

**THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE
IN IMPROVING STUDENTS' READING COMPREHENSION
AT MTSN 1 TANJUNGPUR**

(Script)

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FACULTY OF EDUCATION
LAMPUNGUNIVERSITY
2012**

ABSTRACT

THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION AT MTSN 1 TANJUNGPINANG

By

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One of the targets of national curriculum for English at junior high-school (SMP) level is students' comprehension on various types of texts, such as narrative, descriptive, and recount. However, it is common that most students are observed being reluctant to read reading texts, even the short ones. Their lack of vocabulary mastery also limits their effort to achieve reading comprehension. Therefore, the teacher should be creative in selecting the techniques for use in teaching reading activities in the classroom, in order to boost students' reading comprehension without getting stuck with such problems.

To promote active learning, particularly in reading activities, Think-Pair-Share (TPS) technique is claimed to provide favorable environments. TPS technique accommodates five elements to support students' improvement: 1) positive interdependency, 2) face-to-face interaction, 3) individual and group accountability, 4) interpersonal and small-group skills, and 5) group processing. This research, therefore, would try to find out whether there is improvement and significant increase in students' reading comprehension after the implementation of TPS technique. To answer the research question, one-group pretest-posttest design was applied, with the sample the second-year students of MTsN 1 Tanjung Karang of 2011-2012 school year. Paired-samples t-test was then administered to test the hypothesis.

Data analysis on students' pretest and posttest scores reveals that the students performed better in the posttest ($\bar{x} = 68.43$) than they did in the pretest ($\bar{x} = 57.63$). Their behavior in both tests are also found to be consistent (Pearson correlation coefficient $r = 0.892$, significance value $p = 0.000$, $p < 0.05$). Paired-samples t-test indicates significant increase of students' reading comprehension achievement after the application of TPS technique ($t(29) = 9.672$; $p = 0.000$, $p < 0.05$). In conclusion, TPS technique is worth applying in the teaching-learning of English reading comprehension ability, particularly at the second grade of MTsN 1 Tanjung Karang.

CURICULLUM VITAE

Faradiaswita was born in Kotabumi, on March 21st, 1987, the second of three children of the couple Arwanzier and Filda.

She began her early school at Tunas Harapan kindergarten, which was continued to elementary school at SDN 3 Gapura in 1993. Her junior high-school started in 1999 at SLTPN 2 Kotabumi, which was completed in 2002 and continued to senior high-school at SMAN 1 Kotabumi.

Shortly after she graduated from senior high-school, in August 2005 she enrolled as a student of English Language Education Department at the Faculty of Education, Lampung University. Her teaching experience includes, but not limited to, the faculty's Practice Teaching Program (PPL) at SMP Tunas Harapan of Bandar Lampung from July to October 2010, and a large number of occasions in outside-school English teaching.

DEDICATION

This script is proudly dedicated to:

- ❖ My beloved parent (Arwanzier and Filda) and my beloved grandmothers, who keep on praying for my success and life;
- ❖ My beloved sister and brother, Astika Falini and M. Faizal Abung;
- ❖ My beloved lecturers at the English Department;
- ❖ My beloved friends; and
- ❖ My beloved Alma Mater, University of Lampung.

MOTTO

*Lost time is never found again.
Up sluggard, and waste not life;
In the grave will be sleeping enough.
God helps them who help themselves.*

(Franklin, 1986:16)

ACKNOWLEDGEMENT

Alhamdulillah, praise to Allah SWT, the Beneficent and Merciful, who has given mercies, blessings and everything to me in finishing this script, entitled “The Implementation of Think-Pair-Share Technique in Improving Students’ Reading Comprehension at MTsN 1 TanjungKarang, Bandar Lampung. *Shalawat* and *Salam* also deserve to Prophet Muhammad SAW and his family.

This final project is submitted as a requirement for completing S1(Undergraduate) Degree at the English Department of the Faculty of Teacher Training and Education, University of Lampung. It would never have come into existence without supports, encouragement, and assistance from the following people. First, I would like to express my gratitude to Prof. Cucu Sutarsyah, M.A. and Drs. Basturi Hasan, M.Pd., and to Budi Kadaryanto, S.Pd., M.A., as my advisors and my project examiner, respectively, for their suggestions, feedbacks, criticisms, and generous guidance throughout the completion of this final project. I also feel deeply indebted to all the lecturers at the English Department for their constructive contribution to my knowledge and personality development.

Next, I consider myself very blessed for having sincere love, supports, pray, and trust from my beloved parents Arwanzier and Filda, my grandmothers Siti Ainah and Siti Fadhilah, my sister Astika Falini, my brother M. Faizal Abung, my aunt

Rosmiar, and my special one Gilang Santoso that I hope will always be by my side. The last but not the least, I believe it's truly amazing to have the companionship of my friends at English of Class 2005, especially Anin Pangesti, Dwi Pangestuti, Eva Wijayanti, Tri Agus Fajar dini, Okty Kurniasih, Rosie Renata, Mery Novita, Ika Marthalia, Hartini, Ellynda Sari, Novi Willia Pura, Nely Fitria, and those I can't mention here one by one (it is not unreasonable to say thanks for your friendship, support, and for everything).

Nothing in this world is perfect and this final project is no exception. I do hope that this final project will be useful and beneficial for the readers, especially those who are concerned with the profession of English teaching.

Bandar Lampung, 2012

The writer

Faradiaswita

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I. INTRODUCTION

This chapter covers background of the problem, formulation of the problem, objective, significance, scope of the research, and definitions of related terms.

A. Background of the Problem

Reading is considered to be a difficult language skill to learn. The underlying reason is that reading comprehension requires students to cope with a challenging task of obtaining a lot of information, including identifying the main idea, finding inference, finding reference, recognizing detailed information, and discovering the meanings of vocabularies in the reading text. Identifying the main idea is finding out the central of a story from the first paragraph. Reference refers to the word that the reader uses to find another meaning of the word in the story. Besides reference, there is inference. To make inference means to draw conclusions from the whole story, or from the parts of the story. To recognize detailed information, we should skim the reading text to identify specific information we are looking for, while discovering the meaning of a vocabulary involves the understanding of the context of the story.

Here, the students are expected not only to comprehend the written symbols combined with their prior knowledge but also to understand the content of the text thoroughly. As Smith (1982:5-6) suggests, comprehension in reading is a matter

of making sense of the text, of relating written language to what we know already and to what we want to know.

School-Based Curriculum (KTSP) for the 8th grade of junior high-school expects students to be able to comprehend the aspects of a text, i.e. the main idea, the topic sentence(s), the factual, stated, and unstated information, and the vocabularies. Yet in fact, junior high-school students have to deal with difficulties in reading comprehension. Confirming the fact, research by Hariyanti (2010:1) found that the students faced some difficulties in reading, particularly concerning lack of vocabulary and little degree of engagement in classroom reading activities. Lack of vocabulary, certainly, will encourage students to open dictionary or to ask their friends and teacher frequently. This, in turn, will make them ineffective and inefficient readers. Besides, it directs them to be highly dependent learners, which, again in turn, makes it hard for them to cope with the text at hand and to finish the reading comprehension task individually. Therefore, the interdependency created will be negative rather than positive one.

The rationale leads to the demand of creating classroom situation in which the students can engage reading activities actively, a favorable situation that will make them comprehend the reading text at hand more easily and without impeding problems. To do this, a suitable technique is required to foster students' motivation to read all parts of the text, so they can obtain the necessary information completely. The technique should also increase students' reading comprehension and make them enjoy the teaching-learning process.

For that reason, this research would try a technique to solve such problems, i.e. Think-Pair-Share (TPS) technique. TPS, according to Lie (2002:23), will give students the opportunity to work both individually and in a group, by following three steps: *thinking*, *pairing* and *sharing*. In TPS technique, after given a task by the teacher, students first think individually, then share what they have thought with their pair, and finally share it with the others. Moreover, they have to listen to the explanation from their peers. Every student should try to understand the content of the text because they have the obligation to explain it to the others.

It is believed that TPS technique can motivate students to actively carry out classroom reading activities because it make the activities more engaging by raising students' nature as story teller. This nature is strengthened by the responsibility to comprehend the text, so students can provide better explanation of its content to their peers. Being imposed with this responsibility, students may feel more motivated to read the text. Once they have felt motivated in reading activities, it would be much easier for them to achieve full comprehension of the text and to perform the reading task well.

This study, therefore, would investigate whether the implementation of Think-Pair-Share (TPS) technique could increase students' achievement in reading comprehension.

B. Formulation of the Problem

The discussion above led to the following research question:

'Is there significant increase of students' reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading?'

C. Objective of the Research

Therefore, the objective of this research is:

‘To find out whether there is significant increase of students’ reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading.’

D. Significances of the Research

The significances of this study are:

- 1) as a reference for further research on students’ reading comprehension achievement and the application of Think-Pair-Share technique; and
- 2) as information for English teacher about the strength of Think-Pair-Share technique as an alternative for improving students’ reading comprehension.

E. Scope of the Study

This research was conducted to a group of grade-eight students of MTsN 1 TanjungKarang, Bandar Lampung. A grade-eight class was selected because the material that would be applied—i.e. narrative text—matched the syllabus for this level. Furthermore, the student had had the background of being taught the components of reading comprehension. This class basically had already studied vocabulary, structure and some types of reading texts.

This research would focus on how TPS technique can increase students’ reading comprehension achievement. The materials were based on the curriculum of English for grade eight of junior high-school. They included several narrative

texts: ‘*The Hermit*’, ‘*The Wolf, the Kid and the Goat*’, and ‘*The Tiger who would be a King*’.

F. Definition of Key Terms

The following are the definitions of the key terms covered in this research. These definitions are presented to avoid misunderstanding concerning the terms.

- 1) *Reading* is the process of grasping the main idea and scanning pieces of information from a text.
- 2) *Reading comprehension skill* is the ability to comprehend and obtain information from a text. As a form of thinking process, the reader basically uses his brain to read and his eyes to transmit images to the brain.
- 3) *Narrative text* is a sequence of events which provides a literary experience to the reader. It is written based on life experience and organized by focusing on the characters. The purpose of narrative text is principally to inform, to tell story, and to entertain.
- 4) *A technique* is a particular trick, stratagem or contrivance used to accomplish an immediate objective.
- 5) *Think-Pair-Share (TPS)* is a technique for classroom instructions that consists of three steps: *think*, *pair*, and *share*. These steps are carried out individually, in pair and in group. In TPS, after given a task by the teacher, students first think individually, share what they have thought with their pair, and finally share it with the others. They also have to listen to the explanation from their peers. Every student should try to understand the content of the text because

they have the obligation to explain it to the others. TPS technique gives the opportunity to students to work both individually and in a group.

II. LITERATURE REVIEW

This chapter covers the concepts that are brought into the research, as well as the theoretical assumption and the hypothesis.

A. Notion of Reading

Reading is considered by many as the best way for people to get as much information as possible. We can understand and remember what we have read better than, say, what we have heard or listened to.

When we talk about the concept of reading, we are faced with various definitions from a number of experts. Goodman in Ahyaruddin (2008:15) describes reading as a psycholinguistic process by which the reader, a language user, reconstructs, as best as he can, a message which has been encoded by the writer as a graphic display. Nuttal in Simanjuntak (1988:14) defines reading as the meaningful interpretation of printed or written verbal symbols. Dallman (1982:23) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition. Yet principally, reading requires higher-order thinking and communication of message or of meaning, as well as the apprehension of such message or meaning (Dechant in Ahyarudin, 2008:10). Meaning itself occurs on several levels, from concrete interpretation and simple reaction to evaluation of what has been decoded. Moreover, reading is difficult to

analyze because it involves the most intricate working of human mind. It is genuine cognitive process. In other words, reading is thinking through print.

In reading process, the reader utilizes vision, perception, comprehension and reaction (Brown in Ahyarudin, 2008:11). He uses his ability to make sense of written or printed symbols to guide the recovery of information and to construct a plausible interpretation of the written message (Grabe et al. in Hariyanti (2010:8). This use of ability, or the process of reading comprehension, is a complex intellectual process involving a number of other abilities, which deal with word meaning and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. Comprehension is, therefore, vital in the reading process. Reading with comprehension signifies not only the understanding of the surface meaning of the text but also that of the purpose of its main idea.

Smith and Dechant (1983) suggest that the ability to understand the units of increasing size—phrase, clause, sentence, paragraph, etc.—is the basic knowledge for comprehension skill. This basic knowledge of understanding in the reading process is brought into an interaction with the language to produce a meaningful reading (Heilman et al., 1981:242). Heilman et al. (1981) further categorize reading comprehension into three levels as follows:

1) Literal Comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage, such as identifying the meanings of the words, recalling directly-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns,

conjunctions, etc. At this level, reading comprehension questions are factual and detailed. For example, the question ‘*Where did Mother Goat go?*’ has specific answer from the factual action in the story, i.e. ‘Mother Goat went to the market’ (from *The Wolf, the Kid, and the Goat*).

2) Interpretative Comprehension

Interpretative comprehension refers to the understanding of ideas or information not explicitly stated in the passage. Interpretative comprehension includes understanding the author’s tone, purpose and attitude; inferring factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content. This comprehension is concerned with how facts are interrelated. An example of question for checking such comprehension is ‘*Why did the Tiger come to the Lion?*’.to which the statement ‘Because the tiger wanted to meet the King’ becomes the answer (from *The Tiger who would be a King*).

3) Critical Comprehension

Critical comprehension deals with analyzing, evaluating and personally reacting to the information presented in a passage, for example by indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards. Questions at this level may take such forms as ‘*What does the phrase “Down with the wolf and all his race” mean?*’ The meaning of the phrase is that the speaker is opposed to the wolf and his race (from *The Wolf, the Kid, and the Goat*).

The explanation above obviously indicates that the first crucial point to be made about reading process is reading comprehension, and efficient comprehension

requires the ability to relate the textual material to one's own knowledge. In short, we may restate that understanding a text is basically an interactive process between the reader's background knowledge and the text (Patricia in Simandjuntak, 1988:8), and this interactive process involves heavily the use of the reader's cognitive skill.

In terms of reading comprehension, this research would focus mainly on interpretative comprehension that includes students' understanding the author's tone, purpose and attitude; inferring factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

B. Notion of the Five Reading Aspects

There are five aspects in reading: main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1) Main Idea

Finding the main idea of a paragraph is one of the most important reading comprehension skills. Hancock (1987:54) defines main idea as the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph. For example, in *The Frog Prince*, the main idea of the first paragraph is 'A king who had a beautiful daughter'.

2) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect

statistics and quotation. An example of supporting sentence in the first paragraph of *The Frog Prince* is 'He loved her very much'.

3) **References**

Latulippe (1986:20) defines references as words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text. For instance, 'He' in sentence '*He loved her very much*' refers to the King as the sentence occurs after 'There was a king who had a beautiful daughter' (from *The Frog Prince*).

4) **Inference**

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the story occurred in order to give him a rough idea of prediction. For example, the question '*Why did Queen Maura choose Hakim to marry her?*' makes the reader create a prediction based on the facts he finds in the story. Inference will lead to the answer to this question, that is 'Because she felt that Hakim was the good man' (from *The Three Sheiks and Queen of Arabia*).

5) **Vocabulary**

According to Wallace (1987:30), vocabulary is the stock of words used by people. Vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. In reading, the reader guesses the meaning of a word by making use of the context in which the word occurred in order to give him a rough idea of its meaning. In *The White Butterfly*, for instance, the reader would know that 'promise' is the answer to the question '*Which of the*

following words is the synonym of the word “vow”?’ after reading the sentences in the story that build the context for the word ‘vow’.

C. Notion of Narrative Text

According to School-Based Curriculum (KTSP) for junior high-school, there were a number of text genres that should be learned by students, such as descriptive, procedure, recount, narrative, news item, and other functional texts. One of these, narrative, has a particular significance as it serves as the basis or foundation for reading ability in that narrative introduces to students the ability to organize a series of facts, events or ideas into logical order (Kennedy in Hariyanti, 2010:14).

Narrative text is a form of writing used to relate the story of acts or events. The story can be fiction, non-fiction, or a combination of both. The purpose of narrative text is mainly to entertain, to tell story, or to provide an esthetic experience. Narrative text is character-oriented, commonly written based on life experience and built using descriptive familiar language and dialogue.

There are some genres of literary text which fit to be classified as narrative, such as folktales, fairy tales, fables, and myths. Folktales are old traditional stories from a particular place, originally passed on to people in a spoken form, such as the story of *MalinKundang*. Fairy tales are old story about magic things commonly intended for amusing and giving lessons, meanings, and moral values; a popular example of these is *Cinderella*. Whereas, fables are short narrative stories that particularly use animals as their characters, and contain moral lessons, like *The Smartest Animal*. Myths are stories from ancient times, especially ones

that are told to explain about natural events or to describe the early history of a place or people. We can find a myth in the story of *TangkubanPerahu*.

In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text needs a plot, a series of episodes which hold the reader's attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflicts among the characters will drive the story's progress, in which the readers will be shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

A narrative text is generally built on the following structure:

- 1) *Orientation*, usually introduces the participants and informs the time and the place (or the settings). It is the introduction of who, what, when and where (what text talks in general, who are involved in the text, when and where it happens).
- 2) *Evaluation*, retells a stepping back to evaluate the plight. In this part, the first condition of the character before facing the problem is told.
- 3) *Complication*, usually describes the rising crises that the participants have to do with.
- 4) *Resolution*, is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is that the conflict comes to an end.
- 5) *Reorientation*, indicates optional point—it means that a story not always uses this. Reorientation usually states the conclusions of the events based on the writer's point of view.

In addition, narrative text also has a number of language features, i.e.:

- 1) Focus on specific or individual participant(s), i.e. explaining about a specific character or person. For instance, *Jack and the Bean Stalk* tells us about the story of a specific boy named Jack, not a boy or boys named Jack in general terms.
- 2) Use of material process or action verbs, i.e. verbs that indicate activities or actions, such as *stayed, climbed, killed, etc.*
- 3) Use of behavioral process/verbal process/saying verbs, i.e. verbs that indicate verbal expressions, such as *said, told, murmured, etc.*
- 4) Use of temporal conjunctions or time connectives to connect the story step by step, like *then, after that, afterwards, etc.*

The following is an example of narrative text, *The Smartest Parrot*.

The Smartest Parrot

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say 'Catano'. The man tried to teach the bird to say 'Catano'; however, the bird kept not saying the word.

At first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say 'Catano'! Or I will kill you!" the man said angrily. Although he tried so hard to teach the parrot, it would not say the word. Then the man got so angry and shouted to the bird over and over, "Say 'Catano' or I'll kill you!" But the bird kept not saying the word of 'Catano'.

One day, after he had been trying so many times to make the bird say 'Catano', the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. "You are as stupid as the chickens. Just stay with them!" said the man angrily. Then he continued to humble, "You know, I will cut the chicken for my meal.

Next it will be your turn. I will eat you too, stupid parrot.” After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, “Say ‘Catano’ or I’ll kill you!”

According to its generic structure, the narrative text above can be divided as follows:

Orientation:

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

Complication:

The man felt excited having the smartest parrot but he could not understand why the parrot would not say ‘Catano’. The man tried to teach the bird to say ‘Catano’; however, the bird kept not saying the word.

At first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say ‘Catano’! Or I will kill you!” the man said angrily. Although he tried so hard to teach the parrot, it would not say the word. Then the man got so angry and shouted to the bird over and over, “Say ‘Catano’ or I’ll kill you!” But the bird kept not saying the word of ‘Catano’.

One day, after he had been trying so many times to make the bird say ‘Catano’, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. “You are as stupid as the chickens. Just stay with them!” said the man angrily. Then he continued to humble, “You know, I will cut the chicken for my meal. Next it will be your turn. I will eat you too, stupid parrot.” After that he left the chicken house.

Resolution:

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the

moment, the parrot was standing proudly and screaming at the last old chicken, “Say ‘Catano’ or I’ll kill you!”

In the orientation, the main characters of the story are introduced, i.e. the man and his parrot, as well as the condition that will lead to the conflict, that is the fact that the parrot cannot say the word ‘Catano’. As the story progress to the complication, the conflict becomes more intense—the man tries hard to make the bird say ‘Catano’, but the bird is so persistent until its owner put it in the chicken house, and will slaughter it for meal after the four chickens have been slaughtered first—it is where the story’s crisis reaches its climax. The story comes to the resolution when the man finds the parrot imitating exactly what he has done to it; and even worse, the bird has really killed three chickens and is shouting at the last chicken, forcing it to say the word ‘Catano’. In the resolution we can also find the element of surprise, in which the bird is actually able to say the word ‘Catano’, as well as the moral message to the readers.

D. Notion of Think-Pair-Share (TPS) Technique

What makes Think-Pair-Share (TPS) technique worth discussing and applying is that it gives the opportunity to students to work both individually and in a group (Lie, 2002:57). This opportunity will engage students who prefer working in a group without ignoring those who feel more comfortable with doing task individually because such type of students are facilitated through *thinking* stage and directed gradually into *sharing* stage. Hence, whole-class participation will be stimulated.

Lyman in Ahyarudin (2008:15) claims that TPS is effective for changing the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole-group settings. TPS also offers built-in procedures to give students more time to think, to respond, and to help each other. It consists of the following steps or stages:

- 1) *Thinking*. In this step, the teacher poses a question or issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be warned that talking or walking about is not a part of thinking time.
- 2) *Pairing*. This second step requires that the teacher asks the students to make a pair and to discuss with their pair what they have been thinking about. Interaction during this stage could be sharing answers if a question is posed or sharing ideas if a specific issue is put forward. Normally, the teacher would allow no more than 4 or 5 minutes for pairing.
- 3) *Sharing*. In the final step, the teacher asks the pairs to share with the whole class what they have been discussing in their respective pair. It is effective enough for them to simply go around the room from pair to pair to take their chance to report what they have discussed.

The three steps are to promote students' active learning (Allen in Ahyarudin, 2008:16). In the first step, the students work independently to think about a question or issue; in the second step, they pair with one of their peer to share their ideas to each other; in the final step, the students in each pair work together to share their ideas to the class. This technique will certainly increase whole-class participation as the students are directed to move from individual and independent

duty to collaborative contribution of giving and taking information from each other. Every student is imposed equal responsibility; no one will dominate the discussion because information from each student is equally important. Therefore, they will support each other.

In such ways TPS will accommodate five elements to enhance students' learning:

1) Positive Interdependence

In this element, the success of work depends on the efforts made by every individual in the group. Students work together to achieve a purpose. They congregate and exchange information with each other. Every student is accountable for finishing their work and achieving common success.

2) Face-to-face Interaction

In this component, more direct interaction is needed to exchange as much information as students obtain from their peers in the group.

3) Individual Accountability

In a group, the accountability of each individual is badly needed, because if one student does not finish his work, he can inhibit the others in the group.

4) Interpersonal and Small-Group Skills

In part, the success of a work depends on the willingness of every person to listen to each other and their capability to convey their opinion in group discussion.

5) Group Processing Evaluation

In this aspect, after students have finished their work in the group, they should evaluate their group work by evaluating both per individual and globally. Group processing evaluation is used to see cohesiveness among

students in the group. The evaluation is not always performed after the group has finished their work; it can be carried out after several sessions of learning.

E. Notion of Teaching Reading

Hedge (2003:18) points out that any reading component of the English language teaching may include a set of learning goals for:

- 1) The ability to read a wide range of texts in English. This is the language-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. The ability to read a text should be supported by the knowledge of vocabulary. For instance, if students are reading about jungle, they should have known most words related to the topic of jungle, such as *tree, tropical forest, animal, species, etc.*
- 2) Building knowledge of language which will facilitate reading ability. Students can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. Here, the teacher's responsibility is to motivate reading by selecting appropriate materials. For instance, teenage students may be more interested with 'narrative text than 'descriptive text'.
- 3) Building schematic knowledge. Reading can be seen as an interactive process between the reader and the text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are

being used. *For example, when the students read a text, they should know the elicited meaning in the story.*

- 4) The ability to adapt the reading technique according to reading purposes. In this case, teacher with EFL/ESL learners can use a variety of adapted texts or authentic texts that are suitable with the students' level. These students are then taught to use different reading techniques for specific purposes. For example, *skimming may be sufficient in reading for finding specific information, but would not serve well in reading for entertainment.*
- 5) Developing an awareness of the structure of written texts in English. In creative reading, students would be acquainted with writing mechanisms. For example, *when they have to read other texts, they will have the knowledge of text structure that is useful in their effort to achieve comprehension.*
- 6) Taking a critical stance to the contents of the texts. It can be implemented at an advanced level, in which students can check the authenticity of the text by looking at the following indicators: *whether the article gives the name of the author or not, the date of publication, the aim of the article, etc.*

Alyousef(2006:7) suggests that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedure: pre-, while-, and post-reading stages. Pre-reading stage is to help activate the relevant schema. For example, at the stage, teachers can ask students questions that arouse their interest while previewing the reading text. While-reading stage (or the interactive process) is to develop students' ability in tackling tests by developing their linguistic and schematic knowledge. The third stage, post-reading, includes activities that

enhance learning comprehension using reading-comprehension exercises such as matching, cloze exercises, cut-up sentences, and comprehension questions.

Principally, the aim of teaching reading is to develop students' skill of reading English texts effectively and efficiently. In other words, it is to make students effective and efficient readers. To be so, they should have particular purposes in their mind before interacting with the reading texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then, the purpose of reading is implemented into the development of different reading techniques. This is realized when students are reading and interacting with various types of texts.

In short, in the teaching of reading skill the teacher should provide various techniques to the students together with certain reading purposes to anticipate different types of reading texts. In other words, reading techniques should be matched with the reading purposes to produce an efficient and effective reading. Whether it is for pleasure or for information, reading should be meaningful besides efficient and effective (Suparman, 2005:1).

It is, therefore, assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the most of classroom reading activities, i.e. maximum and meaningful comprehension. TPS as one of the techniques to achieve reading comprehension will be potential to be applied to junior high-school settings because it will provide students a way to be effective, efficient, independent and responsible

readers before they step into higher education that demands more degree of reading skill.

F. Procedures of Teaching Reading Through Think-Pair-Share Technique

The following are the procedures of teaching reading through TPS technique (Lie, 2002):

1) Preactivity. In this stage:

- a) The teacher gives different segments of the reading text to the students. Afterwards, the students should think and try to comprehend individually the text segment they have (*thinking process*). For example, the teacher may give the following command:

Teacher : *Students, here is a narrative text. I'll give every one of you different segments or parts of the text. You are asked to read and think about the text segment you have. Try to comprehend it. Please do it individually. (The teacher distributes the segments of a narrative text entitled 'The Hermit')*

- b) The students are asked to make a pair with one of their peer who has the same segment, and discuss the text they have read individually (*pairing process*). The teacher, for instance, may say:

Teacher : *Have you finished your work?*

Students : *Yes, miss.*

Teacher : *Now, you can discuss with one of your friends near you who has the same segment of the text.*

Students A : *Can you explain to me about who gives the hermit paddy seeds?*

Students B : *Yes of course. I'll try. It is a boatman who gives him paddy seeds. The boatman came when the hermit was sitting in front of his hut.*

The students in the pair may ask questions to each other concerning the text they have read. It is highly possible that one student has a gap in understanding the text and the other has the information to fill the gap.

- c) After the pairing process, every pair should move to other pairs who have different segments of the text in order to share the information they get from their own text. Every student is responsible to share the information he or she has. Besides, they should also pay attention to the explanation given by their peers. They exchange information with the members from the other pairs (*sharing process*). The teacher guides students' activity by giving direction, for instance:

Teacher : *Now move to other pairs who have different segments of the text. You must provide information to them about the segment you have read and discussed with your partner.*

Student B : *I have Text 1, how about you?*

Student C : *I have Text 2, could we join?*

Student B : *Yes, of course.*

Student B : *According to your text, what is the last information that you get in the last paragraph?*

Student C : *This is about the paddy plants that turn into weed. And how about your text?*

Student B : *The last paragraph is about the man who gives paddy seeds to the hermit.*

2) While-activity

In this stage, the students must return to their own pairs and discuss and fix the information they have with the information they have got through the sharing process with other pairs. Of course, the information they have collected would depend on their listening ability.

3) Post-activity

The teacher carries out evaluation, i.e. reading comprehension task, based on the text the students have read and discussed. The students must do the task individually. After the students finished the task, the teacher asks the students one by one, for example:

Teacher : *Now, please read the text carefully then answer the questions.*

Students : *Yes, miss.*

Teacher : *Have you finished your work?*

Students : *Yes, I have.*

Teacher : *What did the hermit do when he was tired of harvesting?*

Student A : *I know, miss!* (Student A raises his hand)

Teacher : *Yes, please.*

Student A : *One day, when he was so tired of harvesting the paddy, he shouted, "Oh, stop growing, you wretched thing!"*

(After that, the teacher continued the discussion)

These procedures are adjusted to the instructional steps embedded in TPS technique (for more details including the lesson materials, see the lesson plans in Appendix 4).

G. Advantages of Think-Pair-Share Technique

Think-Pair-Share technique provides a number of advantages as follows (UCLA in Ahyarudin, 2008:20):

- 1) TPS is quick; it doesn't take much time for preparation.
- 2) TPS engages the entire class and allows quiet students to respond to questions without having to stand out among their classmates.
- 3) The personal interaction motivates many students who may actually have little intrinsic interest.
- 4) Teacher can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end.

Allen (2007:17) also suggests other benefits of TPS, such as:

- 1) It provides students with thinking time prior to discussion, i.e. *in pair and in share steps. Because students have the time to prepare what they will bring into the discussion with their friends.*
- 2) It allows both independent and collaborative learning, i.e. *students have the time to work alone and that to work with a partner(s).*
- 3) It gives students opportunities to collaborate to refine definitions, i.e. *after students have worked alone and in pair, because they have the opportunities to exchange information with their friends.*

- 4) It invites equal participation as all students share with each other, either in a pair or with other pairs (pair-group) in the classroom. For example, *students have the time to discuss in **pair** step with a peer near him/her. After that, they have the time to discuss in share step (they change the pair).*
- 5) It engages students into active learning, i.e. *students who are passive in the class should be active in this technique, because in **pair** and **share** steps they should join or invite their friends to discuss and finish their work.*
- 6) It invites students to share their understanding in both kinesthetic and visual modes, i.e. *students in **share** steps or in discussion usually use body language and face-to-face interaction to send their information to their friends.*

In line with the advantages above, after conducting Think-Pair-Share technique in the classroom, some advantages below were identified during the research:

- 1) The students have the same opportunity to share their ideas.
- 2) The students could really understand the content of all texts before doing the evaluation/reading comprehension test.

H. Disadvantages of Think-Pair-Share Technique

Every teaching-learning technique has its own drawbacks. TPS also has some disadvantages that should be considered by the teacher before applying it in the classroom. According to Lyman in Ahyarudin (2008:20), the disadvantages of TPS are:

- 1) Equal participation is in fact rather hard to achieve. Although each student within the pair/group has an equal opportunity to share, it is possible that one

student may try to dominate (especially those who feel upper than their friends). Therefore, the teacher should always check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

- 2) Problem may arise when the number of students is not even, for instance 25. In such case, the teacher may allow one group with odd number, i.e. *three students, for the pairing stage (leaving one student alone in the pairing process is not preferable and inconsistent with the procedure of TPS)*.
- 3) TPS is rather time consuming if the class is big. The teacher should make sure that the time available is enough to complete the entire procedure of classroom instruction using TPS. The large amount of time can be worth spending if the teacher and the students can make the most out of it to achieve the desirable results of learning.

During the process of Think-Pair-Share technique in the classroom, some disadvantages below were also found:

- 1) Time consuming particularly when the process does not run well.
- 2) Discussion is dominated by certain students when there is no control from the teacher.
- 3) The teacher should work hard in monitoring the process of discussion.
- 4) The teacher should assign the members of the groups.
- 5) The information received by the students is limited to what their friends know.

I. Assumptions

This study was based on the following assumptions:

- 1) Students who are not capable in grasping the main idea fail in understanding the reading text.
- 2) Students who have a large number of vocabularies are not able to understand about the text well.
- 3) Students who have a large number of vocabularies are able to understand about the text well. In this case, it is assumed that TPS is an effective technique that gives students the opportunity to think alone, in pair, and to share to another pair. This technique can improve students' understanding in reading a text.

J. Hypothesis

Hence, the following hypothesis was put forward:

H_a → There is significant increase of the students' reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading comprehension of narrative texts.

H_0 → There is no significant increase of the students' reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading comprehension of narrative texts.

III. RESEARCH METHODS

This chapter discusses the research design, population and sample, data collection and instrument, and the hypothesis testing.

A. Research Design

This research is a quantitative study in which one-group pretest-posttest design is applied. The research design is outlined as follows:

$T1 \times T2$

where $T1$ refers to the pretest, $T2$ the posttest, and \times signifies the treatment (i.e. the application of TPS technique for teaching reading comprehension skill of narrative text) (Setiyadi, 2006:131). The pretest is used to find out the students' preliminary ability and the posttest to see whether there is an increase of students' reading achievement after the treatment \times . The pretest, treatment and posttest were conducted in the experimental class.

B. Population and Sample

The population of this research was the second-grade students of MTsN 1 Tanjung Karang, Bandar Lampung. Out of the population, two classes were taken, one as the tryout class (Class VIII B), and one as the sample or the experimental

class (Class VIII A), with each class consisting of 30 students. The tryout class received no treatment and was used for instrument tryout only. The experimental or sample class was given the treatment, the pretest and the posttest. Both classes were selected through simple random probability sampling using lottery.

C. Data Collecting Technique

The instrument for data collection (i.e. the pretest and the posttest) was a series of reading comprehension tests, each test consisting of a number of narrative texts and 30 multiple-choice items, and each item with four options (A, B, C, and D) that comprised one correct response and three distractors. The pretest and the posttest were similar, only the order of the texts and their corresponding items were rearranged for the posttest. The instrument for these two tests was previously qualified through the tryout test.

In collecting the data, the research adhered to the following steps:

1) Trying-Out the Instrument

The tryout test was administered to Class VIII B that consisted of 30 students. This test was given to identify the quality of the test before it was used to obtain the data for the research. The test included 40 multiple-choice items, each with four options (A, B, C, and D): one correct response and three distractors.

The items in the tryout test consisted of the following specifications:

Table 1. Table of Specification of the Tryout Test

No.	Reading Specification	Item Number	Percentage
1	Determining main idea	2, 13, 27, 28, 29, 30, 32	17.5%
2	Inference	6, 12, 17, 19, 21, 22, 24, 36	20%
3	Reference	3, 9, 14, 15, 25, 34, 38, 40	20%
4	Finding detailed information	1, 4, 7, 8, 10, 11, 18, 23, 37, 39	25%
5	Vocabulary	5, 16, 19, 26, 31, 33, 35	17.5%
Total		40	100%

The larger number of items in the tryout test—i.e. 40 items—than that in the instrument for data collection (the pretest and posttest) was to guard against the presence of poor items, as well as to achieve higher reliability; thus, when such items exist and need dropping, we still have enough number of items to use for reliable data collection. Ten poor items in this tryout test were dropped after item analysis, leaving 30 items for the pretest and the posttest.

2) Conducting the Pretest

For the pretest, the researcher took Class VIII A that consisted of 30 students. The pretest was conducted before the treatment, and was intended for identifying to what extent the students had understood about main idea, detailed information, reference, inference and vocabulary—i.e. the aspects of reading comprehension. The pretest included 30 items that were left after item reduction through the tryout. The table of specification for the pretest is presented on the next page.

Table 2. Table of Specification of the Pretest

No.	Reading Specification	Items	Percentage
1	Determining main idea	10,23,24	10%
2	Inference	9, 18	6.67%
3	Reference	2, 7, 11, 12, 21, 25, 27, 29	26.67%
4	Finding detailed information	1, 3, 5, 6, 8, 14, 15, 17, 20, 26, 28, 30	40%
5	Vocabulary	4, 13, 16, 19, 22	16.67%
Total		30	100%

3) Conducting the Treatment

For the treatment, narrative texts were used as the reading materials. The treatment was conducted to the experimental class—Class VIII A—through the application of Think-Pair-Share technique. The treatment was conducted in three meetings as described below:

- a) *The first meeting*, TPS technique was used to help the students in reading comprehension activity. The teacher was explaining about how to determine the main idea of a paragraph or of the whole story. The narrative story used as the material for the first meeting is *The Hermit*.
- b) *The second meeting*, TPS technique was used to help the students in reading comprehension activity. The teacher explained about finding reference and identifying inference in reading comprehension. The narrative story used as the material for the second meeting is *The Wolf, the Kid, and the Goat*.
- c) *The third treatment*, TPS technique was used to help students in reading comprehension activity. The teacher explained about how to find detailed information and how to find or guess the meaning of words from context (vocabulary) in reading comprehension. For the third meeting, *The Tiger who would be a King* was used as the material of narrative text.

4) Conducting the Posttest

The posttest was conducted after the treatment. It was to identify to what extent the students had understood about the aspects of reading comprehension and how well they could comprehend a narrative text after the application of TPS technique in teaching-learning of reading comprehension.

The items for the posttest were similar to those of the pretest, only the order of the texts and their corresponding items were rearranged. The items were based on the following table of specification:

Table 3.Table of Specification of the Posttest

No.	Reading Specification	Item Number	Percentage
1	Determining main ideas	4, 24, 29	10%
2	Inferences	2, 30	6.67%
3	References	3, 7, 12, 13, 16, 18, 22, 28	26.67%
4	Finding detailed information	1, 5, 6, 9, 11, 14, 15, 17, 19, 20, 23, 27	40%
5	Vocabularies	8, 10, 21, 25, 26	16.67%
Total		30	100%

D. Instrument Used for Collecting the Data

The instrument for data collection—the pretest and the posttest—was previously qualified through the tryout test. The instrument was tried out to achieve good quality. For such instrument with multiple-choice items, good quality means having satisfactory degree of validity, reliability, level of difficulty and discrimination power (Shohami, 1985). These terms are described on the next page.

1) Validity

Validity refers to the extent to which the test measures what it is intended to measure; in other words, it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity: face validity, content validity, construct validity, and empirical or criterion-related validity. *Face validity* concerns only the surface layout of the test, while *criterion-related validity* with the measurement of future success, such as in replacement test (Hatch and Farhady, 1982:251). In case of the instrument for this research, the other two types of validity—content and construct validities—are given greater consideration as they are stronger and more relevant.

Hatch and Farhady (1982:251) define *content validity* as the extent to which the test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on the appearance of the test. *Construct validity*, on the other hand, is concerned with whether the test is actually consistent with the theory of what it means to know the language (Shohamy, 1985:74). One of the efforts to achieve validity is to construct the instrument based on a table of specification that outlines the content and the aspects of reading comprehension skill to measure. The instrument was constructed based on the initial table of specification presented below:

Table 4.Initial Table of Specificationfor Data Collection Instrument

No.	Reading Specification	Item Number	Percentage
1	Determining main idea	2, 13, 27, 28, 29, 30, 32	17.5%
2	Inference	6, 12, 17, 19, 21, 22, 24, 36	20%
3	Reference	3, 9, 14, 15, 25, 34, 38, 40	20%

No.	Reading Specification	Item Number	Percentage
4	Finding detailed information	1, 4, 7, 8, 10, 11, 18, 23, 37, 39	25%
5	Vocabulary	5, 16, 19, 26, 31, 33, 35	17.5%
Total		40	100%

2) Reliability

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores are (Shohamy, 1985:70). To measure the reliability of the instrument, split-half method is calculated using Spearman-Brown split-half coefficient:

$$r_{sb} = \frac{2r_{xy}}{(1 + r_{xy})}$$

In which r_{sb} is the split-half reliability coefficient and r_{xy} represents the correlation between the two halves of the scores on the items (i.e. between the sets of scores on the odd- and even-numbered items). The r_{sb} value is categorized as *high* if falls between 0.90 to 1.00, *moderate* between 0.50 to 0.89, and *low* from 0.49 to zero (Hatch and Farhady, 1985:247). The value of r_{xy} is, in turn, obtained using Pearson correlation coefficient formula:

$$r_{xy} = \frac{SP}{\sqrt{SS_X \times SS_Y}}$$

where:

$$SP = \sum (X - \bar{X})(Y - \bar{Y}) = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$SS_X = \sum (X - \bar{X})^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

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

and where SS refers to the sums of products, SS_X to the sums of squares of the scores of variable X , SS_Y to the sums of squares of the scores of variable Y , and N to the number of cases.

3) Level of Difficulty

Difficulty level is concerned with how easy or difficult an item is from the point of view of the students who take the test. Difficulty level is important since test items that are too easy can tell us nothing about the differences within the test population. To identify the level difficulty, the following formula is used:

$$FV = \frac{\text{Correct } U + \text{Correct } L}{N}$$

where FV denotes facility value or index of difficulty, $\text{Correct } U$ the proportion of upper group students who respond correctly, $\text{Correct } L$ the proportion of lower group students who respond correctly, and N the number of test participants. An item, according to Heaton (1991:178), is categorized as *difficult* if it has a difficulty level value less than 0.30, *average* between 0.30 and 0.70, and *easy* if more than 0.70.

4) Discrimination Power

Discrimination power is used to indicate how accurate the test items can really differentiate between the successful (upper) and the failed (lower) students who take the test. This value is determined using the following formula:

$$DP = \frac{Correct\ U - Correct\ L}{\frac{1}{2}N}$$

Where *DP* means discrimination power, *Correct U* the proportion of upper group students who respond correctly, *Correct L* the proportion of lower group students who respond correctly, and *N* the number of test participants. The following criteria are applied to discrimination power (Heaton, 1991: 80):

- 1) If the value is positive, a larger number or more knowledgeable students than less-knowledgeable ones get the item correct. If the value is zero, there is no discrimination.
- 2) If the value is negative, more less-knowledgeable students than knowledgeable ones get the item correct.
- 3) In general, higher discrimination index is better. In classroom situation, most items should have discrimination indexes higher than 0.20.

Students' responses in the tryout, the pretest, and the posttest were scored using the following formula:

$$S = \frac{R}{N} \times 100$$

In which *S* is the score, *R* the total correct responses, and *N* the number of items.

E. Hypothesis Testing

The hypothesis is tested using paired-samples t-test as the samples (i.e. the means) come from the same subjects. The manual formula of paired-samples t-test is presented below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Where \bar{X}_1 and \bar{X}_2 represent the means of the samples (pretest and posttest), d the difference scores, $\sum d$ the sum of the difference scores, $(\sum d)^2$ the square of the sum of the difference scores, d^2 the squared difference scores, $\sum d^2$ the sum of the squared difference scores, and n the number of participants in each sample. The hypothesis is one-tailed as it predicts a significant increase after the treatment, with the significance level set at $p = 0.05$. If the calculated t value is higher than the t -table value on specific degree of freedom df , the null hypothesis is rejected, and vice versa.

F. Data Analysis

Data analysis was following the steps below:

- 1) Scoring the pretest and the posttest.
- 2) Tabulating the results of the pretest and the posttest and calculating the means of both.
- 3) Testing the hypothesis using paired-samples t-test via SPSS[®] for Windows[®] to see whether the improvement gained by the students after the application of TPS technique was significant or not.
- 4) Interpreting the results of statistical calculations and drawing the conclusion.

IV. RESULTS AND DISCUSSIONS

A. Results of the Research

The research was conducted within the schedule summarized below:

- 1) *Observation* was conducted on Wednesday morning, July 27th, 2011.
- 2) *Tryout test of the instrument* was administered on Thursday morning, July 28th, 2011.
- 3) *Pretest* was administered on Monday morning, August 1st, 2011.
- 4) *The first meeting of the treatment* was carried out on Wednesday morning, August 3rd, 2011 (the teacher explained about how to determine the main idea of a paragraph or of the whole story, using *The Hermit* as the reading material for narrative text).
- 5) *The second meeting of the treatment* was carried out on Thursday morning, August 4th, 2011 (the teacher explained about how to find references and inferences, using *The Wolf, the Kid, and the Goats* as the reading material for narrative text).
- 6) *The third meeting of the treatment* was carried out on Monday morning, August 8th, 2011 (the teacher explained about how to find detailed information and how to identify the meaning of a word (vocabulary) from context, using *The Tiger who would be a King* as the reading material for narrative text).
- 7) *Posttest* was administered on Wednesday morning, August 10th, 2011.

The results of the tryout test, the pretest, and the posttest are described in the following sections.

1. Result of the Tryout Test

The tryout test was administered to the tryout class(Class VIIIB) to determine the quality of the instrument for this research. Forty multiple-choice items with four narrative texts were prepared for the tryout test. The test of reliability using split-half method indicates a reliability level of 0.82 (see Appendix 5), a relatively high value. It implies that the instrument would produce consistent results when administered under relatively similar conditions to the same participants at different times. In other words, the research instrument is reliable.

In addition to reliability level, the items of the instrument were subjected to item analysis, and the result is shown in the tables below, which summarize the difficulty level and the discrimination power.

Table 5.Difficulty Level of the Tryout Items

No.	Item Number	Value Range	Criteria
1	17, 19, 31.	< 0.30	Difficult
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 18, 20, 21, 23, 24, 25, 27, 29, 30, 32, 33, 36, 37, 38, 39, 40.	0.30 – 0.70	Average
3	12, 16, 22, 26, 28, 34, 35.	> 0.70	Easy

Table 6.Discrimination Power of the Tryout Items

No.	Item Number	Value Range	Criteria
1	12, 16, 17, 19, 22, 26, 28, 31, 34, 35	<0.20	Poor
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 18, 20, 21, 23, 24, 25, 27, 29, 30, 32, 33, 36, 37, 38, 39, 40	≥0.20	Good

Measurement on difficulty level (Table 5) revealed that items 17, 19, and 31 were categorized as difficult, seven items—12, 16, 22, 26, 28, 34, and 35—were easy, and the rest were of moderate difficulty. However, these indicators are not sufficient for coming to a conclusion that an item should be dropped or reserved, and here discrimination power plays an important role. Calculation on discrimination power indicated that ten items—12, 16, 17, 19, 22, 26, 28, 31, 34, and 35—performed poorly (Table 6) and therefore were dropped. The other thirty items were then maintained as the instrument for the pretest and the posttest (for the complete item analysis of the tryout test, see Appendix 5).

2. Result of the Pretest

The purpose of conducting the pretest was to identify students' reading comprehension achievements before the treatment. The test consisted of 30 multiple-choice items that should be given responses according to four narrative texts. The pretest was administered in the second meeting of the research. The result is summarized below.

Table 7.Distribution Frequency of the Students' Pretest Scores

Score	Frequency	Percentage
30	1	3.33
36	2	6.67
40	1	3.33
44	1	3.33
45	1	3.33
49	2	6.67
50	3	10
55	2	6.67
60	5	16.67
65	1	3.33
66	2	6.67
67	2	6.67
70	3	10
72	1	3.33
75	1	3.33
76	2	6.67
Total	30	100%

Table 7 shows the distribution frequency of the students' scores for the pretest. The highest score was 76 and the lowest 30. Only 7 students (23.3%) scored from 70 to 76, and the rest fell below 70. The total of students' scores on the pretest was 1729 with mean value 57.63 and the standard deviation 12.77(see Appendix 6 for complete descriptive statistics of pretest result).

3. Result of the Posttest

After three times/meetings of treatment to the experimental class, the posttest was administered to measure whether there is significant increase of students' reading comprehension achievement. The test items were similar to those in the pretest, only the order was rearranged. The result is summarized in Table 8 on the next page.

Table 8.Distribution Frequency of the Students' Posttest Scores

Score	Frequency	Percentage
40	1	3.33
45	1	3.33
50	2	6.67
52	1	3.33
55	2	6.67
56	1	3.33
60	3	10
66	1	3.33
70	4	13.33
75	1	3.33
77	4	13.33
80	6	20
85	1	3.33
88	2	6.67
Total	30	100%

Table 8 shows the distribution frequency of the student's scores for the posttest after a series of treatment of teaching reading comprehension through TPS technique. The highest score was 88 and the lowest 40, the extremes that are more than those in the pretest. Moreover, unlike in the pretest, in the posttest there were 18 students (60%) scoring from 70 to 88, and those who failed to reach 70 decreased to 12 students compared to 23 in the pretest. The total of students' scores here was 2883, with mean value 68.43 and the standard deviation 13.43 (see Appendix 6 for complete descriptive statistics of posttest result).

4. Increase in Students' Reading Comprehension Achievement

Comparing the results of the pretest and the posttest, we get an increase in the mean of students' scores from 57.63 in the pretest to 68.43 in the posttest, with average gain (the difference between the means) 10.80(see Appendix 7 or

the 'Paired Samples Test' table below). To see whether there is significant increase or not, the students' scores on the pretest and the posttest were further analyzed using paired-samples t-test on the computer software SPSS[®] and the results are presented below.

Table 9. Paired-samples t-test on the means of pretest and posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Scores	57.6333	30	12.77520	2.33242
	Posttest Scores	68.4333	30	13.43101	2.45216

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Scores & Posttest Scores	30	.892	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Scores - Posttest Scores	-10.80000	6.11612	1.11665	-13.08380	-8.51620	-9.672	29	.000

In the 'Paired Samples Statistics' table, by observing the means it can be seen that the students got more items correct (68.43) in the posttest than when the similar test was conducted in the pretest (57.63). This difference seems to be supporting the alternative hypothesis, but to ascertain whether this result is significant or due to chance the 'Paired Samples Test' table must be examined. The standard deviations show that the spread of scores in the posttest is slightly larger than that in the pretest.

The 'Paired Samples Correlations' table shows the Pearson correlation coefficient and its significance value. This test is conducted to show if the results found are consistent. The result indicates $r = 0.892$, $p = 0.000$, which is found to be significant as $p < 0.05$. The students are therefore said to have behaved consistently as their scores in the pretest are significantly correlated with their scores in the posttest.

The next table that SPSS[®] produces is the 'Paired Samples Test' table, which informs us if there is a significant difference between the means or not. The p value in the 'Paired Samples Test' table is for a two-tailed hypothesis (shown in the column 'Sig. (2-tailed)'). As the hypothesis in this research is one-tailed, the p value should be divided by two, which gives us the same figure, i.e. 0.000. The conventional way of reporting the findings is to state the test statistic (t), degrees of freedom (df), and probability value (p). The results are reported as follows:

$$t(29) = 9.672; p < 0.05$$

The t table value for $p = 0.05$, one-tailed hypothesis, and $df = 29$ is 1.699. As the calculated t value 9.672 is larger than the t table value, and $p < 0.05$, it is concluded that there is significant increase of students' reading comprehension achievement in the posttest after the application of TPS technique (the minus sign in the calculated t value is caused simply by the fact that the mean of the first sample (pretest) is smaller than that of the second sample (posttest)).

B. Discussion

In order to extract an amount of information from certain text given, students should read the text first. Yet in fact, not all the students like to read the text. Their barrier is the lack of vocabulary, but to make things worse, they are lazy to open the dictionary to look up the meaning of some difficult words that appear in the text. Meanwhile, reading is not only to know the meaning of the words, as the first point to be made about reading process is comprehension (Simanjuntak, 1988:4). Therefore, the teacher should prepare a suitable reading technique to face this situation.

Lie (2002:57) suggests that Think-Pair-Share technique is applicable to many skills. TPS technique is a good technique; its superiorities are that students have the opportunity to think or share in pairs and that their participation can be optimized to achieve the desired result.

Exactly, TPS technique is a favorable technique for teaching reading. Those superiorities emphasize student-centered activities, in which the teacher could take her role as a facilitator in the classroom. By following these activities, the students would be more active in the discussion process together with their pairs or groups. In turn, their reading comprehension could be increased.

Before the pretest was administered to the students, the regular teacher, who came into the class together with the researcher, introduced her to the students and explained to them about the research that would be conducted in several meetings with the students as the research participants or sample. The following table describes a summary of the students' difficulties in the test items of the pretest.

Table 10.Summary of the Students' Difficulties in the Pretest

Reading Specification	Items	The number of students who have difficulties
Determining main idea	10, 23, 24.	21 students (70%)
Inference	9, 18.	10 students (33.33%)
Reference	2, 7, 11, 12, 21, 25, 27, 29	10 students (33.33%)
Finding detailed information	1, 3, 5, 6, 8, 14, 15, 17, 20, 26, 28, 30	18 students (60%)
Vocabulary	4, 13, 16, 19, 22	15 students (50%)

The table above indicates that there were 70% of the students in Class VIII A who had difficulty in dealing with the questions of determining main idea; it was probably due to their lack of understanding the concept of a paragraph's or a text's main idea. The main idea of a paragraph is commonly found in the first sentence. For instance, in *The Frog Prince*, 'Long ago, there was a king who had a beautiful daughter' is the main idea of the first paragraph.

In terms of finding detailed information, most of the students (60%) were also facing difficulty, possibly caused by their lack of individual, more specific reading technique for locating certain information rapidly. Almost the same number of the students (50%) had difficulty to answer correctly the questions about vocabulary. They might find difficulties in guessing the meaning of the words from the context, especially when they also did not know the meaning of the words that surrounded the target word, i.e. the words that made up the context. Sometimes, the word was not available in the 'less general' dictionary the students had, and was only available in the 'more complete' ones. These difficulties were reflected, for example, when they had to find the synonym of the word *vow* (item no. 19, *The White Butterfly*) or that of the word *toss* (item no. 16, *The Frog Prince*).

For inference and reference, rather surprisingly, the number of students who faced difficulty was of smaller percentage, i.e. 33.33% respectively. In terms of reference, these students seemed to struggle more to connect pronouns to their nouns than their friends did, while in terms of inference, they might belong to those who are stronger in deductive thinking rather than in inductive thinking.

After administering the pretest, the researcher conducted the treatment. In giving the treatment in Class VIIIA, the researcher herself became the teacher, replacing the regular teacher. The procedures of each meeting and the materials used followed the lesson plans that had been prepared previously (see Appendix 4).

In this first meeting of the treatment, the students' difficulty in understanding the text was observed in terms of finding detailed information, determining main idea, and understanding the meaning of the new words that they found in the text. To help the students, the teacher guided them to deal with such problems. In determining main idea, for example, the teacher was explaining to the students that the main idea of a paragraph is commonly found in the first sentence. The teacher also assisted the students by rereading the text for them. Here, the function of the teacher in TPS technique in the classroom was to motivate students and to provide them with assistance when they were facing difficulties.

In the second meeting of the treatment, the students showed better understanding of the material. Those who had difficulty in the previous meeting in determining main idea, finding detail information and understanding the meaning of new vocabulary, had shown improvement. They were able to give correct responses to the reading comprehension questions. Until the last or the third meeting of the

treatment, TPS technique appeared to bring about improvement in the students' reading comprehension. The difficulties that they had in the previous meetings were gradually solved.

After the series of treatment, the posttest was administered in the next meeting.

The items in which the students had difficulty are summarized below.

Table 11.Summary of the Students' Difficulties in the Posttest

Reading Specification	Items	The number of students who have difficulties
Determining main idea	4, 24, 29	12 students (40%)
Inference	2, 30	8 students (26.67%)
Reference	3, 7, 12, 13, 16, 18, 22, 28	8 students (26.67%)
Finding detailed information	1, 5, 6, 9, 11, 14, 15, 17, 19, 20, 23, 27	12 students (40%)
Vocabulary	8, 10, 21, 25, 26	10 students (33.33%)

Taking into account the percentages of students who have difficulties in the pretest and posttest, we can deduce increases or improvements concerning the students' ability in the reading comprehension components. The table below sums up these increases.

Table 12.Increases or Improvements in the Students' Ability Concerning Reading Comprehension Components

Components	Pretest	Posttest	Increase/Improvement
Determining main idea	40%	70%	30%
Inference	26.67%	33.33%	6.66%
Reference	26.67%	33.33%	6.66%
Finding detailed information	40%	60%	20%
Vocabulary	33.33%	50%	16.67%

The table indicates that there is an increase of the number of students who responded correctly for each reading components after the application of TPS technique. The largest increase was in terms of determining main idea, i.e. 30%. This occurred because of the role of TPS in raising the students' awareness that the main idea is commonly found in the first sentence of the paragraph. On the contrary, the components of finding inference and finding reference were the ones with the least increases, 6.66% respectively. It was due to the fact that reference and inference can be easily found in the text as the main ideas.

Referring to the research findings, it can be inferred that TPS technique provides a worthy contribution to the accomplishment of the teaching-learning of reading comprehension, particularly in terms of narrative text. This technique can help English language teachers to build students' ability in reading comprehension. Henceforth, it can be concluded that there is a significant increase of the students' reading comprehension ability after the application of TPS technique at the second grade of MTsN 1 Tanjung Karang, mainly in terms of determining main idea and finding detailed information.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After the research at the second grade of MTsN 1 TanjungKarang and data analysis, some conclusions are drawn as follows:

- 1) The application of TPS technique increases the students' reading comprehension ability, particularly in narrative text. It is proven by the increase in the mean of students' scores from 57.63 in the pretest to 68.43 in the posttest. The hypothesis testing using paired-samples t-test also indicates that the alternative hypothesis is accepted, as t table value (for $p = 0.05$, one-tailed hypothesis, and $df = 29$ is 1.699) is smaller than the calculated t value, 9.672, and $p = 0.000$, $p < 0.05$.
- 2) Teaching reading comprehension through TPS technique by using narrative texts can improve the students' ability in understanding reading texts. In addition, it gives them the opportunity to be flexible in their learning activities, in which they can both work alone and share their understanding with each other. In turn, they can obtain information that they have not known before. Furthermore, it can motivate the students to build communication among themselves without disturbing their peers.
- 3) Considering the teaching-learning process in Class VIII A, it can be noted that learning reading comprehension through TPS technique can improve the

students' ability in determining main idea as they could learn from their friends the clue to find the main idea of a paragraph, *i.e. by seeing the first sentence.*

- 4) TPS technique can improve the students' ability in finding detailed information. This is because they were capable of analyzing the text in terms of giving definition, examples, facts, comparison, analogy, and cause and effect.
- 5) TPS technique can improve the students' ability in identifying reference and making inference, although in this research the increases were the smallest ones relative to those for the other reading components. However, the *pair* and *share* steps have made contribution to the students' understanding of how to find reference in and to make inference of certain facts, sentences, or words in the story.
- 6) TPS technique can improve the students' ability in identifying the meaning of vocabulary from context in the story, since not all of the meanings of words can be found in the dictionary. Through TPS, when the students have difficulties to find the meaning of a new word, they have the opportunity to discuss with their friends who have the background knowledge of the word during the *pair* or the *share* step. Moreover, they themselves were able to use the new vocabulary items appropriately in their exercises.

B. Suggestions

Considering the findings of the research, some suggestions are put forward as follows:

- 1) The least increase of the students' ability concerning the reading comprehension components was in terms of finding reference and finding inference. Therefore, the teacher should pay more attention to these components. To improve the students' ability in finding reference, the teacher should give more practice to the students about finding reference, such as by giving two sentences in which one sentence contains a noun and the other has its pronoun. Moreover, the students should be explained more about noun-pronoun agreement.

In terms of finding inference, the teacher may also provide more practice in finding inference from a reading text by giving more questions on making inference. Moreover, the students should be explained about the importance of context in understanding a story or text.

- 2) Some students were still facing difficulties in determining main idea; therefore, the teacher needs to give more exercise on this component, for example by giving a series of unrelated paragraphs and asking the students to determine the main idea or to provide titles to the paragraphs. In addition, writing practice by starting from a topic sentence, a main idea, or a title may help to raise the students' awareness of main idea.
- 3) There were a number of students who also found it hard for them to answer items on finding detailed information. These students could be assisted by the teacher by teaching them specific reading technique, such as skimming, for finding specific information from the text.
- 4) To help the students who still have difficulties in comprehending the meaning of new vocabulary, the teacher may ask them to make sentences from the new

words in the text to strengthen their comprehension on the meanings of the words in various contexts. More than one sentence might be necessary for each new word.

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APPENDIXES

APPENDIX 1 – Tryout Test

READING COMPREHENSION TEST

Mata Pelajaran : Bahasa Inggris
Waktu : 60 menit
Kelas/Semester : VIII/I

Petunjuk:

- 1) Tulislah namadankelaspadalembardijawaban.
- 2) Berilah tandasilang (×)padalembardijawabanuntuksetiapjawaban yang Andaanggapbenar.
- 3) TanyakankepadapengawasjikaAndatemukanhal-hal yang kurangjelas.
- 4) PeriksakembalijawabanAndasebelumdikumpulkankepadapengawas.

TEXT 1 is for questions no. 1 to 10.

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So it is Hakim I will marry."

Adapted from www.wikipedia.com

1. According to the text above, who is Maura?
 - A. Hakim's sister.
 - B. A friend of one of the sheiks.
 - C. Queen of Arabia.
 - D. The mother of an Arabian queen.
2. What is the main idea of the text above?
 - A. Queen Maura searched the true man to be her husband.
 - B. Queen Maura invited three sheiks to dinner.
 - C. Queen Maura punished Sheik Hakim.
 - D. Queen Maura reduced her suitors to just three sheiks.
3. ...that he was the man for her... (par. 3).
The underlined word refers to....
 - A. Hakim and Queen Maura
 - B. King and Queen
 - C. man and woman
 - D. brother and sister
4. Who was inviting three sheiks to dinner at the palace?
 - A. Queen Maura.
 - B. Hakim.
 - C. A king of Arabia.
 - D. Another queen.
5. What is the synonym of the word 'received' (par.3)?
 - A. Got.
 - B. Bought.
 - C. Entered.
 - D. Sent.
6. The statement below is true according to the text, except....
 - A. Queen Maura would marry Hakim
 - B. Queen Maura invited the three sheiks to dinner at her palace
 - C. the three sheiks were all handsome and rich
 - D. the suitors invited Queen Maura to dinner
7. What was food that Hakim offered to Maura at the dinner?
 - A. Some leftover food.
 - B. Unappetizing camel's tail.
 - C. The most tender and tasty meat.
 - D. A bowl of porridge.
8. Why did Queen Maura want to have dinner with the three sheiks?
 - A. Because she wanted to choose one of the sheiks to be her husband.
 - B. Because she wanted to introduce herself to the three sheiks.
 - C. Because she wanted to meet the three sheiks.
 - D. Because she wanted to give examination to the three sheiks.

9. ...and asked them for something to eat (par. 2). The underlined word refers to....
 A. a servant C. the three sheiks
 B. Queen Maura D. Hakim
10. Why did Queen Maura choose Hakim to marry her?
 A. Because she felt Hakim was the good man.
 B. Because Hakim gave her tasty food.
 C. Because Hakim was a handsome sheik.
 D. Because Hakim was a strong man.

TEXT 2 is for questions no. 11 to 20.

The Frog Prince

Long ago, there was a king who had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day she accidentally tossed her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looks down. She saw a frog. "Oh, please frog", said the princess, "I lost my ball down the well. If you bring it back to me, I will do anything you want."

"Anything at all?" asked the frog. "Yes, anything", said the princess.

So the frog dived into the well and gave the ball back to the princess. "I don't want money or property", said the frog. "Let me live with you and be your favorite friend". The princess did not really want to let the frog come and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day the princess discovered that the frog had turned into a handsome prince. So they got married and lived happily ever after.

Adapted from Genre, YramaWidya, Bandung

11. Who was exactly the frog?
 A. A frog that loved the princess.
 B. The king who had a beautiful daughter.
 C. The princess's friend.
 D. A handsome prince that was cursed.
12. The statements below are true according to the text, except....
 A. the frog helped the princess after he agreed on the princess's promise
 B. the princess was an honest girl
 C. the frog and the princess lived together in the palace
 D. the princess was very happy to let the frog come and live with her
13. What is the main idea of the text?
 A. The frog prince and the princess lived happily ever after.
 B. A king had a beautiful daughter.
 C. The princess met the frog prince in her palace.
 D. The princess was an honest girl.
14. He loved her very much (par.1). He refers to....
 A. the frog C. the prince
 B. the princess D. the king
15. ...it fell deep into the well (par.2). It refers to....
 A. the well C. the ball
 B. the game D. the gold
16. The opposite of the word "daughter" (par. 1) is....
 A. boy C. son
 B. man D. kid
17. Whose voice was it that the princess heard when she was crying?
 A. The frog's voice.
 B. Her father's voice.
 C. Her friend's voice.
 D. The well's voice.
18. What did the frog want?
 A. He wanted to be the princess' brother.
 B. He wanted to build a palace.
 C. He wanted to be the princess' best friend and live with her.
 D. He wanted a lot of money.
19. Which of the following words is the synonym of the word "toss" (par. 1)?
 A. Throw. C. Catch.
 B. Run. D. Get.
20. Why did the princess want to live with the frog?
 A. Because she had a promise to the frog.
 B. Because the frog was her friend.
 C. Because the frog gave her a beautiful palace.
 D. Because the frog was a handsome man.

TEXT 3 is for questions no. 21 to 30.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he

did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

21. The text tells you about....
 - A. an old man with his faith
 - B. an old man with his neighbors
 - C. a mad old man
 - D. a crazy old man
22. How was Takahama's character?
 - A. He was a humorous person.
 - B. He was an indolent person.
 - C. He was a pathetic person.
 - D. He was a kindly person.
23. Who was Akiko?
 - A. She was Takahama's fiancée.
 - B. She was Takahama's niece.
 - C. She was Takahama's sister-in-law.
 - D. She was Takahama's mother.
24. Which statement is not true according to the text?
 - A. Takahama went everyday to Akiko's grave and prayed for her happiness.
 - B. Takahama lived near Akiko's grave.
 - C. Takahama resolved not to marry after Akiko's death.
 - D. Takahama chased the white butterfly out into the garden.
25. The word "it" (par. 3, sentence 2) refers to....
 - A. the garden
 - B. the white butterfly
 - C. the cemetery
 - D. the tomb*
26. Which of the following words is the antonym of 'resolved'?
 - A. Undecided.
 - B. Resolute.
 - C. Unyielding.
 - D. Unbendable.
27. The main idea of the first paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 - D. the young man found that Takahama had passed away
28. The main idea of the second paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 - D. the young man found that Takahama had passed away
29. The main idea of the third paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 - D. the young man found that Takahama had passed away
30. The main idea of the fourth paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it,

- together with a description narrating how Akiko died when she was eighteen
- D. the young man found that Takahama had passed away

31. Which of the following words is the synonym of the word “vow” (par. 5)?
- A. Promise. C. Wait.
B. Marry. D. Gift.

TEXT 4 is for questions no. 31 to 40.

Jack and the Bean Stalk

Once upon a time, there was a poor widow who had only a son named Jack. They were so poor that they did not have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into part of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The bean stalk grew up quite close past Jack’s window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed, and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for her giantess’s mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house began to tremble with the noise of someone’s coming. “Oh! It’s my husband!” cried the giantess. “What on earth shall I do?”

Hastily the giantess opened a very big cupboard and hid Jack there.

Adapted from Genre, YramaWidya: Bandung.

32. What is the main idea of the text above?
- A. Jack and a butcher helped the giant.
B. Jack and the giantess cut the beanstalk.
C. Jack found an amazing beanstalk.
D. A poor widow and her son became rich.
33. What is the synonym of the word “hastily”?
- A. Directly. C. Suddenly.

- B. Quickly. D. Slowly.

34. He climbed, and climbed... (par. 4). He refers to....

- A. the butcher C. a boy
B. the ladder D. Jack

35. ...finally, she gave Jack a hunk of bread and cheese (par. 5). The synonym of the underlined word is....

- A. part C. lump
B. slice D. plate

36. Which of the following statement is true according to the text?

- A. Jack didn’t exchange the cow with the beans.
B. Jack went to the market and threw the beans.
C. Jack stole the beans.
D. Jack went into the giantess’ castle.

37. How was Jack’s mother after knowing the story from Jack?

- A. She threw the beans out the window.
B. She chased away Jack.
C. She was very sad.
D. She was very angry.

38. Jack brought them happily (par. 2). The underlined word refers to....

- A. the beans C. the money
B. the cows D. the butchers

39. Why did the giantess hide Jack?

- A. Because she knew that her husband was coming.
B. Because she wanted to eat Jack.
C. Because she was angry with Jack.
D. Because Jack stole her things.

40. Jack greeted her and asked for her giantess’s mercy to give him breakfast, because he felt very hungry (par. 5). The word her refers to....

- A. the giantess woman C. Jack’s mother
B. Jack’s friend D. Jack’s sister

APPENDIX 2 – Pretest

READING COMPREHENSION TEST

Mata Pelajaran : Bahasa Inggris
Waktu : 60 menit
Kelas/Semester : VIII/I

Petunjuk:

- 1) Tulislah namadankelaspadalembardjawaban.
- 2) Berilah tandasilang (X) padalembardjawaban untuk setiap jawaban yang Anda anggap benar.
- 3) Tanyakan kepada pengawas jika Anda temukan hal-hal yang kurang jelas.
- 4) Periksa kembali jawaban Anda sebelum dikumpulkan kepada pengawas.

TEXT 1 is for questions no. 1 to 7.

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So it is Hakim I will marry."

Adapted from www.wikipedia.com

1. According to the text above, who is Maura?
 - A. Hakim's sister.
 - B. A friend of one of the sheiks.
 - C. Queen of Arabia.
 - D. The mother of an Arabian queen.
2. ...that he was the man for her... (par. 3).
The underlined word refers to....
 - A. Hakim and Queen Maura
 - B. King and Queen
 - C. man and woman
 - D. brother and sister

3. Who was inviting three sheiks to dinner at the palace?

A. Queen Maura.	C. A king of Arabia.
B. Hakim.	D. Another queen.
4. What is the synonym of the word 'received' (par. 3)?

A. Got.	C. Entered.
B. Bought.	D. Sent.
5. The statement below is true according to the text, except....
 - A. Queen Maura would marry Hakim
 - B. Queen Maura wanted to invite the three sheiks to dinner at her palace
 - C. the three sheiks were all handsome and rich
 - D. the suitors invited Queen Maura to dinner
6. What was food that Hakim offered to Maura at the dinner?
 - A. Some leftover food.
 - B. Unappetizing camel's tail.
 - C. The most tender and tasty meat.
 - D. A bowl of porridge.
7. ...and asked them for something to eat (par. 2).
The underlined word refers to....

A. a servant	C. the three sheiks
B. Queen Maura	D. Hakim

TEXT 2 is for questions no. 8 to 17.

The Frog Prince

Long ago, there was a king who had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day she accidentally tossed her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looks down. She saw a frog. "Oh, please

frog”, said the princess, “I lost my ball down the well. If you bring it back to me, I will do anything you want.”

“Anything at all?” asked the frog. “Yes, anything”, said the princess.

So the frog dived into the well and gave the ball back to the princess. “I don’t want money or property”, said the frog. “Let me live with you and be your favorite friend”. The princess did not really want to let the frog come and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day the princess discovered that the frog had turned into a handsome prince. So they got married and lived happily ever after.

Adapted from Genre, YramaWidya, Bandung

8. Who was exactly the frog?
 - A. A frog that loved the princess.
 - B. The king who had a beautiful daughter.
 - C. The princess’s friend.
 - D. A handsome prince that was cursed.
9. The statements below are true according to the text, except...
 - A. the frog helped the princess after he agreed on the princess’s promise
 - B. the princess was an honest girl
 - C. the frog and the princess lived together in the palace
 - D. the princess was very happy to let the frog come and live with her
10. What is the main idea of the text?
 - A. The frog prince and the princess lived happily ever after.
 - B. A king had a beautiful daughter.
 - C. The princess met the frog prince in her palace.
 - D. The princess was an honest girl.
11. He loved her very much (par.1). He refers to...

A. the frog	C. the prince
B. the princess	D. the king
12. ...it fell deep into the well (par. 2). It refers to...

A. the well	C. the ball
B. the game	D. the gold
13. The opposite of the word “daughter” (par. 1) is....

A. boy	C. son
B. man	D. kid
14. Whose voice was it that the princess heard when she was crying?
 - A. The frog’s voice.
 - B. Her father’s voice.
 - C. Her friend’s voice.
 - D. The well’s voice.
15. What did the frog want?
 - A. He wanted to be the princess’ brother.
 - B. He wanted to build a palace.
 - C. He wanted to be the princess’ best friend and live with her.
 - D. He wanted a lot of money.
16. Which of the following words is the synonym of the word “toss” (par. 1)?

A. Throw.	C. Catch.
B. Run.	D. Get.
17. Why did the princess want to live with the frog?
 - A. Because she had a promise to the frog.
 - B. Because the frog was her friend.
 - C. Because the frog gave her a beautiful palace.
 - D. Because the frog was a handsome man.

TEXT 3 is for questions no. 18 to 24.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

18. The text tells you about....
 - A. an old man with his faith
 - B. an old man with his neighbors
 - C. a mad old man
 - D. a crazy old man
19. Which of the following words is the synonym of the word "vow" (par. 5)?
 - A. Promise.
 - B. Marry.
 - C. Wait.
 - D. Gift.
20. Which statement is not true according to the text?
 - A. Takahama went everyday to Akiko's grave and prayed for her happiness.
 - B. Takahama lived near Akiko's grave.
 - C. Takahama resolved not to marry after Akiko's death.
 - D. Takahama chased the white butterfly out into the garden.
21. The word "it" (par. 3, sentence 2) refers to....
 - A. the garden
 - B. the white butterfly
 - C. the cemetery
 - D. the tomb
22. Which of the following words is the antonym of 'resolved'?
 - A. Undecided.
 - B. Resolute.
 - C. Unyielding.
 - D. Unbendable.
23. The main idea of the first paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it,

together with a description narrating how Akiko died when she was eighteen

D. the young man found that Takahama had passed away

24. The main idea of the third paragraph is....
 - A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 - D. the young man found that Takahama had passed away

TEXT 4 is for questions no. 25 to 30.

Jack and the Bean Stalk

Once upon a time, there was a poor widow who had only a son named Jack. They were so poor that they did not have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into part of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The bean stalk grew up quite close past Jack's window. He opened the window and jumped to the bean stalk which ran up just like a big ladder.

He climbed, and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for her giantess's mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

Adapted from Genre, YramaWidya: Bandung.

25. He climbed, and climbed... (par. 4). He refers to....

- A. the butcher C. a boy
B. the ladder D. Jack
26. How was Jack's mother after knowing the story from Jack?
A. She threw the beans out the window.
B. She chased away Jack.
C. She was very sad.
D. She was very angry.
27. Jack brought them happily (par. 2). The underlined word refers to....
A. the beans C. the money
B. the cows D. the butchers
28. Why did the giantess hide Jack?
A. Because she knew that her husband was coming.
B. Because she wanted to eat Jack.
- C. Because she was angry with Jack.
D. Because Jack stole her things.
29. Jack greeted her and asked for her giantess's mercy to give him breakfast, because he felt very hungry (par. 5). The word her refers to....
A. the giantess woman C. Jack's mother
B. Jack's friend D. Jack's sister
30. Why did Jack go to the market to sell the cow?
A. Because he wanted to buy a gift for her mother.
B. Because he didn't have money.
C. Because he wanted the beans.
D. Because he wanted to buy some food.

☺ Good Luck ☺

APPENDIX 3 – Posttest

READING COMPREHENSION TEST

Mata Pelajaran : Bahasa Inggris
Waktu : 60 menit
Kelas/Semester : VIII/I

Petunjuk:

- 1) Tulislah namadankelaspadalembardijawaban.
- 2) Berilah tandasilang (×)padalembardijawabanuntuksetiapjawaban yang Andaanggapbenar.
- 3) TanyakankepadapengawasjikaAndatemukanhal-hal yang kurangjelas.
- 4) PeriksakembalijawabanAndasebelumdikumpulkankepadapengawas.

TEXT 1 is for questions no. 1 to 10.

The Frog Prince

Long ago, there was a king who had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day she accidentally tosses her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looks down. She saw a frog. "Oh, please frog", said the princess, "I lost my ball down the well. If you bring it back to me, I will do anything you want."

"Anything at all?" asked the frog. "Yes, anything", said the princess.

So the frog dived into the well and gave the ball back to the princess. "I don't want money or property", said the frog. "Let me live with you and be your favorite friend". The princess did not really want to let the frog come and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day the princess discovered that the frog had turned into a handsome prince. So they got married and lived happily ever after.

Adapted from Genre, Yrama Widya, Bandung

1. Whose voice was it that the princess heard when she was crying?
 - A. The frog's voice.
 - B. Her father's voice.
 - C. Her friend's voice.
 - D. The well's voice.
2. The statements below are true according to the text, except...
 - A. The frog helped the princess after he agreed on the princess's promise.
 - B. The princess was an honest girl.

- C. The frog and the princess lived together in the palace.
- D. The princess was very happy to let the frog come and live with her.

3. He loved her very much (par. 1). He refers to...
 - A. the frog
 - B. the princess
 - C. the prince
 - D. the king
4. What is the main idea of the text?
 - A. The frog prince and the princess lived happily ever after.
 - B. A king had a beautiful daughter.
 - C. The princess met the frog prince in her palace.
 - D. The princess was an honest girl.
5. What did the frog want?
 - A. He wanted to be the princess' brother.
 - B. He wanted to build a palace.
 - C. He wanted to be the princess' best friend and live with her.
 - D. He wanted a lot of money.
6. Who was exactly the frog?
 - A. A frog that loved the princess.
 - B. The king who had a beautiful daughter.
 - C. The princess's friend.
 - D. A handsome prince that was cursed.
7. ...it fell deep into the well (par. 2). It refers to...
 - A. the well
 - B. the game
 - C. the ball
 - D. the gold
8. Which of the following words is the synonym of the word "toss" (par. 1)?
 - A. Throw.
 - B. Run.
 - C. Catch.
 - D. Get.
9. Why did the princess want to live with the frog?
 - A. Because she had a promise to the frog.

- B. Because the frog was her friend.
 C. Because the frog gave her a beautiful palace.
 D. Because the frog was a handsome man.
10. The opposite of the word “daughter” (par. 1) is....
 A. boy C. son
 B. man D. kid

TEXT 2 is for questions no. 11 to 16.

Jack and the Bean Stalk

Once upon a time, there was a poor widow who had only a son named Jack. They were so poor that they did not have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into part of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The bean stalk grew up quite close past Jack’s window. He opened the window and jumped to the bean stalk which ran up just like a big ladder.

He climbed, and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for her giantess’s mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house began to tremble with the noise of someone’s coming. “Oh! It’s my husband!” cried the giantess. “What on earth shall I do?”

Hastily the giantess opened a very big cupboard and hid Jack there.

Adapted from Genre, YramaWidya: Bandung.

11. Why did Jack go to the market to sell the cow?
 A. Because he wanted to buy a gift for her mother.
 B. Because he didn’t have money.
 C. Because he wanted the beans.
 D. Because he wanted to buy some food.

12. Jack brought them happily (par. 2). The underlined word refers to....
 A. the beans C. the money
 B. the cows D. the butchers
13. Jack greeted her and asked for her giantess’s mercy to give him breakfast, because he felt very hungry (par. 5). The word her refers to....
 A. the giantess woman C. Jack’s mother
 B. Jack’s friend D. Jack’s sister
14. Why did the giantess hide Jack?
 A. Because she knew that her husband was coming.
 B. Because she wanted to eat Jack.
 C. Because she was angry with Jack.
 D. Because Jack stole her things.
15. How was Jack’s mother after knowing the story from Jack?
 A. She threw the beans out the window.
 B. She chased away Jack.
 C. She was very sad.
 D. She was very angry.
16. He climbed, and climbed... (par. 4). He refers to....
 A. the butcher C. a boy
 B. the ladder D. Jack

TEXT 3 is for questions no. 17 to 23.

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel’s tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks’ camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

“Without question, Hakim is the most generous of you,” she announced her choice to the sheiks, “So it is Hakim I will marry.”

Adapted from www.wikipedia.com

17. The statement below is true according to the text, except....
 A. Queen Maura would marry Hakim
 B. Queen Maura wanted to invite the three sheiks to dinner at her palace
 C. the three sheiks were all handsome and rich
 D. the suitors invited Queen Maura to dinner
18. ...and asked them for something to eat (par. 2). The underlined word refers to....
 A. a servant C. the three sheiks
 B. Queen Maura D. Hakim
19. What was food that Hakim offered to Maura at the dinner?
 A. Some leftover food.
 B. Unappetizing camel's tail.
 C. The most tender and tasty meat.
 D. A bowl of porridge.
20. Who was inviting three sheiks to dinner at the palace?
 A. Queen Maura. C. A king of Arabia.
 B. Hakim. D. Another queen.
21. What is the synonym of the word 'received' (par. 3)?
 A. Got. C. Entered.
 B. Bought. D. Sent.
22. ...that he was the man for her... (par. 3). The underlined word refers to...
 A. Hakim and Queen Maura
 B. King and Queen
 C. man and woman
 D. brother and sister
23. According to the text above, who is Maura?
 A. Hakim's sister.
 B. A friend of one of the sheiks.
 C. Queen of Arabia.
 D. The mother of an Arabian queen.

TEXT 4 is for questions no. 24 to 30.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into

the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

24. The main idea of the first paragraph is....
 A. an old man named Takahama lived in a little house
 B. one summer day Takahama became very ill
 C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 D. the young man found that Takahama had passed away
25. Which of the following words is the synonym of the word "vow" (par. 5)?
 A. Promise. C. Wait.
 B. Marry. D. Gift.
26. Which of the following words is the antonym of 'resolved'?
 A. Undecided. C. Unyielding.
 B. Resolute. D. Unbendable.

27. Which statement is not true according to the text?
- A. Takahama went everyday to Akiko's grave and prayed for her happiness.
 - B. Takahama lived near Akiko's grave.
 - C. Takahama resolved not to marry after Akiko's death.
 - D. Takahama chased the white butterfly out into the garden.
28. The word "it" (par. 3, sentence 2) refers to....
- A. the garden
 - B. the white butterfly
 - C. the cemetery
 - D. the tomb
29. The main idea of the third paragraph is....
- A. an old man named Takahama lived in a little house
 - B. one summer day Takahama became very ill
 - C. on examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen
 - D. the young man found that Takahama had passed away
30. The text tells you about....
- A. an old man with his faith
 - B. an old man with his neighbors
 - C. a mad old man
 - D. a crazy old man

☺ Good Luck ☺

APPENDIX 4 – Keys**Tryout Test**

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

Pretest

1. C.
2. A.
3. A.
4. A.
5. D.
6. C.
7. C.
8. D.
9. D.
10. D.
11. D.
12. C.
13. C.
14. A.
15. C.
16. A.
17. A.
18. A.
19. A.
20. D.
21. D.
22. A.
23. A.
24. C.
25. D.
26. D.
27. A.
28. A.
29. A.
30. B.

Posttest

1. A.
2. D.
3. D.
4. D.
5. C.
6. D.
7. C.
8. A.
9. A.
10. C.
11. B.
12. A.
13. A.
14. A.
15. D.
16. D.
17. D.
18. C.
19. C.
20. A.
21. A.
22. A.
23. C.
24. A.
25. A.
26. A.
27. D.
28. D.
29. C.
30. A.

APPENDIX 5 – Lesson Plans

Lesson Plan 1

Subject	: English
Level/ Semester	: VIII/I
Time Allocation	: 2×45 minutes
Topic	: Reading Comprehension
Sub-topic	: Narrative Text

A. Standard Competence

Comprehending both explicit and implicit information from various types of texts within real-world context in order to gain access to a wide range of knowledge.

B. Basic Competence

Responding to and appreciate, both accurately and interactively, the meaning and the rhetorical steps of narrative text.

C. Indicators

Students are able to:

- 1) identify the main idea of the text;
- 2) identify the contextual meanings of new vocabularies that appear in the text;
- 3) identify the communication purpose of the text;
- 4) find specific information from the text;
- 5) identify references in the text; and
- 6) infer information from the text.

D. Activities

- 1) Preactivities
 - a) The teacher gives brainstorming about the topic by giving some questions about narrative text.
 - b) The teacher gives the instructions about how to implement the steps of TPS technique.
- 2) While-activities
 - a) One text is divided into two parts. The teacher distributes these different parts of the text to the students.
 - b) The teacher asks the students to read and comprehend the part of the text they have (*thinking* process) individually.
 - c) The teacher monitors and controls the *thinking* process.
 - d) The teacher gives time to the students to finish the activity.
 - e) The teacher asks the students to stop their *thinking* activity.
 - f) The teacher asks the students to make pair with one of their friends who has the same part of the text.
 - g) The teacher asks the students to share what they have read to their partner in their respective pair (*pairing* process).
 - h) The teacher monitors and controls the *pairing* process.
 - i) The teacher asks the students to stop their activity.
 - j) The teacher then asks the students to move to one other pair who have the different part of the text.

- k) With the pair who has different part of the text, the students share what they have read and discussed in the *pairing* activity (*sharing* process). They are allowed to ask questions to each other to complete the information they need in comprehending the whole story of the text.
 - l) The teacher monitors the activity.
 - m) After sufficient time, the teacher asks the students to stop the *sharing* process, and to return their own pair.
- 3) Post-activities
- a) The teacher asks students whether they have any difficulties in comprehending the text.
 - b) The teacher gives the exercises to the students based on the text that have been discussed.
 - c) The students must do the exercises individually.

E. Source

Smart Steps for Junior High School Year VIII, Ganesha Exact.

F. Assessment

Reading comprehension exercises based on the text provided for TPS activities.

Text 1.1

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive.

Soon, there was a drought, and all the plants and fruit trees in the jungle died. The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on the hermit gave him some paddy seeds.

Exercise

1. Where did the hermit live?
2. Who gave him paddy seeds?
3. What is the main idea of the story?

Text 1.2

Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the paddy plants will turn into weeds."

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the paddy was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful paddy, they flocked to his paddy field and took home as much paddy as they could.

One day, the hermit became so tired of harvesting the paddy then he shouted, "Oh, stop growing, you wretched thing!" As soon as he had said this, the paddy plants turned into weeds.

Exercise

1. Who does 'the old man' (par.2, line 2) refers to?
2. What did the villagers do when they heard about the wonderful paddy the hermit grew?
3. The last paragraph can be called...

Text 1**THE HERMIT**

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive.

Soon, there was a drought, and all the plants and fruit trees in the jungle died. The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on the hermit gave him some paddy seeds.

Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the paddy plants will turn into weeds."

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the paddy was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful paddy, they flocked to his paddy field and took home as much paddy as they could.

One day, the hermit became so tired of harvesting the paddy then he shouted, "Oh, stop growing, you wretched thing!" As soon as he had said this, the paddy plants turned into weeds.

Exercise

1. What is the story about?
2. ...they refused to give him any more food. (par.2). what does 'they' refer to?
3. ...there lived a hermit in a forest in Sumatra (par. 1). What is the synonym of the underlined word?
4. What did the hermit do when he was tired one day?
5. Did the villagers help the hermit?

Lesson Plan 2

Subject	: English
Level/ Semester	: VIII/I
Time Allocation	: 2×45 minutes
Topic	: Reading Comprehension
Sub-topic	: Narrative Text

A. Standard Competence

Comprehending both explicit and implicit information from various types of texts within real-world context in order to gain access to a wide range of knowledge.

B. Basic Competence

Responding to and appreciate, both accurately and interactively, the meaning and the rhetorical steps of narrative text.

C. Indicators

Students are able to:

- 1) identify the main idea of the text;
- 2) identify the contextual meanings of new vocabularies that appear in the text;
- 3) identify the communication purpose of the text;
- 4) find specific information from the text;
- 5) identify references in the text; and
- 6) infer information from the text.

D. Activities

- 1) Preactivities
 - a) The teacher gives brainstorming about the topic by giving some questions about narrative text.
 - b) The teacher gives the instructions about how to implement the steps of TPS technique.

- 2) While-activities
 - a) One text is divided into two parts. The teacher distributes these different parts of the text to the students.
 - b) The teacher asks the students to read and comprehend the part of the text they have (*thinking* process) individually.
 - c) The teacher monitors and controls the *thinking* process.
 - d) The teacher gives time to the students to finish the activity.
 - e) The teacher asks the students to stop their *thinking* activity.
 - f) The teacher asks the students to make pair with one of their friends who has the same part of the text.
 - g) The teacher asks the students to share what they have read to their partner in their respective pair (*pairing* process).
 - h) The teacher monitors and controls the *pairing* process.
 - i) The teacher asks the students to stop their activity.
 - j) The teacher then asks the students to move to one other pair who have the different part of the text.
 - k) With the pair who has different part of the text, the students share what they have read and discussed in the *pairing* activity (*sharing* process). They are allowed to ask

questions to each other to complete the information they need in comprehending the whole story of the text.

- l) The teacher monitors the activity.
 - m) After sufficient time, the teacher asks the students to stop the *sharing* process, and to return their own pair.
- 3) Post-activities
- a) The teacher asks students whether they have any difficulties in comprehending the text.
 - b) The teacher gives the exercises to the students based on the text that have been discussed.
 - c) The students must do the exercises individually.

E. Source

Smart Steps for Junior High School Year VIII, Ganesha Exact.

F. Assessment

Reading comprehension exercises based on the text provided for TPS activities.

Text 2.1

Mother goat was going to market one morning to get provisions for her household, which consisted of but one little kid and herself.

“Take good care of the house, my son,” she said to the kid, as she carefully latched the door. “Do not let anyone in, unless he gives you this password: ‘Down with the wolf and all his race!’”

Exercise

1. Where did mother goat go?
2. Why did mother goat go to the place?
3. What did mother goat say to her son before she left?
4. What is the main idea of the text above?

Text2.2

Strangely enough, a wolf was lurking near and heard what the goat had said. So, as soon as mother goat was out of sight, up he trotted to the door and knocked.

“Down with the wolf and all his race,” said the wolf softly.

It was the right password, but when the kid peeped through a crack in the door and saw the shadowy figure outside, he did not feel at all easy.

“Show me a white paw,” he said, “or I won’t let you in.”

A white paw, of course, is a feature few wolves can show, and so the wolf had to go away as hungry as he had come.

“You can never be too sure,” said the kid, when he saw the wolf making off to the woods.

Exercise

1. What password did the wolf heard?
2. Why didn’t the kid open the door after the wolf said the password?
3. What did the kid ask after he saw the wolf making off to the woods?
4. What did the kid say to the shadowy figure he saw outside the door?

Text 2**The Wolf, the Kid, and the Goat**

Mother goat was going to market one morning to get provisions for her household, which consisted of but one little kid and herself.

“Take good care of the house, my son,” she said to the kid, as she carefully latched the door. “Do not let anyone in, unless he gives you this password: ‘Down with the wolf and all his race!’”

Strangely enough, a wolf was lurking near and heard what the goat had said. So, as soon as mother goat was out of sight, up he trotted to the door and knocked.

“Down with the wolf and all his race,” said the wolf softly.

It was the right password, but when the kid peeped through a crack in the door and saw the shadowy figure outside, he did not feel at all easy.

“Show me a white paw,” he said, “or I won’t let you in.”

A white paw, of course, is a feature few wolves can show, and so the wolf had to go away as hungry as he had come.

“You can never be too sure,” said the kid, when he saw the wolf making off to the woods.

Exercise

1. What is the story about?
2. In which paragraph does the complication begin?
3. What is the synonym of the word “kid”?
4. What did the wolf want to do?
5. What does the phrase “Down with the wolf and all his race” mean?

Lesson Plan 3

Subject	: English
Level/ Semester	: VIII/I
Time Allocation	: 2×45 minutes
Topic	: Reading Comprehension
Sub-topic	: Narrative Text

A. Standard Competence

Comprehending both explicit and implicit information from various types of texts within real-world context in order to gain access to a wide range of knowledge.

B. Basic Competence

Responding to and appreciate, both accurately and interactively, the meaning and the rhetorical steps of narrative text.

C. Indicators

Students are able to:

- 1) identify the main idea of the text;
- 2) identify the contextual meanings of new vocabularies that appear in the text;
- 3) identify the communication purpose of the text;
- 4) find specific information from the text;
- 5) identify references in the text; and
- 6) infer information from the text.

D. Activities

- 1) Preactivities
 - a) The teacher gives brainstorming about the topic by giving some questions about narrative text.
 - b) The teacher gives the instructions about how to implement the steps of TPS technique.

- 2) While-activities
 - a) One text is divided into two parts. The teacher distributes these different parts of the text to the students.
 - b) The teacher asks the students to read and comprehend the part of the text they have (*thinking* process) individually.
 - c) The teacher monitors and controls the *thinking* process.
 - d) The teacher gives time to the students to finish the activity.
 - e) The teacher asks the students to stop their *thinking* activity.
 - f) The teacher asks the students to make pair with one of their friends who has the same part of the text.
 - g) The teacher asks the students to share what they have read to their partner in their respective pair (*pairing* process).
 - h) The teacher monitors and controls the *pairing* process.
 - i) The teacher asks the students to stop their activity.
 - j) The teacher then asks the students to move to one other pair who have the different part of the text.
 - k) With the pair who has different part of the text, the students share what they have read and discussed in the *pairing* activity (*sharing* process). They are allowed to ask

questions to each other to complete the information they need in comprehending the whole story of the text.

- l) The teacher monitors the activity.
 - m) After sufficient time, the teacher asks the students to stop the *sharing* process, and to return their own pair.
- 3) Post-activities
- a) The teacher asks students whether they have any difficulties in comprehending the text.
 - b) The teacher gives the exercises to the students based on the text that have been discussed.
 - c) The students must do the exercises individually.

E. Source

Smart Steps for Junior High School Year VIII, Ganesha Exact.

F. Assessment

Reading comprehension exercises based on the text provided for TPS activities.

Text 3.1

One morning the tiger woke up in the jungle and told his mate that he was the king of beasts.

"Leo, the lion, is the king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs.

"I'll be the king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honor."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den.

"Come out," he roared, "and greet the king of beasts! The king is dead, long life the king!"

Inside the den, the lioness woke her mate. "The king is here to see you," she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

Exercise

1. What did the tiger said to his mate?
2. Who was Leo?
3. What is the main idea of the story above?
4. Why did the tiger come to the lion?

Text 3.2

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought for whoever was nearest, and some fought for the sake of fighting.

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon the jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Exercise

1. "He was monarch of all he surveyed..." (the last paragraph). The underlined word refers to...
2. Did all the animals of the jungle join in the fight?
3. Were the animals on the tiger's side or the lion's?
4. Who won the fight, the tiger or the lion?

Text 3

The Tiger Who Would Be King

One morning the tiger woke up in the jungle and told his mate that he was the king of beasts.

"Leo, the lion, is the king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs.

"I'll be the king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honor."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den.

"Come out," he roared, "and greet the king of beasts! The king is dead, long life the king!"

Inside the den, the lioness woke her mate. "The king is here to see you," she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought for whoever was nearest, and some fought for the sake of fighting.

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon the jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Exercise

31. How many characters are there in the story? Mention them!
32. Where did the story take place?
33. Why did the tiger tell his mate that he was the king of beasts?
34. What did the tiger come to the lion's den for?
35. ...he charged out of the den.... The underlined word "he" refers to...
36. What is the synonym of the word 'den'?
37. Who joined in the fight?
38. What is the moral message of the story?

APPENDIX 6–Item Analysis on the Tryout Test

Upper Group																																														
NO.	ITEMS																																								ODD	EVEN	TOTAL			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	13	15	28			
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	16	14	30		
3	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	15	14	29		
4	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	13	13	26		
5	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	13	14	27
6	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	14	15	29
7	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1	0	0	1	12	16	28	
8	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18	15	33	
9	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	17	16	33		
10	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	15	13	28			
11	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	14	17	31		
12	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	15	17	32		
13	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	12	17	29		
14	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	16	14	30			
15	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	16	14	30		
Σ	12	15	14	8	10	13	10	9	10	9	14	15	12	14	15	14	10	9	7	14	14	11	8	9	15	10	10	12	11	9	4	13	11	14	12	13	11	5	10	13	219	224	443			

Lower Group																																													
NO.	ITEMS																																								ODD	EVEN	TOTAL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
16	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	1	10	10	20	
17	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	11	3	14	
18	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	11	6	17	
19	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	1	0	0	0	0	11	10	21		
20	1	1	0	0	0	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	11	12	23		
21	0	1	0	1	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	0	1	8	11	17		
22	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	7	12	19
23	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	10	10	20		
24	0	1	1	0	0	1	0	0	0	1	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	0	1	4	10	14	
25	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	8	8	16	
26	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	1	3	8	11	
27	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	6	8	
28	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	5	5	10	
29	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	5	5	10	
30	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	5	4	9		
Σ	7	13	5	4	6	10	5	6	5	12	12	8	6	5	1	2	2	1	2	2	8	5	3	3	6	5	10	5	3	3	5	4	8	11	10	5	3	6	9	111	120	229			

With $N= 30$, the items' level of difficulty and discrimination power are calculated using the following formulae.

Level of difficulty:

$$FV = \frac{\text{Correct } U + \text{Correct } L}{N}$$

Discrimination power:

$$DP = \frac{\text{Correct } U - \text{Correct } L}{\frac{1}{2}N}$$

The calculation results are presented in the table on the following page.

Level of Difficulty and Discrimination Power

Items	Correct Answer (U)	Correct Answer (L)	U+L	U-L	Difficulty Level (DL)	Category	Discrimination Power (DP)	Category	Decision
1	12	7	19	5	0.63	Average	0.33	Good	Administered
2	12	8	20	4	0.67	Average	0.27	Good	Administered
3	14	5	19	9	0.63	Average	0.60	Good	Administered
4	8	4	12	4	0.4	Average	0.27	Good	Administered
5	10	6	16	4	0.53	Average	0.27	Good	Administered
6	13	10	23	3	0.77	Average	0.20	Good	Administered
7	12	10	22	2	0.73	Average	0.13	Good	Administered
8	9	5	14	4	0.47	Average	0.27	Good	Administered
9	10	6	16	4	0.53	Average	0.27	Good	Administered
10	9	5	14	4	0.47	Average	0.27	Good	Administered
11	10	8	18	2	0.40	Average	0.20	Good	Administered
12	15	12	27	3	0.90	Easy	0.12	Poor	Dropped
13	12	8	20	4	0.67	Average	0.27	Good	Administered
14	14	6	20	8	0.67	Average	0.53	Good	Administered
15	15	5	20	10	0.67	Average	0.67	Good	Administered
16	14	9	23	5	0.77	Easy	0.17	Poor	Dropped
17	6	2	8	4	0.27	Difficult	0.19	Poor	Dropped
18	9	2	11	7	0.37	Average	0.46	Good	Administered
19	7	1	8	6	0.27	Difficult	0.17	Poor	Dropped
20	14	2	16	12	0.53	Average	0.80	Good	Administered
21	14	2	16	12	0.53	Average	0.80	Good	Administered
22	14	8	22	6	0.73	Easy	0.12	Poor	Dropped
23	8	5	12	3	0.40	Average	0.20	Good	Administered
24	9	3	12	6	0.40	Average	0.40	Good	Administered
25	15	7	22	8	0.73	Easy	0.17	Poor	Administered
26	9	6	15	3	0.50	Average	0.20	Good	Dropped
27	10	5	15	5	0.50	Average	0.33	Good	Administered
28	12	10	22	2	0.73	Easy	0.13	Poor	Dropped
29	11	5	16	5	0.53	Average	0.33	Good	Administered
30	9	3	12	6	0.40	Average	0.40	Good	Administered
31	5	3	8	2	0.27	Difficult	0.13	Poor	Dropped
32	12	5	17	7	0.57	Average	0.46	Good	Administered
33	11	4	15	7	0.50	Average	0.46	Good	Administered
34	14	8	22	6	0.73	Easy	0.19	Poor	Dropped
35	13	11	24	2	0.80	Easy	0.14	Poor	Dropped
36	13	10	23	3	0.77	Average	0.20	Good	Administered
37	11	5	16	6	0.53	Average	0.40	Good	Administered
38	15	3	18	12	0.60	Average	0.80	Good	Administered
39	11	6	17	5	0.57	Average	0.33	Good	Administered
40	13	5	18	8	0.60	Average	0.53	Good	Administered

Reliability

No.	Student's Code	Odd (X)	Even (Y)	X ²	Y ²	XY
1	A	13	15	169	225	195
2	B	16	14	256	196	224
3	C	15	14	225	196	210
4	D	13	13	169	169	169
5	E	13	14	169	196	182
6	F	14	15	196	225	210
7	G	12	16	144	256	192
8	H	18	15	324	225	270
9	I	17	16	289	256	272
10	J	15	13	225	169	195
11	K	14	17	196	289	238
12	L	15	17	324	289	255
13	M	12	17	144	289	204
14	N	16	14	256	196	224
15	O	16	14	256	196	224
16	P	10	10	100	100	100
17	Q	11	3	121	9	33
18	R	11	6	121	36	66
19	S	11	10	121	100	110
20	T	11	12	121	144	132
21	U	8	11	64	121	88
22	V	7	12	49	144	84
23	W	10	10	100	100	100
24	X	4	10	16	100	40
25	Y	8	8	64	64	64
26	Z	3	8	9	64	24
27	AA	2	6	4	36	12
28	AB	5	5	25	25	25
29	AC	5	5	25	25	25
30	AD	5	4	25	16	20
Σ		330	344	4280	4456	4187

Pearson r :

$$SP = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$SP = 4187 - \frac{330 \times 344}{30} = 403$$

$$SS_X = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_X = 4280 - \frac{330^2}{30} = 650$$

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

$$SS_Y = 4456 - \frac{344^2}{30} = 511.47$$

$$r_{xy} = \frac{SP}{\sqrt{SS_X \times SS_Y}}$$

$$r_{xy} = \frac{403}{\sqrt{650 \times 511.47}} = 0.70$$

Spearman-Brown split-half coefficient:

$$r_{sb} = \frac{2r_{xy}}{(1 + r_{xy})} = \frac{2 \times 0.70}{(1 + 0.70)} = 0.82$$

APPENDIX 7 – Descriptive Statistics of Pretest and Posttest Results

Pretest

Statistics

Pretest Scores

N	Valid	30
	Missing	0
Mean		57.6333
Median		60.0000
Mode		60.00
Std. Deviation		12.77520
Variance		163.206
Range		46.00
Minimum		30.00
Maximum		76.00
Sum		1729.00

Pretest Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	3.3	3.3	3.3
	36.00	2	6.7	6.7	10.0
	40.00	1	3.3	3.3	13.3
	44.00	1	3.3	3.3	16.7
	45.00	1	3.3	3.3	20.0
	49.00	2	6.7	6.7	26.7
	50.00	3	10.0	10.0	36.7
	55.00	2	6.7	6.7	43.3
	60.00	5	16.7	16.7	60.0
	65.00	1	3.3	3.3	63.3
	66.00	2	6.7	6.7	70.0
	67.00	2	6.7	6.7	76.7
	70.00	3	10.0	10.0	86.7
	72.00	1	3.3	3.3	90.0
	75.00	1	3.3	3.3	93.3
	76.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Posttest

Statistics

Posttest Scores

N	Valid	30
	Missing	0
Mean		68.4333
Median		70.0000
Mode		80.00
Std. Deviation		13.43101
Variance		180.392
Range		48.00
Minimum		40.00
Maximum		88.00
Sum		2053.00

Posttest Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40.00	1	3.3	3.3	3.3
45.00	1	3.3	3.3	6.7
50.00	2	6.7	6.7	13.3
52.00	1	3.3	3.3	16.7
55.00	2	6.7	6.7	23.3
56.00	1	3.3	3.3	26.7
60.00	3	10.0	10.0	36.7
66.00	1	3.3	3.3	40.0
70.00	4	13.3	13.3	53.3
75.00	1	3.3	3.3	56.7
77.00	4	13.3	13.3	70.0
80.00	6	20.0	20.0	90.0
85.00	1	3.3	3.3	93.3
88.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

APPENDIX 8 – Comparison between Pretest and Posttest Results

Results of the Pretest and Posttest

No.	Student's Code	Pretest	Posttest	Gain
1	A	30	40	10
2	B	50	52	2
3	C	36	52	16
4	D	40	45	5
5	E	44	50	6
6	F	45	55	10
7	G	36	60	24
8	H	49	55	6
9	I	50	56	6
10	J	50	60	10
11	K	60	70	10
12	L	55	60	5
13	M	55	66	11
14	N	49	70	21
15	O	60	70	10
16	P	70	88	18
17	Q	60	80	20
18	R	66	75	9
19	S	65	70	5
20	T	60	77	17
21	U	76	80	4
22	V	67	80	13
23	W	60	77	17
24	X	70	88	18
25	Y	75	77	2
26	Z	70	80	10
27	AA	72	77	5
28	BB	67	80	13
29	CC	66	85	19
30	DD	76	80	4
Total		1729	2883	326
Mean		57.63	68.43	10.86

Paired-Samples T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Scores	57.6333	30	12.77520	2.33242
	Posttest Scores	68.4333	30	13.43101	2.45216

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Scores & Posttest Scores	30	.892	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Scores - Posttest Scores	-10.80000	6.11612	1.11665	-13.08380	-8.51620	-9.672	29	.000

APPENDIX 9 – Critical values of the t distribution

Critical values of the t distribution (taken from Hinton (2004))

df	0.05 Level of significance		0.01 Level of significance	
	One-tailed test	Two-tailed test	One-tailed test	Two-tailed test
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797
25	1.708	2.060	2.485	2.787
26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
40	1.684	2.021	2.423	2.704
60	1.671	2.000	2.390	2.660
120	1.656	1.980	2.358	2.617
∞	1.645	1.960	2.326	2.576

The values indicate the size of t that cuts off either 0.05 or 0.01 of the t distribution at the different degrees of freedom. For example, for a one-tailed test with $df= 20$, a value of $t = 1.725$ cuts off 0.05 of the distribution. Thus, for a calculated value of t to be significant it must be greater than or equal to the appropriate table value. That is to say, if the calculated value of t is greater than the table value then the probability that such a result occurred by chance is less than 0.05.

When you have calculated a degrees of freedom that is not in the table (i.e. $df= 32$) use the next lowest value in given the table (i.e. $df= 30$ for a calculated $df= 32$). If you really want to you can use linear interpolation if you wish to be a little more accurate. When the degree of freedom is very large (into the hundreds), use the infinity (∞) value.