



**THE USE OF DIRECTED READING-THINKING ACTIVITY IN  
TEACHING NARRATIVE TEXT READING  
(A Case of the Eighth Graders Students of SMP Negeri 19 Semarang  
in the Academic Year 2010/2011)**

**a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English**

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Yang membuat pernyataan,

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## MOTTO

*Ability is not all, the hard effort and pray is the key*

*(Ibnu Kulaimi: 2007)*

*My special dedication to:*

- *My beloved father and mother for their help, pray, and support,*
- *All my teachers and lectures,*
- *My brothers,*
- *My sisters,*
- *All students of Semarang State Universty.*

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Finally, I realize that this final project is still far from 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, 17 February 2011

The Writer

## ABSTRACT

**Sari, Dian Puspita.** 2011. *The Use of Directed Reading Teaching Activity in teaching Narrative Text Reading– A Case of Eighth Graders Students of SMP Negeri 19 Semarang.* Final Project, English Department, Languages and Arts Faculty, Semarang State University. First advisor: Prof. Mursid Saleh, M.A Second advisor: Drs. La Ode Musyaridun.

**Key Words:** The Use of Directed Reading-Teaching Activity Method, Narrative Text, Reading.

This final project was conducted based on a study that attempted to examine the use of Directed Reading-Thinking Activity in teaching narrative text reading. The aim of this study was to investigate whether the use of Directed Reading-Thinking Activity Method had a contribution to improve students reading skill in narrative text or not.

The problem investigated in this study whether any significant difference in students' reading narrative between students were taught using Directed Reading-Thinking Activity method and students were taught using conventional method. And to know the improvement of students reading skill in narrative text after participating in learning process by using Directed Reading-Thinking Activity method.

The obtained data were carried out in three steps. The first step was the pre-test. The second step was treatment. The writer gave treatments to the students twice. The last step or the third step was the post-test as an assessment. In analyzing the data, the writer used quantitative measurement

The result of the research showed that the average score pre-test of the experimental group was 62, 67 and the post test was 75, 78. Meanwhile, the average score pre-test of control group was 60, 53 and post test was 68, 56. From the result of pretest, it could be said that the ability of the two groups was relatively the same before the treatments were given. In addition, the result improvement of average score in experimental group was higher that control group, it meant that there was any significant difference between experimental group an control group.

Based on the result above, Directed Reading-Thinking Activity method gave a great contribution to improve reading skill in narrative. Moreover, the writer suggested the use of the DRTA as a new method in teaching reading skill in narrative text.

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Language is an important thing in this world. Each language is a unique system which can be described only in terms of itself and not in terms of any language. Every nation has a language, for example: Indonesia with the Indonesian language, and the most of the nations in this world used English as a means of communication among them. People should master the language skills including listening, speaking, reading and writing to get information to communicate and to deliver ideas and messages. It is also used in internal trade, tourism, and other important international affairs. So, English is as an international language.

In Indonesia, Indonesian language is a mother tongue, thus Indonesian people do not use English language commonly in a daily life. Therefore, to consider the important role in English, the Indonesian government chooses English as the foreign language to be taught in schools (Ramelan, 1992:3).

By including English as one of to be taught in learning program, hopefully, students have an ability to use English. English is a means of communication which is used by most of the advance countries in this world. So, in order to get in touch with other countries. In Indonesian students should master it.

There are four language skills: listening, speaking, reading and writing. Reading is one of the language skills that should be taught by English teachers.

Reading involves comprehension; it means that students get information from what they have read from the text.

According to the concept and the function of English at Junior High School of Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, the teaching of English has three purposes, those are to 1) develop the competence to communicate in spoken and written form (listening, speaking, reading and writing) to reach literacy level 2) grow the English as one of foreign language to increase the nation competition in the global society 3) develop the comprehension of the culture and language interrelation and broaden the aim above, the students should be able to develop their competence to communicate in spoken and written language.

Reading is one of the indicators of the competence is a good activity for the students. They will get information, experience, knowledge and pleasure that can support their success in their future. In addition, the writer thinks that reading activity as one of the important skills for the students in learning language.

Students' Junior High School especially eighth graders have to be able to communicate both written and spoken, in this study the writer only focuses in one form of communication that is in spoken one. The students of junior high school should be able to communicate in various texts.

One of text types that should be taught in junior high school especially in eighth graders is narrative text. A narrative text is an imagine story to entertain people. The social function of narrative text is to amuse, entertain and to deal with actual experiences in different ways.

In reading, the readers have to get the impression about text they read. The readers able to extract something specific, something that interest him of her. Since it is a crucial mater in learning foreign language, teacher should provide suitable texts, activities, and a teacher should be selective in choosing a teaching method. The teacher can create the reading habit by offering enjoyable learning for the students. In this case, the writer decide using alternative method. The writer use Directed Reading-Thinking Activity method that is benefit for learning.

### **1.2 Reason for Choosing the Topic**

The writer chooses the topic due to some reasons:

1. It is significant topic that teachers use method or approach to teach reading.
2. The student's mastery in reading narrative text considered to be very important.
3. The writer wants to know whether use of Directed Reading-Thinking Activity method is more significance than conventional method in reading narrative text.

### **1.3 Statements of the Problem**

In order to focus the discussion on the topic, the problems that the writer wants to discuss in this final project are:

- (1) Is there any significant difference in students' reading narrative text on the eighth graders students of SMP N 19 Semarang in the academic year 2010/2011 between students taught using DR-TA method and those taught conventional method?



- (2) To what extent does the teaching learning process by using DR-TA Method give contribution to improve students' skill in reading narrative text?

#### **1.4 Objectives of the Study**

In order to focus the discussion on the topic, the objectives that the writer wants to discuss in this final project are:

- (1) To find out whether any significant difference in students' reading narrative text on the eighth graders students of SMP N 19 Semarang in the academic year 2010/2011 between students taught using DR-TA method and those taught conventional method.
- (2) To know the improvement of students' skill in reading narrative text after participating in teaching learning process by using DR-TA Method.

#### **1.5 Significance of the Study**

The result of the study will hopefully provide some advantages as follow:

- (1) For teachers

Teacher can use the result of this study will give contribution for teachers to improve their teaching method in order to make an interesting, interactive, and effective classroom during teaching and learning process. Hopefully, the teacher can apply the method in their teachings. And finally they can achieve the objective of teaching will make efforts to find out the way to solve students' problem especially in reading narrative text.

- (2) For researcher

Researcher can use the result of the study for their reference at they conduct a research on the same topic.

## **1.6 Limitation of the Study**

This research is focused on the use of Directed Reading-Thinking Activity method on the eighth graders students of SMP 19 Negeri Semarang in the academic year 2010-2011.

## **1.7 Outline of the Final Project**

This final project is divided into five chapters:

Chapter I presents introduction, which contains of general background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, outline of the final project.

Chapter II presents review of related literature, which consists of reading, reading comprehension, reading purpose, teaching English at junior high school, text, narrative text, types of narrative text, Directed Reading-Thinking Activity method, procedure of DR-TA, purpose of DR-TA, advantages and disadvantages of DR-TA.

Chapter III presents the method of investigation, which consists of source of data, the subject of the study, experimental design, procedure of experimentation, variables, instrument, construction of the test, try-out, condition of the test, item analysis, method of collecting data, pre-test and post-test, grade of achievement.

Chapter IV presents research findings and analysis.

Chapter V presents the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Reading**

In school, there are four language skills (listening, speaking, reading and writing) that the students have to master, and reading is a receptive skill. In this aspect, the cognitive processes involved are similar to those employed while listening. In both, the students are engaged in decoding a message rather than encoding. The goal is to be able to read comfortably which implies that the students should reach a level at which they do not feel a conscious strain while reading. They should not be expected to comprehend each individual element in the sentence or paragraph, but they should understand the message, it is attempting to convey.

Harris and Sipay (1980:9) state reading is one of the major language skills, which has distinctive characteristics. Some linguists gave some definitions of reading that may help us to get clearer description.

Mikulecky and Jeffries (2004:7) argue that reading is one important way to improve the general language skills in English. According to them, reading is very important because:

- (1) Reading helps the students to think in English
- (2) Reading can enlarge the students' English vocabulary
- (3) Reading can help the students improve their writing
- (4) Reading may be a good way to practice English

Reading is one of the skills besides speaking, listening and writing. Nunan (2003:68) states that reading is a fluent process of readers combining information from text and their own background knowledge to build meaning. The readers should try to get the information presented in a text.

Linse (2006: 69) defines reading as a set of skills that involves making sense and deriving meaning from printed word. It means that those skills depend on the ability of the readers in deriving the meaning from the printed word.

Nuttal (1982:5) defines reading as the meaningful interpretation of printed or written symbols that represent language and the reader's language skills as well as their knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

In this regard, Stuffer in Pretty and Jensen (1980:207) states:

- (1) Reading is a complex process. Reading means to get information from the printed page.
- (2) Reading is the ability to pronounce and comprehend the printed words.
- (3) Reading is interpreting signs, letters, or symbols by assigning meaning to them.
- (4) Reading is receiving ideas and impression from an author via the printed page.

### **2.1.1 Reading Comprehension**

Reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read (Simanjuntak, 1988:4). Reading comprehension is the process of understanding and constructing meaning from a piece of text.

(Royer, 2004:www.readingsucceslab.com).Some definitions above imply that comprehension relates to understanding and thinking process to get the meaning from reading materials.

The concept of reading comprehension could be bottom-up and top-down approaches. Nunan (1989:33) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences). According to Olson and Diller (1982: 42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980: 179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

Carnine, Silbert, Kameenui (1990:42) further state that several comprehension skills may be involved in fulfilling a specific purpose. For example, in pleasure reading, students must develop a story line based on main ideas derived from facts in a story.

From the definitions above, I conclude that reading comprehension relates to understanding and thinking process to get the meaning from reading materials.

### **2.1.2 Reading Purpose**

Reading is skill that must be developed, and can only be developed by means of extensive and continual practice. Students learn to read, and to read better, by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first.

“A student who does not read because of lack of motivation does not get the practice he needs in reading skills (Shepherd, in Simanjuntak, 1982: 2).

Having a purpose for reading is a part of effective motivation. According to Carnine, Silbert, and Kameenui (1990: 45), a reader’s purpose determines the way in which he treats a passage and which a comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) to be able to identify and remember specific facts or a main idea.
- 2) to be able to follow instruction to reach a goal.
- 3) to enjoy.
- 4) to be able to explain the content of a passage to someone else.
- 5) to be able to accommodate the content into the reader’s schema.
- 6) to critique the logic or data presented in a passage.
- 7) to edit a passage according to stylistic and organizational criteria.
- 8) to study according to an assignment to test requirement.

Shephred, as quoted by Simanjuntak (1988:2) also says that when a student does not have and know his purpose in reading, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in the text.

Burns, Roe, and Ross (1984: 202) also agree that all reading done by children should be purposeful because

- (1) children who are reading with a purpose tend to comprehend what they read better than those who have no purpose, and
- (2) children who read with a purpose tend to retain what they read better than those who have no purpose.

From the statement above, I conclude that knowledge about what students read a text for will lead a teacher to be able in determining and choosing a material to be read.

Grabe and Stoller (2003: 13) said that the purposes of reading are as follows:

- (1) Reading to search for simple information.
- (2) Reading to skim quickly.
- (3) Reading to learn from texts.
- (4) Reading to integrate information.
- (5) Reading to write ( or search for information needed for writing)
- (6) Reading to critique texts.
- (7) Reading for general comprehension.

## **2.2. 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: (a)Narrative, (b)Recount, (c)Report, (d) Procedure, (e)Description, (f) Hortatory Exposition, (g) Analytical Exposition, (h)Explanation, (i)Discussion, (j)Review, (k)News Item. Every text has its purpose. It means that we use language because we have purpose.

### **2.2.1 General Concept of Narrative**

English language is a means to communicate both written and spoken. For that reason, the 2006 English curriculum for SMP/MTs prepares the students in order to achieve competencies that make them able to reflect their experience and other experience, to show their idea and feeling and to understand various meanings.

Although the students of junior high school especially eighth graders have to be able to communicate both written and spoken, in this study writer only focuses in one form of communication that is in spoken one. The students of junior high school should be able to communicate in various texts.

One of text types that should be taught in junior high school especially in eighth graders is narrative text. A narrative text is an imagine story to entertain people. The social function of narrative text is to amuse, entertain and to deal with actual experiences in different ways.

For thousands of years, people have been telling the stories in some form or another- myths, legends, songs, and dances have existed since the very earliest times, passed down from generation to generation. People enjoy reading, writing, and listening to stories. Stories certain us and they can teach us about life. Stories are called narratives because they are concerned with the telling events. Its main purpose is to entertain and engage the reader or audience in an imaginative experience.

Narrative may be imaginary or concern with real-life situation, myths, legends, fables, novels, short stories, ballads, comics, and picture books. The



social functions of narrative are to amuse, entertain, and to deal with actual or vicarious experience in different ways.

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.

As stated at <http://en.wikipedia.org/wiki/Narrative>, a narrative is a story or text that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, etc) that describes a sequence of fictional or non-fictional events. The word 'narrative' derives from the Latin 'narrare' that have meaning 'to recount', and is related to the adjective 'gnarus' that have meaning 'knowing' or 'skilled'. Finally its origin is found in the Proto-Indo-European root gnō-, "to know".

Marcus as quoted by Tiowati (2002:12) states that the word 'naarate' comes from the latin 'gnarus' meaning 'to know' and narrating is a way of coming to know.

The narrative also means that is to tell story either spoken or written, especially in the past time. It sets out to entertain and amuse listeners or readers. The social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. (Gerot, L., Wignell, P., 1995: 204).

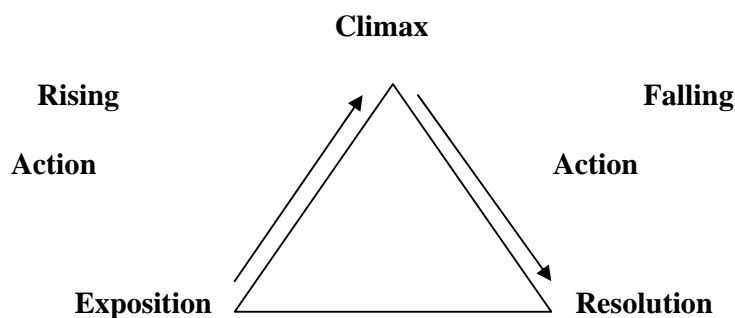
Narrative that is composed in any medium which describes a sequence of real or unreal event derives from the Latin verb *narrare*, which means “to recount” and it is related to the adjective *gnarus* that means knowing or skilled. ([http://en.wikipedia.org/wiki/narrative#literary\\_theory](http://en.wikipedia.org/wiki/narrative#literary_theory)).

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.

Neo (2000: 3) states that the Freitag Triangle consists of five elements, namely:

- (1) Exposition. It established the characters and situation.
- (2) Rising action. It refers to series of complications which lead to climax.
- (3) Climax. It is the critical moment when problems or conflicts demand something to be done.
- (4) Falling action. It is movement away from the highest peak of excitement.
- (5) Resolution. It consists of the result or outcome.

Neo (2002:2) states that the structure of narrative is called Freitag Triangle. This is the schema of narrative structure.



Derewianka (1990: 42) states that the language features of narrative should fulfill the following requirements:

- (1) They must focus on specific and usually individual participants. The major participants are human, or sometimes animals with human characteristics.
- (2) They use mainly action verb (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental processes).
- (3) They use many linking words to do with the time.
- (4) They include the dialogue into a text. In a narrative text, the readers usually see many dialogues or direct sentences among the characters.
- (5) They use descriptive language into a text. Descriptive language is chosen to enhance and develop the story by developing or creating images in the reader's mind.
- (6) The use past tense grammatical structure. It happens because a narrative text tells about something occurring in past tense.
- (7) The use first person (I, We) or the third person (She, He and They).

From the definition about narrative above, the writer can define narrative as a kind of text, which is organized by the stories in past time.

Anderson (1997:8) states that the steps for constructing a narrative are:

- (1) 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.
- (2) A sequence of events where the characters react to the complication.

- (3) A resolution in which the characters finally sort out the complication.
- (4) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

### **2.2.2 Types of Narrative**

There are many types of narratives (Anderson, 1997:18), including:

- (a) Humor, (b) Romance, (c) Crime, (d) Real-life fiction, (e) Historical fiction,
- (f) Mystery, (g) Fantasy, (h) Science fiction, (i) Diary-novels and (j) Adventures.

### **2.3. Teaching English at a Junior High School**

Language has a central role in intellectual, social, and emotional development of the students and as a supporting of success in all of study field. Language learning is supposed to help students to recognize their self and their culture. Besides, language learning also helps students to be able to give opinion and feeling; participate in society; and use analytical and imaginative ability in their self.

It is stated in Curriculum 2006 that English is a means to communicate both written and spoken, in many fields nowadays. Furthermore it is stated that in education context, English language's function is a mean to communicate to get information, opinion, feeling and develop science, technology, and culture. In daily context, it is as an instrument to make instrument to make interpersonal relationship, to get information and to enjoy language in English culture (Depdiknas, 2003:14).

Teaching learning process of English in Junior High School provides the students with specific strategies to improve their language, which is listening, speaking, reading, and writing.

Being literate means students can effectively handle information as a reader, writer, viewer, speaker and listener for a range of purposes (Depdiknas, 2003:4).

Wells (1978) describes a number of levels of literacy, each of which represents a different view of literacy; the first level is *performative*. The emphasis at this level is on the code as code. Becoming literate according to this perspective, is simply a matter of acquiring those skills that allow the written message to be decoded into speech in order to ascertain its meaning and those skills that allow a spoken message to be encoded in writing according to the convention of letter formation, spelling, and punctuation. At the *performative* level it is tacitly assumed that written message differ spoken messages only in the medium employed for communication.

The second level is *functional*. This perspective emphasizes the uses that are made of literacy in interpersonal communication. To be literate according to this perspective is used to need the demands of everyday life. Examples include reading a newspaper, writing a job application, and following procedural instructions.

The third level is *informational*. This perspective focuses on the role that literacy plays in the communications of knowledge, particularly discipline- based knowledge.

The fourth level is *epistemic*. At each of the preceding level, but particularly at the second and third, the concern is with literacy as a mode of communication. However, to focus only in the interpersonal communicative functions of literacy is to fail to recognize the changes that reading and writing can make in the mental

lives of the individuals, and by extension, of the societies to which those individual belong.

To be literate, according to this fourth *perspective*, is to have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write.

Through Curriculum 2006, after graduated from Junior High School, students are expected to reach *functional* level.

English subject at Junior High School aims at students have ability as follows:

- (1) Develop communication ability both spoken and written to reach the functional literacy level.
- (2) Consciousness about the important of English language to increase competition of country in global society.
- (3) Develop understanding of students about a connection between language and culture.

Scope of English subject at Junior High School consists:

- (1) Discourse ability, that is ability to understand and/or make spoken and/or written texts which are realized in four language skills, conclude listening, spoken, reading, and writing to reach the functional level.
- (2) Ability to understand and make many short functional and monolog texts and also essay, for example: procedure, descriptive, recount, narrative, and report.
- (3) Supporting competence, what is linguistic, socio cultural, strategy, and discourse competence.

#### **2.4. Directed Reading – Thinking Activity**

The hyphen in Directed Reading-Thinking Activity is intended to symbolize the interdependence of the two terms, "Reading" and "Thinking," because in order to be a good reader, one must also think. Unfortunately, the link between the two has been lost for some students as evidenced in their replies to teachers' questions about what they have "read."

The Directed Reading-Thinking Activity (Stauffer, 1969) engages students in a step-by step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the student progresses through the text.

While the teacher guides the process, the student determines the purpose for reading. To introduce the strategy, the teacher gives examples of how to make predictions. A preview of the section to be read is given by having the students read the title and make predictions. Independent thinking is encouraged as knowledge from previous lessons is incorporated into the predictions. All student predictions should be recorded by the teacher, even those that will later prove to be inaccurate. Misconceptions are clarified by the reader through interaction with the text and in post-reading discussions.

After reading small selections, the teacher prompts the students with questions about specific information. It is important for the teacher not to interrupt too often. The amount of reading is adjusted depending on the purpose and the

difficulty of the text. The reading is broken into small sections, giving the students time to think about and process information. The teacher makes sure students can identify and understand important vocabulary.

This literacy strategy allows students to ask questions or make predictions using their own words in a non-threatening environment. Everyone is on the “same page” and has the information right in front of them. New concepts and ideas are connected to those learned in previous lessons.

As the reading continues, questions are answered and predictions are confirmed, revised, or rejected. The predicting-reading-proving cycle continues throughout the lesson. The format can be varied with different activities and by integrating technology. Predictions made at the beginning of the lesson should be revisited at the end of the lesson as a closing activity. This review offers a comprehension check. Questions such as, “Were you correct?” and, “What do you think now?” help students examine the proof of their predictions.

The DRTA strategy more focuses on students’ engagement with text because the students predict and prove it when reading. Initially, the students are invited to make predictions about what happens in a text through pictorial media which can encourage them to think about text messaging. Then in making predictions, the students use their background of knowledge about the text structures. The each prediction will be different because the students think as their own, and the teachers must accept all of students’ prediction. Furthermore, the students are given reading material. The description above is the core of this



DRTA strategy, which will make easier the students in understanding the contents of a reading.

The greatness of this strategy lies in the students' analysis or prediction ability. The students are invited to think; exactly they describe the content of reading through a media first before read the material that will be given. Thus, after they match predictions with the material, their understanding power is stronger.

The use of this strategy required a support media, in this case is a picture. The pictures are used not just pictures that can be drawn from various sources, but which contains a story elements or plot. The pictures are commonly found in children's fiction books for example in the fable, fairy tales, comics, etc. So, the writer chose one of the types of reading material to be used as supporting media in implementation of the DRTA strategy.

#### **2.4.1. The procedures of Directed Reading-Thinking Activity:**

In the Prediction step, students reflect on what they think will be covered in the text. These predictions may be recorded on the board, on an overhead projector, or on chart paper. This step primes the pumps and gets students motivated to read by helping them set a purpose for what they are about to read.

(1) Read step, students read from one point to another (usually a few paragraphs or pages), to look for the information that was discussed prior to reading.

(2) Confirmation step, the teacher leads a brief discussion and reflection period, allowing students to compare their predictions with what was actually presented in the text. After this discussion and before reading further, if appropriate, the

teacher begins the Predict-Read-Confirm cycle again. This cycle is repeated throughout the text.

(3) Finally, the lesson closes with a Resolution at which time the text is summarized and evaluated both in terms of its verity and relevance.

#### **2.4.2. The purpose of the Directed Reading-Thinking Activity**

(1) To help students understand the reading process.

(2) To develop prediction skills.

(3) To stimulate thinking and develop hypotheses about text which aid interpretation and comprehension.

(4) To increase understanding of the purposes and effects of the structures and features of particular text.

(5) To encourage students to listen to the opinions of others and modify their own in light of additional information.

If used effectively, DR-TA has the potential to equip students with the abilities to determine purposes for reading; extract, comprehend, and assimilate information; examine reading materials based on purposes for reading; and make decisions based upon information gleaned from reading. The DR-TA can help students read, think, understand, and remember what they have read.

#### **2.4.3. Advantages and Disadvantages of DR-TA**

##### *2.4.3.1 Advantages of DR-TA*

(1) DR-TA can help students become critical readers. In this case, DR-TA can give a freedom to the readers to examine their own thinking to raise questions and seeks answer diligently.

- (2) DR-TA allows the active reader who uses what has already known and the text to construct meaning with the guidance of the teacher.
- (3) DR-TA help the student who has difficulty in justifying his answers with information from the text since this method requires the reader to do so.

#### *2.4.3.2 Disadvantages of DR-TA*

- (1) DR-TA is only useful if students have not read or heard the text being used.
- (2) DR-TA can make classroom management become a problem.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **3.1 Source of Data**

Arikunto (1998:114) states that resources of data are subjects where data comes from. In this study the writer used research procedure in order to get the required data. The research was done by conducting a treatment. The writer treated the eighth graders students of junior high school by using Directed Reading-Thinking activity method. At the beginning of the treatment, the group was given a pre test. At the end of the treatment, the group was given a post test.

#### **3.2 Subject of the Study**

Population refers to the object of investigation. Arikunto ( 1996:115 ) says that “Population is a set or correlation of all elements possessing one or more attributes of interest.”

Best ( 1981:8 ) argues that a population is any group of individuals that have one or more characteristics in common that are interesting to the researcher. The population of this study was the eighth graders students of SMP N 19 Semarang in the academic year of 2010/2011. The writer took the eighth graders students based on consideration that English has been taught to them before. In addition, they were chosen as the population of the research based on some reasons, those were:

- (a) The students were all in the same grade.
- (b) The students had been studying English for the same period of time.

This research was conducted at SMP Negeri 19 Semarang in the academic year 2010/2011. The writer developed the instrument of research and administrated it to the students to collect the data.

Studying a population more effectively, the writer selected sample. Kerlinger (1965:118) states that a sample is a part of a population that is supposed to represent the characteristic of the population. Therefore, sample is taken from part of population, but not the whole.

Experimental group as a sample can already represent for the whole population of the study. Therefore, the writer selected 30 students as the experimental group and 30 students as the control group.

### **3.2.1 Sampling Technique**

Best (1981:9) states that the individual observations or individuals are chosen in such a way that each has an equal chance of being selected, and that each choice is independent of any other choice.

Sax (1979:183) states that a sample is selected randomly when every number of populations has equal, no zero chance being included in the sample.

The writer selected two classes of the students as sample in her study. They were VIII E class as an experimental group as taught using directed reading teaching activity method and VIII D as a control group which was taught conventional method.

### 3.3 Experimental Design

This study used “pre test – post test experiment-control group design”. The design of the experiment can be described as follows:

|          |           |          |           |
|----------|-----------|----------|-----------|
| <b>E</b> | <b>01</b> | <b>X</b> | <b>02</b> |
|          |           |          |           |
| <b>C</b> | <b>03</b> | <b>Y</b> | <b>04</b> |

( **Arikunto**, 2002:79 )

Where :

E : Experimental group

C : Control group

01 : Pre test for the experimental group

02 : Post test for the experimental group

03 : Pre test for the control group

04 : Post test for the control group

X : Treatment with DR-TA method

Y : Treatment with conventional method

In the design above, subjects were assigned to the experiment group (top line) and the control group (bottom line). The quality of the subject was first checked by presenting them (01 and 03), while the control group was taught reading narrative without directed reading teaching activity method. The results of which (02 and 04) were then computed statistically.

### **3.4 Procedure of Experiment**

The writer conducted the experiment by the following steps:

- (1) Choosing the eighth graders students of SMP N 19 Semarang in the academic year of 2010/2011 as a population.
- (2) Taking two groups of the students as the samples, one as the experimental group and the other as the control group.
- (3) After that, conducting real experimental. It concluded pre-test, giving treatments, and post-test

#### **3.4.1. The Activities of the Experimental Group**

##### ***3.4.1.1 Pre test***

Pre test was given before doing the experiment. First, the writer came to the chosen class and conditioned herself to class and explained the students what they were going to do. It was begun with distributing the instruments and asking them to do the pre test.

##### ***3.4.1.2 Activities in Conducting the Experiment***

The procedure of the experiment was as follows: teacher introduced teaching use of Directed Reading – Thinking Activity method, teacher gave the treatments, teacher and students discussed narrative text in the classroom.

##### ***3.4.1.3 Post test***

Post test was given after conducting all the activities above. The test given to the students was the same as the pre test. The pre test of experimental class was held on 29 November 2010 and post test was held 16 December 2010.

**Table 3.1**  
**List of activities experimental group**

| No | Activities          | Weeks                |                      |                     |                      |
|----|---------------------|----------------------|----------------------|---------------------|----------------------|
|    |                     | I                    | II                   | III                 | IV                   |
| 1  | Pre test            | November 29,<br>2010 |                      |                     |                      |
| 2  | First<br>treatment  |                      | December 02,<br>2010 |                     |                      |
| 3  | Second<br>treatment |                      |                      | December<br>13,2010 |                      |
| 4  | Post test           |                      |                      |                     | December<br>16, 2010 |

### **3.4.2 The Activities of the Control Group**

#### ***3.4.2.1 Pre test***

Pre test was given before doing the experiment. First, the writer came to the chosen class and then she conditioned herself to class and explained the students about what they were going to do. The writer began to distribute the instruments and ask them to do the pre test.

#### ***3.4.2.2 Activities in conducting the experiment***

The procedure of experiment is as follow: teacher taught using conventional method, teacher and students discussed narrative text in the classroom.



### 3.4.2.3 Post test

Post test was given after conducting all the activities above. The test given the students was the same as the pre-test. The pre-test of control class was held on 29 November 2010 and post-test was held 16 December 2010.

**Table 3.2**  
**List of activities control group**

| No | Activities       | Weeks             |                   |                  |                   |
|----|------------------|-------------------|-------------------|------------------|-------------------|
|    |                  | I                 | II                | III              | IV                |
| 1  | Pre test         | November 29, 2010 |                   |                  |                   |
| 2  | First treatment  |                   | December 03, 2010 |                  |                   |
| 3  | Second treatment |                   |                   | December 14,2010 |                   |
| 4  | Post test        |                   |                   |                  | December 16, 2010 |

### 3.5 Variables

Arikunto (1998:99) states that variable is the object of the experiment or the focus on an experiment. A variable can be defined as an attribute of a person or from object. There are two variables used in this thesis.

#### (1) Independent Variable

The independent variable of the research is the use of Directed Reading – Thinking Activity method. Independent variable is the presumed cause of the dependent variable.

#### (2) Dependent Variable

The dependent variable of the research is the presumed effect of the dependent variable. The dependent variable in this experiment is the students' achievement manifested in the test score.

### **3.6 Instrument**

An instrument is very useful to collect data required in an experiment. The writer used a test as the instrument in this study. Kerlinger (1965:481) says that the most part the instrument used to measure the achievement in education is a test. The writer used reading comprehension test items as the instruments of the research. The writer arranged reading comprehension test items toward a narrative text. In composing the instrument, the writer asked and discussed with the lecturer in order to get the most suitable reading comprehension test items to measure the students' achievement. Saleh (2001:31) states "...the word instrument refers to research tools for data collecting".

He also says that for the most part, the instrument used to measure the achievement in education in a test. From the certain kind of test, a teacher or a researcher will be able to collect the data that is the scores which can be used to identify, classify, or evaluate the test takers.

### **3.7 Construction of the Test**

The writer chose multiple choice item as an instrument. The choice was based on some reason : (a) Multiple choice items represent the essence of materials, (b) It does not only measure knowledge but also comprehension, application

analysis and evaluation, (c) the ways of correcting and scoring are easier than essay type, (d) in the scoring process, there is no subjectivity.

### **3.8 Try-Out**

Before the instrument was used to collect the data, firstly, the writer gave try out the instrument on November 29, 2010 to the eighth graders students of SMP N 19 Semarang in the academic year of 2010/2011.

The quality of the data whether it is good or bad is based on the instrument to collect the data. A good instrument must fulfill 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 examiners to work the items of the test. Since the test was made by her, the writer tried out it before it was used to collect the data. The writer took one class for the try out group. The students had to finish 35 items objectives type test (multiple-choice) in 60 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.

### **3.9 Condition of the Test**

Harris (1969:130) states that all good test possessed three qualities, such as validity, reliability, and practicality. That was to say, any test that we use has to be appropriate in terms of our objectives, dependable in the evidence it provides, and applicable to our particular situation. Those characteristics of a good test would be explained further below.

### 3.9.1 Validity

Validity refers to the precise measurements of the test. There are three kinds of validity, such as content validity, empirical validity, and face validity (Harris, 1969:18).

Harris (1969:18-2) explains: content validity means the test reflected and analysis according to the views of recognized authorities in the skill area. Empirical validity depended in large part on the reliability of the test and criterion measure. Face validity was the way the test look whether it was irrelevant, silly, inappropriate, etc.

Using The Product Moment Formula, the writer tested the validity of the instrument:

The formula is like this:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

(Best, 1981:158)

Where:

- rx<sub>y</sub> = the validity of item test
- N = the number of the students
- X = the number of students who answered right
- Y = the students' scores

Then, the computation for item number 1 would like this:

$$r_{xy} = \frac{30(442) - (19)(622)}{\sqrt{\{30(19) - (19)^2\}\{30(14296) - (622)^2\}}}$$

$$N = 30$$

$$\sum X = 19$$

$$\sum X^2 = 361$$

$$(\sum X)^2 = 361$$

$$(\sum Y)^2 = 622$$

$$\sum XY = 422$$

$$\text{So, } r = \frac{1442}{\sqrt{(209)(41996)}}, R_{xy} = 0,487$$

To know the index of validity of item number one, the writer consulted the result to the table of r product moment with N= 30 and significance level 5% which is r table = 0, 361. ( $r_{xy} > r$  table, which is  $0,487 > 0,361$ ). Since the result of the computation was higher than r in the table, the index of validity of the item number one was considered to be valid.

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

**Table 3.3**  
**Validity Scores of Item Number 1**

| No | Code | X  | Y   | X <sup>2</sup> | Y <sup>2</sup> | XY  |
|----|------|----|-----|----------------|----------------|-----|
| 1  | S-08 | 1  | 30  | 1              | 900            | 30  |
| 2  | S-30 | 1  | 30  | 1              | 900            | 30  |
| 3  | S-17 | 1  | 29  | 1              | 841            | 29  |
| 4  | S-21 | 1  | 29  | 1              | 841            | 29  |
| 5  | S-09 | 1  | 28  | 1              | 784            | 28  |
| 6  | S-04 | 1  | 28  | 1              | 784            | 28  |
| 7  | S-15 | 1  | 27  | 1              | 729            | 27  |
| 8  | S-25 | 1  | 26  | 1              | 676            | 26  |
| 9  | S-03 | 0  | 26  | 0              | 676            | 0   |
| 10 | S-01 | 1  | 26  | 1              | 676            | 26  |
| 11 | S-07 | 1  | 25  | 1              | 625            | 25  |
| 12 | S-23 | 0  | 25  | 0              | 625            | 0   |
| 13 | S-06 | 0  | 24  | 0              | 576            | 0   |
| 14 | S-02 | 1  | 23  | 1              | 529            | 23  |
| 15 | S-19 | 1  | 23  | 1              | 529            | 23  |
| 16 | S-24 | 1  | 23  | 1              | 529            | 23  |
| 17 | S-22 | 1  | 21  | 1              | 441            | 21  |
| 18 | S-10 | 1  | 19  | 1              | 361            | 19  |
| 19 | S-20 | 0  | 19  | 0              | 361            | 0   |
| 20 | S-05 | 0  | 18  | 0              | 324            | 0   |
| 21 | S-26 | 1  | 18  | 1              | 324            | 18  |
| 22 | S-16 | 0  | 15  | 0              | 225            | 0   |
| 23 | S-13 | 0  | 14  | 0              | 196            | 0   |
| 24 | S-11 | 1  | 13  | 1              | 169            | 13  |
| 25 | S-27 | 1  | 12  | 1              | 144            | 12  |
| 26 | S-12 | 1  | 12  | 1              | 144            | 12  |
| 27 | S-18 | 0  | 11  | 0              | 121            | 0   |
| 28 | S-29 | 0  | 11  | 0              | 121            | 0   |
| 29 | S-28 | 0  | 9   | 0              | 81             | 0   |
| 30 | S-14 | 0  | 8   | 0              | 64             | 0   |
| S  |      | 19 | 622 | 19             | 14296          | 442 |

### 3.9.2 Reliability

Reliability is a general quality of stability of scores regardless of what the test measured.

In this study, the writer decided to use Kuder-Richardson formula 20 in measuring the reliability of the test. This formula uses the number of items in the test, the mean of the set of the scores, and the square of the deviation.

Consulting the Kuder-Richardson formula 20, the computation of the reliability of the test used the following formula:

$${}^rK - R20 = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum p_i q_i}{s^2} \right)$$

(Tuckman, 1978:163)

Where:

${}^rK - R20$  = reliability of the test

n = the number of the items

p = proportion of the subject answering the item correctly

q = proportion of the subject answering the item incorrectly

From the try out instrument can be counted that:

k = 35

$\sum pq$  = 7.262

$Vt^2$  = 46.662

$${}^rK - R20 = \left( \frac{30}{30-1} \right) \left( \frac{46,66-7,63}{46,66} \right)$$

$${}^rK - R20 = 0.869$$

The result shows that  ${}^rK - R20 > r$  table  $0.869 > 0.361$ , so the instrument is reliable.

**Table 3.4**  
**r - Table Scores**

| N  | TARAF SIGNIFIKASI |       | N         | TARAF SIGNIFIKASI |       |
|----|-------------------|-------|-----------|-------------------|-------|
|    | 5%                | 1%    |           | 5%                | 1%    |
| 3  | 0,997             | 0,999 | 17        | 0,482             | 0,549 |
| 4  | 0,85              | 0,99  | 18        | 0,468             | 0,537 |
| 5  | 0,878             | 0,959 | 19        | 0,456             | 0,526 |
| 6  | 0,811             | 0,917 | 20        | 0,444             | 0,561 |
| 7  | 0,754             | 0,874 | 21        | 0,433             | 0,549 |
| 8  | 0,707             | 0,834 | 22        | 0,423             | 0,537 |
| 9  | 0,666             | 0,798 | 23        | 0,413             | 0,526 |
| 10 | 0,632             | 0,765 | 24        | 0,404             | 0,515 |
| 11 | 0,602             | 0,735 | 25        | 0,396             | 0,505 |
| 12 | 0,576             | 0,708 | 26        | 0,388             | 0,496 |
| 13 | 0,553             | 0,684 | 27        | 0,381             | 0,487 |
| 14 | 0,532             | 0,661 | 28        | 0,374             | 0,478 |
| 15 | 0,514             | 0,575 | 29        | 0,367             | 0,47  |
| 16 | 0,497             | 0,561 | <b>30</b> | <b>0,361</b>      | 0,463 |

### 3.9.3 Practicality

A good test may be very practical because of the following considerations:

- (1) The test is economical in money and time,
- (2) The test is easy to be administered and scored.

### 3.10 Item Analysis

After administering and scoring the try-out test, an item analysis was made to evaluate the effectiveness of the items. It was meant to check whether each item met the requirement of a good test item. This item analysis concentrated on two vital features, level of difficulty and discriminating power.



JB. Heaton (1975:172) said that all items should be examined from the point of view of their difficulty level of discriminating.

### 3.10.1 The Difficulty Level of the Test

An item is considered to have difficulty level when it is used to test the students. It is not too easy to the students or examines, so they can answer the items. If a test contains many items that are too difficult or too easy, it cannot function as a good means of evaluation. Therefore, every item should be analyzed first before it is used in a test.

The formula of item difficulty is as follows:

$$ID = \frac{RU + RL}{T} \quad (\text{Gronlund, 1982:102})$$

Where:

ID : The index difficulty of item.

RU : The number of students in upper group who answered the item correctly.

RL : The number of students in lower group who answered the item correctly.

T : The number of students

The computation above can be modified:

| Score                | Criteria       |
|----------------------|----------------|
| $P = 0$              | Very difficult |
| $0,00 < P \leq 0,30$ | Difficult      |
| $0,30 < P \leq 0,70$ | Medium         |
| $0,70 < P < 1,00$    | Easy           |
| $P = 1,00$           | Very Easy      |

The computation for number one is:

$$ID = \frac{RU + RL}{T}$$

$$ID = \frac{12 + 7}{30} = 0,633$$

So item number one is medium.

The following is the example of counting the difficulty item of number 1, and for the other items will use the same formula.

**Table 3.5**  
**Item Difficulty scores**

| Upper group |      |       | Lower Group |      |       |
|-------------|------|-------|-------------|------|-------|
| No          | Code | Score | No          | Code | Score |
| 1           | S-08 | 1     | 1           | S-24 | 1     |
| 2           | S-30 | 1     | 2           | S-22 | 1     |
| 3           | S-17 | 1     | 3           | S-10 | 1     |
| 4           | S-21 | 1     | 4           | S-20 | 0     |
| 5           | S-09 | 1     | 5           | S-05 | 0     |
| 6           | S-04 | 1     | 6           | S-26 | 1     |
| 7           | S-15 | 1     | 7           | S-16 | 0     |
| 8           | S-25 | 1     | 8           | S-13 | 0     |
| 9           | S-03 | 0     | 9           | S-11 | 1     |
| 10          | S-01 | 1     | 10          | S-27 | 1     |
| 11          | S-07 | 1     | 11          | S-12 | 1     |
| 12          | S-23 | 0     | 12          | S-18 | 0     |
| 13          | S-06 | 0     | 13          | S-29 | 0     |
| 14          | S-02 | 1     | 14          | S-28 | 0     |
| 15          | S-19 | 1     | 15          | S-14 | 0     |
| Sum         |      | 12    | Sum         |      | 7     |

### 3.10.2 The Discriminating Power

Heaton cited in Setyasih (Arikunto, 2002:210) stated that the discrimination index of an item indicates the extent to which the item discriminates between testers, separating the more able testers from the less able. The index of discrimination (D) tell us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

The discriminating power will measure how well the test items arranged to identify the differences in the students' competence. The formula used in this study is:

The following formula would be used to calculate the discriminating power of the items:

$$DP = \frac{RU - RL}{1/2T} \quad (\text{Gronlund, 1982:103})$$

Where:

DP : the discrimination index.

RU : the number of students in upper group who answered the item correctly.

RL : the number of students in lower group who answered the item correctly.

$\frac{1}{2}T$  : the number of students on one group

Gronlund as cited in Setyasih (1982:103) stated that the discriminating power of an item reported as decimal fraction. The maximum positive discriminating power is indicate by an index of 1.00. This is obtained only when all the students in the upper group answered correctly and no one the lower group did. Zero discriminating power (0.00) is obtained when equal number of the

students in each group answered the item correctly. Negative discriminating power is obtained when more students in the lower group than in the upper group answered correctly. Both type of item should be removed and then discarded.

The computation for item number one is:

$$DP = \frac{RU - RL}{1/2T}$$

$$DP = \frac{12 - 7}{\frac{1}{2}(30)}$$

$$DP = 0,33$$

So item number one is medium. The computation above can be modified:

| Score                 | Criteria            |
|-----------------------|---------------------|
| $D \leq 0.20$         | Poor                |
| $0.20 < ID \leq 0.40$ | satisfactory/medium |
| $0.40 < ID \leq 0.70$ | Good                |
| $0.7 < ID \leq 1.00$  | Excellent           |

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally 30 items were accepted from 35 items of try-out test were used as instrument to make the scoring easy.

They are numbers 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 29, 30, 31, 32, 33, 34, and 35.

The following is the example of counting the discriminating power of item number 1, and for the other items will use the same formula.

**Table 3.6**  
**Discriminating Power of item number 1**

| Upper group |      |       | Lower group |      |       |
|-------------|------|-------|-------------|------|-------|
| No          | Code | Score | No          | Code | Score |
| 1           | S-08 | 1     | 1           | S-24 | 1     |
| 2           | S-30 | 1     | 2           | S-22 | 1     |
| 3           | S-17 | 1     | 3           | S-10 | 1     |
| 4           | S-21 | 1     | 4           | S-20 | 0     |
| 5           | S-09 | 1     | 5           | S-05 | 0     |
| 6           | S-04 | 1     | 6           | S-26 | 1     |
| 7           | S-15 | 1     | 7           | S-16 | 0     |
| 8           | S-25 | 1     | 8           | S-13 | 0     |
| 9           | S-03 | 0     | 9           | S-11 | 1     |
| 10          | S-01 | 1     | 10          | S-27 | 1     |
| 11          | S-07 | 1     | 11          | S-12 | 1     |
| 12          | S-23 | 0     | 12          | S-18 | 0     |
| 13          | S-06 | 0     | 13          | S-29 | 0     |
| 14          | S-02 | 1     | 14          | S-28 | 0     |
| 15          | S-19 | 1     | 15          | S-14 | 0     |
| Sum         |      | 12    | Sum         |      | 4     |

### 3.11 The Analysis of Pre Test and Post Test

Before the experiment was conducted, the writer gave the students pre test consisting of 30 multiple choice items. At the end of the experiment, post test was given.

The significance of the treatment can be calculated using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sudjana, 2005:239)

Where:

- t : value  
 $\bar{X}_1$  and  $\bar{X}_2$  : Mean of the experimental and control groups  
 $n_1$  and  $n_2$  : Number of the sample  
S : Standard deviation of the control and experimental group

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 was 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.

**Table 3.7**  
**T-table scores**

| d.b. | Taraf Signifikasi |       |       |       |              |        |        |         |
|------|-------------------|-------|-------|-------|--------------|--------|--------|---------|
|      | 50%               | 40%   | 20%   | 10%   | 5%           | 2%     | 1%     | 0,1%    |
| 1    | 1,000             | 1,396 | 3,078 | 6,314 | 12,705       | 31,821 | 63,657 | 636,691 |
| 2    | 0,816             | 1,061 | 1,886 | 2,920 | 4,303        | 6,965  | 9,925  | 31,598  |
| 3    | 0,765             | 0,978 | 1,638 | 2,353 | 3,182        | 4,541  | 5,841  | 12,941  |
| 4    | 0,741             | 0,941 | 1,533 | 2,132 | 2,776        | 3,747  | 4,604  | 8,610   |
| 5    | 0,727             | 0,920 | 1,476 | 2,015 | 2,571        | 3,365  | 4,032  | 6,859   |
|      |                   |       |       |       |              |        |        |         |
| 20   | 0,687             | 0,860 | 1,325 | 1,725 | 2,086        | 2,528  | 2,845  | 3,850   |
| 30   | 0,683             | 0,854 | 1,110 | 1,697 | 2,042        | 2,457  | 2,750  | 3,646   |
| 40   | 0,681             | 0,851 | 1,303 | 1,684 | 2,021        | 2,423  | 2,704  | 3,351   |
| 60   | 0,689             | 0,848 | 1,296 | 1,671 | <b>2,000</b> | 2,390  | 2,660  | 3,460   |
| 120  | 0,677             | 0,845 | 1,289 | 1,658 | 1,980        | 2,358  | 2,617  | 3,373   |

### 3.12 Grade of Achievement

Below is the list of the level of mastery that shows the percentage of the correct answers and grade for the subject sample.

| <b>Percentage</b> | <b>Grade</b> | <b>Level of achievement</b> |
|-------------------|--------------|-----------------------------|
| 90-100            | A            | Excellent                   |
| 80-89             | B            | Very Good                   |
| 70-79             | C            | Good                        |
| 60-69             | D            | Sufficient                  |
| -59               | E            | Insufficient                |

(Bloom, 1981:105-106)

**CHAPTER IV**  
**RESULT OF THE INVESTIGATION**

**4.1 Try-Out Findings**

**4.1.1 Validity**

As mentioned in chapter III, validity refers to the precise measurement of the t/est. In this study, item validity was used to know the index validity of the test. After the writer calculated using Pearson Product Moment, the index validity of number 1 was 0.361. Then the writer calculated the table of r product moment with n = 30 and significance level 5% in which r = 0.433. Since the result of the computation was higher than r in the table, the index of the items number 1 was considered to be valid.

**4.1.2 Reliability.**

A good test must valid reliable. Besides the index of validity, the writer has also calculated the reliability of the test using Kuder-Richardson formula 20.

The calculation of the reliability of the test using Kuder-Richardson formula 20 above was presented below:

$${}^rK - R20 = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum p_i q_i}{s^2} \right) \quad (\text{Tuckman, 1978:163})$$

Where:

${}^rK - R20$  = reliability of the test

n = the number of the items

p = proportion of the subject answering the item correctly

q = proportion of the subject answering the item incorrectly



From the try out instrument can be counted that:

$$k = 35$$

$$\sum pq = 7.262$$

$$Vt^2 = 46.662$$

$${}^rK - R20 = \left( \frac{30}{30-1} \right) \left( \frac{46,66-7,63}{46,66} \right)$$

$$= 0.869$$

The result showed that  ${}^rK - R20 > r \text{ table}$   $0.869 > 0.361$ , so the instrument was reliable.

#### r - table score

| N  | TARAF SIGNIFIKASI |       | N         | TARAF SIGNIFIKASI |       |
|----|-------------------|-------|-----------|-------------------|-------|
|    | 5%                | 1%    |           | 5%                | 1%    |
| 3  | 0,997             | 0,999 | 17        | 0,482             | 0,549 |
| 4  | 0,85              | 0,99  | 18        | 0,468             | 0,537 |
| 5  | 0,878             | 0,959 | 19        | 0,456             | 0,526 |
| 6  | 0,811             | 0,917 | 20        | 0,444             | 0,561 |
| 7  | 0,754             | 0,874 | 21        | 0,433             | 0,549 |
| 8  | 0,707             | 0,834 | 22        | 0,423             | 0,537 |
| 9  | 0,666             | 0,798 | 23        | 0,413             | 0,526 |
| 10 | 0,632             | 0,765 | 24        | 0,404             | 0,515 |
| 11 | 0,602             | 0,735 | 25        | 0,396             | 0,505 |
| 12 | 0,576             | 0,708 | 26        | 0,388             | 0,496 |
| 13 | 0,553             | 0,684 | 27        | 0,381             | 0,487 |
| 14 | 0,532             | 0,661 | 28        | 0,374             | 0,478 |
| 15 | 0,514             | 0,575 | 29        | 0,367             | 0,47  |
| 16 | 0,497             | 0,561 | <b>30</b> | <b>0,361</b>      | 0,463 |

### 4.1.3 Item Analysis

#### 4.1.3.1 The level of Difficulty

As mentioned in the chapter III, there were five categories of level of difficulty, they were: very difficult, difficult, medium, easy, and very easy. After computing

35 items of try out test, there was 13 items were easy, 17 items were medium and 5 items were difficult.

#### ***4.1.3.2 The Discriminating Power***

The discrimination index of an item indicated the extent to which the item discriminated between the testers, separating the more able testers from the less able. The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test. There were four categories of the discrimination index, they are: excellent, good, satisfactory, and poor.

Based on the analysis of validity, reliability, difficulty level and discriminating power, finally 30 items were accepted from 35 items of try-out test were used as instrument to make the scoring easy. The test items which did not fulfill the requirements of the valid test were invalid and they had to be rejected. Items numbers 6, 8, 17, 24, and 28 had to be rejected.

## **4.2 Data of the Pretest and the Posttest**

Before the experiment was conducted, the students were given a pretest. The test was a writing test. After the treatments, I gave the posttest. The scores of the pretest and the posttest were obtained from 30 multiple choice items.

### **4.2.1 Pre-test Finding**

Pre-test was 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 pre-test was to investigate the students' ability in reading. The pre-test was conducted on

November 29, 2010. There were 30 students for experimental group, VIII E and 30 students for control group, VIII D participating on the pre-test. The result of the pre-test can be seen in appendix 11. The writer analyzed the pre-test which was conducted to both classes. The pre-test showed the prior knowledge of the students in both experimental group and control group.

#### *4.2.1.1 Pre-Test Analysis of the Experimental Group*

The writer conducted the pre-test at this same day for both classes. The aim of conducting a pre-test was to know the prior knowledge of the experimental group students. The writer took class VIII E as the experimental group. The class consisted of 30 students.

The mean of the pre-test for the experimental group students was as follows:

$$MEo : \frac{\sum XEo}{n}$$

Where:

$MEo$  : The mean of pre-test score for experimental group students

$\sum XEo$  : The sum of pre-test score for experimental group students

$n$  : The number of experimental group students

The computation was as follows:

$$MEo : \frac{1880}{30}$$

$$MEo : 62,67$$

From that computation, the mean pre-test score for experimental group students in doing the pre test was 62, 67.

#### 4.2.1.2 Pre-test Analysis of the Control Group

The writer used two classes in her study because she wanted to compare the significant difference achievement between the experimental and control group.

The writer took class VIII D as he control group. The mean of the pre-test for the control group students was as follows:

$$MCo : \frac{\sum XCo}{n}$$

Where:

$MCo$  : The mean of pre-test score for control group students

$\sum XCo$  : The sum of pre-test score for control group students

$n$  : The number of control group students

The computation was as follows:

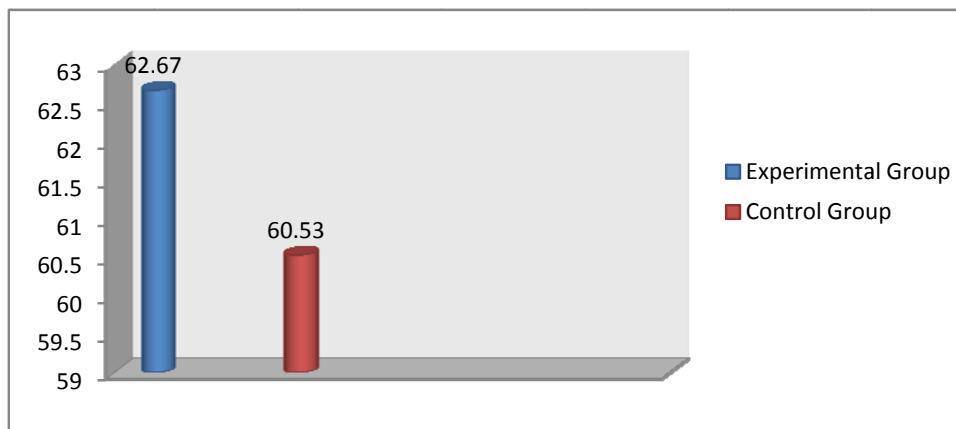
$$MCo : \frac{1817}{30}$$

$$MCo : 60,53$$

From that computation, the mean pre-test score for control group students in doing the pre test was 60, 53. The students' average score of pre-test was analyzed. The average score of the pre-test between the experimental group was 62, 67 and the control group was 60, 53. It meant that the students' achievement of the experimental and control group was relatively same before the treatments were given.

The result showed that there was no significant difference in the achievement between the experimental group and the control group on the pretest. It could be seen on the chart 4.1.

**Chart 4.1**  
**The Average Score of the Pre-test**



#### **4.2.2 Treatment on the Experimental Group**

The treatment was conducted on December 3 and 14 for the class VIII E as the experimental group. The treatments were held in the Class VIII E at SMP N 19 Semarang. This class consists of 30 students. The students were taught narrative using DR-TA method to improve their reading narrative text.

#### **4.2.3 Treatment on the Control Group**

The treatment was conducted on December 2 and 13, 2010 for the class VIII D 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 material. The students only listened to my explanation.

#### 4.2.4 Posttest Finding

The posttest was conducted on December 16, 2010 for class VIII E as the experimental group and also for class VIII D as the control group. The purpose of this test was to know the students' achievement in reading narrative text after the writer gave the treatment. The writer analyzed the result of the post-test conducted in both of the classes. In this part, the writer wanted to show whether there was a significant difference the experimental group and control groups.

##### 4.2.4.1 Post-test Analyzed of the Experimental Group

After conducting the pre-test, the writer did treatment to the experimental group. The writer taught about narrative and the procedure of DRTA method. After conducting the treatment, the writer administrated a post –test. The post-test was done to know about the experimental students' improvement after getting treatment.

The mean of the post-test for the experimental group students was calculated using the following formula:

$$ME1 : \frac{\sum XE1}{n}$$

Where:

$ME1$  : The mean of post-test score for experimental group students

$\sum XE1$  : The sum of post-test score for experimental group students

$n$  : The number of experimental group students

The computation was as follows:

$$ME1 : \frac{2273}{30}$$

$$ME1 : 75,78$$

The mean pre-test score for experimental group students in doing the pre test was 75, 78. The post-test achieved by the experimental group students were higher than the pre-test.

#### *4.2.4.1 Post-test Analysis of the Control Group*

After conducting the pre-test, the writer did not teach about narrative and the procedure of DRTA method. The post-test was conducted on the same day the experimental group had the test.

The mean of the post-test for the control group students was calculated using the following formula:

$$MC1 : \frac{\sum XC1}{n}$$

Where:

$MC1$  : The mean of post-test score for control group students

$\sum XC1$  : The sum of post-test score for control group students

$n$  : The number of control group students

The computation was as follows:

$$MCo : \frac{2063}{30}$$

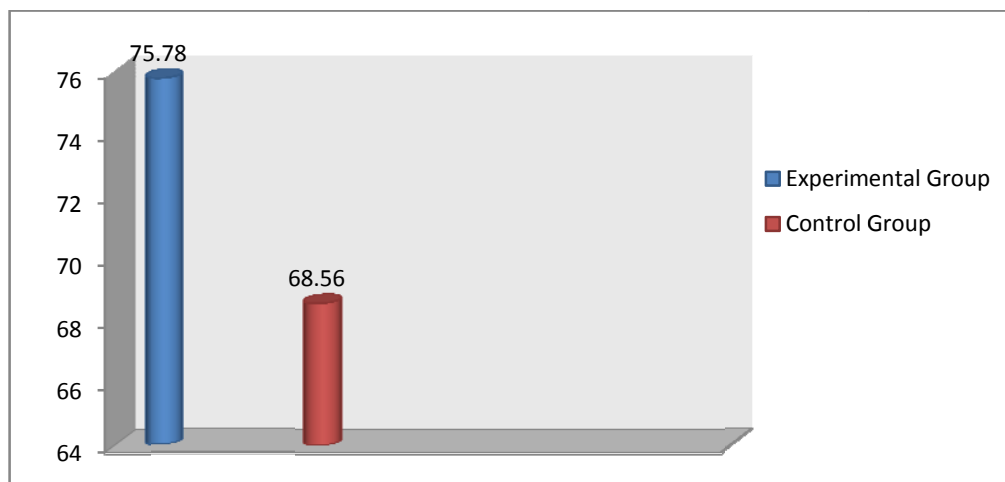
$MCo : 68,56$

The mean post-test score of control group students was 68, 56. From the computation above, the writer concluded that the mean of the post-test achieved by the control group students was higher than that of the pre-test.

On the other hand, the average scores of the post-test were analyzed in the experimental group was 75, 78 and the control group was 68, 56. The writer

concluded the mean of post test achieved by the experimental group was higher than the control group. The result showed that there was a significant difference in achievement between the experimental and control groups on the post-test. It could be seen on the chart 4.2.

**Chart 4.2**  
**The Average Score of the Post-test**

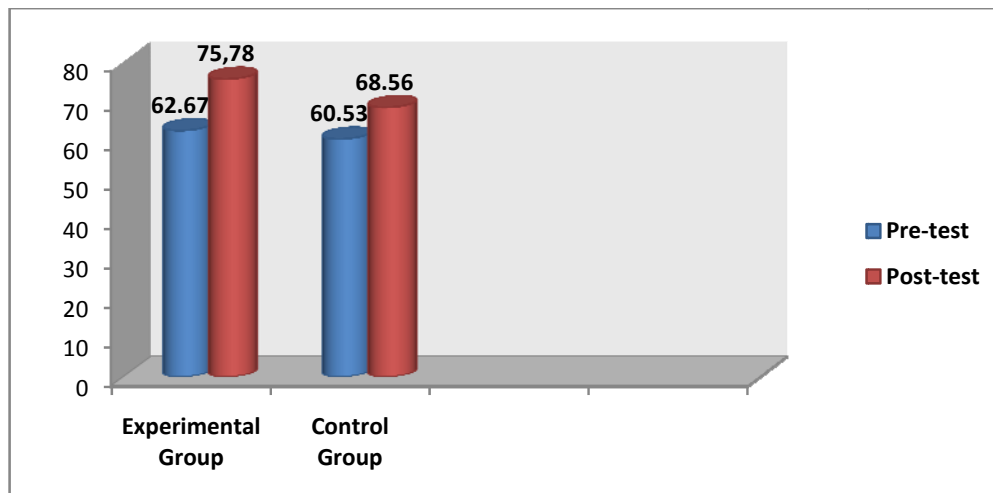


#### **4.2.5 Level of Students' Achievement**

The data were obtained from the students' achievement of reading narrative text. The following was the charts of the students' average scores of the post-test on the experimental and control groups.



**Chart 4.3**  
**Level of student's achievement**



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 62, 67 and the posttest 75, 78. From those scores, the different average score between pretest and posttest on the experimental group was 13, 11. While, on the control group, the average score of the pretest was 60, 53 and the posttest was 68, 56. The different average score between those tests was 8, 03.

The average scores of the pre-test between the experimental group was 62, 67 and the control group was 60, 53. It meant that the students' achievement of the experimental and control group was relatively same before the treatments were given. The result showed that there was no significant difference in the achievement between the experimental group and the control group on the pretest.

In addition, the average scores of the post-test were analyzed in the experimental group was 75, 78 and the control group was 68, 56. The writer concluded the mean of post test achieved by the experimental group was higher than the control group. The result showed that there was a significant difference in achievement between the experimental and control group on the post-test.

It could be concluded that there was good improvement of the experimental

group's achievement after they received the treatment using DRTA method. The result showed that there is an improvement of the experimental group students' reading skill.

#### 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.

**Table 4.3**  
**The score distribution of Post-test**

| <b>Student's number</b> | <b>Experimental Group</b> | <b>Control Group</b> |
|-------------------------|---------------------------|----------------------|
| 1                       | 80                        | 80                   |
| 2                       | 83                        | 77                   |
| 3                       | 73                        | 73                   |
| 4                       | 90                        | 83                   |
| 5                       | 83                        | 77                   |
| 6                       | 80                        | 53                   |
| 7                       | 87                        | 77                   |
| 8                       | 80                        | 67                   |
| 9                       | 90                        | 83                   |
| 10                      | 60                        | 50                   |
| 11                      | 77                        | 77                   |
| 12                      | 87                        | 63                   |
| 13                      | 83                        | 80                   |
| 14                      | 60                        | 50                   |
| 15                      | 87                        | 70                   |
| 16                      | 77                        | 70                   |
| 17                      | 83                        | 77                   |
| 18                      | 80                        | 73                   |
| 19                      | 63                        | 47                   |
| 20                      | 77                        | 70                   |
| 21                      | 83                        | 73                   |
| 22                      | 57                        | 70                   |
| 23                      | 73                        | 67                   |
| 24                      | 77                        | 73                   |
| 25                      | 80                        | 73                   |
| 26                      | 67                        | 70                   |
| 27                      | 73                        | 67                   |
| 28                      | 60                        | 47                   |
| 29                      | 57                        | 67                   |
| 30                      | 67                        | 60                   |
| <b>Total</b>            | <b>2273</b>               | <b>2056</b>          |
| <b>Mean</b>             | <b>75,78</b>              | <b>68,56</b>         |

After getting all the scores, the computation was made. The first way to know the significant difference of the experiment can be seen through the difference of the means.

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

$$\bar{X}_e = \frac{\sum X_e}{N_e}$$

The mean of the experimental group on the posttest was:

$$\begin{aligned}\bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{2273,4}{30} \\ &= 75,78\end{aligned}$$

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

$$\begin{aligned}\bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{2056,8}{30} \\ &= 68,56\end{aligned}$$

From the calculation, the mean of the experiment group was 75, 78 and the mean of the control group was 68, 56; 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.

#### 4.4 The T-test Analysis

In this chapter, the writer would like to determine the different achievement between experimental and control groups, which was reflected on the means gathered. The writer would apply the t-test formula to count the difference.

The t-test formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sudjana, 2005:239)

The study was intended to investigate whether there was any significant difference of ability in reading narrative text between the students taught using DR-TA method and those taught using conventional method.

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 was 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:

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

$$S = \sqrt{\frac{(30 - 1)101,86 + (30 - 1)121,60}{30 + 30 - 2}}$$

$$S = \sqrt{\frac{2953,94 + 3526,4}{30 + 30 - 2}}$$

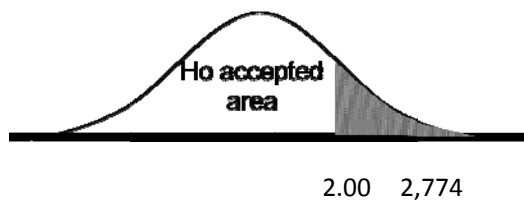
$$S = \sqrt{\frac{6480,94}{58}}$$

$$S = 10,57$$

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:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_p^2}{n_1} + \frac{s_p^2}{n_2}}}$$

For  $\alpha = 5\%$  and  $df = 30 + 30 - 2 = 58$ ,  $t = 2,000$



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 meant that there was significant difference between the two means. Contrary, if the  $t$ -value was lower than  $t$ -table, it meant that there was no significant difference between two means.

The number of subjects in this study for the experiment and control groups were 60 with the degree of freedom (df) = 58, that was  $N_x + N_y - 2 = 58$ . At the 5% (0.05) alpha level of significance, t-value that was obtained was 2,774 and t-table was 2,000, so the t-value is higher than t-table. It meant that there was significant difference between two means. Therefore, there was significant difference in achievement between students who were taught reading narrative text by using DRTA method and those who were taught by using conventional method. Below the t – table score:

### t -table Scores

| d.b. | Taraf Signifikasi |       |       |       |              |        |        |         |
|------|-------------------|-------|-------|-------|--------------|--------|--------|---------|
|      | 50%               | 40%   | 20%   | 10%   | 5%           | 2%     | 1%     | 0,1%    |
| 1    | 1,000             | 1,396 | 3,078 | 6,314 | 12,705       | 31,821 | 63,657 | 636,691 |
| 2    | 0,816             | 1,061 | 1,886 | 2,920 | 4,303        | 6,965  | 9,925  | 31,598  |
| 3    | 0,765             | 0,978 | 1,638 | 2,353 | 3,182        | 4,541  | 5,841  | 12,941  |
| 4    | 0,741             | 0,941 | 1,533 | 2,132 | 2,776        | 3,747  | 4,604  | 8,610   |
| 5    | 0,727             | 0,920 | 1,476 | 2,015 | 2,571        | 3,365  | 4,032  | 6,859   |
|      |                   |       |       |       |              |        |        |         |
| 20   | 0,687             | 0,860 | 1,325 | 1,725 | 2,086        | 2,528  | 2,845  | 3,850   |
| 30   | 0,683             | 0,854 | 1,110 | 1,697 | 2,042        | 2,457  | 2,750  | 3,646   |
| 40   | 0,681             | 0,851 | 1,303 | 1,684 | 2,021        | 2,423  | 2,704  | 3,351   |
| 60   | 0,689             | 0,848 | 1,296 | 1,671 | <b>2,000</b> | 2,390  | 2,660  | 3,460   |
| 120  | 0,677             | 0,845 | 1,289 | 1,658 | 1,980        | 2,358  | 2,617  | 3,373   |

#### 4.5 Discussion of the Research Findings

The aim of the test is to investigate the students' achievement in reading narrative text using DRTA method as the method for eighth graders students of SMP Negeri 19 Semarang in the academic year 2010/2011.

In the pre-test, the average scores of the experimental and control groups

were 62, 67 and 60, 53. From the pretest, it could be said that the ability of the two groups was relatively the same. From the scores, it could be concluded that the two groups were homogenous, because there was relatively same on the pretest result between the experiment group and the control group.

After they received the treatment, the average score of the experimental group was higher than the control group. The experiment group got 75, 78 and the control group got 68, 56.

Teaching students by using DRTA method made an upgrading in their reading skill more than teaching them by using conventional method. It could be seen in the average score both on pre-test and post-test below.

**Table 4.4**

**The Distribution Scores of Experimental Group  
and Control Group**

| Experimental Group (X1) |          |           | Control Group (X2) |          |           |
|-------------------------|----------|-----------|--------------------|----------|-----------|
| Code                    | Pre-test | Post test | Code               | Pre-test | Post test |
| E-1                     | 70       | 80        | C-1                | 70       | 80        |
| E-2                     | 67       | 83        | C-2                | 67       | 77        |
| E-3                     | 53       | 73        | C-3                | 67       | 73        |
| E-4                     | 80       | 90        | C-4                | 77       | 83        |
| E-5                     | 67       | 83        | C-5                | 70       | 77        |
| E-6                     | 63       | 80        | C-6                | 43       | 53        |
| E-7                     | 70       | 87        | C-7                | 70       | 77        |
| E-8                     | 63       | 80        | C-8                | 63       | 67        |
| E-9                     | 83       | 90        | C-9                | 77       | 83        |
| E-10                    | 47       | 60        | C-10               | 40       | 50        |
| E-11                    | 67       | 77        | C-11               | 67       | 77        |
| E-12                    | 70       | 87        | C-12               | 47       | 63        |
| E-13                    | 70       | 83        | C-13               | 67       | 80        |
| E-14                    | 43       | 60        | C-14               | 43       | 50        |
| E-15                    | 83       | 87        | C-15               | 57       | 70        |
| E-16                    | 63       | 77        | C-16               | 63       | 70        |
| E-17                    | 73       | 83        | C-17               | 73       | 77        |
| E-18                    | 63       | 80        | C-18               | 63       | 73        |

|       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| E-19  | 50    | 63    | C-19  | 40    | 47    |
| E-20  | 60    | 77    | C-20  | 63    | 70    |
| E-21  | 73    | 83    | C-21  | 70    | 73    |
| E-22  | 43    | 57    | C-22  | 60    | 70    |
| E-23  | 63    | 73    | C-23  | 53    | 67    |
| E-24  | 63    | 77    | C-24  | 67    | 73    |
| E-25  | 67    | 80    | C-25  | 70    | 73    |
| E-26  | 57    | 67    | C-26  | 63    | 70    |
| E-27  | 60    | 73    | C-27  | 60    | 67    |
| E-28  | 47    | 60    | C-28  | 43    | 47    |
| E-29  | 43    | 57    | C-29  | 53    | 67    |
| E-30  | 57    | 67    | C-30  | 50    | 60    |
| Total | 1880  | 2273  | Total | 1817  | 2063  |
| Mean  | 62,67 | 75,78 | Mean  | 60,53 | 68,56 |
| Min   | 43    | 57    | Min   | 40    | 47    |
| Max   | 83    | 90    | Max   | 77    | 83    |

Based on the table above, the average scores of the post-test was analyzed in the experimental group was 75, 78 and the control group was 68, 56. The writer concluded the mean of post test achieved by the experimental group was higher than the control group. The result showed that there was a significant difference in achievement between the experimental and control groups on the posttest.

From both of the tables above, it could be seen that the students' reading ability in reading narrative text was increasing, but the score of the experiment group in the posttest was higher than the control group.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The first objective of this study is to prove that the use of method in this case is DRTA method, gives a significant contribution in increasing students' ability in reading narrative text. The next objective is to find out whether there is a momentous difference of students' achievement between students who were taught with DRTA method and the students who were taught with the conventional method.

In order to achieve the objectives of the study, the witer conducted an experiment. After conducting the experiment, the writer found the difference between the mean scores of groups, the experimental and the control group. The writer did three activities in the experiment. The first activity was pretest. The second activity was the treatments. The students were taught using DRTA as the method. The last activity was posttest. The posttest was given after the students got the treatment.

In chapter IV, the writer has analyzed the data statistically. Based on the statistical analysis, we can see that the mean score of experimental group is higher than the mean score of control group. In order to know whether the difference between two means is significant or not, t-test was applied.

### t -table Scores

| d.b.<br>/dk | Taraf Signifikasi |       |       |       |              |        |        |         |
|-------------|-------------------|-------|-------|-------|--------------|--------|--------|---------|
|             | 50%               | 40%   | 20%   | 10%   | 5%           | 2%     | 1%     | 0,1%    |
| 1           | 1,000             | 1,396 | 3,078 | 6,314 | 12,705       | 31,821 | 63,657 | 636,691 |
| 2           | 0,816             | 1,061 | 1,886 | 2,920 | 4,303        | 6,965  | 9,925  | 31,598  |
| 3           | 0,765             | 0,978 | 1,638 | 2,353 | 3,182        | 4,541  | 5,841  | 12,941  |
| 4           | 0,741             | 0,941 | 1,533 | 2,132 | 2,776        | 3,747  | 4,604  | 8,610   |
| 5           | 0,727             | 0,920 | 1,476 | 2,015 | 2,571        | 3,365  | 4,032  | 6,859   |
|             |                   |       |       |       |              |        |        |         |
| 20          | 0,687             | 0,860 | 1,325 | 1,725 | 2,086        | 2,528  | 2,845  | 3,850   |
| 30          | 0,683             | 0,854 | 1,110 | 1,697 | 2,042        | 2,457  | 2,750  | 3,646   |
| 40          | 0,681             | 0,851 | 1,303 | 1,684 | 2,021        | 2,423  | 2,704  | 3,351   |
| 60          | 0,689             | 0,848 | 1,296 | 1,671 | <b>2,000</b> | 2,390  | 2,660  | 3,460   |
| 120         | 0,677             | 0,845 | 1,289 | 1,658 | 1,980        | 2,358  | 2,617  | 3,373   |

The result of t-test is 2,774. The critical value for test is 58, degrees of freedom are at 0.05 or 5%, and level of significance is **2.000** (based on the t-table above). The value of t-table with  $dk = 30 + 30 - 2 = 58$ , squared to 60 and  $\alpha = 5\%$  is 2,000. Because  $t \text{ value} < t \text{ table}$ , which is  $2,000 < 2,774$ . We can conclude that it is significant, the meaning there is a difference in post-test data in experimental group and control group.

Since the t-value is higher than that in the table, the writer concluded that the difference between the groups was statistically significant. As the mean score of the experimental group is higher than that of the control group, it means that the students' achievement of experimental group who were taught by using DRTA method is higher than that of the control group.

Beside the analysis of the data, the writer has also analyzed the procedures provided in DRTA method. The procedures can help the students to comprehend for materials, ideas and supporting details for their story. The existence of DRTA method also supports the benefit of method as a new method in learning narrative text.

Based on the explanation above, it means that stated that DRTA method is effective in helping teacher improve students' skill in reading narrative text, is accepted because there is a significant difference between two means after being proved by t test and consequently.

In other words, the writer could also conclude that DRTA method can help teachers improve students' skill in reading narrative text as it is seen from the improvement of the students who were taught using the method. Their mean scores improved from 68, 56 to 75, 78 after joining the teaching learning process that used DRTA method.

## **5.2 Suggestion**

Based on the conclusion presented above, the writer would like to offer some suggestions in order to encourage the students to be active in teaching-learning process.

First, the DR-TA method can be used as one of method or strategy in teaching reading comprehension of narrative because it can improve the students' achievement in comprehending narrative text.

Second, the teacher should find the interesting story or text along with the pictures in applying the DRTA strategy.

Third, the teacher should be able to create his/her own technique and method in order to raise his/her students' interest in following the teaching-learning process although the students have gotten English since in the elementary school because English is still be ghost for them.

Fourth, the teacher should have a good choice in selecting the media, technique, and method in teaching. They should be appropriate to the students' education level and interest.

The last, the writer hopes that there will be many researchers conducting the research about how to use the DRTA strategy in teaching-learning process more effective in the future.

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## Appendix 1

### Appendix Lesson Plan of Experimental Group

#### LESSON PLAN

#### A. Identity

School : SMP Negeri 19 Semarang

Subject : Bahasa Inggris

Class / Semester : VIII / I

Standard Competence :

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

Basic Competence :

11. 2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

Time Allotment : 8 x 45 minutes (4 meetings)

#### B. 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)
4. Use simple past tense in constructing narrative text.
5. Use the correct transition words to organize writing narrative text.
6. Compose/ organize a narrative text by using DRTA method.

#### C. Materials

##### **Vocabulary:**

|          |                    |
|----------|--------------------|
| Diligent | : rajin            |
| Seashore | : pinggiran pantai |
| Closed   | : mendekat         |
| Poor     | : miskin           |
| Brought  | : membawa          |
| Became   | : menjadi          |
| Sailed   | : berlayar         |
| Growth   | : tumbuh           |



### Malin Kundang

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument. Finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.

Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

#### The Structure:

| <b>Malin kundang</b> |  |
|----------------------|--|
| Orientation          | {<br>Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.   |
| Complication         | {<br>One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument Finally he sailed with the big ship.  |
| Resolution           | {<br>Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered. |
| Re-orientation       | {<br>His mother very broken heart because malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.<br>Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.   |

**Tenses:**

We use simple past tense to analyze narrative text.

Formula: **S + V2 + O**

Example:

- A big ship closed to the beach near their village.
- Malin Kundang wanted to join with them.
- Malin Kundang bowed down and became a stone.

**Transition words:**

In narrative text, we use transition words to connect the sentences into a good paragraph.

- First
- Next
- Then
- During
- Before
- After
- Now
- Soon
- Later

**D. Steps of Teaching-Learning Activities****Meeting 1**

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students responds the teacher's question about the presence of the class</li> <li>3. The students pay attention to the goal of the lesson.</li> </ol> | 15 minutes               |
| 2  | Main Activities                       | <ul style="list-style-type: none"> <li>• The students do pretest</li> </ul>   | 60 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The students listen to my objective in conducting pretest.</li> <li>2. The students are asked to be prepared for next meeting.</li> </ol>   | 25 minutes               |

## Meeting 2

| No | Steps of Teaching-Learning Activities | Activities   | Time Allotment (minutes) |
|----|---------------------------------------|--|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get friendly atmosphere.</li> <li>2. The students answer teacher question about the attendance of the class.</li> </ol>  | 15 minutes               |
| 2  | Main Activities                       | <ul style="list-style-type: none"> <li>• Modeling of the text</li> </ul> <ol style="list-style-type: none"> <li>1. The students learn narrative using DRTA method.</li> <li>2. The students are shown the learning tutorials about narrative text.</li> <li>3. The teacher starts to explain the definition of narrative DRTA method.</li> <li>4. The teacher show types of narrative and the characteristics of each type.</li> </ol> | 60 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>5. The students learn about transitional words used in narrative text.</li> </ol> <ol style="list-style-type: none"> <li>1. The students listen to the teacher's summary about the lesson they have studied.</li> <li>2. The students are asked to prepare for the test next meeting.</li> </ol>  | 15 minutes               |

## Meeting 3

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students answer teacher's question about the attendance of the class</li> </ol>   | 5 minutes                |
| 2  | Main activities                       | <ol style="list-style-type: none"> <li>1. The students learn about grammar used in Narrative text.</li> <li>2. The teacher begins with Simple Past tense.</li> <li>3. The teacher shows the students a list of regular and irregular verbs to remind students about the past form of a verb that will be used.</li> <li>4. The students learn the use of article such as, a/an, and the.</li> </ol> | 75 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The students listen to the summary of the lesson that they've learned.</li> <li>2. The students are asked to prepare for the next meeting.</li> </ol>   | 10 minutes               |

## Meeting 4

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students answer teacher's question about the presence of the class</li> </ol> | 10 minutes               |
| 2  | Main activities                       | <ul style="list-style-type: none"> <li>• Students do the posttest.</li> </ul>   | 60 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The teacher thanks to the students for the participation in doing the research</li> <li>2. The teacher asks for apology for the mistakes.</li> </ol>      | 20 minutes               |

## E. Sources

1. Look A Head An English Course 2 for Junior High School Students Year VIII/ Th. Sudarwati, Eudia Grace.
2. <http://indonesianfolklore.com/search/label/North%20Sumatra>
3. <http://indonesianfolklore.com/search/label/Central%20Java>
4. [www.google.com](http://www.google.com)

## F. Evaluation

I use the analytical score by Brown and Bradley.

Semarang, 29 November 2010

Dian Puspita Sari

NIM. 2201406606

## Appendix 2 Lesson Plan of Control Group

### LESSON PLAN

#### A. Identity

School : SMP Negeri 19 Semarang

Subject : Bahasa Inggris

Class / Semester : VIII / I

Standard Competence :

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

Basic Competence :

11. 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)

#### B. 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)
4. Use simple past tense in constructing narrative text.
5. Use the correct transition words to organize writing narrative text.

### C. Materials

#### **Vocabulary:**

|          |                  |
|----------|------------------|
| Diligent | : rajin          |
| Seashore | : pinggir pantai |
| Closed   | : mendekat       |
| Poor     | : miskin         |
| Brought  | : membawa        |
| Became   | : menjadi        |
| Sailed   | : berlayar       |
| Growth   | : tumbuh         |

#### **Malin Kundang**

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument. Finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.

Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

**The Structure:**

| <b>Malin Kundang</b> |  |
|----------------------|--|
| Orientation          | <p>Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.</p>   |
| Complication         | <p>One day, a big ship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument Finally he sailed with the big ship.</p>  |
| Resolution           | <p>Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.</p> |
| Re-orientation       | <p>His mother very broken heart because malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.</p> <p>Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.</p>   |



**The Tenses:**

We use simple past tense to analyze narrative text.

Formula: **S + V2 + O**

Example:

- A big ship closed to the beach near their village.
- Malin Kundang wanted to join with them.
- Malin Kundang bowed down and became a stone.

**Transition words:**

In narrative text, we use transition words to connect the sentences into a good paragraph.

- First
- Next
- Then
- During
- Before
- After
- Now
- Soon
- Later

## D. Steps of Teaching-Learning Activities

## Meeting 1

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students responds the teacher's question about the attendance of the class</li> <li>3. The students pay attention to the goal of the lesson.</li> </ol> | 15 minutes               |
| 2  | Main Activities                       | <ul style="list-style-type: none"> <li>• The students do pretest</li> </ul>   | 60 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The students listen to the students' objective in conducting pretest.</li> <li>2. The students are asked to be prepared for next meeting.</li> </ol>  | 15 minutes               |

## Meeting 2

| No | Steps of Teaching-Learning Activities | Activities   | Time Allotment (minutes) |
|----|---------------------------------------|--|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get friendly atmosphere.</li> <li>2. The students answer teacher question about the presence of the class.</li> </ol>  | 10 minutes               |
| 2  | Main Activities                       | <ul style="list-style-type: none"> <li>• Modeling of the text</li> </ul> <ol style="list-style-type: none"> <li>1. The students learn narrative by reading the text.</li> <li>2. The students listen to the teacher explanation about narrative.</li> <li>3. The teacher explains about the language features of narrative.</li> <li>4. The students learn about transitional words used in narrative text.</li> </ol> | 70 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>3. The students listen to the teacher's summary about the lesson they have studied.</li> <li>4. The students are asked to prepare for the test next meeting.</li> </ol>   | 10 minutes               |

## Meeting 3

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students answer teacher's question about the attendance of the class</li> </ol>   | 5 minutes                |
| 2  | Main activities                       | <ol style="list-style-type: none"> <li>1. The students learn about grammar used in Narrative text.</li> <li>2. The teacher begins with Simple Past tense.</li> <li>3. The teacher shows the students a list of regular and irregular verbs to remind students about the past form of a verb that will be used.</li> <li>4. The students learn the use of article such as, a/an, and the.</li> </ol> | 75 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The students listen to the summary of the lesson that they've learned.</li> <li>2. The students are asked to prepare for the next meeting.</li> </ol>   | 10 minutes               |

## Meeting 4

| No | Steps of Teaching-Learning Activities | Activities  | Time Allotment (minutes) |
|----|---------------------------------------|---|--------------------------|
| 1  | Beginning of the lesson               | <ol style="list-style-type: none"> <li>1. The students greet the teacher to get a friendly atmosphere</li> <li>2. The students answer teacher's question about the attendance of the class</li> </ol> | 10 minutes               |
| 2  | Main activities                       | <ul style="list-style-type: none"> <li>• Students do the posttest.</li> </ul>   | 60 minutes               |
| 3  | Ending of the lesson                  | <ol style="list-style-type: none"> <li>1. The teacher thanks to the students for the participation in doing the research</li> <li>2. The teacher asks for apology for the mistakes.</li> </ol>        | 20 minutes               |

## E. Sources

1. Look A Head An English Course 2 for Junior High School Students Year VIII/ Th. Sudarwati, Eudia Grace.
2. <http://indonesianfolklore.com/search/label/North%20Sumatra>
3. <http://indonesianfolklore.com/search/label/Central%20Java>
4. [www.google.com](http://www.google.com)

## F. Evaluation

I use the analytical score by Brown and Bradley.

Semarang, 29 November 2010

Dian Puspita sari

NIM. 2201406606

**Appendix 2****List name of the try-out students**

| No. | Name                  | Code | No. | Name                 | Code |
|-----|-----------------------|------|-----|----------------------|------|
| 1   | Abdul Azis Nasrullah  | S-01 | 16  | Krisnawati Dwi       | S-16 |
| 2   | Agus Sumarno          | S-02 | 17  | M. Zainut Rochman    | S-17 |
| 3   | Aji Saputra           | S-03 | 18  | Mas Utut Ardiyanto   | S-18 |
| 4   | Ariyani               | S-04 | 19  | Moh. Zulfikar        | S-19 |
| 5   | Dani Saputra Nugraha  | S-05 | 20  | Muhammad Tri saputra | S-20 |
| 6   | Danis Galih P.        | S-06 | 21  | Ndaru Dwi Nmovianti  | S-21 |
| 7   | Dewi Masita           | S-07 | 22  | Nico Dwi Saputra     | S-22 |
| 8   | Dodi Setiawan         | S-08 | 23  | Novi Satul umami     | S-23 |
| 9   | Dwi Yudha Novenda     | S-09 | 24  | Nur Kosiah           | S-24 |
| 10  | Dyah Marisa           | S-10 | 25  | Oki Purwoko          | S-25 |
| 11  | Endi Wicaksana        | S-11 | 26  | Panji Fajar trianto  | S-26 |
| 12  | Febrian Ramadhan      | S-12 | 27  | Septie kusdihantoro  | S-27 |
| 13  | Harni                 | S-13 | 28  | rosa Octivianna      | S-28 |
| 14  | Hidayah Nur Noviana   | S-14 | 29  | Rosi Octaviana       | S-29 |
| 15  | Ichtiar Hananda Putra | S-15 | 30  | Sri Pujo Yugo        | S-30 |

**Appendix 3****RESULT OF THE TRY-OUT TEST**

| <b>No.</b> | <b>Code</b> | <b>Score</b> | <b>No.</b> | <b>Code</b> | <b>Score</b> |
|------------|-------------|--------------|------------|-------------|--------------|
| 1          | S-21        | 86           | 16         | S-09        | 66           |
| 2          | S-58        | 86           | 17         | S-06        | 60           |
| 3          | S-32        | 83           | 18         | S-14        | 54           |
| 4          | S-01        | 83           | 19         | S-02        | 54           |
| 5          | S-22        | 80           | 20         | S-39        | 51           |
| 6          | S-51        | 80           | 21         | S-19        | 51           |
| 7          | S-60        | 77           | 22         | S-48        | 43           |
| 8          | S-35        | 74           | 23         | S-49        | 40           |
| 9          | S-11        | 74           | 24         | S-05        | 37           |
| 10         | S-38        | 74           | 25         | S-04        | 34           |
| 11         | S-46        | 71           | 26         | S-07        | 34           |
| 12         | S-10        | 71           | 27         | S-42        | 31           |
| 13         | S-53        | 69           | 28         | S-13        | 31           |
| 14         | S-08        | 66           | 29         | S-50        | 26           |
| 15         | S-3         | 66           | 30         | S-52        | 23           |

## Appendix 4

### The Computation of Item Validity

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

#### Criteria

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

| No       | Code | X         | Y          | X2        | Y2           | XY         |
|----------|------|-----------|------------|-----------|--------------|------------|
| 1        | S-08 | 1         | 30         | 1         | 900          | 30         |
| 2        | S-30 | 1         | 30         | 1         | 900          | 30         |
| 3        | S-17 | 1         | 29         | 1         | 841          | 29         |
| 4        | S-21 | 1         | 29         | 1         | 841          | 29         |
| 5        | S-09 | 1         | 28         | 1         | 784          | 28         |
| 6        | S-04 | 1         | 28         | 1         | 784          | 28         |
| 7        | S-15 | 1         | 27         | 1         | 729          | 27         |
| 8        | S-25 | 1         | 26         | 1         | 676          | 26         |
| 9        | S-03 | 0         | 26         | 0         | 676          | 0          |
| 10       | S-01 | 1         | 26         | 1         | 676          | 26         |
| 11       | S-07 | 1         | 25         | 1         | 625          | 25         |
| 12       | S-23 | 0         | 25         | 0         | 625          | 0          |
| 13       | S-06 | 0         | 24         | 0         | 576          | 0          |
| 14       | S-02 | 1         | 23         | 1         | 529          | 23         |
| 15       | S-19 | 1         | 23         | 1         | 529          | 23         |
| 16       | S-24 | 1         | 23         | 1         | 529          | 23         |
| 17       | S-22 | 1         | 21         | 1         | 441          | 21         |
| 18       | S-10 | 1         | 19         | 1         | 361          | 19         |
| 19       | S-20 | 0         | 19         | 0         | 361          | 0          |
| 20       | S-05 | 0         | 18         | 0         | 324          | 0          |
| 21       | S-26 | 1         | 18         | 1         | 324          | 18         |
| 22       | S-16 | 0         | 15         | 0         | 225          | 0          |
| 23       | S-13 | 0         | 14         | 0         | 196          | 0          |
| 24       | S-11 | 1         | 13         | 1         | 169          | 13         |
| 25       | S-27 | 1         | 12         | 1         | 144          | 12         |
| 26       | S-12 | 1         | 12         | 1         | 144          | 12         |
| 27       | S-18 | 0         | 11         | 0         | 121          | 0          |
| 28       | S-29 | 0         | 11         | 0         | 121          | 0          |
| 29       | S-28 | 0         | 9          | 0         | 81           | 0          |
| 30       | S-14 | 0         | 8          | 0         | 64           | 0          |
| <b>S</b> |      | <b>19</b> | <b>622</b> | <b>19</b> | <b>14296</b> | <b>442</b> |



The computation as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30(442) - (19)(662)}{\sqrt{\{30(19) - (19)^2\} \{(14.296)^2 - (662)^2\}}}$$

$$r_{xy} = \frac{1442}{\sqrt{(209)(41.996)}}$$

$$r_{xy} = 0,487$$

For  $\alpha = 5\%$  and the number 30,  $r_{table} = 0,361$

Because  $r_{11} > r_{table}$ , then instrument is reliable.

## Appendix 5

### The Computation of Reliability

To find the Reliability of of The Instrument. It used the formula:

Formula

$$r_{KR20} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum p_i q_i}{s^2} \right)$$

$$n = 30$$

$$s^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sum Y = 622$$

$$\sum Y^2 = 14296$$

$$N = 30$$

$$p_1 = 0,633$$

$$q_1 = 0,367$$

$$p_1 q_1 = 0,210$$

$$p_2 q_2 = 0,232$$

$$p_3 q_3 = 0,250$$

.

.

$$p_{35} q_{35} = 0,249$$

$$Spq = p_1 q_1 + p_2 q_2 + p_3 q_3 + \dots + p_{35} q_{35}$$

$$0,210 + 0,232 + 0,250 + \dots + 0,249 = 7,262$$

The computation using KR.20 as follow:

$$r_{K-R20} = \left( \frac{n}{n-1} \right) \left( \frac{s^2 - \sum p_i q_i}{s^2} \right)$$

$$= \left( \frac{30}{30-1} \right) \left( \frac{46,66 - 7,63}{46,66} \right)$$

$$= 0,86$$

For  $\alpha = 5\%$  and the number 30, r- table = 0,361

Because  $r_{11} > r$  table, then instrument is reliable.

**Appendix6****The Computation of Discriminating Power****Formula**

$$DP = \frac{RU - RL}{1/2T}$$

Criteria:

D≤0.20 is said to be poor

0.20&lt;D≤ 0.40 is said to be satisfactory/medium

0.40&lt;D≤ 0.70 is said to be good

0.7&lt;D≤ 1.00 is said to excellent

The following is the example of computation of the facility value of item number 1, and for the other items will use the same formula.

|            | Upper group |       |     | Lower Group |       |
|------------|-------------|-------|-----|-------------|-------|
| No         | Code        | Score | No  | Code        | Score |
| 1          | S-08        | 1     | 1   | S-24        | 1     |
| 2          | S-30        | 1     | 2   | S-22        | 1     |
| 3          | S-17        | 1     | 3   | S-10        | 1     |
| 4          | S-21        | 1     | 4   | S-20        | 0     |
| 5          | S-09        | 1     | 5   | S-05        | 0     |
| 6          | S-04        | 1     | 6   | S-26        | 1     |
| 7          | S-15        | 1     | 7   | S-16        | 0     |
| 8          | S-25        | 1     | 8   | S-13        | 0     |
| 9          | S-03        | 0     | 9   | S-11        | 1     |
| 10         | S-01        | 1     | 10  | S-27        | 1     |
| 11         | S-07        | 1     | 11  | S-12        | 1     |
| 12         | S-23        | 0     | 12  | S-18        | 0     |
| 13         | S-06        | 0     | 13  | S-29        | 0     |
| 14         | S-02        | 1     | 14  | S-28        | 0     |
| 15         | S-19        | 1     | 15  | S-14        | 0     |
| <b>Sum</b> |             | 12    | Sum |             | 7     |

$$DP = \frac{RU - RL}{1/2T}$$

$$DP = \frac{12 - 7}{\frac{1}{2}(30)} \quad DP = 0,33$$

From the computation above, the item number 1 has value of DP=0,5.

According to the criteria the item number one is considered to be moderate/medium

### Appendix 7

#### The Computation of the Item Difficulty

The formula which is used to calculate is:

$$ID = \frac{RU + RL}{T}$$

**ID** : the index difficulty of item.

**RU** : the number of students in upper group who answered the item correctly.

**RL** : the number of students in lower group who answered the item correctly.

**T** : the number of students

Criteria:

$0 < ID \leq 0.30$  is said to be difficult

$0.3 < ID \leq 0.70$  is said to be moderate/medium

$0.7 < ID \leq 1.00$  is said to be easy

#### Example computation of Item Difficulty for item number 1.

| Upper group |      |       | Lower group |      |       |
|-------------|------|-------|-------------|------|-------|
| No          | Code | Score | No          | Code | Score |
| 1           | S-08 | 1     | 1           | S-24 | 1     |
| 2           | S-30 | 1     | 2           | S-22 | 1     |
| 3           | S-17 | 1     | 3           | S-10 | 1     |
| 4           | S-21 | 1     | 4           | S-20 | 0     |
| 5           | S-09 | 1     | 5           | S-05 | 0     |
| 6           | S-04 | 1     | 6           | S-26 | 1     |
| 7           | S-15 | 1     | 7           | S-16 | 0     |
| 8           | S-25 | 1     | 8           | S-13 | 0     |
| 9           | S-03 | 0     | 9           | S-11 | 1     |
| 10          | S-01 | 1     | 10          | S-27 | 1     |
| 11          | S-07 | 1     | 11          | S-12 | 1     |
| 12          | S-23 | 0     | 12          | S-18 | 0     |
| 13          | S-06 | 0     | 13          | S-29 | 0     |
| 14          | S-02 | 1     | 14          | S-28 | 0     |
| 15          | S-19 | 1     | 15          | S-14 | 0     |
| Sum         |      | 12    | Sum         |      | 4     |

$$ID = \frac{RU + RL}{T}$$

$$ID = \frac{12 + 7}{30}$$

$$ID = 0,633$$

From the Computation above, item number 1 has value of ID = 0,63.

According to the criteria, item number 1 is considered to be moderate / medium.

## Appendix 8

## LIST NAME OF THE EXPERIMENTAL GROUP

| No. | Name              | Code |
|-----|-------------------|------|
| 1   | Amerta M.A.       | E-01 |
| 2   | Andika P.S.       | E-02 |
| 3   | Apriliana W.      | E-03 |
| 4   | Ariska P.R.       | E-04 |
| 5   | Bayu T.P.         | E-05 |
| 6   | Bramash I.S.      | E-06 |
| 7   | Cahyo M.G.T.      | E-07 |
| 8   | Deny P.           | E-08 |
| 9   | Desy W.           | E-09 |
| 10  | Desta P.Y.        | E-10 |
| 11  | Deva A.A.         | E-11 |
| 12  | Deviana P.        | E-12 |
| 13  | Devita A.S.       | E-13 |
| 14  | Elsa Alivia       | E-14 |
| 15  | ferdy A.          | E-15 |
| 16  | Giti M.P.         | E-16 |
| 17  | Imam S.           | E-17 |
| 18  | Kusuma Retno N.S. | E-18 |
| 19  | Mega R.P.         | E-19 |
| 20  | M. Arif H.        | E-20 |
| 21  | M.Arif L.         | E-21 |
| 22  | M. Bagus W.       | E-22 |
| 23  | M. Zisal W.       | E-23 |
| 24  | Niken R.          | E-24 |
| 25  | Risa L.           | E-25 |
| 26  | Risa P.P.         | E-26 |
| 27  | Tri Kurniati      | E-27 |
| 28  | Wahyu Aji S.      | E-28 |
| 29  | Widya H.          | E-29 |
| 30  | Tunda Astari      | E-30 |

**Appendix 9**

**LIST NAME OF THE CONTROL GROUP**

| <b>No.</b> | <b>Name</b>      | <b>Code</b> |
|------------|------------------|-------------|
| 1          | Agus Rizal M.A.  | C-01        |
| 2          | Agustina         | C-02        |
| 3          | Andhi M.         | C-03        |
| 4          | Andre A.S.       | C-04        |
| 5          | Anam S.          | C-05        |
| 6          | Canggih J.D.     | C-06        |
| 7          | Cantona H.       | C-07        |
| 8          | Chareys A.P.     | C-08        |
| 9          | Devi Setyowati   | C-09        |
| 10         | Dewi Ratnasari   | C-10        |
| 11         | Dhimas Nur Putra | C-11        |
| 12         | Dwi S.S.         | C-12        |
| 13         | Eka D.H.         | C-13        |
| 14         | Eko P.N.         | C-14        |
| 15         | Fitriana D.A.    | C-15        |
| 16         | Maulina          | C-16        |
| 17         | M. Nurhuda       | C-17        |
| 18         | M. Syaifudin     | C-18        |
| 19         | Oktaviyana       | C-19        |
| 20         | Poncowati        | C-20        |
| 21         | Putri B.         | C-21        |
| 22         | Rendra R.H.      | C-22        |
| 23         | Rini H.          | C-23        |
| 24         | Rinviana         | C-24        |
| 25         | Rizky M.P.       | C-25        |
| 26         | Ronny K.         | C-26        |
| 27         | Suci Fitriah     | C-27        |
| 28         | Syaiful A.       | C-28        |
| 29         | Tri Buana        | C-29        |
| 30         | Wahid            | C-30        |

## Appendix 10

**THE DISTRIBUTION SCORES OF EXPERIMENTAL GROUP  
AND CONTROL GROUP**

| Experimental Group |          |           | Control Group |          |           |
|--------------------|----------|-----------|---------------|----------|-----------|
| Code               | Pre-test | Post test | Code          | Pre-test | Post test |
| E-1                | 70       | 80        | C-1           | 70       | 80        |
| E-2                | 67       | 83        | C-2           | 67       | 77        |
| E-3                | 53       | 73        | C-3           | 67       | 73        |
| E-4                | 80       | 90        | C-4           | 77       | 83        |
| E-5                | 67       | 83        | C-5           | 70       | 77        |
| E-6                | 63       | 80        | C-6           | 43       | 53        |
| E-7                | 70       | 87        | C-7           | 70       | 77        |
| E-8                | 63       | 80        | C-8           | 63       | 67        |
| E-9                | 83       | 90        | C-9           | 77       | 83        |
| E-10               | 47       | 60        | C-10          | 40       | 50        |
| E-11               | 67       | 77        | C-11          | 67       | 77        |
| E-12               | 70       | 87        | C-12          | 47       | 63        |
| E-13               | 70       | 83        | C-13          | 67       | 80        |
| E-14               | 43       | 60        | C-14          | 43       | 50        |
| E-15               | 83       | 87        | C-15          | 57       | 70        |
| E-16               | 63       | 77        | C-16          | 63       | 70        |
| E-17               | 73       | 83        | C-17          | 73       | 77        |
| E-18               | 63       | 80        | C-18          | 63       | 73        |
| E-19               | 50       | 63        | C-19          | 40       | 47        |
| E-20               | 60       | 77        | C-20          | 63       | 70        |
| E-21               | 73       | 83        | C-21          | 70       | 73        |
| E-22               | 43       | 57        | C-22          | 60       | 70        |
| E-23               | 63       | 73        | C-23          | 53       | 67        |
| E-24               | 63       | 77        | C-24          | 67       | 73        |
| E-25               | 67       | 80        | C-25          | 70       | 73        |
| E-26               | 57       | 67        | C-26          | 63       | 70        |
| E-27               | 60       | 73        | C-27          | 60       | 67        |
| E-28               | 47       | 60        | C-28          | 43       | 47        |
| E-29               | 43       | 57        | C-29          | 53       | 67        |
| E-30               | 57       | 67        | C-30          | 50       | 60        |
| Mean               | 62,67    | 75,78     | Mean          | 60,53    | 68,56     |
| Min                | 43       | 57        | Min           | 40       | 47        |
| Max                | 83       | 90        | Max           | 77       | 83        |
| S                  | 11,19    | 10,09     | S             | 11,0     | 10,4      |



**Appendix 11****Normality of Pre-test Score in Experimental Group**

|                |   |                        |      |   |          |
|----------------|---|------------------------|------|---|----------|
| maximal score  | = | 83,33                  | Mean | = | 62,67    |
| minimal score  | = | 43,33                  | S    | = | 11,19    |
| Range          | = | 40,00                  |      |   |          |
| class interval | = | $1 + 3,3 \log (30)$    |      | = | 5,87     |
| class width    | = | range : class interval |      | = | 6,81 ~ 7 |

| Class Interval |   |    | f  |
|----------------|---|----|----|
| 43             | - | 49 | 5  |
| 50             | - | 56 | 4  |
| 57             | - | 63 | 6  |
| 64             | - | 70 | 6  |
| 71             | - | 77 | 3  |
| 78             | - | 84 | 6  |
| S              |   |    | 30 |

| Xmin                  | Zi    | PZ     | P      | Ei    | Oi | Oi-Ei  | $(Oi-Ei)^2$ | $(Oi-Ei)^2$  |
|-----------------------|-------|--------|--------|-------|----|--------|-------------|--------------|
|                       |       |        |        |       |    |        |             | Oi           |
| 42,5                  | -1,80 | 0,0174 | 0,0507 | 1,521 | 5  | 3,479  | 12,10344    | 2,4207       |
| 49,5                  | -1,18 | 0,0681 | 0,1922 | 5,766 | 4  | -1,766 | 3,118756    | 0,7797       |
| 56,5                  | -0,55 | 0,1922 | 0,2091 | 6,273 | 6  | -0,273 | 0,074529    | 0,0124       |
| 63,5                  | 0,07  | 0,4013 | 0,2393 | 7,179 | 6  | -1,179 | 1,390041    | 0,2317       |
| 70,5                  | 0,70  | 0,6406 | 0,1959 | 5,877 | 3  | -2,877 | 8,277129    | 2,759        |
| 77,5                  | 1,33  | 0,8365 | 0,1087 | 3,261 | 6  | 2,739  | 7,502121    | 1,2504       |
| 84,5                  | 1,95  | 0,9452 |        |       |    |        |             |              |
| c <sup>2</sup> hitung |       |        |        |       |    |        |             | <b>7,454</b> |

$$dk = \text{sum class interval} - 3$$

$$= 6 - 3$$

$$dk = 3$$

$$c^2(\alpha)(dk) = c^2(5\%)(3) = 7,81$$

Because  $c^2$  hitung < 7,81 then pre test score for control group is said to be normally distributed.

**Appendix 12****Normality of Pre-test Score in Control Group**

|                |   |                     |      |   |       |
|----------------|---|---------------------|------|---|-------|
| maximal score  | = | 77                  | Mean | = | 60,53 |
| minimal score  | = | 40                  | S    | = | 11,47 |
| range          | = | 37                  |      |   |       |
| class interval | = | $1 + 3,3 \log (30)$ |      | = | 5,87  |
| class width    | = | interval            |      | = | 6,30  |

~ 6

|    | Class Interval |    | f  |
|----|----------------|----|----|
| 37 | -              | 42 | 2  |
| 43 | -              | 48 | 4  |
| 49 | -              | 54 | 4  |
| 55 | -              | 60 | 2  |
| 61 | -              | 66 | 5  |
| 67 | -              | 72 | 9  |
| 73 | -              | 78 | 4  |
| S  |                |    | 30 |

| Xmin                  | Zi    | PZ     | P     | Ei    | Oi | $(O_i - E_i)^2$ |
|-----------------------|-------|--------|-------|-------|----|-----------------|
|                       |       |        |       |       |    | O <sub>i</sub>  |
| 36,5                  | -2,10 | 0,0212 |       |       |    |                 |
|                       |       |        | 0,063 | 1,899 | 2  | 2,005           |
| 42,5                  | -1,57 | 0,0845 |       |       |    |                 |
|                       |       |        | 0,164 | 4,911 | 4  | 0,479           |
| 48,5                  | -1,05 | 0,2482 |       |       |    |                 |
|                       |       |        | 0,252 | 7,554 | 4  | 0,078           |
| 54,5                  | -0,53 | 0,5    |       |       |    |                 |
|                       |       |        | 0,252 | 7,554 | 2  | 3,713           |
| 60,5                  | 0,00  | 0,7518 |       |       |    |                 |
|                       |       |        | 0,161 | 4,839 | 5  | 0,230           |
| 66,5                  | 0,52  | 0,9131 |       |       |    |                 |
|                       |       |        | 0,066 | 1,986 | 9  | 0,041           |
| 72,5                  | 1,04  | 0,9793 |       |       |    |                 |
|                       |       |        | 0,017 | 0,501 | 4  | 0,110           |
| 78,5                  | 1,57  | 0,996  |       |       |    |                 |
| c <sup>2</sup> hitung |       |        |       |       |    | <b>6,657</b>    |

dk = sum class interval – 3

$$= 7 - 3$$

$$dk = 4$$

$$c^2_{(a)(dk)} = c^2_{(5\%)(4)} = \mathbf{9,49}$$

Because  $c^2$  hitung < 7,81 then pre test score for control group is said to be normally distributed.

### Appendix 13

#### Homogeneity and t-test of Pre-test

##### Pre-test Data

|       |   |       |         |   |        |
|-------|---|-------|---------|---|--------|
| $X_1$ | = | 62,67 | $S_1^2$ | = | 131,56 |
| $X_2$ | = | 60,53 | $S_2^2$ | = | 125,21 |

##### Data Homogeneity Test

$$F = \frac{Vb}{Vk} = \frac{131,56}{125,21} = 1,05$$

The value of  $F_{table}$  with dk numerator  $v_1 = n_b - 1 = 30 - 1 = 29$ , dk denominator  $v_2 = n_k - 1 = 30 - 1 = 29$  and  $\alpha = 5\%$ , squared to  $v_1 = 30$  and  $v_2 = 30$  is 1,53.

Because  $F_{hitung} < F_{table}$ ,  $1,05 < 1,53$ , then we can conclude that the data of the second pre-test is homogen.

##### t-test

From the known data, then we can calculate:

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

$$S = \sqrt{\frac{(30 - 1)131,56 + (30 - 1)125,21}{30 + 30 - 2}} \quad \mathbf{S = 1,781}$$

And to find out the t-value substituting the values into the equation:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{62,67 - 60,53}{1,781 \sqrt{\frac{1}{30} + \frac{1}{30}}} \quad \mathbf{t = 4,662}$$

The value of  $t_{table}$  with dk =  $30 + 30 - 2 = 58$ , squared to 60 and  $\alpha = 5\%$  is 2,00.

Because  $t_{value} > t_{table}$ , we can conclude that t is not significant, meaning there is no difference in pre test data in control and experimental group.

## Appendix 14

### Normality of Post Test Score in Experimental Group

|                |   |                        |      |   |          |
|----------------|---|------------------------|------|---|----------|
| maximal score  | = | 90                     | Mean | = | 75,78    |
| minimal score  | = | 57                     | SD   | = | 10,09    |
| range          | = | 33                     |      |   |          |
| class interval | = | $1 + 3,3 \log (30)$    |      | = | 5,87     |
| class width    | = | range : class interval |      | = | 5,62 ~ 6 |

| Class Interval |   |    | f  |
|----------------|---|----|----|
| 57             | - | 62 | 5  |
| 63             | - | 68 | 3  |
| 69             | - | 74 | 3  |
| 75             | - | 80 | 9  |
| 81             | - | 86 | 5  |
| 87             | - | 92 | 5  |
| S              |   |    | 30 |

| Xmin | zi    | PZ    | P                     | Ei    | Oi | Oi-Ei  | $(Oi-Ei)^2$ | $(Oi-Ei)^2$  |
|------|-------|-------|-----------------------|-------|----|--------|-------------|--------------|
|      |       |       |                       |       |    |        |             | Oi           |
| 56,5 | -1,91 | 0,021 | -0,047                | 1,442 | 5  | 3,558  | 12,659      | 2,532        |
| 62,5 | -1,32 | 0,068 | -0,108                | 3,243 | 3  | -0,243 | 0,059       | 0,020        |
| 68,5 | -0,72 | 0,176 | -0,176                | 5,274 | 3  | -2,274 | 5,171       | 1,724        |
| 74,5 | -0,13 | 0,352 | -0,216                | 6,465 | 9  | 2,535  | 6,426       | 0,714        |
| 80,5 | 0,47  | 0,568 | -0,200                | 5,994 | 5  | -0,994 | 0,988       | 0,198        |
| 86,5 | 1,06  | 0,767 | -0,132                | 3,972 | 5  | 1,028  | 1,057       | 0,211        |
| 92,5 | 1,66  | 0,900 |                       |       |    |        |             |              |
|      |       |       | c <sup>2</sup> hitung |       |    |        |             | <b>5,398</b> |

dk = sum class interval – 3

$$= 6 - 3$$

$$dk = 3$$

$$c^2(\alpha)(dk) = c^2(5\%)(3) = 7,81$$

Because  $c^2$  hitung < 7,81 then pre test score for control group is said to be normally distributed.

**Appendix 15****Nominal test for post test score of control group**

|                |   |                        |      |   |          |
|----------------|---|------------------------|------|---|----------|
| maximal score  | = | 83                     | Mean | = | 68,56    |
| minimal score  | = | 47                     | SD   | = | 11,03    |
| range          | = | 36                     |      |   |          |
| class interval | = | $1 + 3,3 \log (30)$    |      | = | 5,87     |
| class          |   |                        |      |   |          |
| width          | = | range : class interval |      | = | 6,13 ~ 6 |

| Class Interval |   |    | f  |
|----------------|---|----|----|
| 47             | - | 52 | 4  |
| 53             | - | 58 | 2  |
| 59             | - | 64 | 4  |
| 65             | - | 70 | 6  |
| 71             | - | 76 | 4  |
| 77             | - | 82 | 8  |
| 83             | - | 88 | 2  |
| S              |   |    | 30 |

| Xmin         | zi    | PZ   | P     | Ei   | Oi | Oi-Ei | $(Oi-Ei)^2$ | $(Oi-Ei)^2$ |             |
|--------------|-------|------|-------|------|----|-------|-------------|-------------|-------------|
|              |       |      |       |      |    |       |             | Oi          |             |
| 46,5         | -2,00 | 0,03 | -0,06 | 1,83 | 4  | 2,17  | 4,70        | 1,17        |             |
| 52,5         | -1,46 | 0,09 | -0,13 | 3,78 | 2  | -1,78 | 3,16        | 1,58        |             |
| 58,5         | -0,91 | 0,22 | -0,19 | 5,74 | 4  | -1,74 | 3,02        | 0,76        |             |
| 64,5         | -0,37 | 0,41 | -0,21 | 6,38 | 6  | -0,38 | 0,15        | 0,02        |             |
| 70,5         | 0,18  | 0,62 | -0,18 | 5,51 | 4  | -1,51 | 2,27        | 0,57        |             |
| 76,5         | 0,72  | 0,81 | -0,11 | 3,42 | 8  | 4,58  | 20,98       | 2,62        |             |
| 82,5         | 1,26  | 0,92 | -0,06 | 1,66 | 2  | 0,34  | 0,12        | 0,06        |             |
| 88,5         | 1,81  | 0,97 |       |      |    |       |             |             |             |
| $c^2$ hitung |       |      |       |      |    |       |             |             | <b>6,78</b> |

$$\begin{aligned}
 dk &= \text{sum class interval} - 3 \\
 &= 7 - 3 = 4 \\
 c^2_{(a)(dk)} &= c^2_{(5\%)(4)} = \mathbf{9,49}
 \end{aligned}$$

Because  $c^2_{hitung} < 9,49$  then post test score for control group is said to be normally distributed.

## Appendix 16

Homogeneity and t-test Post test

### Pre-test Data

$$\begin{array}{lclclcl} X_1 & = & 75,78 & S_1^2 & = & 101,86 \\ X_2 & = & 68,56 & S_2^2 & = & 121,60 \end{array}$$

### Data Homogeneity Test

$$F = \frac{Vb}{Vk} = \frac{101,86}{121,60} = 0,84$$

The value of  $F_{table}$  with dk numerator  $v_1 = n_b - 1 = 30 - 1 = 29$ , dk denominator  $v_2 = n_k - 1 = 30 - 1 = 29$  and  $\alpha = 5\%$ , squared to  $v_1 = 30$  and  $v_2 = 30$  is **1,53**.

Because  $F_{hitung} < F_{table}$ ,  $0,84 < 1,53$ , then we can conclude that the data of the second pre-test is homogen.

### t-test

From the known data, then we can calculate:

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

$$s = \sqrt{\frac{(30 - 1)101,86 + (30 - 1)121,60}{30 + 30 - 2}}$$

$$s = 10,57$$

And to find out the t-value substituting the values into the equation:

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

$$t = \frac{75,78 - 68,56}{10,570 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 2,774$$

The value of  $t_{table}$  with  $dk = 30 + 30 - 2 = 58$ , squared to **60** and  $\alpha = 5\%$  is **2,000**.

Because  $t_{value} < t_{table}$ , we can conclude that it is a significant, meaning there is a difference in post-test data in control and experimental group.