

**A COMPARATIVE STUDY BETWEEN STUDENT WHO  
TAUGHT THROUGH PREDICTIVE READING TECHNIQUE  
AND THOSE WHO TAUGHT THROUGH PHRASE AT THE  
THIRD YEAR STUDENT OF MTsS GEUDUBANG ACEH**

**SKRIPSI**

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LANGSA 2018 M / 1439**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah. The Most Beneficent and the Most Merciful*

All praises be to Allah, who always blesses the writer in writing this thesis. Peace and blessing be upon our prophet Muhammad, his families, his companions, and his followers.

As an ordinary human who has the weakness and limitedness, the writer realize that the thesis by the title *“A Comparative Study Between Students Who Taught Through Predictive Reading Technique And Those Who Taught Through Phrase At The Third Year Student Of MTsS Geudubang Aceh”*. It cannot be finished without any support, guidance, and help from the other people and another side.

Furthermore, the writer would like to express her greatest thanks and gratitude to her advisors, Ruly Adha, M. S and Mauloeddin Afna, M. Pd for their valuable help, guidance, comments, corrections and suggestions and who have been very patient to sacrifice their energy and time to assist the writer, so the writer could finish this thesis. Moreover, the writer's thesis may not be separated from the involvement and contributions of others, so that the writer says deepest gratitude and appreciations to:

1. Her beloved parents, Sulaiman and Tuti Hartini thank you very much for your prayer, pure love, support, affection, advice and attention to prepare this thesis.
2. Her beloved sister Siti Aisyah and Siti Khairani. S for their love and support.

3. The head of English Education Department, Zulfitri, M. A.
4. All the English lecturers who have given their best knowledge to students at the English Department.
5. The headmaster of MTsS Geudubang Aceh, Hj. Cut Nurlisma, S.Pd, who has given an opportunity to carry out the research,
6. Hayati, S.Pd as the English teacher who was so kind to share her information, ideas, and experiences.
7. All students The Third Year Student of MTsS Geudubang Aceh who had been the respondents.
8. All her friends from PBI who was wonderful.
9. Everybody who helps the writer finishing her research.

Finally, the writer hopes this work will be useful for some linguistic study and also can give a lot of benefit for students of English Language especially and it can be useful contribution as a useful reference for the further research. The writer realizes that this thesis is not perfect yet. Therefore, the writer would like to accept any constructive suggestion to make it better.

Langsa, February 3<sup>rd</sup> 2018

The writer,

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## ABSTRACT

Julaida Wati. 2017. A Comparative Study between Students Who Taught through Predictive Reading Technique and Those Who Taught through Phrase at the Third Year Student of MTsS Geudubang Aceh. *Skripsi/* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa 2018 / 1439 H.

**Supervisor** (1). Ruly Adha, M. S, (2). Mauloeddin Afna, M. Pd

The objective of the research was to investigate the difference of students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh". This study was comparative research, this kind of research described the comparison of two techniques in order to determine both of similarities and differences of the students' reading achievement. The research conducted at the third year student of MTsS Geudubang Aceh in the academic year of 2017/2018. The total population was 150 students, but the researcher selected two classes as sample by using simple random sampling, the total sample was 60 students. In this research, the researcher used test to collect the data. The result of the research showed that there was significant difference of the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. It proved by the mean score of students who taught through predictive technique was 67.5. Meanwhile the mean score of the students who taught through phrase was 62.7. After having the mean score, the researcher used it to calculate t-test score, the researcher looked at the *t-table* by calculating the degrees of freedom.  $df/db = N1+N2-2 = 30+30-2 = 58$ . Then, the researcher found the *df* (the degrees of freedom), refer to *t-table* at 58 degrees of freedom with the significance level 5% is 2.00. Since  $t_{test} > t_{table}$ , it was  $2.30 > 2.00$ . It meant there was any significantly different between two groups. So it can be concluded that predictive technique was more effective in teaching reading than phrase technique.

**Keywords:** *Reading, Predictive Reading Technique and Phrase Reading Technique*

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Reading is strongly recommended for all students who learn English subject. By reading, the students can get information and knowledge from the text. The students have to deal with many texts during their participation in the English subject. In this case, reading dominates the teaching learning activity in the classroom. In reading process, the students have to learn kinds of texts and they do not only learn how to read but also how to get the information from those kinds of text. There are many kind of the reading techniques that can used by reader, some of them are predictive reading technique and phrase reading.

Predictive technique is one of the techniques which help the students to activate their awareness for the subject and also focus on their reading. *“Predictive inference directs the reader’s attention by speculating about events or actions that may occur based on what the reader already knows about the story.”*<sup>1</sup> Thus, this technique was proposed to help the students when they get the problems in getting main idea and getting specific information from the text quickly. Before the students read the whole text, they will be asked by teacher to predict what they will be read concerning the topic and the contents by giving some clues and supporting media like a picture. After making predictions, the students can read through the text and refine, revise, and verify their predictions.

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<sup>1</sup> Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 108.



Prediction is a pre-reading activity. The predicting technique activates students' background knowledge and starts engagement with key concepts. It activates background knowledge and shows students that they were smart enough to figure things out in reading. Students can be able to brainstorm how the information fits in with their previous knowledge. They learn to make connections between their own prior knowledge and the ideas in a text. It is helpful for students to see that sometimes their predictions were off and they have to stop and think and might be revise their predictions.

Predicting and revising also assist students in thinking while they read, they paid attention to see whether they right in their predictions or not. Giving the students time to revise their prediction support them to reread an important component of completely comprehension. Meanwhile, phrase reading is an excellent technique for promoting students' ability to read in syntactically appropriate and meaningful idea units or phrases, in order to understand what they read, and to increase automaticity in word recognition and enhanced comprehension.<sup>2</sup> Phrase reading can help readers gain better reading achievement. When learners read by moving from phrases to phrases rather than from word to word, one phrase provides meaning to the next phrase. They will comprehend better because the context and meaning of each sentence is more apparent when they read words in phrases.

Phrase reading is helpful in terms of reducing word-by-word reading, which is a major roadblock to successful fluent reading and freeing capacity for

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<sup>2</sup>Hung Vu Le, "*Phrase Reading: Its Impact On Efl Oral Reading Fluency And Reading Comprehension*". (European Journal of Business and Social Sciences, Vol. 2, No.11 , pp 20-36, February 2014), p. 22.

higher-level comprehension. This reading technique prevents them from processing texts word by word, but rather phrases by phrases. By reading in phrases, the readers will expand the fixation zone, reduce the fixation time then improve their reading speeds. Limited fixation time given to the reader's eyes is also very important because the shorter fixation time, the more reading speed improves. Hence, phrase reading can help readers improve their reading fluency.

Based on the explanation above, the researcher tried to compare the two techniques in teaching reading. Those techniques might overcome the students' problems in comprehending the reading text quickly because it helped the students in comprehending the reading text quickly by predicting the content before they read the whole text. Comprehending means readers are expected to understand the messages which are conveyed by the writer. Reading comprehension is the process of making meaning from text.<sup>3</sup> In getting the message of the text, readers use their existing language knowledge to develop their ability to understand and interpret texts. Reading is not only about reading the text, but also understanding the meaning of the text. The students should understand what they are reading. The student's success of reading depended to their reading comprehension. Without comprehending the texts, the students cannot get the point and understand the content and the purpose of the texts. In fact, based on the information from the teacher when the researcher conducted teaching practice at MTsS Geudubang Aceh, the teacher said that some students were successful in comprehending the text like narrative text but the others still

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<sup>3</sup>Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 15.

have some problems in comprehending the texts especially in getting the main idea and find the specific information from the text. As the result, the students' achievements could not reach the standard score in the school. In addition, student's problems were also related to some factors such as, identifying the main idea of the passage and the passage which has unfamiliar vocabulary. Moreover, the students tended to be passive and the teacher was the centered, and they do not focus during the learning process. When the teachers give the students some questions and asked them to give the answer directly, they could not answer or gave the responds quickly. According to the researcher's observation during the learning process of reading, the students read the whole paragraph words by words, and then finally they got difficulties in transferring the information from the text quickly.

Moreover, there was one important factor that might also influence the students' problems in reading that was the reading technique. Based on the information from the students, they said that they got bored because the teacher used the same technique in every reading activity. Therefore, the researcher assumed that the students' problems were also caused by the same old teaching technique used by the teacher and the teacher did not try other various techniques to encourage the students' motivation to be more active in the classroom activities. By knowing the appropriate technique in reading, hopefully the students able to overcome their problems during the learning process of reading.

In conclusion, the researcher investigated teaching reading with predictive reading technique and phrase reading. So, the researcher decided to

write a thesis entitled: “**A Comparative Study between Students Who Taught through Predictive Reading Technique and Those Who Taught through Phrase at the Third Year Student of MTsS Geudubang Aceh**”.

#### **B. The Problem of the Study**

The problem of this study is only one, “are there any differences of students’ reading achievement between those taught through predictive technique and those taught through Phrase at the Third Year Student of MTsS Geudubang Aceh?”.

#### **C. The Purpose of the Study**

The purpose of the research is “to investigate the difference of students’ reading achievement between those taught through predictive technique and those taught through Phrase at the third year student of MTsS Geudubang Aceh.

#### **D. Significance of the Study**

There are some benefits of the research. The result of the study is to know the difference of students’ reading comprehension achievement between those taught through predictive technique and those taught through Phrase, so it can give important information for the student, teacher and the other researchers as follows:

#### 4. For the students

The result of this research can motivate the students to use strategy or technique to increase their reading comprehension. It also gives knowledge to determine which strategies or techniques are able to use in improving their reading ability.

#### 5. For the Teachers

The information can give contribution on the teaching learning process as it will help English teachers design the material and the teaching technique by knowing the factors that influence students reading ability. Teacher also can determine whether the technique can be implemented to their students. Teachers can apply it in the classroom to increase the learning result.

#### 6. For Other Researchers

It informs others who want to deepen the education, especially in English education to know the factors which can influence students reading ability. Besides that, the result of this study might be useful for the other researcher as a reference to conduct future researches that have relation with this research.

### **E. Terminology**

There are some terms correlates to the title that the researcher wants to explain clearly. This explanation is essential to avoid misunderstanding. The following terms will be described as follows:

## **1. Reading**

Reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>4</sup> The reading activity is not only the activity to understand what the writer tried to show about what he or she has written, it is also the communication process between the writer and the reader.

## **2. Predictive Reading**

Predictive technique is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material. Woolley stated, "*Predictive inference directs the reader's attention by speculating about events or actions that may occur based on what the reader already knows about the story.*"<sup>5</sup> It meant that prediction is an educated guess as to what will happen.

## **3. Phrase Reading**

Phrase reading is an excellent strategy for promoting students' ability to read in syntactically appropriate and meaningful idea units or phrases, in order to understand what they read, and to increase automaticity in word recognition and enhanced comprehension.<sup>6</sup> Phrase reading prevents the student from processing texts word by word, but rather phrases by phrases.

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<sup>4</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw-Hill Companies, Inc, 2005), p. 69

<sup>5</sup> Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 108.

<sup>6</sup>Hung Vu Le, "*Phrase Reading: Its Impact On Efl Oral Reading Fluency And Reading Comprehension.* (European Journal of Business and Social Sciences, Vol. 2, No.11 , pp 20-36, February 2014), p. 22.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Reading

##### 1. Definition of Reading

Reading is one of the four language skills that must be mastered by the students in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated. There are many definitions of “reading” presented by the experts.

According to Moreillon, reading is making meaning from print and from visual information.<sup>7</sup> In Addition, Linse states that reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>8</sup> In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Reading is more than just processing the letters and sounds, because the real meaning of a text lies in the relationship the words have with each other, and

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<sup>7</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p. 10

<sup>8</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw-Hill Companies, Inc, 2005), p. 69

it is a process to understand that relationship.<sup>9</sup> The reading activity is not only the activity to understand what the writer tried to show about what he or she has written, it is also the communication process between the writer and the reader. In this case, the writer tried to communicate with the reader through printed text. Harris and Smith defined reading as a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The writer expresses his thoughts on paper with language, using whatever skills and style he has developed personally. The reader attempts to retrieve meaning from the printed page.<sup>10</sup>

Furthermore, Enny McKay stated reading is both process and product. The process of reading involves the interaction between the reader and the text. The product of reading is reading comprehension, or internal construction of meaning; that is, there has been understanding of what has been read.<sup>11</sup> Students have to enrich their knowledge through reading, because it is very important, they can get new information from the passage.

Based on the explanation above, the researcher concludes that reading is an activity that the reader does to get information and writer's idea from textual sources. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is the process to understand the text content and to get

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<sup>9</sup> Deanne Spears, *Developing Critical Reading Skills*, 7th edition, (New York: McGraw-Hill Inc., 2006), p. 2.

<sup>10</sup> Larry A. Harris and Carl B. Smith, *Reading Instruction*, (New York: Richard C. Owen Publishers., 1980), p. 39.

<sup>11</sup> Penny McKay, *Assessing Young Language Learners*, (United Kingdom: Cambridge University Press, 2006), p. 224.



information meaningfully. It is most important of the four skills in a second language, particularly in English as a second language or foreign language.

## **2. Models of Reading Processes**

^ Barnett in Aebersold and Field provides a summary of three main models of how reading occurs.<sup>12</sup> They are:

### **a. Bottom-up Processing**

The theory argues that the readers construct the text from the smallest unit (letters to words to phrases to sentence) and that the process of constructing the text from those small units becomes so automatic that the readers are not aware of how it operates. Similarly, states that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morpheme, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require a sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that mean.

For instance, bottom-up is used when the readers have no background knowledge about the text, so they will grasp the meaning of the text by constructing the text from smallest unit. It provides a linear or sentence-by-sentence building of comprehension.

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<sup>12</sup> J. Aebersold, and Marry Field, *From Reader to Reading Teacher*. (Cambridge: Cambridge University Press, 1997), p. 17-18.

#### b. Top-down Processing

This model emphasizes the reconstruction of meaning rather than the decoding of form. It aids reader's comprehension of larger pieces of text, such as a paragraph or section. They help readers see how an individual sentence or a group of sentences contribute to that larger meaning.

Furthermore, the theory argues that the reader is an active participant in the reading process, making predictions and processing information; in which the reader draws on her own intelligence and experience to understand the text. In other words, everything in the reader's prior experience or background knowledge plays a significance role in the process.

#### c. The Interactive Reading

This model is a combination of top-down and bottom-up processing. The theory describes a process that moves from bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level, motivation, strategies use and culturally shaped beliefs about the reading.

In teaching reading, interactive process is trying to cover bottom up and top down process as Brown said. The top-down approach is used to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says. The goal of this approach is to provide students with strategies that will help them become independent readers, who monitor their own thinking while reading links their prior knowledge with the text they are reading.

### 3. Aspect of Reading

There are many aspects of reading should be mastered in reading process. These are also the things should be involved in the teaching reading. Some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, these are<sup>13</sup>:

a. Word recognition

Reading is relatively mechanical skill. According to this interpretation, the degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce word.

b. Comprehension

Comprehension is an absolute necessity in reading. The purpose of reading is deriving meaning. The effective reader needs to have learned the code used in written communication so that reader can translate the written symbols into sound or meaningful language sequences.

c. Reflection

During the process of reading, when defined as gaining from the printed page, it is necessary to be able to hold ideas as reader occurs and to conceptualize meaningful interpretation through reflection. This process involves the act of comparing the written stimuli with the reader's experiences, either vicarious or real.

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<sup>13</sup> Martha Dallman, et al.. *The Teaching of Reading*. New York : The Dryden Press, 1982), p. 25-26.

#### 4. The Kinds of Reading Technique

There are some techniques to help readers read effectively and efficiently so they can acquire the writer's ideas in shorter time. According to a Wright there are some technique of reading, such as:<sup>14</sup>

##### 1. Skimming

Skimming is glancing rapidly through a text to determine its general context. For example, quickly glancing through an article to see if it interests him or her being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posse. Skimming enables people to select content that they want to read to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

Dechant argues that skimming is selective reading.<sup>15</sup> In skimming, readers choose what they want to read. They select those sentences, clauses, and phrases that best serve their purpose, get a general impression of the selection, and decide on the basis of this examination whether to read the selection more intensively. A quick glance is given to the table of contents, the index, the chapter titles, the paragraph headings, the topic sentences, and the summary. These provide valuable clues to the main ideas.

In skimming, there are some steps, these are:

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<sup>14</sup> Andrew Wright. *Picture for Language Learning*, (Cambridge: Cambridge University Press. 1999), p. 159.

<sup>15</sup> Emerald V Dechant. *Improving The Teaching of Reading*. United States of America : Prentice-Hall, Inc. 1982), p. 346.

- a) Read for main ideas only (not details)
- b) Read the introduction
- c) Read the topic sentences (usually the first sentence in a paragraph)
- d) Read the conclusion
- e) Read the headings
- f) Read the beginning and the end of paragraph
- g) Continue to think about the meaning of the text.

## 2. Scanning

Scanning is reading to locate specific information. For example, locating a telephone number in a directory, being able to search through material rapidly with given purposes in mind in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it. Scanning permits people to use a variety of sources with contents.

Scanning is reading rapidly in order to find a specific fact. Scanning helps readers locate a particular facts, to study facts, to study facts-heavy topic, and to answer questions requiring factual support.<sup>16</sup>

These are some steps in scanning:

- a) Look for key words in your search item
- b) Let your eyes go up and down the index columns until you find references beginning with the keywords.

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<sup>16</sup> Faizal Risdianto. *Effective & Efficient Reading A Handbook of Reading Better and Faster*. (Solo: Rustam Publishing, 2012), p. 1.

c) Focus to search the specific reference you want.

### 3. Extensive Reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluent activity, mainly involving global understanding. Extensive reading is reading for pleasure, information, and general understanding with the pupils being encouraged to read as much and fluently as possible. As such, rather than 100 percent comprehension, learners aim only sufficient understanding to achieve their reading purpose Day and Bamford as quoted by Verena Schorkhuber.<sup>17</sup> For example, reading novel, newspaper, and short story.

a. The principles of extensive reading are

- 1) Don't look up words in the dictionary
- 2) Skip over parts you don't understand
- 3) If you are not enjoying one book, toss it aside and get another.

b. The role of extensive reading in language learning<sup>18</sup>

- 1) It can provide 'comprehensible input'
- 2) It can enhance learners' general language competence
- 3) It increases the students' exposure to the language
- 4) It can increase knowledge of vocabulary
- 5) It can lead to improvement in writing
- 6) It can motivate learners to read

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<sup>17</sup> Verena Schorkhuber,.. *Extensive Reading*. (New York: Cambridge University Press, 2009), p. 2.

<sup>18</sup> Faizal Risdianto,.. *Effective & Efficient Reading A Handbook of Reading Better and Faster*. (Solo: Rustam Publishing. 2012), p. 39-43.

- 7) It can consolidate previously learned language
- 8) It helps to build confidence with extended text
- 9) It encourages the exploitation of textual redundancy
- 10) It facilitates the development of prediction skill

#### 4. Intensive Reading

Intensive reading is reading shorter to extract specific information. This is more an accuracy activity involving reading for detail. Intensive reading is the grammar-translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by sentence. Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. The use of translation makes sure that learners understand, and when the learners do some of the translation themselves, it allows the teacher to check whether they understand.<sup>19</sup> For example, reading dosage instruction of medicine. The advantages of intensive reading are:

- 1) For low level readers, intensive reading is possibly the fastest way to build vocabulary.
- 2) Reading difficult material forces a learner to develop strategies for dealing with texts that are too hard to read comfortably.<sup>20</sup>

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<sup>19</sup> I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p. 25.

<sup>20</sup> Faizal Risdianto,. *Effective & Efficient Reading A Handbook of Reading Better and Faster*. (Solo: Rustam Publishing. 2012), p. 65.

## 5. Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Reading comprehension is the process of making meaning from text.<sup>21</sup> It meant that reading comprehension is skill to understand and explore information in reading text. The readers are expected to understand the messages which are conveyed by the writer. They should understand what they are reading.

According to Hirai, comprehension refers to how struggling readers “make sense” of the written page in any content<sup>22</sup>. In addition, Sadoski says that comprehension is understands something, getting its meaning<sup>23</sup>. Furthermore, Durkin in Strickland states that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but also to lifelong learning as well<sup>24</sup>.

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>25</sup>. Hornby stated comprehension is the mind

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<sup>21</sup> Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 15.

<sup>22</sup> Debra L. Cook Hirai, Irene Borego et al., *Academic Language/Literacy Strategies for Adolescents* (New York: Routledge, 2010), p. 76.

<sup>23</sup> Mark Sadoski, *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004), p. 67.

<sup>24</sup> Dorothy S. Strickland, Kathy Ganske, et al., *Supporting Struggling Readers and Writers* (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114.

<sup>25</sup> Catherine Snow and Chair, *Reading for Understanding Toward an Research and Development Program in Reading Comprehension* (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11.



act or power of understanding<sup>26</sup>. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill but also on readers' experiences and prior knowledge.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose.

## **6. Factor Affecting Comprehension**

To help students handle their short comings in comprehending what they read, the teachers must understand the factors that affect comprehension. Here are:<sup>27</sup>

### **a. Difficulty of material**

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.

### **b. Intelligence**

The student's ability to comprehend in reading as sometimes limited by the conceptual "load" that his mental ability enables him to carry. All the mechanical reading skills in the world, will not able him to read materials

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<sup>26</sup> AS. Hornby, *Oxford Advance Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1987), p. 174

<sup>27</sup> Martha Dallman, et al.. *The Teaching of Reading*. New York : The Dryden Press, 1982), p. 165.

involve abstractions beyond the level of his mental development. While we should never underestimate a child's power, we should adjust the task to their capabilities.

c. Environment

Noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not to be bothered by factors that other times decidedly decrease his comprehension.

d. Emphasize on word recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasize on oral reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particular difficult for the reader may increase his understanding of it, since then not only sees but also hears what he reads.

## **B. Predictive Reading Technique**

### **3. Definition of Predictive Reading Technique**

Predictive technique is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material.

Predictive technique at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing or summarizing.<sup>28</sup> In addition, Woolley stated, “*Predictive inference directs the reader’s attention by speculating about events or actions that may occur based on what the reader already knows about the story.*”<sup>29</sup> This technique was proposed to help the students when they get the problems in getting main idea and getting specific information from the text quickly. Before the students read the whole text, they will be asked by teacher to predict what they will be read concerning the topic and the contents by giving some clues and supporting media like a picture. After making predictions, the students can read through the text and refine, revise, and verify their predictions.

The prediction helps the readers connect what you know with what they are reading. Just as a detective looks for clues to solve a mystery, you can find clues in a text about upcoming events before you read the whole passage. Based on Smith, “*prediction based on prior knowledge, eliminates unlikely alternatives in advance*”.<sup>30</sup> Markstein states that predictive technique is a technique by using

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<sup>28</sup> Ursula Thomas-Fair Ed.D. “*The Power of Prediction: Using Prediction Journals to Increase Comprehension in Kindergarten*”. (A paper presented at the Georgia Association of Young Children Conference 2005 Atlanta, GA), p. 3.

<sup>29</sup> Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 108.

<sup>30</sup> F. Smith. *Understanding Reading Sixth Edition*. (New Jersey: Lawrence Erlbaum Associates, 1982), p. 181.

illustrative material (photograph, map, and graph) and the title. In predictive technique, the students discuss about:<sup>31</sup>

- a. What they think the subject is. The students are asked to predict the topic of the text based on the prior knowledge after the teacher shows the picture. This part can prepare the students for what they are going to read by providing clues to meaning.
- b. What the picture tells them about the subject. By using picture, the students are encouraged to draw the content of the text on their mind to assist reading comprehension.
- c. How they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject. By using the extra clues, elicit more details, the students can predict the content of the text effectively

The statement above tells us that predictive reading is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material. Prediction is an educated guess as to what will happen. The readers are guided such kind of question, like “what is going to happen next in the story”, “why did it happen?” before they can read the whole paragraph, but then they refine, revise, and verify their predictions after they read the whole paragraph.

#### **4. Procedures of Teaching Reading through Predictive Technique**

According to Beers and Howell, the steps of teaching reading comprehension through predictive technique are:<sup>32</sup>

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<sup>31</sup> L. Markstein, & Hirasawa, L. *Expanding reading skills*. (Massachusetts: Newbury House Publisher, 1982), p. 6.

- a. Predictive technique is introduced to the students. The teacher and the students are discussed the role/procedures of the teacher and learners in predictive technique.
- b. The students are asked to guess the title based on the picture and the teacher writes the correct title on the white board and the students pronounce the title. Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.
- c. The students are asked to guess the content of story based on the picture by using their background knowledge. Then, ask a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.
- d. The students are distributed the gapped text (incomplete text) and asked to complete the gapped text.
- e. The students are asked to read the text in front of the class after the teacher has distribute a complete text.
- f. The students are asked to discuss the text with their friends and shared with the teacher about their problems.
- g. The students are given the exercises and asked to do that exercise.

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<sup>32</sup> S. Beers and Howell. L. *Reading Strategies For The Contents Areas*. (Alexandria, VA: Association For Supervision And Curriculum Development, 2003), p. 18.

## **C. Phrase Reading**

### **1. Definition of Phrase Reading**

Phrase reading is an excellent strategy for promoting students' ability to read in syntactically appropriate and meaningful idea units or phrases, in order to understand what they read, and to increase automaticity in word recognition and enhanced comprehension.<sup>33</sup> Furthermore, Nichols *et al*, argued that “phrase reading is helpful in terms of reducing word-by-word reading, which is a major roadblock to successful fluent reading and freeing capacity for higher-level comprehension”.<sup>34</sup> In other words, reading word-by-word can have negatively effects on fluent reading and higher-level interpretation stage in the comprehension process. In fact, when readers read with phrase reading, their eyes fix on phrases. This reading strategy prevents them from processing texts word by word, but rather phrases by phrases. By reading in phrases, the readers will expand the fixation zone, reduce the fixation time then improve their reading speeds. Limited fixation time given to the reader's eyes is also very important because the shorter fixation time, the more reading speed improves. Hence, phrase reading can help readers improve their reading fluency.

### **2. Procedure of Phrase Reading**

By reading in phrases, readers can make gradual transitions from identifying individual word to reading more meaningful phrases. This means that

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<sup>33</sup>Hung Vu Le, “*Phrase Reading: Its Impact On Efl Oral Reading Fluency And Reading Comprehension*.” (European Journal of Business and Social Sciences, Vol. 2, No.11 , pp 20-36, February 2014), p. 22.

<sup>34</sup>W. Nichols, Rupley, W., & Rasinski, T. “Fluency in learning to read for meaning: Going beyond repeated readings.”. (*Literacy Research and Instruction*, 48, 1-13 Publication: *Journal Articles, Refereed*, 2009), p. 7.

readers do not process the texts by reading word by word but phrases by phrases.

The procedures of teaching reading through phrase reading are as follows:<sup>35</sup>

- a. Distribute printed out text to students for the next lesson at end of the lesson. In this text, sentences are divided into each phrase by a slash, and as the preparation for the next lesson, students insert meanings of each phrase under the phrase text.
- b. Call student to explain the meaning of each phrase at class to check what they have prepared. Teacher should explain them giving consideration to continuity between phrases, not with the translation method, but explaining English sentence as it stands for them to be able to understand without re-arranging in word.
- c. After the checking, get the students to practice to understand English text as it stands by looking at text which has no insertion and by listening a model reading.
- d. Reading-aloud practice per phrase in text.

#### **D. Previous Study**

There are several other researchers' works which discuss about comparative research. In this research, the researcher describes some works which are relevant to this thesis to make this thesis arrangement easier. The first research was "A Comparative Study of Students' Reading Comprehension Achievement Taught through SQ3R Technique and Taught through Translation Technique at

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<sup>35</sup> Harumi Nishida. "*The Effects of Phrase Reading and Reading Aloud Practice on Reading Skills*". p. 113.

the Second Year of Smp Negeri 8 Bandar Lampung” written by Zulpri. The objective of this research is to find out whether there is any significant difference on students’ reading comprehension between students who are taught through SQ3R technique and those who are taught through Translation technique at the second year of SMP Negeri 8 Bandar Lampung. The research was conducted at SMP Negeri 8 Bandar Lampung. It was quantitative research and used control group pretest posttest design. The sample was chosen randomly. The data was gained by administrating a set of pretest and posttest to both classes. Three treatments were conducted in both classes. The data were analyzed by using Statistical Package for Social Sciences (SPSS). The hypothesis was tested by using Independent Group T-Test. The test result showed that the mean of posttest in the experimental class 1 was 83.17 meanwhile the mean of posttest in the experimental class 2 was only 65.31 with the mean difference was 17.86. Probability level (p) was 0.000. It was lower than 0.05. Here, the hypothesis (H<sub>0</sub>) was proved if  $p > 0.05$  and therefore, H<sub>0</sub> was rejected. It means that SQ3R technique was more effective than Translation technique in increasing students’ reading comprehension.

The second research was A Comparative Study of Students’ Reading Comprehension Achievement between Students Who Are Taught Through *Numbered Heads Together* Technique and Those Through *Predictive Reading* Technique. It was written by Indah Ansani Putri. The objective of this research is to find out whether there is any significant difference of students’ reading comprehension achievement between the students who are taught through NHT



technique and those through PR technique. The research was conducted at SMAN 1 Seputih Raman, Lampung Tengah. Two classes were taken as the sample of the research; class XI IPA 4 and class XI IPS 4. Pretest-posttest control group design was applied in this research. The result in both experimental classes showed that there was a significant increase of students' reading comprehension achievement after they were taught through NHT technique and PR technique ( $p < 0.05$ ;  $p = .000$ ). The data analysis showed that the mean score in the experimental class increased from 61.48 into 73.81. Meanwhile, the mean score in the control class increased from 58.50 into 66.92. It can be concluded that NHT technique is more effective to help the students improve their reading ability than PR technique is.

In this research, the researcher wanted to know the differences of the students' reading achievement between those taught through predictive technique and those taught through Phrase at the Third Year Student of MTsS Geudubang Aceh.

### **E. Hypothesis**

Based on the theoretical assumption above, the writer formulated the hypothesis as follows:

H<sub>0</sub>: There is no difference of students' reading achievement between those taught through predictive technique and those taught through Phrase at the Third Year Student of MTsS Geudubang Aceh

Ha: There is a difference of students' reading achievement between those taught through predictive technique and those taught through Phrase at the Third Year Student of MTsS Geudubang Aceh.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study was comparative research. In comparative research, the researcher conducted an investigation in order to know are there any differences between two or more groups on phenomenon have being study.<sup>36</sup> This kind of research described the comparison of two techniques between taught through predictive technique and through Phrase in the students' reading achievement at the third year student of MTsS Geudubang Aceh.

Beside it, the researcher used the experimental research to apply the techniques. In this case, the researcher used the post-test two experimental groups design. In this design, the participants are randomly assigned to each of two experimental groups. Experimental group 1 receives intervention 1 and experimental group 2 receives intervention 2. Only post-tests are conducted on the two groups.<sup>37</sup> The researcher selected two classes, one as experimental group one and the other one as the experimental group two. They were given a treatment of teaching reading by using predictive technique and through Phrase. The experimental group one were taught by applying predictive technique and the experimental group two will be taught by using phrase technique.

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<sup>36</sup> Syamsuddin AR, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2006), p. 25.

<sup>37</sup> Louis Cohen, et al. *Research Methods in Education, Sixth edition*. (New York: Routledge, 2007), p. 278.

The students were given 4 times treatment for the experimental group one and experimental group two. After that, the post-test was administered to evaluate the students' reading comprehension after the treatments. Post test was given in order to get scores that will be compared. It was compared to investigate the difference score between teaching reading by using predictive technique and through Phrase at the Third Year Student of MTsS Geudubang Aceh.

## **B. Place and Time of Research**

The research conducted at the third year student of MTsS Geudubang Aceh in the academic year of 2017/2018. The researcher selected this school because the researcher found the students' problems in reading. Based on the information from the students, they said that they got bored because the teacher used the same technique in every reading activity. The research conducted in November during the academic year of 2017/2018.

## **C. Population and Sample**

### **1. Population**

According to Sugiyono, population is the area of generalism that consist of object, subject who has certain quality and characteristic which is decided by the researcher to be studied then to make a conclusion about it.<sup>38</sup> Population

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<sup>38</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p. 117

simply means the group that you are interested in investigation.<sup>39</sup> In this study, the population that used by the researcher was the third year student of MTsS Geudubang Aceh in the academic year of 2017/2018. There were 5 classes of the third year student of MTsS Geudubang Aceh; the total population was 150 students. The total population in this research can be seen in the table below:

**Table 3.1**

**List of the Population**

<b>No</b>	<b>Classes</b>	<b>Students</b>
1	3-I	30
2	3-II	30
3	3-III	30
4	3-IV	30
5	3-V	30
Total		150

**2. Sample**

Sample is a part of population which represents all the population observed.<sup>40</sup> Sugiono defined sample as part of the number and characteristics

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<sup>39</sup> Michael J Wallace, *Action Research for the Language Teacher*, (USA: Cambridge University Pers, 1998), p. 26.

<sup>40</sup> Michael J Wallace, *Action Research for the Language Teacher*, (USA: Cambridge University Pers, 1998), p. 26.

possessed by the population.<sup>41</sup> The more samples were taken from the population the more valid the result of the research were expected to be. The sample were taken by using probability sampling especially simple random sampling. Simple Random sampling is method of sampling that use a random member of the population regardless the members' level of population.<sup>42</sup> In this research, the researcher selected two classes, they were 3-I that consisted of 30 students as the experimental group one and 3-II that consisted of 30 students as the experimental group two. The total sample was 60 students.

#### **D. Variable of the Research**

According to Sugiyono, research variables are all things that shape what is defined by the researches to be studied in order to obtain information about it, and the conclusion drawn on next.<sup>43</sup> There are two types of variables: independent variable and dependent variable.

Independent Variable is a variable that influences or causes of change or emergence of the dependent variable. The independent variable in this research was the predictive technique and Phrase technique (X). Meanwhile, dependent variable is variable that is influenced by independent variable. The dependent

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<sup>41</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p. 118

<sup>42</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p. 120

<sup>43</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 38

variable in this research was the achievement of the third year student of MTsS Geudubang Aceh (Y).

### **E. The Technique of Collecting Data**

There are several ways to collect data in the research. There are questionnaire, observation, field notes, interview, documentation, test etc. In this research, the researcher used test to collect the data. Test is the instrument to measure the students' progress in every step during the research. According to Brown, a test is a method of measuring person ability, knowledge, or performance in a given domain.<sup>44</sup> Furthermore, Riyanto stated test is sequences of question of exercise often used to measure skill, knowledge, intelligent, or talent of individual group.<sup>45</sup> Test is used to measure the person's competence and to achieve the objective. The data was collected by giving some questions of reading test item.

The researcher administered the test in post test. Post-test was given both the class. It was given in order to know the development of students' achievement in reading after taught through predictive technique and through Phrase. In this research, the researcher used reading test as the instrument to gather the data. The reading test consisted in multiple choice forms.

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<sup>44</sup> Brown Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Ed.(A Person Education Company: Longman,2001), p. 384.

<sup>45</sup> Yatim Riyanto, *Metodologi penelitian pendidikan* (Jakarta: sic, 2010), p. 103.

## F. The Technique of Data Analysis

The researcher used quantitative method to analyze the result of the research. Quantitative research is a research data in the form of numbers and analyze uses statistic".<sup>46</sup> It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things.

After collecting the data from the data source, the researcher took some steps to analyze data. This present analyses could be based some particular procedures which are stated below:

1. Collecting the result of student's answers of tests.
2. The researcher classifies the differences of student's score who taught using predictive technique and through Phrase.

After that, the researcher calculated the mean for each student. The mean was calculated by using the following formula:<sup>47</sup>

- a. Determine mean score for each group

$$M = \frac{\sum x}{N}$$

- b. Determine standard deviation of each group

After knowing the mean then find out the standard deviation experimental group I and experimental group II with:

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<sup>46</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), p. 7.

<sup>47</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, 6th Ed., (Jakarta: PT Rineka Cipta, 2006), p. 313.



$$SD^2X = \sqrt{\frac{\Sigma X^2}{N}}$$

- c. Determine standard deviation of mean for each group

$$SD^2M_X = \frac{SD^2X}{N - 1}$$

- d. Determine standard deviation of both mean

$$SD_{bm} = \sqrt{SD^2M_X + SD^2M_Y}$$

- e. Determine T- test

The obtained data would be analyzed to get the final result. The researcher used the *t*-test formula, as follows:

$$t = \frac{M_X - M_Y}{SD_{bm}}$$

Where:

*M* = Mean

$\Sigma x$  = Sum score

*n* = number of respondent

SD = Standard deviation

SD<sub>bm</sub> = Standard deviation both mean

*t* = t-score/mean of differentiation

MX = Mean of experimental group I

MY = Mean of experimental group II

After knowing the standard deviation then checking hypothesis result. The criteria hypothesis if significant is when T result is same or more than T table.

If  $H_0$  is unacceptable means alternative hypothesis is acceptable. So, the conclusion is there is a significant difference of students' reading achievement between those taught through predictive technique and those taught through Phrase at the third year student of MTsS Geudubang Aceh.

If  $H_0$  is acceptable mean alternative hypothesis is unacceptable. So, the conclusion is there is no significant difference of students' reading achievement between those taught through predictive technique and those taught through Phrase at the third year student of MTsS Geudubang Aceh.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Finding**

In this chapter, the researcher presented description of the data which discussed the characteristics of each variable, the testing of the hypothesis which explained the result of the static computation and also the discussion of the finding. The research finding presented the results of the study that were described by providing number of tables. The participant of this study were the students of 3-I that consisted of 30 students as the experimental group one and 3-II that consisted of 30 students as the experimental group two. The experimental group one, the researcher taught by applying predictive technique and the experimental group two will be taught by using phrase technique. They were given test after the researcher did the treatment. It was done in order to know the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. The data from each subject were described as follows:

#### **1. The Result of Experimental Group I**

In the process of teaching reading, the predictive technique was applied in the students of 3-I that consisted of 30 students as the experimental group one the third year student of MTsS Geudubang Aceh. Based on the learning process in reading using predictive technique, it showed that the students were able to follow the process well. The students were enthusiasms and pay attention to the lesson

given by the researcher. Before started to teach, the researcher explained first about predictive technique as clearly as possible. The researcher explained the strategy in order to avoid the confusion of the students, later the students could understand about the predictive technique given by the researcher. So those, the students can join the class well.

After giving explanation about using this predictive technique, then the researcher gave material related to narrative text. Researcher showed the picture to the students and asked the students to survey the picture. Researcher asked the students to guess the title based on the picture. Researcher writes the correct title on the white board and the students pronounce the title. Then, discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board. Researcher asked the students to guess the content of story based on the picture by using their background knowledge. Researcher asked the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text. Researcher distributes the text to the students and asked the students to read the text in front of the class. Researcher asked the students to discuss the text with their friends and shared with the teacher about their problems. The student followed the instruction of the researcher well. Although, there were few students did not pay attention to the instruction.

After four meetings teaching reading by using predictive technique, the researcher gave post test to get data about the students score after taught by using

predictive technique. The results of post test by using predictive technique were presented below:

**Table 4.1**  
**The Score of Experimental Group I**

<b>No</b>	<b>Student's Initial</b>	<b>Score</b>
1	AP	65
2	AF	80
3	AS	55
4	B	65
5	CK	75
6	DDIF	80
7	DM	80
8	D	50
9	DP	60
10	FA	55
11	F	80
12	HZ	65
13	IM	75
14	JP	60
15	L	80
16	MA	60
17	MKA	55

18	MP	60
19	MA	75
20	MAK	65
21	M	50
22	NA	80
23	RF	60
24	RA	60
25	R	80
26	SA	80
27	SR	55
28	T.M B	65
29	TR	75
30	WK	80
$\Sigma$		<b>2025</b>

Based on the result of the table above showed that the highest score was 80, it was got by nine students. The lowest score was 50, it was got by two students.

## **2. The Result of Experimental Group II**

In the process of teaching reading, the phrase technique was applied in the students of 3-II that consisted of 30 students as the experimental group two the third year student of MTsS Geudubang Aceh. Based on the learning process in reading using phrase technique, it showed that the students were able to follow the process well. Although, there were some of male students did not pay more

attention in this lesson. They preferred talking each other and playing game to study. Some of male students were crowded, but most of female students pay more attention in this lesson. Most of female students were enthusiasm in answering the question from the researcher related to the topic.

Before taught by using phrase technique, the researcher introduced and explained phrase technique to the students first and explained their role in this lesson. In this learning, the researcher provided the students with copy of the phrased reading passages. The researcher figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause. The researcher read aloud the segmented passage with appropriate phrasing and intonation. The researcher rehearses a passage in unison and reminded students that the phrase markers identify chunks of text that should be smoothly read together. The researcher provided students time to read segmented passages with partners and allowed students to rehearse segmented passages independently. The researcher met students individually to hear independent readings of segmented passages. Note students' expression, pauses, and phrasing and assisted those who seem to struggle.

After four meetings teaching reading by using phrase technique, the researcher gave post test to get data about the students score after taught by using phrase technique. The results of post test by using phrase technique were presented below:

**Table 4.2**

**The Score of Experimental Group II**

<b>No</b>	<b>Student's Initial</b>	<b>Score</b>
1	AR	70
2	AW	70
3	BR	70
4	BFM	70
5	CDMA	70
6	DP	45
7	DN	65
8	DM	55
9	DT	65
10	F	55
11	FA	75
12	FP	70
13	FAT	50
14	FY	55
15	M	65
16	MA	65
17	MAF	65
18	ML	60
19	NDS	65



20	NA	55
21	RJ	55
22	RAM	65
23	RH	60
24	R	60
25	SM	65
26	SS	70
27	SR	55
28	TFY	55
29	WS	50
30	W	85
$\Sigma$		<b>1880</b>

Based on the result of the experimental group two after taught by using phrase technique showed that the highest score was 85, it was got by a student. The lowest score was 45, it was got by a students.

### **3. Hypothesis Test**

Based on the table above, the researcher used them to find out the differences scores between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. To test the hypothesis stated above, the researcher analyzed them and made the conclusion by using the “t-test” formula.

**Table 4.3****The Result of Experimental Group I and Experimental Group II**

<b>No</b>	<b>Experimental Group I (X)</b>	<b>X<sup>2</sup></b>	<b>Experimental Group II (Y)</b>	<b>Y<sup>2</sup></b>
1	65	4225	70	4900
2	80	6400	70	4900
3	55	3025	70	4900
4	65	4225	70	4900
5	75	5625	70	4900
6	80	6400	45	2025
7	80	6400	65	4225
8	50	2500	55	3025
9	60	3600	65	4225
10	55	3025	55	3025
11	80	6400	75	5625
12	65	4225	70	4900
13	75	5625	50	2500
14	60	3600	55	3025
15	80	6400	65	4225
16	60	3600	65	4225
17	55	3025	65	4225
18	60	3600	60	3600

19	75	5625	65	4225
20	65	4225	55	3025
21	50	2500	55	3025
22	80	6400	65	4225
23	60	3600	60	3600
24	60	3600	60	3600
25	80	6400	65	4225
26	80	6400	70	4900
27	55	3025	55	3025
28	65	4225	55	3025
29	75	5625	50	2500
30	80	6400	85	7225
$\Sigma$	<b>2025</b>	<b>139925</b>	<b>1880</b>	<b>119950</b>

1. Determine mean score of each group

Computation the mean score of the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh was formulated on the table below:

**Table 4.4**

**Mean Score of Both the Group**

Class	
Experimental Group I	Experimental Group II
$M_x = \frac{\sum x}{N}$	$M_y = \frac{\sum Y}{N}$
Where: $\sum x = 2025$	Where: $\sum Y = 1880$
$N = 30$	$N = 30$
$M_x = \frac{2025}{30}$	$M_y = \frac{1880}{30}$
$M_x = 67.5$	$M_y = 62.7$

The calculation above showed that the mean score of students who taught through predictive technique was 67.5. Meanwhile the mean score of the students who taught through phrase was 62.7.

2. Determine standard deviation of each group

After known the mean score for each group, then the researcher find out the standard deviation for each group. The result showed on the table below:

**Table 4.5**

**Standard Deviation of Both the Group**

<b>Class</b>	
<b>Experimental Group I</b>	<b>Experimental Group II</b>
$SD^2X = \sqrt{\frac{\Sigma X^2}{N}}$	$SD^2Y = \sqrt{\frac{\Sigma Y^2}{N}}$
Where: $\Sigma X^2 = 139925$ $N = 30$	Where: $\Sigma Y^2 = 119950$ $N = 30$
$SD^2X = \sqrt{\frac{139925}{30}}$ $= \sqrt{4664.16}$ $= 68.29$	$SD^2Y = \sqrt{\frac{119950}{30}}$ $= \sqrt{3998.33}$ $= 63.23$

3. Determine standard deviation of mean for each group

**Table 4.6**

**Standard Deviation of Mean for Each group**

<b>Group</b>	
<b>Experimental Group I</b>	<b>Experimental Group II</b>
$SD^2M_x = \frac{SD^2X}{N - 1}$	$SD^2M_y = \frac{SD^2Y}{N - 1}$
Where: $SD^2X = 68.29$ $N = 30$	Where: $SD^2Y = 63.23$ $N = 30$

$SD^2M_X = \frac{68.29}{30 - 1}$	$SD^2M_Y = \frac{63.23}{30 - 1}$
$SD^2M_X = \frac{68.29}{29}$	$SD^2M_Y = \frac{63.23}{29}$
$SD^2M_X = 2.35$	$SD^2M_Y = 2.18$

4. Determine standard deviation of both mean of group

$$\begin{aligned}
 SD_{bm} &= \sqrt{SD^2M_x + SD^2M_y} \\
 &= \sqrt{2.35 + 2.18} \\
 &= \sqrt{4.53} = 2.08
 \end{aligned}$$

5. Determine T-Test

Having calculated the mean and the standard deviation of both group, the computation result could be continued to the following t-test as follow:

$$t = \frac{M_B - M_D}{SD_{bm}}$$

Where:  $M_B = 67.5$

$M_D = 62.7$

$SD_{bm} = 2.08$

$$t = \frac{67.5 - 62.7}{2.08}$$

$$t = \frac{4.8}{2.08}$$

$$t = 2.30$$

After having the t-test score, the researcher looked at the *t-table* by calculating the degrees of freedom.  $df/db = N1+N2-2 = 30+30-2 = 58$ . Then, the researcher found the df (the degrees of freedom), refer to *t-table* at 58 degrees of freedom with the significance level 5% is 2.00. Since  $t_{test} > t_{table}$ , it was  $2.30 > 2.00$ . It meant there was any significantly different between two groups.

Based on the explanation of the formulas above, the researcher concluded that there was significance difference of the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. It was showed by the score of  $t_{test}$  was higher than  $t_{table}$  ( $2.30 > 2.00$ ). It meant that  $H_0$  was rejected and  $H_a$  was accepted.

## **B. Discussion**

### **1. Experimental Group I**

In this study, the researcher conducted research in the class that was through teaching and learning process. The researcher gave treatment and post test. The test was administered in order to know the student's reading ability after given the treatment. The treatment was given in the classroom by applying predictive technique to teach reading of narrative text. The researcher gave treatment for four times. The first treatment was carried out on Monday 13<sup>th</sup> November, the second treatment on Thursday 16<sup>th</sup> November, the third treatment on Monday 20<sup>th</sup> November and the last treatment were carried on Thursday 23<sup>th</sup> November.

The researcher started the class by explained first about predictive technique as clearly as possible. The researcher explained the strategy in order to avoid the confusion of the students, later the students could understand about the predictive technique given by the researcher. So those, the students can join the class well. The theme of material in the first meeting was the ant and the dove, the second meeting was little red riding hood, the third meeting was the tortoise and the hare and the last meeting was the golden eggs story.

After giving explanation about using this predictive technique, then the researcher gave material related to narrative text. Researcher showed the picture to the students and asked the students to survey the picture. Researcher asked the students to guess the title based on the picture. Researcher writes the correct title on the white board and the students pronounce the title. Then, discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board. Researcher asked the students to guess the content of story based on the picture by using their background knowledge. Researcher asked the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text. Researcher distributes the text to the students and asked the students to read the text in front of the class. Researcher asked the students to discuss the text with their friends and shared with the teacher about their problems. The student followed the instruction of the researcher well. Although, there were few students did not pay attention to the instruction.



After treatments, the researcher administered post test to know the student's score after taught by using predictive technique in reading. The post test was administered on Saturday 25<sup>th</sup> November. The researcher got data from the student's score of post test. Based on the result, the data showed that the highest score was 80, it was got by nine students. The lowest score was 50, it was got by two students. The mean score of students who taught through predictive technique was 67.5.

## **2. Experimental Group II**

In applying this treatment, the researcher also gave treatment then administered post test. The treatment was also given for four times. The treatment was given in the classroom by applying phrase technique to teach reading of narrative text. The researcher gave treatment for four times. The first treatment was carried out on Tuesday 14<sup>th</sup> November, the second treatment on Friday 17<sup>th</sup> November, the third treatment on Tuesday 21<sup>th</sup> November and the last treatment were carried on Friday 24<sup>th</sup> November. The theme of material in the first meeting was the ant and the dove, the second meeting was little red riding hood, the third meeting was the tortoise and the hare and the last meeting was the golden eggs story.

In the process of teaching reading, there were 30 students as the experimental group two the third year student of MTsS Geudubang Aceh. Before taught by using phrase technique, the researcher introduced and explained phrase technique to the students first and explained their role in this lesson. In this learning, the researcher provided the students with copy of the phrased reading passages. The

researcher explains figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause. The researcher read aloud the segmented passage with appropriate phrasing and intonation. The researcher rehearses a passage in unison and reminded students that the phrase markers identify chunks of text that should be smoothly read together. The researcher provided students with time to read segmented passages with partners and allowed students to rehearse segmented passages independently. The researcher met with students individually to hear independent readings of segmented passages. Note students' expression, pauses, and phrasing and assisted those who seem to struggle.

Based on the learning process in reading using phrase technique, it showed that the students were able to follow the process well. Although, there were some of male students did not pay more attention in this lesson. They preferred talking each other and playing game to study. Some of male students were crowded, but most of female students pay more attention in this lesson. Most of female students were enthusiasm in answering the question from the researcher related to the topic.

After treatments, the researcher administered post test to know the student's score after taught by using phrase technique in reading. The post test was administered on Saturday 25<sup>th</sup> November. The researcher got data from the student's score of post test. Based on the result, the data showed that the highest score was 85, it was got by a student. The lowest score was 45, it was got by a students. The mean score of the students who taught through phrase was 62.7.

Regarding on the statement stated in the first chapter, the objective of this study was to investigate the difference of students' reading achievement between those taught through predictive technique and those taught through Phrase at the third year student of MTsS Geudubang Aceh. The researcher analyzed the data by using the *t*-test formula then the result is consulted with *t*-table at 5% significant level.

The calculation of the data showed that the mean score of students who taught through predictive technique was 67.5. Meanwhile the mean score of the students who taught through phrase was 62.7. After having the mean score, the researcher used it to calculate *t*-test score, the researcher looked at the *t*-table by calculating the degrees of freedom.  $df/db = N1+N2-2 = 30+30-2 = 58$ . Then, the researcher found the *df* (the degrees of freedom), refer to *t*-table at 58 degrees of freedom with the significance level 5% is 2.00. Since  $t_{test} > t_{table}$ , it was  $2.30 > 2.00$ . It meant there was any significantly different between two groups.

Based on the result above, the researcher concluded that there was significance difference of the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. It was showed by the score of  $t_{test}$  was higher than  $t_{table}$  ( $2.30 > 2.00$ ). It meant that  $H_0$  was rejected and  $H_a$  was accepted.

From the data above, it can be seen that the mean score of predictive technique was higher than phrase technique. So it can be concluded that predictive technique was more effective in teaching reading than phrase technique.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this research, the researcher gave treatment for four times for each group. After conducting the research at the third year student of MTsS Geudubang Aceh, the researcher made the conclusion. Conclusion was taken from the result of study which has been done. Based on the result, it can be concluded that there was significance difference of the students' reading achievement between those taught through predictive technique and those taught through phrase at the third year student of MTsS Geudubang Aceh. It proved by the mean score of students who taught through predictive technique was 67.5. Meanwhile the mean score of the students who taught through phrase was 62.7. After having the mean score, the researcher used it to calculate t-test score, the researcher looked at the *t-table* by calculating the degrees of freedom.  $df/db = N1+N2-2 = 30+30-2 = 58$ . Then, the researcher found the df (the degrees of freedom), refer to *t-table* at 58 degrees of freedom with the significance level 5% is 2.00. Since  $t_{test} > t_{table}$ , it was  $2.30 > 2.00$ . It meant there was any significantly different between two groups. So it can be concluded that predictive technique was more effective in teaching reading than phrase technique.

## **B. Suggestion**

The researcher has some suggestions as follows:

1. The teachers should give more attention toward their teaching and learning activity.
2. The teacher should know the best technique applied in their teaching and learning activity.
3. The students should increase their reading ability in reading.
4. This study should be guidance for another researcher who wants to make a similar research about reading technique.

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Wright, Andrew. *Picture for Language Learning*. Cambridge: Cambridge University Press. 1999.



### NAME OF STUDENTS

No	Experimental Group I (3-I)	Experimental Group II (3-II)
	Student's Name	Student's Name
1	Andika Pranata	Afrilian Ramadhan
2	Aulia Faradina	Alfirman Wahyu
3	Aulia Sintia	Bagus Rinaldi
4	Bagustian	Bella Fajari Maulisa
5	Cici Kumala	Cut Dwi Mutia Amanda
6	Dayu Dwi Istira Fanta	Dani Prayoga
7	Deyein Maulida	Dea Nurfadilah
8	Diona	Defa Maulia
9	Dwi Prayoga	Diky Triandana
10	Fadlan Alhamdi	Fauziah
11	Faridah	Febrio Afriandi
12	Haikal Zulazli	Ferdi Pranoto
13	Irvan Maulana	Fiki Agus Tira
14	Jun Pria	Frisca Yunellia
15	Liviliani	Maharani
16	M. Ardiyansyah	Maya Anjuni
17	M. Khalil Akhtar	Muhammad Arif
18	Maulana Putra	Musliaji
19	Miko Ananda	Novi Dwi Lestari

20	Muhammad Akmal	Nurul Aina
21	Munalisa	Raudatul Jannah
22	Nabila Adinda	Ridho Al-Muttaqin
23	Rahmad Fajar	Rio Herlambang
24	Rama Aridana	Rivaldo
25	Rina	Satria Mandala
26	Salsabila Afliza	Selvia Saputri
27	Sinta Rahmadani	Syahri Ramadhan
28	T.M Baihaqi	Tika Fitri Yani
29	Tri Rizky	Wahyu Swtiawan
30	Wahyu Kurniawan	Wirza

## LESSON PLAN

### (Experimental Group 1)

School : MTs Geudubang Aceh

Subject : English

Skill Focus : Reading

Class/ Semester : III-A/2

Time Allocated : 2x45 minutes

Meeting : 1

#### A. Standard Competence

Comprehend the meaning of the simple short essay narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### The Ant and the Dove



One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

#### **F. Method/Technique: Predictive Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students' attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students' attendance.
2. While-Activity
  - a. Teacher shows the picture to the students.
  - b. Teacher asks the students to survey the picture.
  - c. Teacher asks the students to guess the title based on the picture
  - d. The teacher writes the correct title on the white board and the students pronounce the title
  - e. Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.
  - f. Teacher asks the students to guess the content of story based on the picture by using their background knowledge.
  - g. Teacher asks the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.
  - h. Teacher distributes the text to the students
  - i. Teacher asks the students to read the text in front of the class
  - j. Teacher asks the students to discuss the text with their friends and shared with the teacher about their problems.
  - k. Teacher gives the exercises to the students and asked to do that exercise.
  - l. The teacher asks the students to submit their work.

3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

**H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

**I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 1)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-A/2
Time Allocated	: 2x45 minutes
Meeting	: 2

#### A. Standard Competence

Comprehend the meaning of the simple short essay; narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### Little Red Riding Hood



Once upon a time there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to grandmother's house pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However, a hunter came to rescue and cut

#### **F. Method/Technique: Predictive Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students' attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students' attendance.
2. While-Activity
  - a. Teacher shows the picture to the students.
  - b. Teacher asks the students to survey the picture.
  - c. Teacher asks the students to guess the title based on the picture
  - d. The teacher writes the correct title on the white board and the students pronounce the title
  - e. Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.
  - f. Teacher asks the students to guess the content of story based on the picture by using their background knowledge.
  - g. Teacher asks the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.
  - h. Teacher distributes the text to the students
  - i. Teacher asks the students to read the text in front of the class
  - j. Teacher asks the students to discuss the text with their friends and shared with the teacher about their problems.
  - k. Teacher gives the exercises to the students and asked to do that exercise.
  - l. The teacher asks the students to submit their work.
3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.

d. The teacher closes the lesson.

**H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

**I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati



## LESSON PLAN

### (Experimental Group 1)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-A/2
Time Allocated	: 2x45 minutes
Meeting	: 3

#### A. Standard Competence

Comprehend the meaning of the simple short essay; narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### The Tortoise and the Hare



Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, “How do you expect to win this race when you are walking along at your slow, slow pace?” Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, “Don’t brag about your lightning pace, for slow and steady won the race!”

#### **F. Method/Technique: Predictive Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students’ attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students’ attendance.
2. While-Activity
  - a. Teacher shows the picture to the students.
  - b. Teacher asks the students to survey the picture.
  - c. Teacher asks the students to guess the title based on the picture
  - d. The teacher writes the correct title on the white board and the students pronounce the title
  - e. Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.
  - f. Teacher asks the students to guess the content of story based on the picture by using their background knowledge.
  - g. Teacher asks the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.
  - h. Teacher distributes the text to the students
  - i. Teacher asks the students to read the text in front of the class
  - j. Teacher asks the students to discuss the text with their friends and shared with the teacher about their problems.
  - k. Teacher gives the exercises to the students and asked to do that exercise.
  - l. The teacher asks the students to submit their work.

3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

**H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

**I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 1)

School : MTs Geudubang Aceh

Subject : English

Skill Focus : Reading

Class/ Semester : III-A/2

Time Allocated : 2x45 minutes

Meeting : 4

#### A. Standard Competence

Comprehend the meaning of the simple short essay; narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### The Golden Eggs Story



Long time ago a remote village, in central China, there lived farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard passed by his house and gave him a goose. He said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Then, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy and arrogant.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though the very much regretted for his foolishness, it's already too late.

#### **F. Method/Technique: Predictive Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students' attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students' attendance.
2. While-Activity
  - a. Teacher shows the picture to the students.
  - b. Teacher asks the students to survey the picture.
  - c. Teacher asks the students to guess the title based on the picture
  - d. The teacher writes the correct title on the white board and the students pronounce the title
  - e. Discuss the picture by asking the students some questions, for example: What happen? Who was involved in the story? How did the event happen? And write up responses on the board.
  - f. Teacher asks the students to guess the content of story based on the picture by using their background knowledge.
  - g. Teacher asks the students a few more questions to help students predict the content of the text by using the extra clues, to find the main idea and supporting details after the teacher shows the text.
  - h. Teacher distributes the text to the students
  - i. Teacher asks the students to read the text in front of the class
  - j. Teacher asks the students to discuss the text with their friends and shared with the teacher about their problems.
  - k. Teacher gives the exercises to the students and asked to do that exercise.

1. The teacher asks the students to submit their work.
3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

**H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

**I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 2)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-B/2
Time Allocated	: 2x45 minutes
Meeting	: 1

#### **J. Standard Competence**

Comprehend the meaning of the simple short essay narrative text to interact with surrounding environment.

#### **K. Based Competence**

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### **L. Indicator**

3. Identify various meanings of narrative text.
4. Identify rhetorical steps of narrative text.

#### **M. Objective of the Study**

At the end of the lesson, students are expected to able to:

3. Identify various meanings based on the context of narrative text
4. Identify the rhetorical steps of the narrative text.

#### **N. Materials of the Study**

##### **The Ant and the Dove**

One hot day/, an ant was searching/ for some water.// After walking around/ for some time, she came to a spring.// To reach the spring, she had to climb up/ a blade of grass.// While making her way up,/, she slipped/ and fell into the water.//

She could have drowned/ if a dove up/ a nearby tree had not seen her.// Seeing that/ the ant was in trouble,/, the dove quickly plucked off a leaf/ and dropped it/ into the water near the struggling ant.// The ant moved towards the leaf/ and climbed up there.// Soon it carried her safely to dry ground.//

Just at that time,/, a hunter nearby was throwing out/ his net towards the dove.// Guessing what he was about to do,/, the ant quickly bit him on the heel.//

Feeling the pain,/ the hunter dropped his net.// The dove was quick to fly away to safety.//

**O. Method/Technique: Predictive Reading Technique**

**P. Teaching learning activities**

4. Pre-Activity
  - d. Greetings, praying, and checking students' attendant list
  - e. Telling students about the objectives of study and giving motivation.
  - f. The teacher checks students' attendance.
5. While-Activity
  - a. The teacher provides the students with copy of the Phrased Reading passages.
  - b. The teacher explains figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause.
  - c. The teacher reads aloud the segmented passage with appropriate phrasing and intonation.
  - d. The teacher rehearses a passage in unison.
  - e. The teacher reminds students that the phrase markers identify chunks of text that should be smoothly read together.
  - f. Provide students with time to read segmented passages with partners.
  - g. The teacher allows students to rehearse segmented passages independently.
  - h. The teacher Meet with students individually to hear independent readings of segmented passages. Note students' expression, pauses, and phrasing. Assist those who seem to struggle.
6. Post-Activity
  - e. Teacher asks the students difficulties while learning and gives the feedback about it.
  - f. The teacher reviews what the students have learned.
  - g. The teacher asks the students to submit their work.
  - h. The teacher closes the lesson.

**Q. Resources/ Media :**

3. The relevant text book
4. Board marker, whiteboard, relevant pictures.

**R. Assessment**

5. Type of test : Written test
6. Form of test : Essay
7. Instruments :
  - c. Choose the correct answer based on the text!
  - d. Answer the following questions based on the text!



8. Assessment Guide

<b>No</b>	<b>Categories</b>	<b>Score</b>
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 2)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-B/2
Time Allocated	: 2x45 minutes
Meeting	: 2

#### A. Standard Competence

Comprehend the meaning of the simple short essay narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### Little Red Riding Hood

Once upon a time/ there was a girl/ called Little Red Riding Hood.// The girl walked through the woods/ to deliver food to her grandmother.// A wolf wanted to eat her/ but was afraid to do so/ in public.// The wolf approached the girl.// She naively told him/ where she was going.// He advised the girl to pick up/ some flowers.// She really did it.// In the meantime,/ he went to grandmother's house/ pretending to be the girl.// He ate the grandmother/ and waited for the girl.// He disguised/ as the grandmother. When the girl arrived,/ he ate the girl too.// However,// a hunter came to rescue/ and cut//

#### F. Method/Technique: Phrase Reading Technique

## **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students' attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students' attendance.
2. While-Activity
  - a. The teacher provides the students with copy of the Phrased Reading passages.
  - b. The teacher explains figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause.
  - c. The teacher reads aloud the segmented passage with appropriate phrasing and intonation.
  - d. The teacher rehearses a passage in unison.
  - e. The teacher asks the students to insert meanings of each phrase under the phrase text.
  - f. The teacher reminds students that the phrase markers identify chunks of text that should be smoothly read together.
3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

## **H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

## **I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

<b>No</b>	<b>Categories</b>	<b>Score</b>
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 2)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-B/2
Time Allocated	: 2x45 minutes
Meeting	: 3

#### A. Standard Competence

Comprehend the meaning of the simple short essay narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### The Tortoise and the Hare

Once there was a speedy hare/ who bragged/ about how fast he could run.// Tired of hearing him boast,/ the tortoise challenged him to a race.// The entire animal/ in forest gathered to watch.//

Hare run down the road/ for a while/ and then paused to rest.// He looked back /at the tortoise and cried out,/ “How do you expect to win/ this race when you are walking along/ at your slow,/ slow pace?”// Hare stretched himself out/ alongside the road and fell asleep.//

The animals/ who were watching cheered so loudly for tortoise,/ they woke up Hare.// Hare began to run again,/ but it was too late.// Tortoise was over the line.//

After that,/ Hare always reminded himself,/ “Don’t brag/ about your lightning pace,/ for slow and steady won the race!”//

#### **F. Method/Technique: Phrase Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students’ attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students’ attendance.
2. While-Activity
  - a. The teacher provides the students with copy of the Phrased Reading passages.
  - b. The teacher explains figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause.
  - c. The teacher reads aloud the segmented passage with appropriate phrasing and intonation.
  - d. The teacher rehearses a passage in unison.
  - e. The teacher asks the students to insert meanings of each phrase under the phrase text.
  - f. The teacher reminds students that the phrase markers identify chunks of text that should be smoothly read together.
  - g. The teacher Meet with students individually to hear independent readings of segmented passages. Note students’ expression, pauses, and phrasing. Assist those who seem to struggle.
3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

#### **H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

#### **I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!

4. Assessment Guide

<b>No</b>	<b>Categories</b>	<b>Score</b>
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

## LESSON PLAN

### (Experimental Group 2)

School	: MTs Geudubang Aceh
Subject	: English
Skill Focus	: Reading
Class/ Semester	: III-B/2
Time Allocated	: 2x45 minutes
Meeting	: 4

#### A. Standard Competence

Comprehend the meaning of the simple short essay narrative text to interact with surrounding environment.

#### B. Based Competence

Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptably that relates with surrounding environment in the form of narrative text.

#### C. Indicator

1. Identify various meanings of narrative text.
2. Identify rhetorical steps of narrative text.

#### D. Objective of the Study

At the end of the lesson, students are expected to able to:

1. Identify various meanings based on the context of narrative text
2. Identify the rhetorical steps of the narrative text.

#### E. Materials of the Study

##### The Golden Eggs Story

Long time ago/ a remote village,/ in central China,/ there lived farmers and hunters.// One day,// a poor farmer/ lost his entire livestock to flood.// He prayed hard to God/ for help or his family would die of starvation.//

Few days later,/ an old man/ with long grey beard passed by his house/ and gave him a goose.// He said.// "I don't have any expensive thing/ to give you and hope this goose will help you/ to ease your hardship."//

A week later/ to the farmer found an egg/ in his yard.// This was not an ordinary egg.// It was a golden egg.// He was suddenly overcome/ with joy.// Then,// the livelihood had rapidly improved/ but the farmer had forgotten/ his earlier hardship.// He became lazy and arrogant.//



Strangely, the goose only laid one golden egg/ every six months. The greedy farmer lost his patient/ and slaughtered his goose thinking/ there were plenty of golden eggs/ inside its stomach. Though/ the very much regretted for his foolishness, it's already too late.

#### **F. Method/Technique: Phrase Reading Technique**

#### **G. Teaching learning activities**

1. Pre-Activity
  - a. Greetings, praying, and checking students' attendant list
  - b. Telling students about the objectives of study and giving motivation.
  - c. The teacher checks students' attendance.
2. While-Activity
  - a. The teacher provides the students with copy of the Phrased Reading passages.
  - b. The teacher explains figure out what the markers indicate. The single slash indicates a slight pause. The double slash after the period indicates a more prolonged pause.
  - c. The teacher reads aloud the segmented passage with appropriate phrasing and intonation.
  - d. The teacher rehearses a passage in unison.
  - e. Provide students with time to read segmented passages with partners.
  - f. The teacher allows students to rehearse segmented passages independently.
  - g. The teacher asks the students to insert meanings of each phrase under the phrase text.
  - h. The teacher reminds students that the phrase markers identify chunks of text that should be smoothly read together.
  - i. The teacher Meet with students individually to hear independent readings of segmented passages. Note students' expression, pauses, and phrasing. Assist those who seem to struggle.
3. Post-Activity
  - a. Teacher asks the students difficulties while learning and gives the feedback about it.
  - b. The teacher reviews what the students have learned.
  - c. The teacher asks the students to submit their work.
  - d. The teacher closes the lesson.

#### **H. Resources/ Media :**

1. The relevant text book
2. Board marker, whiteboard, relevant pictures.

#### **I. Assessment**

1. Type of test : Written test
2. Form of test : Essay
3. Instruments :
  - a. Choose the correct answer based on the text!
  - b. Answer the following questions based on the text!
4. Assessment Guide

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Fail	0-49

$$\text{Final score} = \frac{\text{total correct answer}}{\text{total item}} \times 100\%$$

Researcher,

Julaida Wati

### POST-TEST

Name :  
Class :

#### Directions

- Write down your name and class into your answer sheet.
- This test is multiple choice questions which consist of 20 items.
- Read the following text carefully!
- Choose the best one answer among four possible answers!
- Don't forget to use your reading technique!

*(Questions 1-5 refers to the following text)*

#### The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - a. To be his friend
  - b. To graze on the level ground
  - c. To climb up higher
  - d. To be his dinner
2. "Aren't you cold up **there** in the wind?" The word 'there' refers to...
  - a. A high cliff
  - b. Sheltered area
  - c. Grass
  - d. Ground
3. "Aren't you **afraid** you will fall down from that cliff? What is the antonym of the underlined word?
  - a. Suspicious
  - b. Nervous
  - c. Scared
  - d. Brave
4. What can we learn from the story?
  - a. Don't look down others
  - b. Don't easily believe others
  - c. Don't judge others by their appearances
  - d. Don't easily beat other creatures
5. From the story we know...
  - a. The goat was very hungry
  - b. The wolf was a helpful animal
  - c. The wolf was eager to eat the goat
  - d. The goat was going to fight with the wolf

*(Questions 6-11 refers to the following text)*

#### **The Fox and A Little Rabbit Story**

Once upon a time in the jungle, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style looked very vicious.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. To relieve the hunger, the snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away.

The little rabbit then felt relieved that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore.

6. The story is about a fox who....
  - a. had a vicious looks but had a kind heart
  - b. helped the little rabbit
  - c. was very vicious
  - d. did not have any friends
7. Which statement is TRUE according to the text?
  - a. The little rabbit was not in a danger.
  - b. Rox is a kind fox.
  - c. Everybody was never afraid of Rox.
  - d. Rox jumped over and scared the little rabbit away.
8. What did the fox do when the snake was sneaking behind the little rabbit?
  - a. He went to eat the snake.
  - b. He didn't care.
  - c. He jumped over and scared the snake away.
  - d. He scared the little rabbit.
9. What is the main idea of the last paragraph?
  - a. A little rabbit was in danger.
  - b. Everybody in the jungle was afraid of Rox.
  - c. Rox saved the little rabbit's live.
  - d. Rox is a kind fox
10. "To relieve the **hunger**, the snake was going to eat it." The underlined word means...
  - a. Full
  - b. Starvation
  - c. Heave
  - d. Gag
11. What is the moral lesson from the text?
  - a. Don't judge a book by the cover.
  - b. Helping each other.
  - c. A friend in need is a friend indeed.
  - d. d. Sufferings bring happiness.

*(Questions 12-17 refers to the following text)*

### **The Legend of Banyuwangi**

Once upon a time, there was local ruler named king Sulahkromo. The king has a Prime Minister Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank.

Before he killed and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu.....Wangi...Banyuwangi”. This means “fragrant water”. Banyuwangi was born from the proof of the noble and scared love.

12. Who was Sri Tanjung ?
  - a. The King Sulahkromo’s wife
  - b. The King Sulahkromo’s mother
  - c. The Prime Minister’s mother
  - d. Raden Sidopekso’s wife
13. Why was the Prime Minister very angry with his wife?
  - a. Because the king told him that she was unfaithful to him
  - b. Because she lied to him
  - c. Because she liked the King
  - d. Because she was not honest to him
14. “ Thus, when Sidopekso went back, the King told him that his wife was unfaithful to **him**. What does the underlined word refer to?
  - a. Sidopekso
  - b. The King
  - c. His wife
  - d. Sri Tanjung
15. “Before he killed and threw her into the river, she said that her **innocence** would be proven.” (paragraph 2) What does the underlined word mean?
  - a. Sin
  - b. Guilty
  - c. Badness
  - d. Purity
16. What can we learn from the story?
  - a. Don’t make the decisions quickly.
  - b. The bad always beat the good
  - c. Don’t give up to try something
  - d. Don’t underestimate others
17. What happened after Sri Tanjung’s body thrown into the river?
  - a. The river became clean and spread a wonderful fragrance
  - b. The river became dirty
  - c. The river became stink
  - d. The river change color

*(Questions 18-20 refers to the following text)*

**Albert Einstein**

Albert Einstein was born near the end of the 1800s in Ulm, Germany. He graduated from the University of Zurich in Switzerland at

age 26. That was also when he did his famous work in physics. Fourteen years later he won the Nobel Prize for Physics.

For the next ten years he lived in Germany and traveled a lot to talk to other scientists. Then in the early 1930s he had to leave Germany because of Hitler and Nazi party. From that time until his death he lived in Princeton, New Jersey. He passed away at the age of 74.

18. Who is Albert Einstein?
  - a. A student
  - b. A scientist
  - c. A physicist
  - d. A journalist
19. Where did Albert Einstein live before he lived in Princeton?
  - a. In Zurich
  - b. In Switzerland
  - c. In New Jersey
  - d. In Germany
20. When did Albert Einstein win the Nobel Prize?
  - a. In 1840
  - b. In 1800
  - c. In 1842
  - d. In 1930

**GOOD LUCK**

## **ANSWER KEY**

1. B
2. B
3. A
4. D
5. A
6. A
7. B
8. C
9. C
10. B
11. A
12. D
13. A
14. A
15. D
16. A
17. A
18. C
19. D
20. A

## **CURRICULUM VITAE**

### **Personality**

Name : Julaida Wati  
Place/Date of Birth : Langsa, July 29<sup>th</sup> 1994  
Sex : Female  
Religion : Islam  
Nationality/Ethnic : Indonesia/Acehnese  
Marital Status : Single  
Address : Geudubang Aceh, Kec. Langsa Baro, Kab. Kota  
Langsa  
  
Occupation : Student

### **Educations**

Elementary School : SDN 2 Karang Anyar (2000 -2006)  
Junior High School : MTsS Geudubang Aceh (2007 -2009)  
Senior High School : SMAN 5 Langsa (2009-2012)  
University : IAIN Zawiyah Cot Kala Langsa (2012 up  
to now)

### **Family**

Father's Name : Sulaiman  
Mother's Name : Tuti Hartini  
Sister's Name : Siti Aisyah  
Siti Khairani S