

**AN EXPERIMENTAL STUDY : THE USE OF DR. MICHAEL WEST'S  
NEW METHOD TO ENHANCE STUDENTS' READING SKILL ON  
NARRATIVE TEXT**

**SKRIPSI**

**By**

**ADE CUT ISMIATI**  
**1042017002**

**Degree (S1)**  
**Study Program : English Department**  
**Tarbiyah and Teacher**  
**Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIR**  
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**STATEMENT OF APPROVAL**

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NARRATIVE TEXT**

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**By**

**Ade Cut Ismiati  
1042017002  
English Education Department**

Approved by :

Supervisor I



Nina Afrida, M.Pd  
NIP. 198405012011012015

Supervisor II



Rita Mahjiza, M.S  
NIP. 198405012011012015

**STATEMENT OF CERTIFICATION**

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By

Ade Cut Ismiati  
NIM. 1042017002

Has been Defended in Sidang Munaqasyah by the Board of Thesis Examiners and  
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Pendidikan (S.Pd) in English Education, on :*

*Council of The Examiners :*

Chairman,



Nina Afrida, M.Pd  
NIP. 19840501 201101 2 015

Examiner I

Secretary,

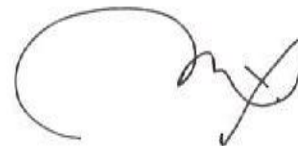


Rita Mahriza, M.S  
NIP. 19840117 201101 2 008

Examiner II



Wahidah, M.Ed  
NIP. 19830126 201503 2 003



Mouloeddin Afna, M.Pd  
NIDN. 0126118401

**Certified By :**

**The Dean of Tarbiyah and Teacher Training Faculty  
State Institute for Islamic Studies Langsa**



Dr. Zainal Abidin, S.Pd.I., M.Pd  
NIP. 19750603 200801 1 009

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Ade Cut Ismiati  
NIM : 1042017002  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Judul Skripsi :

### **AN EXPERIMENTAL STUDY : THE USE OF DR. MICHAEL WEST'S NEW METHOD TO ENHANCE STUDENTS' READING SKILL ON NARRATIVE TEXT**

Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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

Langsa, 25 Oktober 2021  
Yang Membuat Pernyataan



ADE CUT ISMIATI  
NIM. 1042017002

## **DEDICATION**

*My lovely father, Alm. Muhammad Isa*

*My lovely mother, Alm. Tumini*

## **MOTTOS**

*“Judge yourselves before you are judged. Evaluate yourselves before you are evaluated. And be ready for the greatest investigation, the day of judgement.”*

**[Umar Bin Khattab (RA)]**

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NIM. 1042017002



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## ABSTRACT

**Ade Cut Ismiati**, 2021. The Use of Dr. Michael West`s New Method To Enhance Students` Reading Skill On Narrative Text at The Second Grade Students of SMA Negeri 2 Langsa.

**Supervisor (1)**. Nina Afrida, M.Pd **(2)** Rita Mahriza, MS

This research discussed about the popular method for Indian learners in learning English. The researcher tries to apply The New Method for Indonesian learners in learning English. This research was conducted in SMA Negeri 2 Langsa. The researcher used experimental study in Nonequivalent Group Design with quantitative approach. The population of this research was the second grade students of SMA Negeri 2 Langsa. The total number of population was 139 students. Sample was 52 students. Reading test and questionnaire were the instruments of this research in gathering data.

Based on the pretest, the students score was still low. The mean score of the students` pretest was 71,83 for experimental class and 68,42 for control class. After the students of the experimental class taught by using Dr. Michael West`s New Method there is a significant improvement on the mean score in posttest that is 86,50, while for the control class who taught by using conventional method also there is improvement on the posttest`s mean score that is 70,14. Based on the explanation above, it can be concluded that students`s who taught by using Dr. Michael West`s New method have better improvement in reading skill. This method also as a good and suitable method to be applied to enhance reading skill.

**Keywords :** *Dr. Michael West`s New Method, Reading Skill, Narrative Text*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Language has an important role in human life as a tool to communicate each others and understandable for its community. Finocchio states, as quoted by Brown, language is a system of arbitrary, vocal symbols that permit all people in a given culture to communicate or to interact.<sup>1</sup> It means that language is used for social purpose or interaction, such as for teaching and learning process, getting to know each other and many more. Language becomes one of the most important things in communication and used among the nations in all over the world. As an international language, English is very crucial and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

The most often problem that faced by the teachers is the teachers' ability in applying appropriate approaches, methods, strategies, or techniques in teaching and learning. So, many students are not readability in learning English. Therefore, the English teacher prompted in order to be able mastering of method, such as,

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<sup>1</sup> W. Brown James, et al. *Instruction Materials and Methods*. (New York : McGraw- Hill Book Company. 1959), inc. p. 4



Nababan notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught for the students.<sup>2</sup>

Today students learn English at school, they will learn the four skills namely, listening, speaking, reading and writing. All of these skills must be taught and practiced by students and cannot be separated from one to another if one expects to be able to communicate fluently in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students from Junior High School up to University level have difficulties in all of these skills. One of the skills that cannot be ignored is reading skill because the success of their study depends on the greater part of their ability to read.

Reading is one of an important skill in English that should be mastered by the students who was able to make a great progress in most academic areas.<sup>3</sup> Reading can be defined as essentially process of getting important and meaningful information from written language.<sup>4</sup> Reading is a good way to enhance and understand English. The acquisition of the reading skill in the foreign language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our daily activities, we read a lot of texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

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<sup>2</sup> M. R. Nababan. *Teori Menerjemah Bahasa Inggris*. (Yogyakarta : Pustaka Pelajar. 1999). p. 4

<sup>3</sup>Tutyrahiza Mahmud. *A Survey on Teaching Reading Strategiess Used by ESL Teacher that Facillitate Teaching and Learning Reading English lessons*. (Faculty of Cognitive Sciences and Human Development University Malaysia : Sarawak. 2008). p. 2.

<sup>4</sup> Miriam Burt and friend. *Reading and Adult English Language Learners : A review of The Reseach*. (Washington, DC : Center for Applied Linguistics. 2003). p. 24

According to Wallace reading as an interpreting which means reacting to a written text as a piece of communication.<sup>5</sup> In addition, Grabe and Stoller express a similar view of reading, stating that reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>6</sup> Moreover, Moreillon states that reading is making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill.<sup>7</sup>

There are many various teaching methods that can be used by the teachers in teaching English. Different countries will apply different method according to the circumstance of the students and other aspect that should be considered such as level of the student, student abilities, classroom environment, and many more.

In India, there are several effective methods used in the teaching and learning process, one of the method is Dr. Michael West New Method. Dr. Michael West who taught English for a number of years and was well-aware of the English language teaching situation in India. He found that for Indian learners of English, learning to read English was easier than speak it. According to Dr. Michael West "*Learning to read a language is by far the shortest road to speak and write it.*"

In Indonesia, Dr. Michael west New Method itself is rarely applied in the teaching and learning process. The most methods that is used in the teaching and learning process such as : Grammar-Translation Method (GTM), Audio Lingual

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<sup>5</sup> Catherine Wallace. *Reading*. (New York : Oxford University Pres. 2003). p.4.

<sup>6</sup> Stoller and Grabe. *Teaching and Researching Reading*. ( New York : Pearson Education. 2002). p.9.

<sup>7</sup> Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago : America Librari Assosiation. 2007). p. 10

Method (ALL), Silent Way, Community Language Learning (CLL), Direct Method and Total Physical Response (TPR). While in fact, based on *daily.co.uk*, Indonesia ranks 31<sup>st</sup> in mastering English, while India ranks 20<sup>th</sup>. This is a huge difference in mastering English between Indonesia and India. Even though these two countries are the same developing countries.

By looking at the opportunities which is there is a huge difference between Indian learners and Indonesian learners in mastering English, the researcher tries to research by applying Dr. Michael West's New Method which is an effective method that familiar in India which never been apply before and still unfamiliar in teaching English in Indonesia. It is hoped that this will provide new innovations by applying methods that have not been applied before and become a reference for teachers to be more creative in applying different methods so that the objectives of the teaching and learning process can be achieved as expected.

Based on the explanation above, the researcher tries to find out the way to improve the English language of Indonesian students by using the Dr. Michael West New method where this method is very rare and unfamiliar or has never ever been applied in Indonesia. The researcher tries to apply a simple method but have a big impact in improving English. As Dr. West says "*The bilingual child does not so much need to speak his second language (English) but rather to read it.*"

The researcher hopes students can improve their English language especially on reading ability. The researcher wants to apply Dr. Michael West New Method in SMA Negeri 2 Langsa. Therefore, the researcher proposed a

research entitle “An Experimental Study : The Use of Dr. Michael West`s New Method To Enhance Students` Reading Skill On Narrative Text.”

### **1.2 The Problem of The Study**

Based on the background of the study, the research problems are formulated as the following :

1. How is the influence of using Dr. Michael West`s New Method for students` reading skill at the second grade of SMA Negeri 2 Langsa?
2. What are the ease and difficulty factors faced by students using Dr. Michael West New Method at the second grade of SMA Negeri 2 Langsa?

### **1.3 The Objective of The Study**

1. To find out the influence of using Dr. Michael West`s New Method for students` reading skill at the second grade of SMA Negeri 2 Langsa
2. To know the ease and difficulty factors faced by students using Dr. Michael West New Method at the second grade of SMA Negeri 2 Langsa.

### **1.4 The Scope of The Study**

The research is focused on the reading ability in narrative text especially for fabel genre. The subject of the research is the second grade students of SMA Negeri 2 Langsa which choose two classes for experimental study randomly by lottery technique.

## 1.5 The Significance of The Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. For the students as the subjects of the research, it was expected that the students would take the advantages of the research. Students could learn how to improve their skills of reading.
2. For the teachers in the school, it was expected that the teachers could have more method to be applied of reading interestingly and effectively so that the students would improve their English language especially in reading skill.
3. For the researcher, it was expected to improve her knowledge in teaching reading method and have new experience by applying another method.

## 1.6 Terminology

### 1. Reading

Reading is a complex organization of patterns of higher mental processes.<sup>8</sup> In the other hand, reading is a simple process, readers decode each word in a text and then automatically comprehend the meaning of the word, as they do with their daily spoken language.<sup>9</sup> Reading is a cognitive activity in

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<sup>8</sup> W Grabe & F. Stoller. *Teaching and researching reading*. (New York : Longman. 2002). p. 9

<sup>9</sup> Ruth Schonoebach. *What is Reading? An Excerpt from Reading for Understanding*, (Journal of Teaching and Literature, Vol. 1, No. 2. 2010). p. 334.

which the reader takes part in a conversation with author through the text.<sup>10</sup> Moreover, reading is expanded to cover online and nontraditional print materials, reading interest may be increased.<sup>11</sup> Furthermore, reading as a skill that is taught once and for all in the first few years of school.<sup>12</sup> In summary, reading is a simple process to understand of the text in teaching and learning.

## 2. Dr. Michael West`s New Method

Dr. Michael West`s New Method is an Indian Origin Method. Dr. Michael West was the first scientist who deeply and widely introduced teaching reading in India. The main purpose of the research is developing scientific point of view of Michael Philip West about teaching methodology of reading.

## 3. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

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<sup>10</sup> Pezhman Zare. *The Relationship Between Reading Comprehension and Reading Strategy Use Among Malaysiaon EFL Learners*. (Journal of Humanities and Social Science, Vol. 3, No. 13, University Putra Malaysia, Malaysia. 2013). p. 188.

<sup>11</sup> Tonya V. O'Boyle. *Expanding the Definition of Reading*. (Journal of Teaching Reading, Vol. 2, No. 2. 2011). p. 2.

<sup>12</sup> Cynthia Greenleaf. *Reading Skills*. (Journal of Learning and Literature , Vol. 2, No. 1. 2009). p. 122.

### **1.7 Hypothesis**

Ho : Dr. Michael West`s New Method can not enhance students` reading skill on narrative text at the second grade of SMA N 2 Langsa.

Ha : Dr. Michael West`s New Method can enhance students` reading skill on narrative text at the second grade of SMA N 2 Langsa.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Reading

##### 2.1.1 Definition of Reading

Reading is a receptive skill. Receptive skills are the way in which people extract meaning from the discourse they see or hear.<sup>13</sup> In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

Thus, it is not baffling to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that set two people in action together both an author and a reader.<sup>14</sup> To read is to increase relationships among ideas. They also clarify that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You have a purpose for reading, you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading. Reading is an active process in which people

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<sup>13</sup>Jeremy Harmer. *The Practice of English Language Teaching*. (Harlow : Pearson Education Ltd. 3<sup>rd</sup>ed. 2001). p. 199.

<sup>14</sup>Dorothy Grant Hennings. *Reading with Meaning, Strategies for College Reading*, 4<sup>th</sup>ed. (New Jersey : Prentice – Hall. 1999). p. 2.



attempt to extract idea, concept, or image from the pattern words set forth on printed page.<sup>15</sup>

Most people see reading as simple process with the reader processing each reader letter in turn, producing suitable sounds, and foeming words.<sup>16</sup> Other people considered reading as a thinking process through which meaning obtained from printed symbols.<sup>17</sup>

Reading also engages human brain, emotions, and beliefs as Weaver stated that “Reading is a process which is very much determined by what the reader`s brain and emotions and beliefs bring to the reading the knowledge / information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it.”

According to Harmer in *The Practice of English Language Teaching* “*Reading is an exercise dominated by the eyes and the brain.*”<sup>18</sup> Specifically, Nunan in his book also says that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)”<sup>19</sup>

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<sup>15</sup> F. Callahan and L.H. Clark. *Teaching in the Middlee and Secondary School Planning for Competence*. (USA : McMillan po.co.inc. 1982). p. 60.

<sup>16</sup> Nunan David. *Language Teaching Methodology*. (New York : Prentice hall. 1991). p. 171.

<sup>17</sup> Verna Diecman Anderson, et all. *Reading in The Language Art*. (New York : The Macmillan Company. 1964). p. 84

<sup>18</sup> Harmer Jeremy. *The Practice of English Language Teaching*. (New York : Longman, Inc. 1985). p. 153.

<sup>19</sup> Nunan David. *Language Teaching Methodology*. (New York : Prentice hall. 1991). p.171.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.<sup>20</sup> The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Reading also can be means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some benefits for the readers. One of the benefit is the students can improve their knowledge by reading a text without the teacher`s help because they can interpret by themselves .<sup>21</sup>

### 2.1.2 Types of Reading Text

According to Brown there are four types of reading as below :

#### 1. Perceptive Reading

Perceptive readings involve attending to the components of larger stretcher of discourse : letters, word, punctuation and other graphemes` symbols. Bottom-up processing is implied.

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<sup>20</sup> M. Spratt, A. Pulverness and M. Williams. *The TKT (Teaching Knowledge Test) Course*. (Cambridge : Cambridge University Press. 2005). p. 21

<sup>21</sup> W. M. Rivers. *Teaching Foreign-Language Skills*. (The University of Chicago Press, Chicago. 1981). p. 260

## 2. Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

## 3. Interactive Reading

Interactive reading types are stretches of language of some paragraph to one page or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

## 4. Extensive Reading

Extensive reading as longer stretches of discourse, such as : a long article, and books that are usually read outside a classroom hour.<sup>22</sup>

Based on statement above, we know that there are four types of reading included perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading is ask the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading ask the students to read some text and find the information from the text. Meanwhile extensive reading deals with longer text, this requires students ability to understand the whole text.

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<sup>22</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. (New York : Longman Person. 2014). p. 186

### 2.1.3 Reading Purpose

There is possible cause of the variation between readers and reading which we need to consider that is readers' different purposes. If a reader hopes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if is studying a text in order to identify key information. Therefore, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bed time is likely different from reading a hand out for an examination for the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he/she uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.<sup>23</sup>

While reading, presumably, many things can be happened. Not only is the reader looking at the the printed page and elaborating marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure. Many different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories.<sup>24</sup>

1. Instrumental : a large amont of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or

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<sup>23</sup> Dorothy Grant Hennings. *Reading with Meaning*. (USA : Prentice Hall. 1999). p.13

<sup>24</sup> Ibid

instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.

2. Pleasurable : another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations : you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line a storm of honking breaks over you.<sup>25</sup> For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn new knowledge, but also abilities to process information, in more spesific, there are some reading skills which are effected by the purposes in reading, they are as follows.<sup>26</sup>

1. Identifying the topic : good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progress.
2. Predicting and guessing : readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict

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<sup>25</sup> Sven Birkets. *Reading*. (Minnesota : Graywolf Press. 1999). p. 101.

<sup>26</sup> Jeremy Harmer. *The Practice of English Language Teaching : New Addition*. (New York : Longman Publishing. 1991). p.201-202.

what is coming : sometimes they make assumption or guess the content from their initial glance or half-reading.

3. Reading for general understanding : it means, not stopping for every word, not analysing everything that the writer includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.
4. Reading for specific information : in this discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific detail. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.
5. Reading for detailed information : sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.
6. Interpreting text : readers are able to see beyond the literal meaning of words in passage, using a variety of clues to understand what the writer is implying or suggesting. Readers get more from reading text than the word alone suggest because, as active participants, readers

use their schemata together with their knowledge of the world expand the pictures that have been given before.

#### **2.1.4 Reading Skill**

Reading skill is defined by Chatrine Snow as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>27</sup> In the other words, reading skill is the process of comprehensive forming and decoding meaning as a result of a progressive interaction between the readers and the text they read. According to Gordon Wainwright, reading skill is a complex process which comprises the successful or unsuccessful use of many abilities.<sup>28</sup> It means that reading skill is a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension break downs, and match comprehension output to the reader goals. Every readers has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

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<sup>27</sup> Catherine Snow. *Reading for Understanding*. (Pittsburgh : RAND Education. 2002). p.11

<sup>28</sup> Gordon Wainwright. *How To Read Faster And Recall More*. (United Kingdom : Deer Park Productions. 2007). p. 35.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

Having a skill makes the students can solve any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept make from the information gained from the text read.

Brown noted that reading consists of two big elements, micro and macro skills as follows :<sup>29</sup>

a. Micro skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognized a core of words, and interpret word order patterns and their significance.

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<sup>29</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (San Francisco : Pearson education. 2004) . p. 187-188



5. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g, tense, agreement, and pluralization), patterns, rules and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. Distinguish between literal and implied meaning.
5. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
6. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the explanation above, the writer conclude that micro and macro skills in reading is a process of interpreting and extracting meaning from printed or written text by doing such an active activities to find main

ideas, explicit and implicit information, and the meaning of words based on the context.

### **2.1.5 Teaching Reading**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning.<sup>30</sup> The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttall states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.<sup>31</sup>

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applied them well. According to Davies and Pears, there are some characteristics of effective English teaching and learning such as :

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<sup>30</sup> H. Douglas Brown. *Principles of Language Learning and Teaching*. (USA : San Francisco State University, 2000.). p. 7

<sup>31</sup> C. Nuttall. *Teaching Reading Skills in a Foreign Language*. (London Heinemann Educational Books, 1982). p. 21

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.
- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

### **2.1.6 Method in Teaching Reading**

Before defining what method of teacher used in teaching, it is important to describe what method is. Method is an overall plan for systematic presentation of language based on a selected approach that is a set of assumptions dealing with the nature of language, learning and teaching, it is followed by techniques which are specific classroom activities consistent with a method, and therefore in harmony with an approach.<sup>32</sup>

MoE states, the term of “method” which was taken from Latin word, simply implies mode or way. The general meaning of method, according to Azeb, method is an orderly planned progress towards a given and a

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<sup>32</sup>M Edward Anthony. *Approach, Method, and Technique*. (Arbor : University of Michigan Press. 1963). p. 63-67.

coordinated system of principles for the performance or conduct of practice.<sup>33</sup> It enables the teacher to select appropriate learning experiences, create appropriate environment, guide and direct learning activities, assess and evaluate progress and bring about learning or understanding systematically without unnecessary waste. Therefore, from this we can understand that in the world of education, method of teaching is the mode or the way by which a subject matter is communicated in a way that it could properly achieve the intended outcome or objective.

Methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of the activities.<sup>34</sup> In clearer terms, methods of teaching refer to construction of how teaching ought to be done. On top of this, teaching methods may be viewed as a series of discrete steps that the teacher uses or takes so as to achieve the predetermined instructional objectives.

A teaching method comprises the principles and methods used by teachers to enable students' learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject

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<sup>33</sup> Desta Azeb. *Elements of General Methods of Teaching (Knowledge and Competencies for Teachers)*. (Addis Ababa : Addis Ababa University (Unpublished). 1984). p. 90

<sup>34</sup> Biadgelign Ademe Hall. *General Learning-Teaching Methods and Techniques*. (AddisAbaba : Addis Ababa University Press. 2010). p. 99

matter but also how students' learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to learning, Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information into their students. In this model, teaching and assessment are viewed as two separate entities. Students' learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teachers' primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected, student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

Language Teaching methods are dependent on and influenced by different theories of Language and language learning. The history of language teaching put forward different kinds of methods. These methods are adopted by different people in different situations according to the need of the learners. Different methods may be appropriate to different contexts.

The efficiency of a method depends upon a complex of factors which vary from place to place and situation to situation. The challenge today is to avoid dogma and rigidity through fresh consideration of priorities, and to root all new strategies in the realities of the situation. An attempt has been made here to take into sweep the history of language teaching methods beginning from the earliest times to the present time.

## **2.2 Dr. Michael West's New Method**

### **2.2.1 Definition of Dr. Michael West's New Method.**

Dr. West worked as a teacher and principal in a Teacher Training College in Dacca and he conducted an extensive research and experiment on the problems of teaching English as a foreign language in India. The outcome of his research is "The New Method."

Dr. Michael West's New Method is an Indian Origin Method. He was the first scientist who deeply and widely introduced teaching reading in India.

The main purpose of the research is developing scientific point of view of Michael Philip West about teaching methodology of reading.<sup>35</sup>

In late 1920 - 1930, during twenty years as an English teacher, Michael Philip West (1888-1973) created many theories about learning problems of English language. Although in the post-war years, Harold Edward Palmer drew a lot attention on teaching British and American English, as well as oral methodology, there were widespread problems of learning English and their importance in the theories of West.

After the World War I, in 1919, having examined the schools in Calcutta and Chittagong, M. West offered to implement comprehensive test on all teaching subjects. In fact, one of the features of M. West's ideas about teaching English language were revised by the outstanding teachers of the educational service of India P.C. Wren and Horace Wyatt.

Michael West's conclusions on the problems of teaching English in Bengal were widespread : students spent 10 hours a week to learn English, but the results left much to be desired. For known reasons, that indicator reached "Matriculation" (i.e. until the last stage of high school). Even at this stage, the results were unsatisfactory. Only a few number of the students had the ability to read English, write very slowly and with difficulty.

In 1919, the Commission of the University of Calcutta proved the inefficiency of the existing education system. Despite the fact that all sciences

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<sup>35</sup> Dilnoza Saimnazarova Abdunematovna. *Michael Philip West As A Founder Of Teaching Reading Methodology*. (EPRA International Journal of Multidisciplinary, vol. 6. 2020). p. 187

at universities and colleges were taught in English, the students' proficiency level in English was not in required level to study at universities.

In the history of the world methodology on teaching reading M. West has conducted worthy researches, his original insights into problems of teaching reading spread all over the world. Due to the fact that the political world view of M. West engaged in teaching Bengali children English, was imbued with nationalist ideas, he suggested small-scale nations necessarily have to teach one of the foreign languages, in his opinion, the English language. In this regard, the purpose of teaching foreign languages includes reading books and periodicals printed in English, assimilating the core content.

At present, an English learner should know four types of speech activities such as : listening, speaking, reading and writing. A century ago Michael West carried out very important scientific researches, not only theoretically, but practically as well. He wrote several books about teaching reading in English language and created the theory of adaption.

Dr. West holds that "*Indian boys first need to be able to read English then to write it and lastly to speak it and understood it when spoken.*". Moreover, he maintains that "*Learning to read a language is by far the shortest road to learning to speak and write it.*" According to him "*It is easier to acquire the reading skill then speaking skill*" so the teacher's main concern should be to develop the habit of purposeful Silent reading in the children and not the habit of oral reading.



Dr. West developed this method not for academic purpose but for social need. This method is not according to the psychology of the students, because asking to read in the initial stage of learning is not good. When it is asked to someone to read, it is assumed that he or she knows the pronunciation and vocabulary. The method is not supported by the linguists because they think that learning to speak is easier than to read.

According to this method, English is a skill subject and that reading English is the easiest way to speaking and writing. The method also stresses the need to relate the written work with oral work. In this method, grammar is considered not as a diet, but as a drug.

### **2.2.2 Types of Reading**

According to Dr. Michael West`s New Method, Reading is of two kinds:

1. Oral reading (For pronunciation)

Before student is focused for silent reading as the purposeful of this method, students ask for oral reading first. It aims to know the pronunciation of the students. This way is to make the teacher easier when giving feedback for those who make errors pronunciation in the end after students finished reading.

2. Silent reading (Pleasure and understanding)

Silent reading is the purposeful of reading. It will be the habit of the student which is this method is aim to improve the reading

skill of the student. Silent reading also intended for students to have better understanding of the text while reading.

In the otherhand, Michael West suggested reading of two types such as:<sup>36</sup>

1. The first type of reading requires reading words attentively or sometime it is called as "word by word reading"
2. The second type requires searching for detailed information, M.West called the second type of reading as "reading for gist"

### **2.2.3 Procedure of Teaching Reading**

Based on M. West, the procedure of teaching by using Dr. Michael West New Method such as below :

#### **1) Introduction**

In the process of reading the student first of all draws attention to the title of the text and its small parts. Any text, be it small or large, it is not recommended to read several times, but certain tasks are performed while reading. If you re-read without performing any tasks, then such reading will not be expedient from a methodological point of view.

#### **2) Training**

M.West explained the following methods of teaching English language : The student passes the "preparatory" stage of English

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<sup>36</sup> *Ibid*

language training. The “preparatory” stage means the ability to read a written text and the ability to understand English synonyms. This training is done with the help of the teacher. However, sometimes a teacher can give the equivalent of relevant words in Indonesia language. In class, the teacher asks the student to read. The student continues to read for a long time. However, the learner cannot increase his/her knowledge of English. The teacher’s attention is focused only on the student who is reading the text, teacher pays less attention to the rest of the class. During the reading, the student does not ask any questions. After finishing reading, the teacher gives feedback to the student.

### **3) Translating**

Moreover, M.West explained word for word translation as follows :

After giving the topic, the students were asked to translate the text once or twice a week. The topic was short and slightly difficult. Sometimes students translated texts using dictionaries and translated word for word and translations were carried out in written for in class.

### **4) Giving Feedback**

During reading, the student does not ask any questions. After finishing reading, the teacher gives feedback to the student.

#### **2.2.4 Features of Dr. Michael West`s New Method**

Dr. Michael recomend the features of books that will help teachers to choose appropriate textbook based on Dr. Michael West`s New Method such as below :

- a. New words and phrases equally distributed over the pages
- b. Mother- tongue is frequently used
- c. Matter is explained with the help of pictures
- d. Grammatical rules are not explained
- e. Long stories included for developing reading habits.

The West`s method also puts emphasis important element such as below :

##### **1. Emphasis on Reading**

Dr West insists through his method that Indian school children should first be taught how to read English. The teacher should engage them in purposeful silent reading. This would increase the students` power of comprehension. In order to develop the habit of purposeful silent reading in the children he provides a new type of reading books containing interesting reading matter and a specially selected by Dr. West for his readers is 2.280.

The new words have been evenly distributed in the lesson and they are frequently repeated in the subsequent students families with them a good number of use of the mother–tongue in his method whenever there is a necessity. Moreover, there are “companion book”

with the meaning of the new words in native language students' comprehension in reading is measured with the help of comprehension tests.

## **2. Emphasis on Oral Work**

Dr West stresses silent reading. He also stresses some oral work mainly in the form of reading aloud before silent reading begins. An alternative short primer has been provided for speech training on a subsequent reading of the language. The primer is meant for only those teachers who intended to start with a small amount of speech training. Dr. West has taken oral work as a preliminary support for developing reading skill.

## **3. Emphasis on Training in Speech**

Dr West has give some scope for training in speech make his method complete in order to give a scheme of speech training he has made a distinction between speech and vocabulary. According to him "The ideal vocabulary is the most easily learnt and most easily used set of words which are capable of expressing correctly the largest number of ideas." The size of the speaking vocabulary is much smaller than that of the reading vocabulary.

Dr. West has selected a minimum speaking vocabulary of 1,158 words capable of expressing all our ordinary ideas. He has classified these words under two main heads from in speaking and content words. Dr West holds that specific practice and speaking and drill in

vocabulary. Should be give in order to develop the speaking ability in children.

In his new method composition books he provided questions orders and other forms of exercises for his purpose. According to him no attempt should made to teach any two language skills at the same time. He also holds that written work should be correlated with oral work in the New Method theoretical grammar is not taught separately but is used for curative purposes when necessary. Dr West holds that grammar should be regarded not as a diet but as a drug.

Dr West considered English as a skill subject and emphasized the principal of specific practice for this purpose he wanted teachers to work out different types of exercises and to conduct drills his Teachers' Hand Book serve as quire books for teaches.

#### **4. Emphasis on Developing Reading ability**

This method lays more emphasis on the development of reading abilities, improvement of vocabulary. Dr. West laid more emphasis on the development of reading ability due to the following reasons.

##### **2.2.5 Advantages and Disadvantages of Dr. Michael West New Method**

Every teachers in all nation over the world will consider an appropriate method for his/her students. Teachers will provide the best preparation before begin the teaching and learning process. However, to apply suitable method for students is hard which is each method has its

own advantages and disadvantages. For Dr. Michael West's New Method which one of an effective method for Indian learners still have some disadvantages even though the advantages is more prominent. The advantages and disadvantages of Dr. M. West's New Method such as below :

#### **A. Advantages of Dr. Michael West New Method**

There are several advantages that can be taken through this method. The important things as the purpose of this method based on Dr. Michael West is students can improve their reading skill because the habit of silent reading and also students will enhance for reading books in other subject. Beside that, not only silent reading, this method also notice the students to initiate self activities such as oral reading to know the students' mistake in pronunciation and translation that should be done once or twice in a week. As time goes by, reading will helps to make students easy in the speaking and writing. The method also helps students to enhance the vocabulary because in this method, the reading text should provide some new vocabularies. During the teaching learning process, teacher uses the mother of tongue that makes student feel at home and makes the difficult task become easy. Lastly, both in term of time and money, it is an economical method.

In the other hand, there are some advantages for the students who have not the time for mastering the “active” or oral use of the language. The advantages in such cases are as follows :<sup>37</sup>

1. The learner does not have to master the grammar, but merely to recognize it.
2. The English prepositions present great difficulty in speech or writing. “To go out at the door,” “To look out of the window,” etc. In reading these are merely neutral : the preposition does not affect the meaning : even if it were wrong (to look out by the window), the sentence would still be intelligible.
3. The reading method requires little teaching skill since the lesson-form is a standardized and fixed procedure.
4. The reading method does not demand deep knowledge of the language on the part of the teacher, since he does not have to compose sentences and questions : everything is supplied in the books.
5. The reading method is economical of time since the pupils all read simultaneously.

### **B. Disadvantages**

Beside the advantages that has writer explained above, surely the method has some disadvantages such as :

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<sup>37</sup> Kind Permission of Dr. West and of Dr. Paul Hempel, Editor, from *The English Literary and Educational Review for Continental Readers* . (Leipzig, Wallwitz Strasse 8).



Dr. West's new method of teaching English does not help Indian students to achieve the four-fold objectives of language learning as already specified. This method ignore three aspects of language i.e writing, listening and speaking and only focus on reading. Absolutely reading can assist speaking and writing to some extent by supplying some linguistic materials, but it can not be 'the shortest road' to learning then. Then, if the pupils have to start with reading in the initial stage, the language learning is sure to be dull and lifeless to him. Dr. West's view that a reading knowledge of a language is easier to acquire than a speaking is not supported by the modern educationists. They hold that a speaking knowledge is easier to acquire than a reading or writing. Moreover, children should not begin reading till they have acquired facility in speech and a fairly large vocabulary. This method attaches too much of importance to silent reading. No doubt, in learning of a language, silent reading has an important role. Also this method does not give due importance to the oral work. To neglect oral work in the lower classes is unscientific and un-psychological. Moreover, the distinction of speaking and reading can not be maintained in practice.

## 2.3 Narrative Text

### 2.3.1 Definition of Narrative Text

Narrative text is one of various genres of text. It belongs to non-factual text that is written or listened to entertain the reader or listener. Anderson mentioned that “*narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.*”<sup>38</sup> Since every type of genre has its social function, the other side, Ken Hyland said that narrative text is kind of genre which social purpose to entertain and interact via reflection on experience , like novel, short stories, etc.<sup>39</sup> Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Anderson states that there are five parts of generic structure of narrative. They are.<sup>40</sup>

- 1) An orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about who is in the story is taking place and where the action is happening.
- 2) A complication that sets of a chain of events that influences what will happen in the story.
- 3) A sequence of events where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.

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<sup>38</sup> M Anderson and K Anderson. *Text Types in English*. (Australia : Macmilan Education. 2003). p. 8

<sup>39</sup> Ken Hyland. *Genre and Second Language Writing*. (London : University of Michigan Press. 2004). p. 29.

<sup>40</sup> M Anderson and K Anderson. *Text Types in English*. (Australia : Macmilan Education. 2003). p. 8

- 5) A coda that provides a comment or moral based on what has been learned from the story. As a kind of genre, narrative has its language features.

Literacy and Education Research Network and for the Directorate of Studies, NSW Department of School Education mentions that the language features of narrative are :

1. Focus on specific (usually individualized) participants
2. Use of past tense
3. Use of temporal conjunctions and temporal circumstances.
4. Use of material (or action) process
5. Use of relational and mental processes

### **2.3.2 Kinds of Narrative**

Narrative writings are divided into two kinds by Joyce and Feez:

1. Nonfiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. It often requires more research than traditional news reportage due to its creative flexibility, as narrative nonfiction writers must go to greater lengths to accurately express the facts and details of another person's life in a literary way.

Some narrative non-fiction are such as below :

a. Anecdotes

An anecdote is a short story about a real person or event, usually serving to make the listeners laugh or ponder over a topic. Generally, the anecdote will relate to the subject matter that the group of people is discussing.

b. Autobiography

An autobiography is the author's retelling of his or her life and told in first person point of view, making the author the main character of the story. Autobiographies are also narrative nonfiction, so the stories are true but also include story telling elements such as a protagonist (the author), a central conflict, and a cast of intriguing characters.

c. Biography

A biography is the story of events and circumstances of a person's life, written by someone other than that person. Usually, people write biographies about a historical or public figure. They can be written with or without the subject's authorization. Since the author is telling the account of someone else, biographies are always in third person point of view and carry a more formal and objective tone than both memoirs and autobiographies. Like an autobiography, biographies cover the entire scope of the subject's life, so it should include details about his or her birth place, educational background, work history, relationships, death and

more. Good biographers will research and study a person's life to collect facts and present the most historically accurate, multi-faceted picture of an individual's experiences as possible. A biography should include intricate details so in depth research is necessary to ensure accuracy.

d. History

Historical nonfiction consists of true accounts of historical eras and events. Some histories dwell purely in objective facts, and other histories are refracted through the lens of the author's personal beliefs. In either case, history books must present true stories in order to qualify as nonfiction.

2. Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc.<sup>41</sup> The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

There are some kinds of narrative fiction such as :

a. Fairytale

Fairytale is a fiction story that aims to entertain the reader and to amuse or convey cultural information that influences behavior, such as where it is safe to travel and where it dangerous to go. The stories usually have magic, the villain characters are very cruel, and the good characters live happily.

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<sup>41</sup> H. Joyce & S. Feez. *Writing skills: Narrative and Non-Fiction Text Types*. (Sydney: Phoenix Education Pty Ltd. 2000). p. 57

b. Myth

Myth provides a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from generation to the next. Myth can also pass on cultural religious or spiritual beliefs and traditions. The myth is an important part of a culture and becomes the basic religious in the past.

c. Legend

Legend is a story about real people or events but some of the facts are exaggerated to make the story sound bigger and better than the original one. The purpose of a legend is to provide information about the way particular people lived, and what they believed. Legend also helps us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today. The examples of legend are Malinkundang, Tangkuban, and Tapak Tuan.

d. Fable

The fable generally communicates some kind of moral message, often through the depiction of animals, who speak or otherwise take on human characteristics. The fables use many of the typical themes, characters, and settings of traditional stories, but they have a very specific purpose that strongly influences their

content. A fable sets out to teach the reader or listener a lesson they should learn about life.

Among the types of narrative texts mentioned earlier, the researcher focuses on fable story which is set out to teach the students about the story illustrating animal's life or animated objects as the principle character. The word "fable" comes from the Latin "fabula" (a story), which is derived from "fari" (to speak) with the-ula suffix that signifies "little". Hence, a "little story" through its original sense "fable" denote a brief, succinct story that is meant to impart a moral lesson, in a pejorative sense, a "fable" may be a deliberately invented or falsified account of an event or circumstance.<sup>42</sup>

Ruby mentioned that fable is animal short story which is particular kind of narration. It is always fiction and brief story. These stories are meant to be read in a single sitting in using relatively few words. The writer of animal short story aims to create a powerful impression on the reader.<sup>43</sup> In other words, Richard says that fable is a fictional narrative meant to teach moral lesson. The characters in a fable are usually animals whose words and action reflect human behavior.

According to Baldick fable is a brief tale in verse or prose that conveys a moral lesson, usually by giving human speech and

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<sup>42</sup> Hassan Shadily and John M. Echols. *Kamus Inggris-Indonesia*. (Jakarta : PT Gramedia Pustaka Utama. 1976). p. 229

manners to animals and inanimate things. It aims to imprint the minds of people with good values and virtuous qualities by telling a simple, funny story that is easy to remember. Fables are short, where the paragraphs have no more than 2-3 characters. The character usually represents a single human characteristic, talk and act like human but retain their animal traits. Fable story has just one main event, the plot is very simple and the theme is stated with at the end of the story as a moral lesson. The moral lesson which they give is something that pupils easily remember and may experience in their future lives.

### 2.3.3 Generic Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are :<sup>44</sup>

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them, for

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<sup>44</sup> B Derewianka. *Exploring how texts work*. (Australia : Primary English Teaching Association. 1990). p. 32



reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution In a satisfying narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Kathy show the steps for constructing a narrative text. They are :<sup>45</sup>

- 1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
- 2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- 3) Sequence of events, where the characters react to the complication.
- 4) Resolution, where the characters finally solve the problem in the complication.

Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step. In addition, Koffman and Reed state that narratives have been described as having several common components including a setting, plot (series of

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<sup>45</sup> M Anderson and A Kathy. *Text types in English 2*. (Australia : Macmillan Education Australia PTYLD. 1997). p. 8

episodes based on goals, attempts, outcomes), resolution or story ending.

#### 2.3.4 Characteristics of Narrative Text

Structure of narrative text is the framework that holds the story together and gives it shape. It has been analysed and described in different ways. Steps for constructing a narrative are :<sup>46</sup>

a. Title

Title is the name in certain context. It is as a chapter section, or other part of book, etc.

b. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter). Orientation in narrative text functions to set the scene and introduces the participants. It tells about the setting in time, place and characters of the story.<sup>47</sup>

Every story, no matter how simple needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many post modern narratives play with these conventions. There are different ways of

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<sup>46</sup> Australian Curriculum English. *Language : Text Structure And Organisation*, (Australia : Greenwood Western Australia. 2012). p. 5.

<sup>47</sup> Afrida Anwar, et. al. *An Analysis On The Students' Ability Of In Writing Narrative Text*. (Kota Metro Lampung : IAIN Metro. 2017). p. 10.

teaching this stage of narrative writing, for example : characters, time, place (who, what, where, when and so on).<sup>48</sup>

c. Complication/events

Complication is involving the main characters and sequence of events. Story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. Complication is a crisis arising. Complication is where the problems in the story are developed to be solved by characters.<sup>49</sup>

d. Resolution

In a “satisfying narrative“, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?). Resolution, in which the crisis is resolved, for better or for worse. Resolution describes the problem solving to the complications and gives an ending of the story.<sup>50</sup>

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<sup>48</sup> Peter Knapp, and Megan Watkins. *Genre, Text, Grammar, Technologies For Teaching And Assesing writing*. (Australia : University of Ne South Wales Ltd. 2005). p. 220

<sup>49</sup> *Ibid.*

<sup>50</sup> *Ibid.*

e. Ending

Ending is often showing what has change and what the characters have learnt.

### 2.3.5 Language Feature of Narrative Text

Language features of narrative text are :<sup>51</sup>

a. Using simple past tense

The main verb are in the simple past tense, like: closed, locked, double-locked, took off, put on, sat down. There are verbs that carry the story along and recount the events that happen one after the other.

b. Using conjunction

The succession of events in time is reinforced by using of adverb, like : thus, then, and by enjoying clauses together with and. The sequence of event is mirrored by the sequence of clauses, and as readers we understand these follow one another in time.

Narrative text usually begins with a description of time. Then spesific participant, character in the story is that there are spesific use of adjective (Adj) to clarify the noun (N) for example, use past tense sentence patterns simple sentence is used for telling the events that happened in the past them. Conjunction that is often used is when, then, suddenly, next, etc to connect with one another groove to trace and easy to follow.

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<sup>51</sup> Howard Jackson & Peter Stockwell. *An Introduction The Nature And Funtions Of Language*. 2nd Edition. p. 84.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research is an experimental research. Experimental research is the only type of the research that can test hypotheses to establish cause and effect relationship.<sup>52</sup> Moreover, the type of design that used is quasi-experiment. Creswell states that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.<sup>53</sup> Furthermore, the researcher applied the pretest and posttest design.<sup>54</sup> Creswell explains that a pretest provides a measure on some attributes or characteristics that will be assessed for participants in an experiment before they receive a treatment. Meanwhile, a posttest is a measure on some attributes or characteristics that will be assessed for participants in an experiment after treatment.<sup>55</sup>

Quasi experimental design has many design. In this research, the researcher applied *The Nonequivalent control group design* involves random

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<sup>52</sup> L. R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application Sixth Edition*. (New Jersey : Prentice Hall Inc. 2000). p. 36

<sup>53</sup> John W. Creswell. *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey : Pearson Educational Ltd. 2008). p. 313

<sup>54</sup> *Ibid.* p. 301

<sup>55</sup> *Ibid.* p. 301

assignment of intact groups to treatments, not random assignment of individuals.<sup>56</sup> According to Prof. William M. K. Trochim the nonequivalent group design probably the most frequently used design in social research. It is structure like a pretest-posttest randomized experimental, but it lacks the key feature of the random assignment.<sup>57</sup>

This research is an experimental research which focuses on The Use of Dr. Michael West`s New Method To Enhance Students` Reading Skill On Narrative Text.

This research involved two groups : the experimental class and the control class while experimental class was treated by using Dr. Michael West New Method, the control class was not treated by Dr. Michael West new method but using conventional method. The statistical data was collected by gave the tests to the experimental and control class and also questionnaire.

According to Campbell and Stanly, the design of this research can be illustrated as follows :<sup>58</sup>

**Table 3.1**

**Nonequivalent Control Group Designs**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experiment</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>Control</b>	<b>O<sub>3</sub></b>		<b>O<sub>4</sub></b>

<sup>56</sup> L.R. Gay and Peter Airisian. *Op. Cit.* p. 395

<sup>57</sup> Prof. William M.K.Trochim. *Research Methods Knowledge Base.* (Conjoint.ly)

<sup>58</sup> Donald T. Campbell of America : Houghton Mifflin Company. 1963. p. 47

Where :

O : Students` reading ability in narrative text in pretest and posttest of experimental and control classes.

X : Teaching reading by using Dr. Michael West`s New Method.

The researcher did the treatment to the experimental class students suitable with English teacher schedule for second grade students in academic year 2021-2022. The study will be conducted in 4 meetings for each class, experiment and control class. The first meeting for pretest and treatment. The second and third meetings for treatment. The last meeting for pretest and questionnaire. The table of teaching schedule for research treatment is figured out such as below :

**Table 3.2**

**Teaching Schedule For Research Treatment**

NO	CLASS	DAY/DATE	ACTIVITIES	MEETING
1.	Control	Monday, July 12 <sup>nd</sup> 2021	Pretest + Treatment	1 <sup>st</sup>
2.	Experimental	Tuesday, July 13 <sup>rd</sup> 2021	Pretest + Treatment	1 <sup>st</sup>
3.	Experimental	Friday, July 16 <sup>th</sup> 2021	Treatment	2 <sup>nd</sup>
4.	Control	Saturday, July 17 <sup>th</sup> 2021	Treatment	2 <sup>nd</sup>
5.	Experimental	Friday, July 23 <sup>rd</sup> 2021	Treatment	3 <sup>rd</sup>
6.	Control	Saturday, July 24 <sup>th</sup> 2021	Treatment	3 <sup>rd</sup>
7.	Control	Monday, July 26 <sup>th</sup> 2021	Posttest	4 <sup>th</sup>
8.	Experimental	Tuesday, July 27 <sup>th</sup> 2021	Posttest + Questionnaire	4 <sup>th</sup>

### 3.2 The Subject of The Study

The subject of this study is students at the second grade of SMAN 2 Langsa. The Meanwhile, the object of this study is Dr. Michael West New method to improve their reading skill. There are six classes for second grade students at SMA N 2 Langsa while the researcher only need two classes for this experimental research, one class for experimental class and another as a control class. To choose the class or population, the method sampling that researcher used is simple random sampling by using lottery technique.

### 3.3 Population and Sample

#### a) Population

Population is the most significant factor in conducting a research. According to Best and Kahn a population is any group of individuals that have one or more characteristics in common that are interesting.<sup>59</sup> The population of this study is the second grade of SMA N 2 Langsa.

**Tabel 3.3**

**The population of SMA Negeri 2 Langsa**

<b>Gender</b>	<b>XI IPA 1</b>	<b>XI IPA 2</b>	<b>XI IPA 3</b>	<b>XI IPS 1</b>	<b>XI IPS 2</b>	<b>XI IPS 3</b>
<b>Male</b>	14	10	10	17	14	12
<b>Female</b>	10	11	12	9	14	6
<b>Total</b>	<b>24</b>	<b>21</b>	<b>22</b>	<b>26</b>	<b>28</b>	<b>18</b>

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<sup>59</sup> John W. Best and James V. Khan, *Research in Education (7<sup>th</sup> education)*, (New Delhi : Prenticed of India Private Limited, 1995, 13.



## b) Sample

According to William, sampling is the process of selecting units (such as people and organizations) from a population of interest so that by studying the sample you can fairly generalize your result to the population from which the units is chosen.<sup>60</sup> Best and Khan state sample is a small proportion of population selected for observation and analysis.<sup>61</sup>

The sample might be categorized in paired sample because there are experimental and control class that are compared. For the sample of this study, the researcher chose two classes randomly through lottery technique. There are six classes of second grade students in the school. All of the six classes was numbered in a piece of paper. Then, the paper was rolled and the researcher took two pieces of paper. The first paper is as experimental class and the second paper is as control class. The researcher used both of classes as the sample of this study.

**Tabel 3.4**

### **The sample of SMA Negeri 2 Langsa**

<b>Gender</b>	<b>Experiment Class</b>	<b>Control Class</b>
	<b>XI IPA 1</b>	<b>XI IPS 2</b>
<b>Lk</b>	14	14
<b>Pr</b>	10	14
<b>Total</b>	<b>24</b>	<b>28</b>

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<sup>60</sup> M. K. Trochim William. *The Research Methods Knowledge Base (2<sup>nd</sup> edition)*. (Ithaca, New York : Cornell Custom Publishing. 1999). p. 41.

<sup>61</sup> W. Best John and V. Khan James. *Research in Education (7<sup>th</sup> edition)*. (New Delhi : Prenticed of India Private Limited. 1995). p. 13.

### 3.4 Research Instruments

Instrument is tools that are required to get information. Gay and Airasian stated that instrument is a tool that is used in collecting data.<sup>62</sup> Data is information that has been collected by conducting research. To get the reliable the researcher has to do some techniques for collecting those data. Data collecting techniques is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. The research instrument which is used in this study is test and questionnaire.

#### 1. Test

According to Brown test is a method of measuring someone's knowledge, ability or performance in a given domain.<sup>63</sup> Based on the statement above, test can be used to measure the students' ability or students' learning achievement. In this study, the researcher used pretest and posttest. Pretest and posttest was given to both experimental and control classes. Pretest was conducted before the treatment and the posttest conducted after treatment. There are 25 question for pretest and also 25 questions for posttest.

#### 2. Questionnaire

The second instrument used in this study is questionnaire. A questionnaire is a form which is prepared and distributed for the purpose

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<sup>62</sup> P. Airasian and L. R. Gay. *Educational Research : Competencies for Analysis and Application Sixth Edition*. (New Jersey : Prentice Hall Inc. 2000). p. 145

<sup>63</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practise*. (New York : Longman. 2003). p. 3-4

of securing responses.<sup>64</sup> This activity is used to know the ease and difficulty factors faced by students` using Dr. Michael West`s New Method. Researcher used end of session questionnaires from participant reaction. The researcher gave this instrument in the last meeting. The students were given 15 questions with five alternative answers which have to be chosen.

### **3.5 Technique of Data Collection**

In collecting the data, the researcher did written test and give questionnaire to the students. The test would be given twice : pretest and posttest. The data for this research are scores of pre-test (before treatment) and post-test (after treatment).

#### **a) Administering Pre-Test**

The Pre-test used for starting point of the investigation and to know the students` competence in reading before they give treatment. It was given to students before they taught using Dr. Michael West`s new method. Pre-test was administrated to the experimental class and the control class.

#### **b) Administering Post-Test**

Then, at the end of treatment the posttest was given to find out the students` improvement and significance difference between both classes

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<sup>64</sup> Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. (New Age International (P) Limited . 2006). p. 191

after the treatment was given. It was given to the experimental class and the control class too.

c) Questionnaire

The questionnaire was given after the posttest in experimental class. Giving the questionnaire is to know the ease and difficulty factors faced by students` using Dr. Michael West`s New Method.

### 3.6 Technique of Data Analysis

#### 1) Validity of The Test

According to Hughes, a test is said to be valid if it measures accurately what it is intended to measure.<sup>65</sup> According to Gay, validity is the appropriate interpretation is made from the test score.<sup>66</sup> Futhermore, Gay says that there are three kinds of validity. They are content validity, criterion related validity, and construct validity. All of them have different used and function.<sup>67</sup> In this study, the researcher used constructive validity (product moment correlation) to measure validity test.

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

Explanation :

$r_{xy}$  : relation coeffecient

$N$  : number of respondent

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<sup>65</sup> Arthur Hughes. *Testing for Language Teacher*. (Cambrriage : Cambrriage University, 2013). p. 26

<sup>66</sup> L. R. Gay and Peter Airasian. *Loc. Cit.* p. 163

<sup>67</sup> *Ibid.* p. 164

$\sum X$  : total score item

$\sum Y$  : total score

Table distribution for  $\alpha = 0,05$  and degrees of freedom ( $dk = n-1$ ).

Decision rule :

If  $r_{\text{count}} \geq r_{\text{table}}$  means valid, and

If  $r_{\text{count}} \leq r_{\text{table}}$  invalid

**Table 3.5**

**Interpretation of The Validity Correlation Coefficient<sup>68</sup>**

Validity Coefficient	Interpretation
$0,80 < r_{xy} \leq 1,00$	Very High
$0,60 < r_{xy} \leq 0,80$	High
$0,40 < r_{xy} \leq 0,60$	Fair
$0,20 < r_{xy} \leq 0,40$	Low
$0,00 < r_{xy} \leq 0,20$	Very Low
0,00	Invalid

Validity testing in this study was supported by SPSS 22,0 program.

The steps of validity test as follows :

- 1.) Open SPSS Program 22,0 for Windows.
- 2.) Input data that will be analyzed.
- 3.) Choose these menu : **Analyze → Correlate → Bivariate.**
- 4.) Input all item in the **Variable Box.**

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<sup>68</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta : Bumi Aksara. 2005).

5.) Then in the **Correlation Coefficient** menu, click **Pearson** to measure the correlation product moment.

6.) Click **OK**

## 2) Reliability of The Test

According to Gay, reability is the degree to which a test consistently measures whatever is measuring.<sup>69</sup> In other words, reability is the consistency or stability of the score of the research instrument againts the same individual and is given in different time. Meanwhille, Gronlund states that reability refers to the consistency of measurement result are from one to another. Then Anastasi strengthens Gronlund`s opinion by stating that reability refers to the consistency of scores obtained by the same person when reexamined with the same test on different occasions, or with different sets of equivalent forms, or under other variable examining conditions. Thus, an instrument will be reliable if the instrument is tried on the same subject repeatedly but the result remain the same or relatively same.<sup>70</sup>

To determine the reliability of the instrument, the researcher used alpha formula which is as follows :<sup>71</sup>

$$r_{11} = \left( \frac{k}{(k-1)} \right) \left( 1 - \frac{\sum s_i}{s_t} \right)$$

Explanation :

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<sup>69</sup> *Ibid.* p. 169

<sup>70</sup> A. Muri Yusuf. *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*, (Jakarta : KENCANA, 2017). p. 282

<sup>71</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta : Bumi Aksara, 2005). p. 109

$r_{11}$  : instrument reliability

$k$  : number of questions

$\sum S_i$  : the amount of variance score in each item

$S_t$  : total variance

The steps to find the reliability value using alpha method are as follows :

1.) Calculating the variance score of each item with the formula :

$$S_i = \frac{\sum x_i^2 \frac{(\sum x_i)^2}{N}}{N}$$

Explanation :

$S_i$  : variance score of each item

$N$  : respondent total

$\sum x_i^2$  : square sum of item  $x_i$

$(\sum x_i)^2$  : square sum of item  $x_i$  squared

2.) Add up all item variance with the formula :

$$\sum S_i = S_1 + S_2 + S_3 + \dots + S_n$$

Explanation :

$\sum S_i$  : variance score of each item

$S_1 + S_2 + S_3 + \dots + S_n$  : variants of item 1, 2, 3, ..., n

3.) Calculating variance total :

$$S_t = \frac{\sum x_t^2 - \frac{(\sum x_t)^2}{N}}{N}$$

Explanation :

$S_t$  : variance total

$\sum x_t^2$  : total number of squares X

$(\sum x_t)^2$  : total number X squared

N : total respondent

4.) Enter alpa value

Distribution (table r) for  $\alpha = 0,05$  and degrees of freedom (dk = n-1) with the desition rule :

If  $r_{11} > r_{table}$  means reliable, and

If  $r_{11} < r_{table}$  means not reliable

**Table 3.6**

**Interpretation of Reliable Criteria :<sup>72</sup>**

Criteria	Interpretation
0,00 – 0,20	Very Low Reliable
0,21 – 0,40	Low Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	High Reliable
0,81 – 1,00	Very High Reliable

<sup>72</sup> Asep Jihad and Abdul Haris. *Evaluasi Pembelajaran* (Yogyakarta : Multi Pressindo, 2013). p. 181



To facilitate calculation, researcher used SPSS 22,0. The step of this calculation as follows :

- a. Open SPSS program for Windows.
- b. Entry data in **Variable View**.
- c. Input data in **Data View**.
- d. Click **Analyze → Scale → Reliability Analysis**.
- e. In the **Reliability Analysis** menu, input all score that have been valid in the **Item** menu.
- f. In **Model**, choose **Alpha → Statistic → Descriptive for click Scale → click Continue**.
- g. Click **OK**

### 3) Testing Requirement

The researcher analyzed students` reading skill. The researcher gave reading test to the students. There were two kind of test that were held in experimental research, they are pretest and posttest. The data had been obtained from the test was analyzed with some test below :

#### a. Finding The Mean Score

It included scoring the test items of each students and arraging the scores into the rank order. After that the researcher found the mean score of the experimental and control class by using the formula below :

$$Me = \frac{\sum Xi}{n}$$

Explanation :

Me : Mean

$\sum Xi$  : Sum score

N : Number of score

#### **b. Normality Test**

The data that has been collected must be tested for normality first. The normality test was conducted to determine whether the distribution of the data from the result of the research was normal or not. A normal data is one of the requirements for a *Parametric* test. In this study, the normality test was used the *Shapiro-Wilk* test. Normality test using the *Shapiro-Wilk* method because the number of samples is small, which is less than 50.

Testing the normality of the data using the *Shapiro-Wilk* test can be done with the help of the SPSS version 22,0 program with a significance level of 0.05. If the output value in the significance column of the test results in SPSS is greater than the significance level ( $p > 0.05$ ), the data is normally distributed and if the output value in the sig. from the test results in SPSS is smaller than the significance level ( $p < 0.05$ ), the data is not normally distributed.

The formulation of this normality test as follows :

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^k \alpha_i (X_{n-i-1} - X_i) \right]^2$$

Explanation :

D : based on the formula below

$\alpha_i$  : coefficient test Shapiro Wilk

$X_{n-i-1}$  : number digit n-i-1 in data

$X_i$  : number i in data

$$D = \sum_{i=1}^n (X_i - \bar{X})^2$$

Explanation :

$X_i$  : number i in data

$\bar{X}$  : average of data

The decision rule of Shapiro Wilk is below :

1. If the significance value  $> 0,05$ ,  $H_0$  is accepted and  $H_a$  is rejected.
2. If the significance value  $< 0,05$ ,  $H_0$  is rejected and  $H_a$  is accepted.

The hypothesis of normality test is :

$H_0$ : data is normally distributed

$H_a$ : data is not normally distributed

Test of normality in this research was assisted by SPSS. The steps of normality used SPSS 22,0 as follows :

1. Open SPSS Program for Windows
2. Input all data into **Variable View** and **Data View**
3. Click **Analyze**
4. Choose **Descriptive Statistics**
5. Click **Explore**
6. In **Explore** window, input both posttest experimental class and posttest control class to **Dependent List**.
7. Click **Plots**. Then give a check mark in the **Normality plots with test**
8. Click **Continue**
9. Click **OK**

**c. Hypothesis Test**

After pretest and posttest result are known to be normal distributed, the next step is to test the hypothesis. To respond to the objectives of the study, the researcher examined the data in the following steps to prove the reasearch's hypothesis about the difference between students who had been taught using the new method and who taught using the traditional technique. Hypothesis test was used to know whether there was a difference average on post test of experimenal class and control class. The data which was used to test the hypothesis was score posttest both of class. To get the difference between both classes, the researcher uses the

Independent sample t-test method, which means that the test uses a t-distribution to the significance of the difference in certain average values of two unrelated sample classes. In addition, the independent sample t-test was chosen because the research data were normally distributed.

Ho :  $\mu_1 = \mu_2$  = (There is no different).

Ha :  $\mu_1 \neq \mu_2$  = (There is different).

The hypotheses in this study are:

"There are differences in learning with Dr. Michael West`s New Method than those who are not taught through Dr. Michael West`s New Method at SMA N 2 Langsa.”.

Ho : Dr. Michael West`s New Method can not enhance students` reading skill on narrative text at the second grade of SMA N 2 Langsa.

Ha : Dr. Michael West`s New Method can not enhance students` reading skill on narrative text at the second grade of SMA N 2 Langsa.

Testing criteria :

Making decision for the hypothesis using the criteria for acceptance or rejection of the null hypothesis (Ho) at a significance level of 5% is if  $t_{count} > t_{table}$ , the null hypothesis (Ho) is rejected or the alternative hypothesis (Ha) is accepted, but if  $t_{count} < t_{table}$ , the null hypothesis (Ho) is accepted or the alternative hypothesis (Ha)

is rejected. In addition, to determine whether the null hypothesis (Ho) is accepted or not, it can also be seen through the significance or probability, namely if the probability  $> 0.05$ , the null hypothesis (Ho) is accepted or the alternative hypothesis (Ha) is rejected, whereas if the probability is  $< 0.05$ , the null hypothesis (Ho) is rejected or the alternative hypothesis (Ha) is accepted.

## **CHAPTER IV**

### **RESEARCH FINDING DISCUSSION**

#### **4.1 Description of Data**

Dr. Michael West`s New Method was used to enhance the students` reading skill in learning process. This study was conducted to find out the influence using Dr. Michael West`s New Method for students` reading skill and to know the ease and difficulty factors faced by students using Dr. Michael West`s New Method at the second grade of SMA Negeri 2 Langsa. This research used quasi experimental designed which consists of two subjects, experimental and control class. The second grade students of SMA Negeri 2 Langsa, consists of six classes. From such class, the researcher got XI IPA 1 as the experimental class and XI IPS 2 as the control class.

This research was conducted by the researcher to find out how the new method improves students`reading skill and whether students who are taught through the new method have better reading skill than those who are not taught through the new method. The data was collected from the students` pretest and posttest score and questionnaire. The pretest was conducted first to the experimental and control class. The result of the pretest provides information about both of classes` skill in reading. The posttest was administered then to both of classes after the experimental class got the treatments and the control class taught through conventional method.

#### **4.1.1 The Result of Pre-Test and Post-Test of Experimental Group**

The data was collected from two classes : the experimental and control class. The pretest was administered before the new method was taught and the post test was administered after the new method was taught in experimental class.

Pretest was conducted on Tuesday, July 13<sup>rd</sup> 2021. The pretest in experimental class was given on the first meeting, while the posttest was given on the last meeting. Pretest was conducted by the researcher as the replacement of the English teacher. The researcher asked the student to answer the reading test that consist of 50 questions but it is divided into 2 parts. 25 questions for the pretest and 25 questions more for the posttest. The pretest was conducted to determine the students' English reading skill.

##### **1. The Result of Pretest Score of The Experimental Class**

In this study, the experimental class was the students of XI IPA 1. The researcher took 24 students as the sample of the experimental class. In the experimental class, students were given treatments by teaching them using the new method. The main data of the experimental class were collected from pretest and posttest.

The data from pretest was aimed to measure the students' reading skill before they got the treatments. The pretest of the experimental class was done on Tuesday, 13<sup>rd</sup> 2021. In pretest, students were asked to answer



the reading test that consist of 25 questions. The whole of students` pretest score are presented as follows : *(or see appendix 1)*

**Tabel 4.1**

**Pretest Score of Students of The Experimental Class**

Students` Score	76	80	76	76	80	72	72	72	72	72	80	76	76	76	80	76	80	80	76	76	84	76	80	76
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**2. The Result of Posttest Score of The Experimental Class**

After the researcher gave treatments by teaching them using Dr. Michael West New Method, the researcher conducted posttest to find out whether there was enhancing of the students` reading skill or not. The posttest was administered on Tuesday, July 27<sup>th</sup> 2021. The students were also asked to answer the reading test, there are 25 questions. So, the result of the students` posttest score is presented as follows : *(or see appendix 2)*

**Table 4.2**

**Posttest Score of Students of The Experimental Class**

Students` Score	80	88	88	84	92	88	84	92	88	84	88	80	84	84	84	88	88	84	88	92	84	88	88	88
--------------------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**4.1.2 The Result of Pretest and Posttest of Control Class**

The data was collected from XI IPS 2 as the control class. The pretest was administered before the conventional method was taught in control class.



## 2. The Result of Posttest Score of The Control Class

After the researcher taught the students using conventional teaching method, the posttest was administered. It was aimed to be compared to the posttest score of the control class. The posttest was conducted on Monday, July 26<sup>th</sup> 2021. The whole students' posttest score is presented as follows :  
(or see appendix 4)

**Table 4.4**

**Students' Posttest Score of The Control Class**

Students' Score	80	80	76	76	76	76	72	76	76	80	76	76	76	72	76	76	72	76	76	72	76	72	76	76	72	72	76	72	72	76
-----------------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### 4.2 Data Analysis of The Students' Score

#### 4.2.1 The Analysis of The Experimental Class's Score

After giving pretest, treatments, and posttest to the experimental class, the researcher got the result from pretest and posttest scores presented as follows :

**Table 4.5**

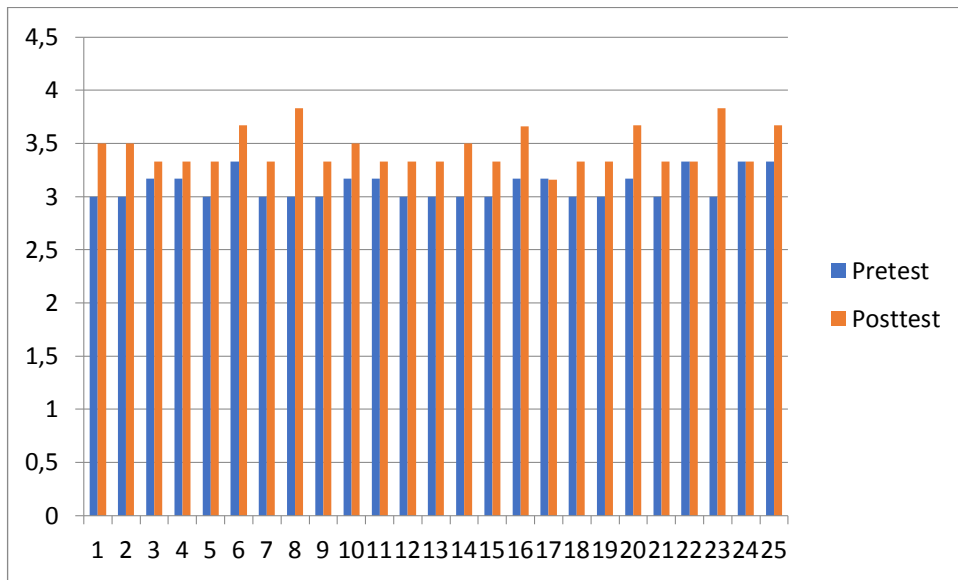
**Total and Mean of Pretest and Posttest Score of Experimental Class**

PRE		TEST
X	$\Sigma$	
3	72	1
3	72	2
3,17	76	3
3,17	76	4
3	72	5
3,33	80	6
3	72	7
3	72	8
3	72	9
3,17	76	10
3,17	76	11
3	72	12
3	72	13
3	72	14
3	72	15
3,17	76	16
3,17	76	17
3	72	18
3	72	19
3,17	76	20
3	72	21
3,33	80	22
3	72	23
3,33	80	24
3,33	80	25
71,83	1860	TOTAL

IMPROEMENT	POST	
	$\bar{x}$	$\Sigma$
50%	3,5	84
50%	3,5	84
16%	3,33	80
16%	3,33	80
33%	3,33	80
34%	3,67	88
33%	3,33	80
83%	3,83	92
33%	3,33	80
33%	3,5	84
33%	3,33	80
33%	3,33	80
33%	3,33	80
33%	3,33	80
33%	3,5	84
33%	3,33	80
49%	3,66	88
-1%	3,16	80
33%	3,33	84
33%	3,33	80
50%	3,67	88
33%	3,33	80
0%	3,33	80
83%	3,83	92
0%	3,33	80
34%	3,67	88
1.467%	86,5	2076

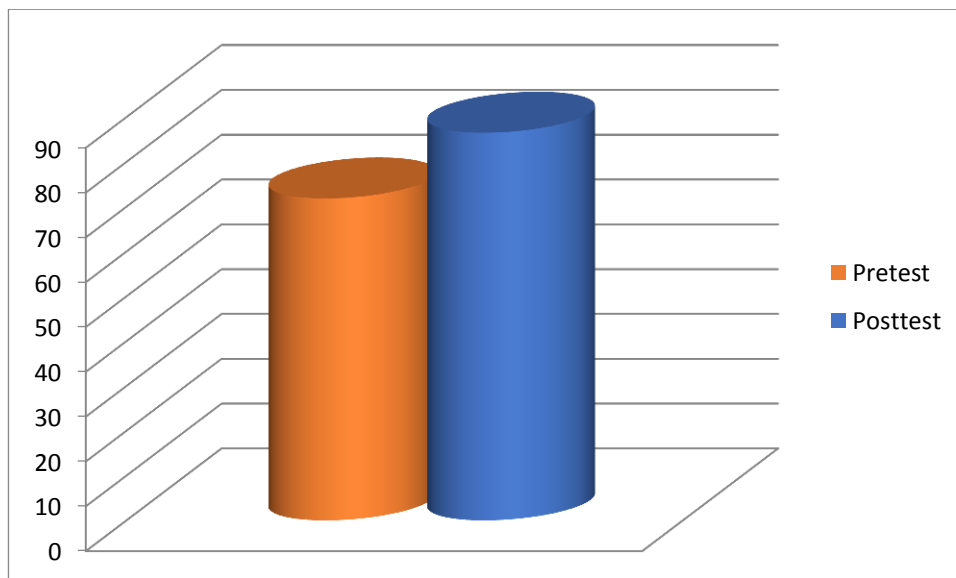
From the table 4.5 above, it can be seen that there is progress of the students' reading skill. In pretest, the total score of means of the students is 71.83. It shows that the students' reading skill was still low. Therefore, the researcher taught the students through Dr. Michael West's New Method as the treatment for experimental class to enhance the students' reading skill. While in posttest, the total score of means of the students is 86.5.

The score of the posttest compared with the pretest shows that the students' score increase significantly after they got the treatments. The significant increase of the students' score also shows that the Dr. Michael West's New Method improves the students' reading skill. The total score of the students' improvement is 1.467%. The significant improvement of the students' reading skill can be seen in the charts as follow :



**Figure 4.1**

**Chart of Experimental Class's Pretest and Posttest**



**Figure 4.2**

**Chart of The Experimental's Score**

#### 4.2.2 The Analysis of The Control Class's Score

After conducting pretest, conventional teaching, and posttest to the control class, the researcher got the result of pretest and posttest scores presented as follows :

**Table 4.6**

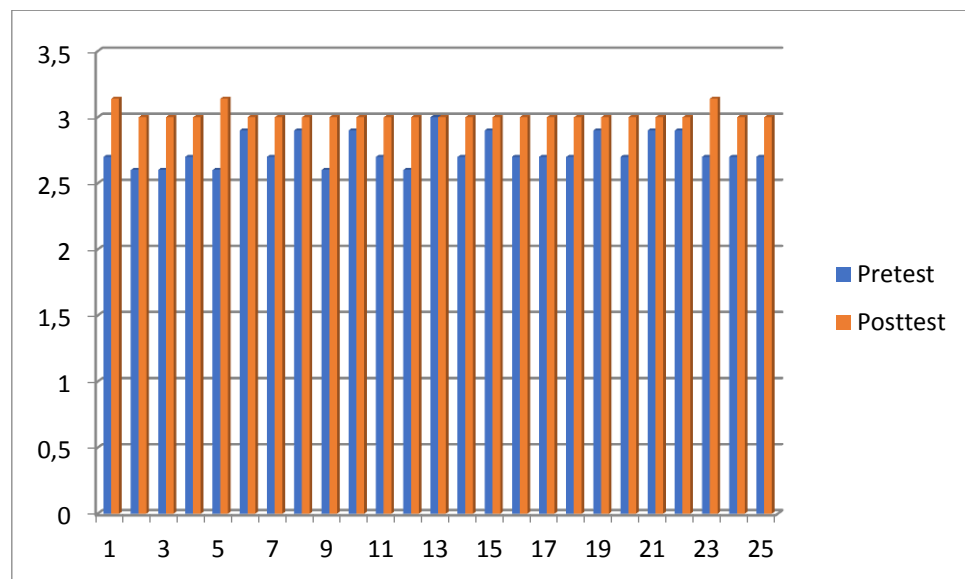
**Total Mean of Pretest and Posttest Score of Control Class**

IMPROEMENT	POST		PRE		TEST
	$\bar{X}$	$\Sigma$	$\bar{X}$	$\Sigma$	
44%	3,14	88	2,7	76	1
40%	3	84	2,6	72	2
40%	3	84	2,6	72	3
30%	3	84	2,7	76	4
54%	3,14	88	2,6	72	5
10%	3	84	2,9	80	6
30%	3	84	2,7	76	7
10%	3	84	2,9	80	8
40%	3	84	2,6	72	9
10%	3	84	2,9	80	10
30%	3	84	2,7	76	11
40%	3	84	2,6	72	12
0%	3	84	3	84	13
30%	3	84	2,7	76	14
10%	3	84	2,9	80	15
30%	3	84	2,7	76	16
30%	3	84	2,7	76	17
30%	3	84	2,7	76	18
10%	3	84	2,9	80	19
30%	3	84	2,7	76	20
10%	3	84	2,9	80	21
10%	3	84	2,9	80	22
44%	3,14	88	2,7	76	23
30%	3	84	2,7	76	24
30%	3	84	2,7	76	25
172%	70,14	2112	68,42	1916	TOTAL

From the table 4.6 above, it can be seen that there is progress of the students' reading skill. In pretest, the means of the students' total score is 68.42. The students of control class have the same level of reading skill as the students of experimental class. But, the researcher did not teach control class through new method. They were taught using conventional teaching

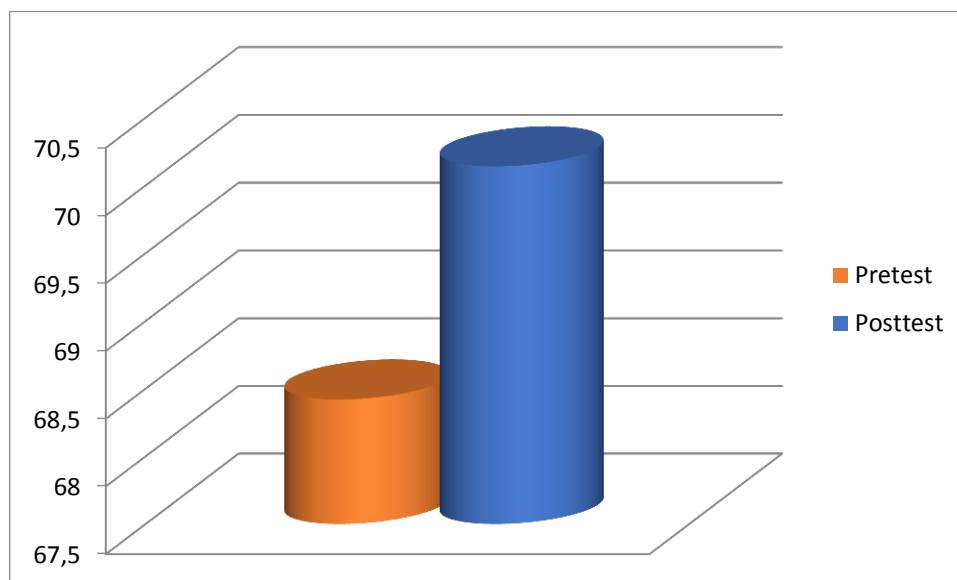
method which is usually used by the teacher. Meanwhile, the means posttest of the students` total score is 70.14.

The posttest score, compared with the pretest, shows that the students` scores increase. The total score of the students` improvement is 172%. The increase of the students` score means that there is also improvement of students` reading skill at control class. The improvement of the students` reading skill at control class can be seen in the charts below :



**Figure 4.3**

**Chart of The Control Class`s Pretest and Posttest Score**



**Figure 4.4**

#### **Chart of The Control Class's Score**

From the result of pretest and posttest scores of experimental class, we could see that the posttest score was higher than pretest. It would then be compared with pretest to find out the improvement. The improvement can be seen through the following table :

**Table 4.7**

#### **Pretest and Posttest**

<b>CLASS</b>	<b>PRETEST-MEAN</b>	<b>POSTTEST-MEAN</b>	<b>DIFFERENCE MEAN</b>
EXPERIMENTAL	71.83	86.5	<b>14.67</b>
CONTROL	68.42	70.14	<b>1.72</b>

### **4.3 The Result of Questionnaires**

Questionnaire also used to collect the data during the researcher conducting her research. The researcher used this technique to know the ease and difficulty factors faced by students using Dr. Michael West New



Method at the second grade of SMA Negeri 2 Langsa. The questionnaire consist of 15 questions and it was given to the students in the last meeting. (see appendix 6)

The result of the students' answer of questionnaire is presented in following table : (or see appendix 5)

**Table 4.8**  
**Questionnaire**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>SS</b>	10	6	6	6	5	7	6	6	9	5	8	5	6	7	8
<b>S</b>	9	10	9	13	13	12	13	14	13	11	13	13	13	14	12
<b>BS</b>	4	7	7	4	3	5	3	4	2	8	3	6	5	3	4
<b>TS</b>	1	1	2	1	3	-	2	-	-	-	-	-	-	-	-
<b>STS</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

Description :

SS : Sangat Setuju

S : Setuju

BS : Biasa Saja

TS : Tidak Setuju

STS : Sangat Tidak Setuju

After the analyzing them, the frequency of occurrence of each item of questionnaire is counted to know the proportion of questionnaire of each item. It is calculated using persentage formula :

$$\text{The Score} = \frac{\text{The Total of Questionnaire of Each Item}}{\text{Total of Student}} \times 100\%$$

The result of proportion of each questionnaire is presented in the following table : (or see appendix 6)

**Table 4.9**

**The Result of Questionnaire**

<b>N O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>A</b>	41,6 %	25 %	25 %	25 %	20,8 %	29,1 %	25 %	25 %	37,5 %	20,8 %	33,3 %	20,8 %	25 %	29,1 %	33,3 %
<b>B</b>	37,5 %	41,6 %	37,5 %	54,1 %	54,1 %	50 %	54,1 %	58,3 %	54,1 %	45,8 %	54,1 %	54,1 %	54,1 %	58,3 %	50 %
<b>C</b>	16,6 %	29,1 %	29,1 %	16,6 %	12,5 %	20,8 %	12,5 %	16,6 %	8,3 %	33,3 %	12,5 %	25 %	20,8 %	12,5 %	16,6 %
<b>D</b>	4,1 %	4,1 %	8,3 %	4,1 %	12,5 %	-	8,3 %	-	-	-	-	-	-	-	-
<b>E</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

#### 4.4 The Data Analysis

After all the data of the students' score had been collected, the researcher analyzed the data through t-test. T-test is a tool which is used for comparative hypothesis of two samples if the data is in interval or ratio. It is aimed to find out whether the students who are taught through Dr. Michael West New method have better reading skill or not. Before that, the researcher was did validity and reliability test to ensure that data is replicable, and the result is accurate. Then the researcher did normality

test and hypothesis test. The normality test was used to check whether the posttest score of experimental class and control class were normally distribution or not.<sup>73</sup> The hypothesis test is an idea or theory that the researcher sets as the goal of the study and examines it and it is replaced as a theory when the hypothesis is true in the study's conclusion. The procedure of the test such as follow :

### 1. Validity Test

Validity test of each question item is used to indicated whether test item of the instrument in each question is valid or not. To know whether is valid or not, the score of significance should be compared with the score of r-table product moment.

In this case, the researcher has already tried out her research instrument to 24 students of experimental class in SMA N 2 Langsa which consist 14 males and 10 females. There are 15 questionnaires with multiple choice that given to the students. The result of the questionnaire was analyzed using Pearson Correlation Coefficients. According to Busrowi and Sugiono, a question item is considered valid if the result of the test show that  $r_{hitung}$  is higher than  $r_{table}$  (Sig. 5% = 0.404 or Sig.1% = 0.515) it means that the item is valid. The result analysis of validity of each question by using SPSS 22,0 software. The result analysis of each question

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<sup>73</sup> Arifin Zaenal. *Metodologi Penelitian Pendidikan*. (Lentera Cendekia : Surabaya. 2009), p. 123

analysis of each question item is displayed in table 4.10 : (or see appendix 7)

**Table 4.10**  
**Validity Test Result of Each Question Items**

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>r<sub>value</sub></b>	0,472	0,428	0,446	0,486	0,503	0,429	0,426	0,433	0,414	0,443	0,416	0,499	0,410	0,520	0,503
<b>r<sub>table</sub></b>	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404
<b>Ket</b>	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Value significance was 5% (0.05). From the table 4.10 above, the researcher concludes that the validity value of 24 respondents is 0.404. To see valid statements in the questionnaire, the value  $r_{hitung}$  should be higher than 0.404. So, all the question items above are valid.

## 2. Reliability Test

To check the data reliability, the researcher used Cronbach's Alpha. Based on the table below, the reliability level of the instruments should be more than 0.60.

**Table 4.11**

### Cronbach's Alpha Scale 1

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable

$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The result of the reliability test of the statements in the questionnaire is below :

**Table 4.12**

**Reliability Result 1**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,771	15

Cronbach`s Alpha was used to test the reliability of the questionnaire. The value of the data reliability should be more than 0.60. Based on the table above, the statement were reliable as the Cronbach`s Alpha value was 0.771 which is within range of 0.7 – 0.8.

**Case Processing Summary**

		N	%
Cases	Valid	24	100,0
	Excluded	0	,0
	Total	24	100,0

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
121,00	72,000	8,485	15

a. Listwise deletion based on all variables in the procedure.

### 3. Normality Test

The researcher uses normality test to check whether the posttest score of experimental class and control class are normally distributed or not. The result to calculated the normality test such as below :

**Table 4.13**

#### The Result of Normality Test of Shapiro-Wilk

##### Case Processing Summary

	Kelas	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar	Posttest Exp	24	100,0%	0	0,0%	24	100,0%
Siswa	Posttest Cont	28	100,0%	0	0,0%	28	100,0%

**Table 4.14**

#### Test of Normality

##### Tests of Normality

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Posttest Exp	,259	24	,020	,872	24	,056
Siswa	Posttest Cont	,348	28	,015	,751	28	,042

a. Lilliefors Significance Correction

Based on table 4.14 above, data of the posttest of experimental class in the Shapiro-Wilk column is written with a significance of 0.056, then data of the posttest of control class in the Shapiro-Wilk column is written with a significance 0.42. The basis for making decision in the first Shapiro-Wilk normality test, if the significance value is  $> 0.05$ , the data is normally distributed, then the second is if the significance value is  $< 0.05$ , the data is not normally distributed. The data obtained on the experimental and control class shown in table 4.14 above, it can be seen that the experimental and control class have a significance value more than 0.05. It shows that the data of the experimental and control class are normally distributed the requirements of the normality test.

#### **4. Hypothesis Testing**

Hypothesis testing is carried out based on the results of the study and after the analysis requirements have been carried out. Hypothesis testing was conducted to determine whether there were differences in students' outcomes in English subjects between using the Dr. Michael West New Method with using conventional methods. On the test requirements that have been carried out namely normality test is fulfilled, hypothesis testing can be done using *independent sample t-test*. SPSS 22,0 is used for testing the coefficient on this *independent sample t-test*.

Table 4.12

## The Result of Hypothesis of Independent Sample T-test

## Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Posttest Experimental	24	86,50	3,296	,673
	Posttest Control	28	70,14	2,363	,447

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	5,057	,029	14,056	50	,000	11,071	,788	9,489	12,653
	Equal variances not assumed			13,707	40,959	,000	11,071	,808	9,440	12,703

The hypothesis (allegation) that the researcher proposes is  
 Ho: Dr. Michael West's New Method can not enhance students' reading skill on narrative text at the second grade of SMA N 2



Langsa. whereas,  $H_a$  : Dr. Michael West's New Method can enhance students' reading skill on narrative text at the second grade of SMA N 2 Langsa. The basis of making decision is the first if the significance value or Sig. (2 - tailed) is greater than 0.05 then  $H_0$  is accepted and  $H_a$  is rejected, the second if the significance value or Sig. (2 - tailed) is less than 0.05,  $H_0$  is rejected and  $H_a$  is accepted.

From the table analysis, it was found that the p-output was 0.000 and t-value was 14.056. Since the p-output was lower than 0.05 level and t-value was higher than critical value of t-table (2.021). It can be stated there was significant difference on students' reading skill taught by using Dr. Michael West New Method at SMA N 2 Langsa.

#### **4.5 Discussion**

This study is about the use of Dr. Michael West New Method to enhance students' reading skill of the second grade students at SMAN 2 Langsa. This research used quasi experimental research as the design of the research. Specifically in Nonequivalent control group design. This section is intended to analyze the result or research findings based on the related theory. All data collected from the research instrument provides information of the research findings.

1. The influence of using Dr. Michael West's New Method for students' reading skill.

The researcher conducted the research in four meetings for each class. In the first meeting, pretest and treatment was administered in both of the experimental and control class. The aim of conducting pretest was to know students' improvement before getting the treatments. Besides, pretests was conducted to ensure that both of experimental and control class have similarity of reading skill and the first treatment as the introduction of the Dr. Michael West's New Method. The second and the third meetings, the researcher gave treatments. The treatment was teaching using Dr. Michael West's New Method at the experimental class. In the contrary, the control class was taught using conventional method. The treatments were give in three meetings for each class. In last meeting, the students were given posttest after they got the treatments and questionnaires. It was conducted to measure students' improvement after getting the treatments. According to Dr. Michael West "*The bilingual child does not so much need to speak his second language (English) but rather to read it.*". based on that theory, the researcher implemented the use of new method to enhance students' reading skill on narrative text of second grade students to the experimental class at SMAN 2 Langsa. The students were ask to read the reading text loudly at the first and second meeting and silently at the third meeting. After that, students' also ask to translate the text in the third meeting. The aim was to know the improvement of their reading skill. In short, the researcher introduce a new alternative of method in teaching reading for students of SMAN 2 Langsa.

The result of students' reading improvement could be seen from pretest and posttest from each class. In the experimental, the improvement progress reached is 1.467%. While in the control class, the improvement progress is only 172%. On the other words, the experimental class is getting higher improvement progress then control class.

The researcher used t-test to test normality to determine whether the distribution of the data from the result of the research was normal or not and hypothesis to know the significant difference of the experimental and control class. Before the hypothesis is tested, the researcher was did normality test. The result of the data of experimental class is 0.056, then data control is 0.42. The basis for making decision is if the significance value is  $> 0.05$ . It can be seen that the experimental and control class have a significance value more than 0.05. It shows that the data of the experimental and control class are normally distributed the requirements of the normality test was normal. Then, the researcher did hypothesis test. It is used to check whether  $H_0$  was accepted or not. The criteria is if t-value  $< t$ -table it means  $H_0$  is accepted, while if t-value  $> t$ -table it means  $H_0$  is rejected. In the previous subheading, it could be seen that t-value was 14.056. Wherease, t-table with the level 0,05 and degree of freedom 50 are 2.021. To test hypothesis is still related to take the conclusion to answer the first statement of the problem. After the result of t-value is found, it means the hypothesis can be concluded. If the null hypothesis ( $H_0$ ) is untruthful, the alternative hypothesis can be accepted. In this experimental

research, the alternative hypothesis ( $H_a$ ) is stated Dr. Michael West's New Method can enhance students' reading skill on narrative text at the second grade of SMA N 2 Langsa. In the contrary, the null hypothesis is stated Dr. Michael West's New Method can not enhance students' reading skill on narrative text at the second grade of SMA N 2 Langsa.

The result of the research showed that students of experimental class have better improvement than students of control class. It is simply concluded that null hypothesis ( $H_0$ ) "Dr. Michael West's New Method can not enhance students' reading skill on narrative text at the second grade of SMA N 2 Langsa." is rejected. Meanwhile, the alternative hypothesis ( $H_a$ ) "Dr. Michael West's New Method can enhance students' reading skill on narrative text at the second grade of SMA N 2 Langsa is accepted. It means that Dr. Michael West New Method is a good method and suitable to be applied to enhance students's reading skill in SMA N 2 Langsa

2. The ease and difficulty factors faced by students using Dr. Michael West New Method.

According to Thorndike, response is a reaction that appears when students learn, which can also change your mind, feeling or movement/action. In this discussion, The ease and difficulty factors faced by students using Dr. Michael West New Method has been analyzed based on the questionnaires. There are 15 questions that distributed to the students in the experimental class. The researcher did validity and

reliability test to analysis the questionnaire. The researcher did validity test to indicated whether test item of the instrument in each question is valid or not. So, the researcher should makesure the statements of the questionnaire was valid. The researcher did Validity test. The result of the test show that  $r_{hitung}$  is higher than  $r_{table}$  Sig. 5% = 0.404. It can be concluded that all the item of questions are valid (*see table 4.10 or Appendix 7*). Then the researcher also did reliability test to evaluate the stability of measures administered at different times to the same individuals and the equivalence of sets of items from the same test. The reseracher used Cronbach Alpha to test the reliability test. The value of instrument should more than 0.60. Based on the result of reliability test, the statement were reliable as the Cronbach`s Alpha value was 0.771 which is within range of 0.7 – 0.8.

Based on the instrument that was valid and reliable. Then the researcher concluded that the ease factor that faced by student`s is 41.6% while the difficulty factor that faced by students` only 12.5%.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

##### 1. Student`s Improvement

From the result and discussion about The Use of Dr. Michael West`s New Method To Enhance Students` Reading skill On Narrative Text could be concluded that The New Method was success since the final result of the students` test in posttest was improve. It can be concluded that Dr. Michael West`s New Method was suitable in learning English especially in reading skill.

##### 2. The factor faced by students

There are two factors that faced by the students` of using Dr. Michael West`s New method such as the ease and difficulty factors. Based on the result and discussion about this statement, the students` was fine and suitable with the new method.

#### **5.2 Suggestions**

- 1.) For all of English teacher to use Dr. Michael West` New Method especially in teaching reading. This method suitable for senior high school students also as a teacher, we teach students in different way, with different method, so we have to learn something new and keep learning in every single time to upgrade our knowledge.

- 2.) For the students are expected to improve their reading skill. Because reading is a part of important part in learning English.
- 3.) For the next researcher can use Dr. Michael West`s New Method and do research in the other school.

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**DAFTAR RIWAYAT HIDUP**  
*Curriculum Vitae*



**A. Data Pribadi / Personal Details**

Nama / Name : Ade Cut Ismiati  
N I M / Students Number : 1042017002  
Tempat Tgl Lahir / Place and Date Birth : Cirebon, 11 Maret 1999  
Jenis Kelamin / Gender : Perempuan  
Agama / Religion : Islam  
Warga Negara / Nationality : Indonesia  
Status / Marital Status : Belum Kawin  
Alamat / Adress : Glee Dagang, Kec. Sawang  
: Kab. Aceh Utara, Aceh  
Nomor Telepon / Number Phone : 083188576970  
Email : adecutismiatii@gmail.com  
Instagram : @adctismiati

**B. Riwayat Pendidikan / Educational Qualification**

SD Negeri 7 Sawang : 2005 - 2011  
MTs Negeri 10 Sawang : 2011 - 2014  
MA Swasta YAPENA : 2014 - 2017  
IAIN Langsa : 2017 - 2022

**C. Identitas Orang Tua / Parents Name**

Nama Ayah : Muhammad Isa  
Nama Ibu : Tumini