test	60 minutes
3	Ending of the lesson	1. I thank the students for the participation in doing the research 2. I ask for apology for the mistakes	10 minutes

D. Sources

1. Look A Head An English Course 2 for Senior High School Students Year XI/ Th. Sudarwati, Eudia Grace.
2. www.google.com

E. Evaluation

I use the analytical score by Brown and Bradley.

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Semarang, 17 July 2010

Dian Setyaningsih

NIM. 2201406574

Appendix 2 Lesson Plan for the Controlled Group

LESSON PLAN

Identity

School : SMA Negeri 1 Pegandon, Kendal

Subject : Bahasa Inggris

Class / Semester : XI / I

Standard Competence :

5. Membaca

Memahami makna teks fungsional pendek dan esei berbentuk report, narrative, spoof, dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

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5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

Time Allotment : 8 x 45 menit (4 pertemuan)

A. Indicators

At the end of the lesson, the students should be able to:

1. Identify the meaning and the purpose of narrative text.
2. Read a narrative text.
3. Identify the structure of narrative text (Orientation, Complication, Resolution, Re-orientation)

B. Materials

Text 5
The Jackal who Saved the Lion

ORIENTATION	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?"
COMPLICATION	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.
RESOLUTION	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.
COMPLICATION	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.
RESOLUTION	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.
RE-ORIENTATION	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. Taken from: www.culturalindia.net

The Questions for text 5

Answer these questions below based on the text by choosing A, B, C or D!

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.

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

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.

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.

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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

6. The synonym of the word "amity" in the fourth paragraph is....

a. rival

b. rivalry

c. enemy

d. 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.

8. Thus, they lived happily sharing the food…(3rd par). What does the word "they" refer to?

a. The lions

b. The Jackals

c. The lion and the jackal

d. The lion and the jackal's family

9. … tried a lot to get out of the mud, but didn't achieve. (1st paragraph). What is the synonym of "achieve"?

a. get

b. cheap

c. receive

d. over

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10. The Lion agreed to the proposal with a heavy heart. … (6th par). What's the opposite of "heavy"?

a. hard

b. light

c. bright

d. dark

C. Steps of Teaching-Learning Activities

Meeting 1

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	4. The students greet the teacher to get a friendly atmosphere 5. The students responds the teacher's question about the presence of the class 6. The students pay attention to the goal of the lesson.	15 minutes
2	Main Activities	• The students do pretest	50 minutes
3	Ending of the lesson	3. The students listen to my objective in conducting pretest. 4. The students are asked to be prepared for next meeting.	25 minutes

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Meeting 2

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get friendly atmosphere. 2. The students answer teacher question about the presence of the class. 3. The students submit the homework.	10 minutes
2	Main Activities	General information about Narrative (definition, types, purpose) The Students: 3. Read text 5 4. Listened to the teacher's explanation Teacher: 4. Gave the students a piece of paper that contained text 5 and the items 5. Asked the students to read text 5 Discussed text 5 1. The students listen to the teacher's summary about the lesson they have studied.	60 minutes
3	Ending of the lesson	2. The students are asked to prepare for the test next meeting.	10 minutes

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Meeting 3

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get a friendly atmosphere 2. The students answer teacher's question about the presence of the class	5 minutes
2	Main activities	Narrative and Generic Structure The students: 4. Listened to the teacher's explanation 5. Practiced doing items in text 5 6. Discussed the answer with teacher Teacher: 4. Explained the Generic Structure and vocabularies 5. Asked the students to do 10 items bellow the text Discussed the answer with the students 3. The students listen to the summary of the lesson that they've learned. 4. The students are asked to prepared for the next meeting.	75 minutes
3	Ending of the lesson		10 minutes

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Meeting 4

No	Steps of Teaching-Learning Activities	Activities	Time Allotment (minutes)
1	Beginning of the lesson	1. The students greet the teacher to get a friendly atmosphere 2. The students answer teacher's question about the presence of the class	5 minutes
2	Main activities	• Students do post test	60 minutes
3	Ending of the lesson	1. I thank the students for the participation in doing the research 2. I ask for apology for the mistakes	10 minutes

D. Sources

3. Look A Head An English Course 2 for Senior High School Students Year XI/ Th. Sudarwati, Eudia Grace.
4. www.google.com

E. Evaluation

I use the analytical score by Brown and Bradley.

Semarang, 17 July 2010

Dian Setyaningsih

NIM. 2201406574

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Appendix 3

Pre-test Instrument

Read the texts below then answer the question!

Text 1

The Talkative Turtle (By Rohini Chowdury)

Once, in a certain lake, there lived a turtle and a pair of swans. The turtle and the swans were friends. They would spend all their free time together telling each other stories, and exchanging news and gossip. The turtle especially loved to talk and chatter, and always had something to say.

One year, the rains did not come, and the lake began to dry up. The swans became worried. Supposing it did not rain at all, and the lake dried up completely? Where would they live in that case? But the turtle had a plan. She suggested that the swans fly in search of a lake that still had plenty of water. Once they found such a lake, all three of them could move there.

The swans agreed and flew off. After flying for several hours they saw the perfect lake. They returned to the turtle with the good news. But now another problem arose: the new lake was too far for the turtle to walk. How was the turtle to get there? The swans did not want to leave their friend behind.

The turtle thought for a while and came up with another plan. She asked the swans to find a strong stick that they could hold in their beaks. The turtle would then hang on to the stick with her mouth, and the swans could fly with her to the new lake.

The swans liked the idea, though they were worried that the turtle might begin talking and fall off the stick. 'You must be careful not to open your mouth while

we are flying with you,' they warned her. 'Do you think you will be able to be quiet for such a long time?' 'Of course,' said the turtle. 'I will be careful - I know when to stop talking.'

So the swans did as she asked. They found a strong stick and each swan held one end of it in its beak. The turtle held on to the middle with her mouth, and away they flew, all three of them.

It was the most exciting thing that had ever happened to the turtle. She was amazed at the way the world looked so far above the ground. She was longing to say something, but remembered in time to keep quiet.

At last they reached the lake the swans had found. It was a beautiful lake, large and blue, with plenty of water. 'Oh look!' the turtle began in excitement, remembering much too late to keep quiet. The stick slipped from her mouth and down she fell from the sky onto the rocks below.

The swans were sad to see the end of their friend - the turtle did not live to enjoy the lake, only because she did not know when to stop talking.http://www.longlongtimeago.com/llta_fables_turtletalk.html

Choose the best answer based on the text!

1. What was the relationship among the turtle and the two swans?
a. They hated each other
b. They were friends
c. The turtle was swans' enemy
d. The swans didn't like the turtle

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2. What did they like to do?

a. They would spend all their free time together telling each other stories, and exchanging news and gossip.

b. They were having lunch together

c. They would spend all their free time together swimming on the pool.

d. They danced together

3. Who loved to talk and chatter, and always had something to say?

a. The turtle and swans

b. The swans.

c. The turtle did

d. The rocks

4. Why did they look for a lake that still has plenty of water?

a. Because they wanted to see a more beautiful lake

b. Because they had no food, so they moved

c. Because they were bored there

d. Because the water of the lake they live near with was dried up

5. What is the main idea of the fifth paragraph?

a. The swans warned the turtle

b. The swans like the idea but still worried if the plan did.

c. The swans angry with the turtle

d. The swans asked the turtle to be careful

6. Which paragraph does tell to the reader that the turtle can keep quiet although it's hard to do?

a. 5th

b. 6th

c. 7th

d. 8th

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7. What does the word “she” in paragraph 7 the 1st sentence?

a. The turtle and swans

b. The swans.

c. The writer

d. The Turtle

8. What does the word “it” in the 8th paragraph the 2nd sentence?

a. The turtle

b. The rocks

c. The lake

d. The sky

9. What does the word “longing” mean to be? (par. 7)

a. eager

b. long time

c. carry

d. length

10. What is the antonym of “dry”? (par. 2)

a. hot

b. cold

c. wet

d. rain

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Text 2

The Legend of Nyi Loro Kidul

By Wombat | January 16th, 2006s

The domain of Nyi Loro Kidul, the legendary queen of the South Seas, is Parangtritis in Central Java. Her hair is green and full of shells and seaweed, and, she holds court over sea nymphs and other creatures of the deep. She is venerated and feared by the Javanese. In fact, they never wear the colour green when entering the sea for fear of offending Nyi Loro Kidul whose hair is green!.

'The legend of Nyi Roro Kidul herself is very popular. Before turning into a nymph,Nyai Roro Kidul was a young princess named Dewi Kandita, the daughter of King Mundangwangi and his first wife. The popularity of Dewi Kandita and her mother Dewi Rembulan was beyond doubt. They were known for their beauty, kindness and friendliness, and people loved them.

However, the misery of their lives began when Dewi Mutiara, another wife of King Mundangwangi, known locally as selir, became green with envy and grew ambitions to become the first wife, thereby deserving full affection and attention from the king.

Dewi Mutiara's dream came true when one day she bore the son that the king had long been yearning for. Through the assistance of a witch, Dewi Mutiara made the king's wives Dewi Rembulan and Dewi Kandita suffer from 'strange' disease, with their bodies covered with scabies that created the odor of fish. The disease led them to be sent into exile in the forest where later Dewi Rembulan died. After a long, hard and helpless journey, the scabies-covered Dewi Kandita eventually arrived at a beach where she met a young, handsome man who promised to cure her illness.

At the request of the young man, Dewi Kandita chased after him as he ran along the beach. When she reached the water, the man disappeared and, to her surprise, all the scabies had disappeared but, strangely, she could not move her legs. Half her body, from the waist down, had turned into the body of a fish.

Since then she became a sea-nymph, and the locals believe that Nyi Roro Kidul is the manifestation of Dewi Kandita.http://www.planetmole.org/

Choose the best answer based on the text above!

1. Who is the main character of the text?
a. King Mundangwangi
b. Dewi Kandita
c. Dewi Mutiara
d. Dewi Rembulan

2. What is the topic of paragraph 4th?
a. Dewi Kandita's life
b. Dewi Mutiara's rotten plan
c. Dewi Kandita met handsome man
d. Dewi Kandita became nymph

3. Who were the wives of King Mundangwangi?
a. Dewi Kandita and Dewi rembulan
b. Dewi Rembulan and Nyi Roro Kidul
c. Dewi Mutira and Dewi Kandita
d. Dewi Mutiara and Dewi Rembulan

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4. Why did Dewi Mutiara throw away dewi Kandita and dewi Rembulan into forest?

a. Because she already had a son

b. Because she disliked both of them

c. Because she wanted to be the first wife

d. Because Dewi Rembulan was more beautiful than her

5. What is the purpose of kind of text above?

a. To tell the reader about past event

b. To entertain the reader

c. To make the reader believe about the Legend of Nyi Roro Kidul

d. To make the reader know about the story

6. What the word “her” refers to? (par.4, last sentence)

a. Dewi Rembulan

b. Dewi Kandita

c. Nyi Roro Kidul

d. Dewi Mutiara

7. What does the word “locals” refer to? (Last paragraph)

a. The abroad

b. The sea

c. The resident surrounding

d. The sea life

8. What does the word “nymph” mean?

a. Fairy

b. ghost

c. Princess

d. Snake

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9. What is the synonym of “promise”? (par.4, stc. 4)

a. Word

b. Swear

c. Tell the truth

d. Love

10. What is the opposite of “disappeared”? (par.5, stc.2)

a. Set

b. Lost

c. Appeared

d. Grew

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Appendix 4

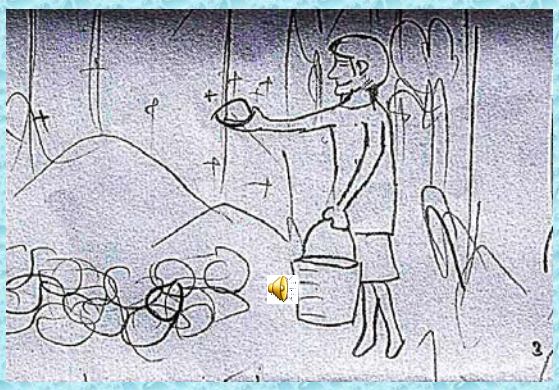
Post-test Instrument

Text 1 “The Cooking Pot and the Drum”

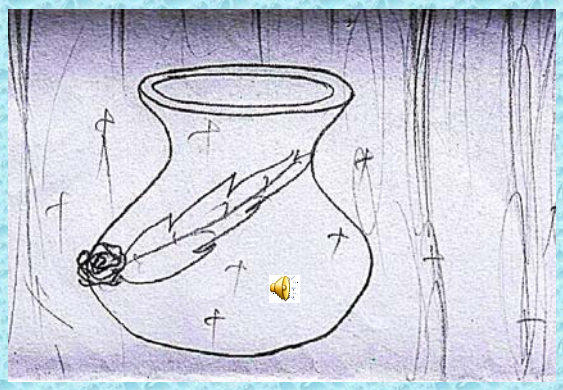
a. For the experimental group

THE COOKING-POT AND THE DRUM

ONCE upon a time two brothers lived in one village; one was a potter and the other was a drum-maker.



One day the potter found some beautiful clay, and he brought it home and prepared it carefully until it was as fine as powder, and he mixed the clay very smoothly with water, and made it into a cooking-pot, large and smooth and round, and he made an ornamental border round the edge, and put fresh grass down in his courtyard and left the pot to dry in the sun.



When the cooking-pot was dry he baked it in a kiln, very carefully seeing that the fire was not too hot, and when he took it out of the kiln it was the most beautiful cooking-pot he had ever made. Meanwhile his brother, the drum-maker, had been at work. He found a log of good wood, and hollowed it out and shaped it with an adze, and smoothed the wood with rough sandpaper leaves.

Then he bought a beautiful cow-skin and stretched a piece over the top and another piece over the bottom, and joined the pieces together with long strips of twisted hide, and when it was finished it was the most beautiful drum he had ever made.

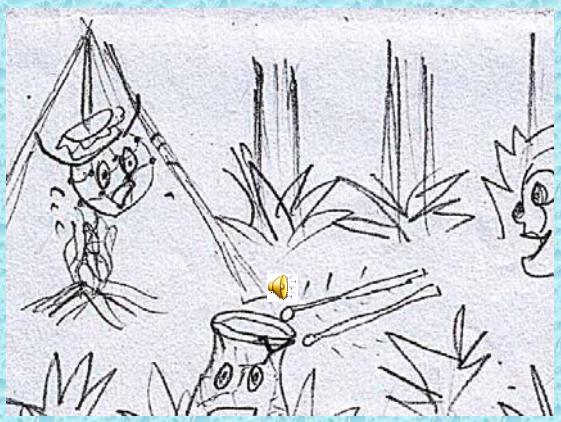
The two brothers rejoiced very much over their work, and their friends rejoiced, too, and said: "These things are fit for a King."

And the cooking-pot and the drum heard what was said, and because they were foolish creatures they were very much flattered, as though the credit of being beautiful was all their own, and they became so vain and silly that at last they quarreled as to which was the most beautiful, and none of their friends could decide between them.

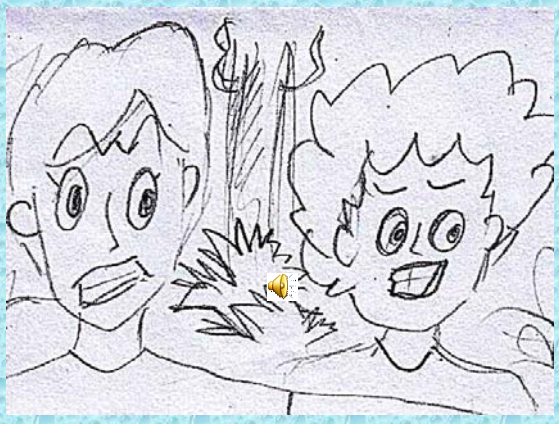
Now a very mischievous monkey was passing by and heard them quarrelling, and inquired the cause.

So they told him, and he said:
"If I decide this case will you abide by my judgment?" And they both promised:

"What you say shall be law."



So the monkey said: "Make a fire and put the drum on it, and beat the cooking-pot with drumsticks, and then you will see which is the most beautiful." And when they did this the cooking-pot broke in pieces and the drum shriveled up and was burnt.



When the monkey saw what was done he danced for joy and shouted, but the two brothers returned while he was still doing this, and they were very angry and speared him, for they saw that it was his mischievous advice which had spoilt all their beautiful work.

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b. For the control group

THE COOKING-POT AND THE DRUM

ONCE upon a time two brothers lived in one village; one was a potter and the other was a drum-maker.

One day the potter found some beautiful clay, and he brought it home and prepared it carefully until it was as fine as powder, and he mixed the clay very smoothly with water, and made it into a cooking-pot, large and smooth and round, and he made an ornamental border round the edge, and put fresh grass down in his courtyard and left the pot to dry in the sun.

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Question

Answer these questions below based on the text above!

1. Who found some beautiful clay?

a. the potter and the drum-maker

b. the potter

c. the drum-maker

d. the pot

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2. What does the 3rd paragraph tell us about?

a. Baked Pot

b. The drum making

c. Both of men made the most beautiful thing in the world

d. The cooking pot and the drum

3. Why the potter and the drum-maker were so angry?

a. Because the pot and the drum quarreled

b. Because they didn't like the mischievous monkey

c. Because they found that their amazed goods were broken

d. Because they wanted to catch the monkey

4. What kind of text is that?

a. recount

b. narrative

c. report

d. legend

5. When the cooking-pot was dry he baked… (par. 3 , 1st sentence)

What does the word "he" refer to?

a. the Potter

b. the Drum-maker

c. both A and B

d. the cooking pot

6. … and because they were foolish… (par.6 first line)

What does "they" mean to be?

a. the cooking pot and the drum

b. the potter and the drum-maker

c. the cooking pot, drum, and the monkey

d. the potter, drum-maker, and the monkey

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7. … and hollowed it out and shaped it with an adze…. (par.3 last line)

What is the meaning of "shaped"?

a. to sharpen

b. to cook

c. to make a shadow

d. to form

8. The two brothers rejoiced very much… (par. 5 first line)

These are the meaning of "rejoiced", except…

a. express joy

b. play

c. delight

d. glad

9. Now a very mischievous monkey… (par. 7 first line)

The synonym of "mischievous" is…

a. silly

b. foolish

c. naughty

d. stupid

10. … but the two brothers returned while… (last par. 2nd line)

The antonym "returned" is…

a. went

b. arrived

c. borrowed

d. undo

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Text 2 “The Legend of Sangkuriang”

a.For the Experimental Group

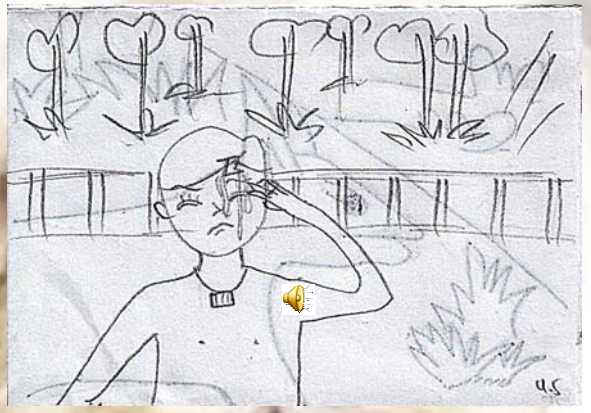
The Legend of Sangkuriang

A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exdaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother.



Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tunggul. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet: Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she had thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

b.For the Control Group

The Legend of Sangkuriang

A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

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Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet: Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she had thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tunggul. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from All Around Bandung - Gottfrid Roelcke, Gary Crabb)

bandung hotels, tourism, travel, West Java Indonesia

http://www.visitbandung.net Powered by Joomla! Generated: 17 April, 2010, 09:48

Questions:

Choose the best answer from the questions below based on the text above!

1. Who is the main character in the text above?

a. Dayang Sumbi

b. Sangkuriang

c. The dog (Tumang)

d. A and B

2. Where did the story happen?

a. Ancient land of Sunda

b. In Dayang Sumbi pavilion

c. In the Hunting place

d. In the Jungle in Sunda

3. Why did Dayang Sumbi struck her son?

a. Because he was so naughty

b. Because she was very angry to him

c. Because he couldn't have venison

d. Because he killed the dog

4. Why didn't Dayang Sumbi want to marry Sangkuriang?

a. Because she realized that she was his own mother

b. Because Sangkuriang was too handsome

c. Because She didn't want to see him anymore

d. Because she didn't love him

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5. What is the topic of the 3rd paragraph?

a. Dayang Sumbi gave birth a son

b. The happiness of Dayang Sumbi's family

c. Sangkuriang always guarded by his father

d. Sangkuriang grew as handsome boy

6. …" Dayang Sumbi had to marry him." (2nd par. Last line)

What does "him" refer to?

a. The Dog

b. Sangkuriang

c. The King

d. Dayang Sumbi

7. These statements below are TRUE based on the text,except…

a. Dayang Sumbi didn't want to marry Sangkuriang because she knew the man was Sangkuriang from his scar on his temple

b. The Dog, Tumang, was Sangkuriang's father

c. Finally, Sangkuriang could marry his own mom.

d. Sangkuriang was so angry when Dayang Sumbi deceived him.

8. … he was always guarded by the faithful dog… (3rd par last line)

What is the synonym of "guarded"?

a. Caught

b. Protected

c. Loved

d. Shot

9. Desperate to avoid the marriage… (6th par, last line)

What does “Desperate” mean?

a. Hopeless

b. Hurt

c. Happiness

d. Sadness

10. … he chopped down a huge tree in the forest … (7th par)

What is the opposite of “huge”?

a. Enormous

b. Giant

c. Tiny

d. Titanic

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Appendix 5

The Key Answer of The Items

Text 1

1. B
2. A
3. C
4. D
5. B
6. A
7. D
8. C
9. A
10. C

Text 2

1. B
2. B
3. D
4. A
5. B
6. B
7. C
8. A
9. B
10. C

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Text 3

1. B
2. C
3. C
4. B
5. A
6. A
7. D
8. B
9. C
10. A

Text 4

1. D
2. A
3. D
4. A
5. A
6. A
7. C
8. B
9. A
10. C

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Text 5

1. D
2. B
3. C
4. A
5. D
6. D
7. A
8. D
9. A
10. B

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Appendix 6 Validity of Test Items

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Appendix 7 Pretest and Posttest Mark of Experimental Group

Name	Score	
	Pre-test	**Post-test**
A-1	62	76
A-2	50	60
A-3	69	79
A-4	58	76
A-5	70	80
A-6	77	82
A-7	72	74
A-8	73	83
A-9	65	75
A-10	58	85
A-11	76	81
A-12	73	84
A-13	65	68
A-14	74	81
A-15	69	74
A-16	75	82
A-17	**61**	76
A-18	71	76
A-19	69	74
A-20	75	87
A-21	77	90
A-22	57	68
A-23	73	76
A-24	**60**	**66**
A-25	69	74
A-26	80	84
A-27	55	63
A-28	74	82
A-29	55	74
A-30	65	76
Total	2027	2306
Mean	67.56667	76.86667

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Appendix 8 Pretest and Posttest Mark of Control Group

Name	Score	
	Pre-test	Post-test
A-1	68	71
A-2	66	74
A-3	68	72
A-4	58	66
A-5	71	74
A-6	65	70
A-7	71	75
A-8	66	72
A-9	62	69
A-10	66	71
A-11	76	78
A-12	55	62
A-13	65	69
A-14	75	77
A-15	66	71
A-16	75	78
A-17	66	72
A-18	72	75
A-19	65	70
A-20	68	75
A-21	56	64
A-22	58	71
A-23	73	76
A-24	60	63
A-25	60	63
A-26	77	83
A-27	55	64
A-28	72	77
A-29	50	60
A-30	62	70
Total	1967	2132
Mean	65.56667	71.06667

Appendix 9 Data of Experimental and Controlled Group

No	Control Group ($X_{2)}$		Experimental Group ($X_{1)}$	
	Pretest	Posttest	Pretest	Posttest
1	50	60	50	60
2	55	62	55	63
3	55	63	55	66
4	56	63	57	68
5	58	64	58	68
6	58	64	60	74
7	60	66	61	74
8	60	69	61	74
9	62	69	62	74
10	62	70	65	74
11	65	70	65	75
12	65	70	69	76
13	65	71	69	76
14	66	71	69	76
15	66	71	69	76
16	66	71	69	76
17	66	72	70	76
18	66	72	71	79
19	66	72	71	80
20	68	74	72	81
21	68	74	73	81
22	71	75	73	82
23	71	75	74	82
24	72	75	74	82
25	72	76	75	83
26	73	77	75	84
27	75	77	75	84
28	75	78	77	85
29	76	78	77	87
30	77	83	80	90
Total	1967	2132	2027	2306
Mean	66	71	67	77
Variance	32.6	22.28	47.47	31.47
SD	5.71	4.72	6.89	5.61

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Appendix 10 Normality of Pretest of Experimental Group

Preparatory Pretest

No	X	f	f(X)	x	fx	(fx)²
1	80	1	80	13	11	121
2	77	2	154	10	20	400
3	76	1	76	9	9	81
4	75	2	150	8	16	256
5	74	2	148	7	14	196
6	73	3	219	6	18	324
7	72	1	72	5	5	25
8	71	1	71	4	4	16
9	70	1	70	3	3	9
10	69	4	276	2	8	64
11	65	3	195	-2	-6	36
12	62	1	62	-5	-5	25
13	61	1	61	-6	-6	36
14	60	1	60	-7	-7	49
15	58	2	116	-9	-18	324
16	57	1	57	-10	-10	100
17	55	2	110	-12	-24	576
18	50	1	50	-17	-17	289
Total	1205	30	2027			1428
Mean	67					
Variance	47					
Standard deviation	6.89					

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Nominal test for pretest score of experimental group

Maximum score = 80

Minimum score = 50

Range = 30

k = 1 + 3.3 log (30) = 6.87

class width 4.366812 ~ 4

Class	Frequency

interval	(f)
50-53	1
54-57	3
58-61	4
62-65	4
66-69	4
70-73	6
74-77	7
78-81	1
Total	30

X_{min}	z_i	PZ	P	E_i	O_i	$\frac{(O_i - E_i)^2}{O_i}$
49.5	-2.531849702	0.0059				
			0.0203	0.609	1	0.152881
53.5	-1.951298178	0.0262				
			0.0623	1.869	3	0.426387
57.5	-1.370746654	0.0885				
			0.1321	3.963	4	0.000342
61.5	-0.79019513	0.2206				
			0.204	6.12	4	1.1236
65.5	-0.209643606	0.4246				
			0.2271	6.813	4	1.978242
69.5	0.370907918	0.6517				
			0.1823	5.469	6	0.046993
73.5	0.951459442	0.834				
			0.1054	3.162	7	2.104321
77.5	1.532010966	0.9394				
			0.044	1.32	1	0.1024
81.5	2.11256249	0.9834				
X^2 hitung						3.728446

X^2 hitung = 3.738446

X^2 (5%) (1) X^2_{hitung} < 3.84 normally distributed

Appendix 11 Normality of Posttest of Experimental Group

Preparatory

Posttest

No	X□	f	f(X□)	x□	fx□	(fx□)²
1	90	1	90	13	13	169
2	87	1	87	10	10	100
3	85	1	85	8	8	64
4	84	2	168	7	14	196
5	83	1	83	6	6	36
6	82	3	246	5	15	225
7	81	2	162	4	8	64
8	80	1	80	3	3	9
7	79	1	79	2	4	16
9	76	6	456	-1	-8	64
10	75	1	75	-2	-2	4
11	74	5	370	-3	-6	36
12	68	2	136	-9	-18	324
13	66	1	66	-11	-11	121
14	63	1	63	-14	-14	196
15	60	1	60	-17	-17	289
Total	1233	30	2306			943
Mean	77					
Variance	31					
Standard deviation	5.61					

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Nominal test for posttest score of experimental group

Maximum score		=	90
Minimum score		=	60
Range		=	30
k = 1 + 3.3 log (30)		=	6.87
class width	4.3668122	~	4

Class interval	Frequency (f)
60-63	2
64-67	1
68-71	2
72-75	6
76-79	7
80-83	7
84-87	4
88-91	1
Total	30

X_{min}	z_i	PZ	P	E_i	O_i	$\frac{(O_i - E_i)^2}{O_i}$
60.5	-2.952317291	0.0016				
			0.0062	0.186	2	1.645298
63.5	-2.417557932	0.0078				
			0.0368	1.104	1	0.010816
67.5	-1.704545455	0.0446				
			0.1165	3.495	2	1.117513
71.5	-0.991532977	0.1611				
			0.2286	6.858	6	0.122694
75.5	-0.278520499	0.3897				
			0.2767	8.301	7	0.2418
79.5	0.434491979	0.6664				
			0.2085	6.255	7	0.079289
83.5	1.147504456	0.8749				
			0.0937	2.811	4	0.35343
87.5	1.860516934	0.9686				
			0.0263	0.789	1	
91.5	2.573529412	0.9949				
X^2_{hitung}						3.21741

X^2 hitung = 3.21741

X^2 (5%) (1) X^2_{hitung} < 3.84 normally distributed

Appendix 12 Normality of Pretest of Control Group

Preparatory Pretest

No	X_2	f	$f(X_2)$	x_2	fx_2	$(fx_2)^2$
1	77	1	77	11	11.4	129.96
2	76	1	76	10	10.4	108.16
3	75	2	150	9	18.8	353.44
4	73	1	73	7	7.4	54.76
6	72	2	144	6	12.8	163.84
7	71	2	142	5	10.8	116.64
9	68	3	204	2	7.2	51.84
10	66	5	330	0	2	4
11	65	3	195	-1	-1.8	3.24
12	62	2	124	-4	-7.2	51.84
14	60	2	120	-6	-11.2	125.44
15	58	2	116	-8	-15.2	231.04
16	56	1	56	-10	-9.6	92.16
17	55	2	110	-11	-21.2	449.44
18	50	1	50	-16	-15.6	243.36
Total	984	30	1967			978.64
Mean	66					
Variance	33					
Standard deviation	5.71					

Nominal test for pretest score of experimental group

Maximum score = 77

Minimum score = 50

Range = 27

k = 1 + 3.3 log (30) = 6.87

class width 3.930131 4

Class interval	Frequency (f)
50-53	1
54-57	3
58-61	4
62-65	5
66-69	8
70-73	5
74-77	4
Total	30

X_{min}	z_i	PZ	P	E_i	O_i	$\frac{(O_i - E_i)^2}{}$

						O_i
49.5	-2.819614711	0.0024				
			0.0146	0.438	1	0.315844
53.5	-2.119089317	0.017				
			0.0608	1.824	3	0.460992
57.5	-1.418563923	0.0778				
			0.158	4.74	4	0.1369
61.5	-0.718038529	0.2358				
			0.2562	7.686	5	1.442919
65.5	-0.017513135	0.492				
			0.2598	7.794	8	0.005304
69.5	0.683012259	0.7518				
			0.1644	4.932	5	0.000925
73.5	1.383537653	0.9162				
			0.0319	0.957	4	2.314962
77.5	2.084063047	0.9481				
X^2_{hitung}						2.362885

X^2 hitung = 2.362885

X^2 (5%) (1) X^2_{hitung} < 3.84 normally distributed

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Appendix 13 Normality of Posttest of Control Group

Preparatory Posttest

No	X_2	f	$f(X_2)$	x_2	fx_2	$(fx_2)^2$
1	83	1	83	12	11.93333333	142.4044
3	78	2	156	7	13.86666667	192.2844
4	77	2	154	6	11.86666667	140.8178
6	76	1	76	5	4.933333333	24.33778
7	75	3	225	4	11.8	139.24
9	74	2	148	3	5.866666667	34.41778
10	72	3	216	1	2.8	7.84
11	71	4	284	0	-0.266666667	0.071111
12	70	3	210	-1	-3.2	10.24
14	69	2	138	-2	-4.133333333	17.08444
15	66	1	66	-5	-5.066666667	25.67111
16	64	2	128	-7	-14.13333333	199.7511
15	63	2	126	-8	-16.13333333	260.2844
16	62	1	62	-9	-9.066666667	82.20444
17	60	1	60	-11	-11.06666667	122.4711
Total	1060	30	2132			673.5022
Mean	71					
Variance	22					
Standard deviation	4.72					

Nominal test for pretest score of experimental group

Maximum score = 83

Minimum score = 58

Range = 25

k = 1 + 3.3 log (30) = 6.87

class width 3.63901 ~ 4

Class interval	Frequency (f)
60-63	4
64-67	3
68-71	9
72-75	8
76-79	5
80-83	1
Total	30

X_{min}	z_i	PZ	P	E_i	O_i	$\frac{(O_i - E_i)^2}{O_i}$

59.5	-2.450564972	0.0071				
			0.0477	1.431	4	1.64994
63.5	-1.603107345	0.0548				
			0.1688	5.064	3	1.420032
67.5	-0.755649718	0.2236				
			0.3123	9.369	9	0.015129
71.5	0.09180791	0.5359				
			0.2905	8.715	8	0.063903
75.5	0.939265537	0.8264				
			0.1369	4.107	5	0.15949
79.5	1.786723164	0.9633				
			0.0324	0.972	1	0.000784
83.5	2.634180791	0.9957				
X^2_{hitung}						3.309278

X^2 hitung = 3.309278

X^2 (5%) (1) X^2_{hitung} < 3.84 normally distributed

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Appendix 14 Homogeneity and T-test of Pretest

Homogeneity Pretest

$$F = \frac{Ve}{Vk}$$

$$F = \frac{47.47}{32.6} = \underline{\mathbf{1.46}}$$

The value of F table with dk numerator $v_1 = 30 - 1 = 29$, dk numerator $v_2 = 30 - 1 = 29$ and $\alpha = 5\%$,

T-test

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(30 - 1)47.47 + (30 - 1)32.6}{30 + 30 - 2}} \#$$

$$s = \sqrt{\frac{2322.03}{58}} = \underline{\mathbf{6.33}}$$

$$t - \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$t = \frac{67 - 66}{6.33\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{1}{6.33\sqrt{\frac{2}{30}}}$$

$$t = 0.612$$

The value of t-table with dk = 30+30-2= 58, squared to 60 and significance level (α) = 5% is 2.00.

Because t value (0.612) < 2.00 we can conclude that t is not significant, meaning that there is no difference in pretest data in controlled and experimental group.

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Appendix 15 Homogeneity and T-test of Posttest

Homogeneity Posttest

$$F = \frac{Ve}{Vk}$$

$$F = \frac{31.47}{22.28} = \underline{\mathbf{1.41}}$$

The value of F table with dk numerator $v_1 = 30 - 1 = 29$, dk numerator $v_2 = 30 - 1 = 29$ and $\alpha = 5\%$,

T-test

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(30 - 1)31.47 + (30 - 1)22.28}{30 + 30 - 2}}$$ #

$$s = \sqrt{\frac{1558.75}{58}} = \underline{\mathbf{5.18}}$$

$$t - \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} | \frac{1}{n_2}}}$$

$$t = \frac{77 - 71}{5.18\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{6}{5.18\sqrt{\frac{2}{30}}}$$

$$t = \underline{\mathbf{4.491}}$$

The value of t-table with dk = 30+30-2= 58, squared to 60 and significance level (α) = 5% is 2.00.

Because t value (4.491) > 2.00 we can conclude that t is significant, therefore there is a difference between mean of posttest data from controlled and experimental group.

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