



**THE EFFECT OF USING CARTOON VIDEO ON THE TENTH GRADE  
STUDENTS' READING COMPREHENSION ACHIEVEMENT AT  
SMA MUHAMMADIYAH 3 JEMBER**

**THESIS**

**BY**

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**ENGLISH EDUCATION PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**

**TEACHER TRAINING AND EDUCATION FACULTY**

**JEMBER UNIVERSITY**

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**DEDICATION**

*This thesis is proudly dedicated to:*

- 1. My beloved parents, Siswanto and Sri Sunarsih.*
- 2. My beloved sister, Ermy Respati, S.KM.*
- 3. My beloved brother, Bima Putra A.*



**MOTTO**

**“If you only read the books that everyone else is reading, you can only think what everyone else is thinking.”**

— Haruki Murakami —



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<https://www.goodreads.com/quotes/72160-if-you-only-read-the-books-that-everyone-else-is>

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The Writer

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**THE EFFECT OF USING CARTOON VIDEO ON THE TENTH GRADE  
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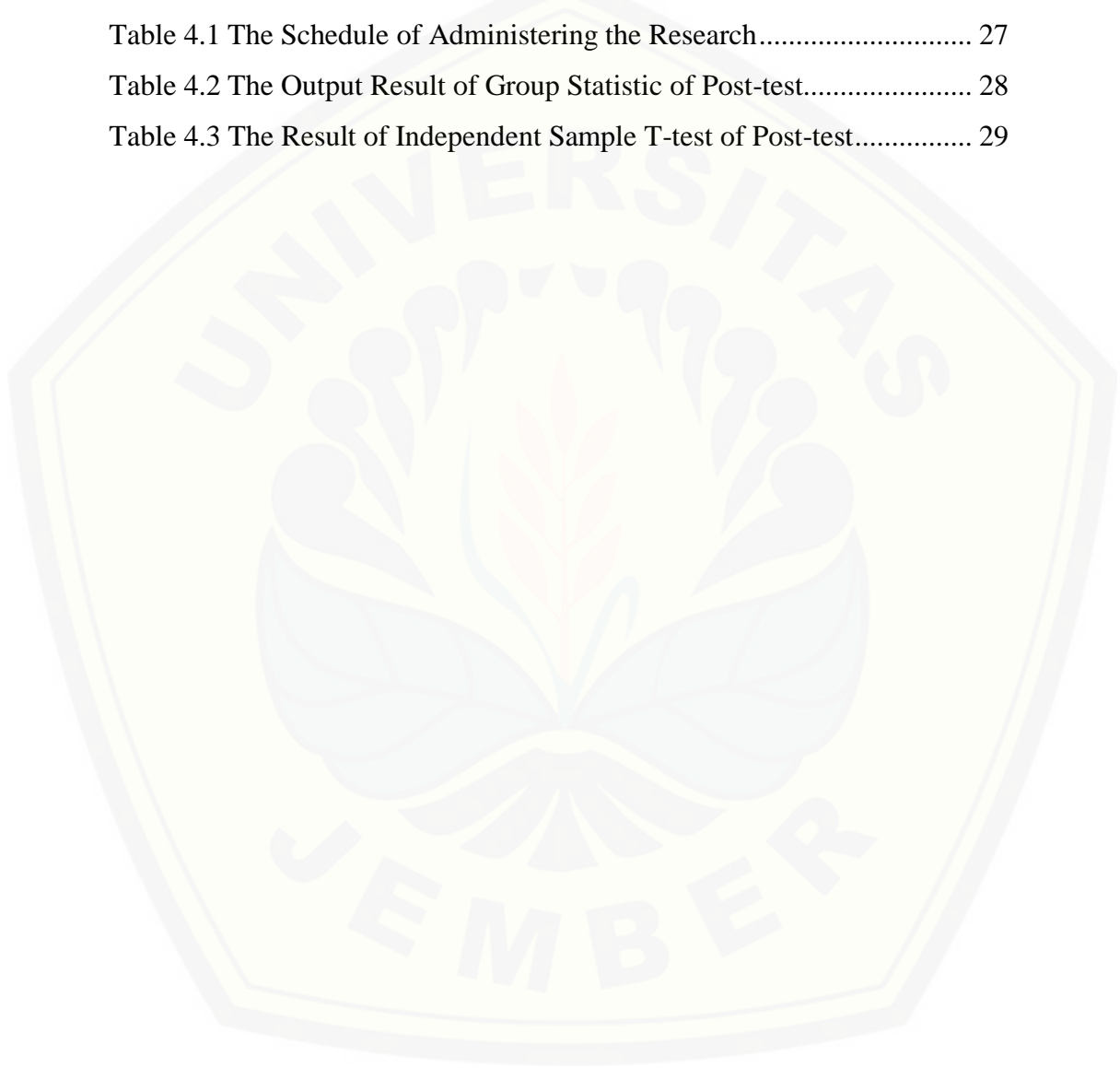
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## SUMMARY

**The Effect of Using Cartoon Video on the Tenth Grade Students' Reading Comprehension Achievement at SMA Muhammadiyah 3 Jember;** Erlyta Pratiwi, 130210401031; 2019; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was an experimental research that was conducted to know the effect of using cartoon video on the tenth grade students' reading comprehension achievement. This research was conducted at SMA Muhammadiyah 3 Jember. The research participants were determined by using cluster random sampling based on the result of homogeneity test from collecting the students' reading scores from the English teacher of the four classes of the tenth grade. From the calculation of ANOVA, the result showed that the population was heterogeneous. Therefore, the participants were determined from two classes which had the closest mean score. The two selected classes were X IPA 2 as the experimental group and X IPA 1 as the control group.

In this research, the researcher taught each group twice in two weeks by using different treatments. The experimental group was taught reading comprehension by using cartoon video, while the control group was taught reading comprehension by using printed text. The post-test was given to both groups after they received the treatments.

Based on the result of Independent Samples T test, it was found that the value of significant (2-tailed) was 0.018 and it was lower than 0.05. Thus, it can be concluded that null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. In other words, it can be said that there was a significant effect of using Cartoon Video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember. Considering the findings of the research, it is suggested for the English teacher to use cartoon video as the alternative media to stimulate the students' motivation and make the learning process more interesting and also cartoon video can make the students

comprehend the reading text easily, so the students will gain a better understanding.



## CHAPTER I. INTRODUCTION

This chapter presents research background, research problem, research objective, and research contributions. Each point is presented in the following parts.

### 1.1 Research Background

Reading is one of the four language skills that is important for students to be achieved. By reading, the readers will be able to get much information that can enrich their knowledge in their life. Grellet (1996) says that there are two main reasons for reading. Those are reading for pleasure and reading for getting information. It shows that the readers need reading to refresh their mind because some readers feel better when they read. In addition, they will actually get information, knowledge and new experience from reading activity.

Reading activity will give many benefits for the readers. Glen (2009) says that there are some important benefits of reading; they are making smarter, reducing stress, improving analytical thinking, increasing vocabulary, improving imagination, and improving memory. It means that reading activity has a lot of benefits for the readers and gives a big contribution to their lives. In the real life, however, many students still have difficulty in reading. One possible reason is the English teachers usually teach reading by giving a text without any media. The ways of teaching are not interesting for the students and sometimes make the students feel bored in the teaching learning process.

The use of media in teaching learning process is to get the students' interest and to make students understand the reading materials better. Video is one of media that can be used to teach reading. As stated by Djamarah and Zain (2006), media are divided into three types; visual, audio, and audio-visual. In this research, the researcher used audio visual; cartoon video with subtitles as media in the teaching learning process of reading, because video offers contextual support and helps learners to visualize words as well as meanings easily. "The use of cartoon videos with subtitles as media is appropriate in the teaching learning

process of reading in the second language” (Ukessay, 2014). Here, the students can easily get the ideas or message by synchronizing what they are reading and what they are watching. Cakir (2006) states that the use of video in teaching learning process is a great help for foreign language teachers in stimulating and facilitating the target language. Wang (2014) confirms that teaching English with video has advantages because video has sound effects, vivid scenes and dialogues between characters which can attract students’ attention and can avoid their boredom.

Based on the result of the interview conducted with the English teacher of SMA Muhammadiyah 3 Jember on August 29<sup>th</sup> 2018 (as the preliminary study), the researcher got the information about the way the teacher taught reading in the classroom. The English teacher never used cartoon video as media in teaching reading. In teaching reading, the teacher usually gave the students printed text materials. The media usually used in teaching reading was individual pictures. The teacher said, in teaching reading by using individual picture still made students have difficulties to understand the text given, because individual pictures does not explain the content of the text. Therefore, the researcher was conducted an experimental research using cartoon video as media in teaching reading comprehension.

There were some research findings related to the use of cartoon video. Among of them were conducted by Puspitasari, *et al.* (2014), Yatimah (2014), Yazzidah (2014) and Mubarok (2017). Puspitasari, *et al.* (2014) who did an experimental research at SMP Negeri 6 Pontianak reported that there was a significant effect of using cartoon video on the speaking ability of the seventh grade students in the academic year of 2012/2013. Yatimah (2014) who did an experimental research at SMP Negeri 3 Salatiga in the academic year of 2013/2014 found that the cartoon film could give a significant effect on the students’ writing skill. Yazzidah (2014) who did an experimental research at SMP Negeri 1 Giri found that the cartoon film could give a significant effect on the students’ reading comprehension achievement of narrative texts for the eighth grade students in the academic year of 2013/2014. Another experimental research



conducted by Mubarok (2017) at SMP Negeri 5 Jember in the 2016/2017 academic year showed that the cartoon video could give a significant effect on the students' vocabulary achievement. From those previous researchers, it was known that the used of cartoon video could give a significant effect on the students' achievement in various language skills and language components covering speaking, writing, reading skill and vocabulary.

Since one of the previous researchers, Yazzidah (2014), conducted an experimental research design by implementing cartoon video in teaching reading of a narrative text for the eighth grade students, the researcher was interested in conducting a research with the same research design. The differences between the previous research and this research were laying on the genre of the text and the research participants. This research used descriptive texts and the tenth grade students as the participants, while the previous research used narrative texts and the eighth grade students as the research participants. Therefore, the researcher conducted an experimental research entitled **“The Effect of Using Cartoon Video on the Tenth Grade Students' Reading Comprehension Achievement at SMA Muhammadiyah 3 Jember”**.

## **1.2 Research Problem**

Based on the research background, the problem of the research was formulated as follows: “Is there any significant effect of using the cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember?”

## **1.3 Research Objective**

Based on the problem of the research, the objective of the research was to know whether or not there was a significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember.

#### 1.4 Research Contributions

The results of the research are expected to give significant contributions for English teachers and future researchers empirically and practically.

a. Empirical Contribution

The result of this research is expected to be useful for future researchers as a reference and information to conduct a further research dealing with the use of cartoon video. The research can be done by using the same or different research design, different text types and different participants. For example, a classroom action research to improve the eleventh grade students' listening achievement of procedure texts by using cartoon video at other schools.

b. Practical Contribution

This research is expected to be beneficial for the English teacher as information of the alternative media in teaching reading comprehension that is cartoon video which can help the students comprehend the reading text more easily. The students can find the specific and general information of the text, and can make the students not easily get bored in learning reading.

## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents theoretical framework, conceptual review, previous research results, and research hypothesis. Each point is presented below.

### 2.1 Theoretical Framework

The use of media is very important and it is impossible to coordinate teaching and learning without using media (Li-Ling, 1996). The teachers need media to attract students' attention and to make teaching learning activities more interesting. One of the media is cartoon video. It presents colorful pictures and characters which can attract the students' attention (Gallacher, 2003).

Cartoon video can be used in the teaching reading comprehension. According to Fast (2010) in Su (2015), one of the advantages of cartoon video with subtitles is to help students understand the meaning. Therefore, reading can also be learned by watching and reading the subtitles in the cartoon video. It can help students understand better about the meaning of the text. Cartoon video has sound effects, vivid scenes and dialogues between characters which can attract students' attention. Su (2015), also says that unlike text-based teaching, watching cartoon video can make the students enjoy to learn reading in fun environment. Watching cartoon video can make the students enjoy to learn reading in a fun learning environment. So the students can be motivated to learn reading.

By watching cartoon video, the students will be interested in learning a descriptive text. When the students are able to comprehend the text, it is expected that they can do the test successfully. Gallacher (2003), suggested three procedures in teaching reading using cartoon video. They are pre-viewing activities, while-viewing activities, and post-viewing activities.

### 2.2 Conceptual Review

The subchapter presents reading comprehension, aspect of reading comprehension, reading comprehension achievement, descriptive text, criteria of selecting the video, the types of video, the advantages and disadvantages of

animation video, procedures of teaching reading by using cartoon video, previous research results, and research hypothesis. Each point is presented below.

### 2.2.1 Reading Comprehension

Reading is one of the most important skills that should be mastered in learning English. Birch, 2007; Rumelhart, 1980 in Lems, *et al* (2010) note that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. It can be said that, in reading activity the students need to engage themselves with the written form of language by interacting and using their background knowledge. Further, according to Harmer (2004), reading is not passive skill. When reading the text, the readers do not only sit as a passive receiver of the text, but they need to draw the knowledge and the language to guess what the text tells about. Besides, the readers are also as active makers of meaning (Traves in Brindley, 1994). In the process of reading, the readers need to activate their mind to give the meaning of what they read, so they will know what the text is talking about. In line with Traves, Grellet (1996) states that reading is an active skill that involves guessing, predicting, checking, and asking oneself question. Further, Patel (2008) also affirms that reading is an active process which consists of recognition and comprehension skill. Those activities are important to do in order to know the text deeply. Hence, it can be concluded that reading is an interactive process between the reader and the text in order to catch the idea from the text.

Reading always relates with comprehension. According to Hennings (1997), comprehension is interacting and constructing meaning with the text. Furthermore, Grellet (1996) argues that comprehension is a process of understanding the written text of which exploring the required information from the text. It can be concluded that comprehension is a process of constructing the meaning of the text in order to catch the ideas of the text.

Reading comprehension is an essential part of the reading process. According to Woolley (2011), reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of

what is described in the text rather than to obtain meaning from isolated words or sentences. Every text should have meanings. The students are demanded to understand what the text is about rather than to understand every word in English. Therefore, the students read to understand what the content of the text is, to remember what is understood and then put the understanding to use. Thus, the students can read the text to learn, to get the general and specific information, and to entertain them.

### 2.2.2 Aspects of Reading Comprehension

Reading comprehension consists of some aspects from the broader into the general ones. Those aspects will be explained as follows:

#### a. *Word Comprehension*

Duffy (2009) states that when the meaning of a word is unknown, it means the reader does not have background knowledge or has not had experiences in that area. Word is the basic element in comprehending text. It is the starter for the students to go further in reading comprehension. Here is the example of question of word comprehension (See the reading text on *Appendix B*)

Question: “In the center of each floor,.....”

What is the synonym of the underlined word?

- |           |           |
|-----------|-----------|
| a. Middle | b. Beside |
| c. Behind | d. Above  |

Answer: a. Middle

(The word *center* has similar meaning with the word *middle*)

#### b. *Sentence Comprehension*

Grellet (1996) states it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Translating a sentence is much different than translating each word in a sentence because the reader will find different result. Sentence comprehension is related with understanding a sentence in a whole meaning, not the meaning of each word. Here is the example of question of sentence comprehension (See the reading text on *Appendix B*)

Question: Which statement is NOT TRUE according to the text about Borobudur Temple?

- a. Borobudur temple does not belong into the list of UNESCO
- b. There are many relief panels and Buddha statues in each level
- c. Borobudur is one of the historical places in Indonesia
- d. Borobudur Temple consists of six square floors and three round floors

Answer: a. Borobudur temple does not belong into the list of UNESCO  
(This statement based on the information that can be found in the first paragraph)

*c. Paragraph Comprehension*

Wingersky, *et al.* (1999) state that a good paragraph contains several related sentences that support main idea, which is limited to and focused on one sentence. To understand the main point of the paragraph, better for the students to know several essential parts related to comprehending paragraph. Here is the example of question of paragraph comprehension (See the reading text on *Appendix B*)

Question: What is the main idea of the first paragraph?

- a. Buddha statue
- b. The location of Borobudur Temple
- c. How to go to Borobudur Temple
- d. The characteristic of Borobudur Temple

Answer: b. The location of Borobudur Temple  
(In the first paragraph states information about the location of Borobudur Temple)

*d. Text Comprehension*

Wood (1991) states that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then to combine them to understand the whole. The students will achieve this goal if they are success in comprehending the whole text which consists of words, sentence, and paragraph meaning to obtain the information. Here is the example of question of text comprehension (See the reading text on *Appendix B*)

Question: What is the topic of the text?

- a. Prambanan Temple
- b. Borobudur Temple
- c. Taj Mahal
- d. Eiffel Tower

Answer: b. Borobudur Temple

(The text above tells about Borobudur Temple)

### 2.2.3 Reading Comprehension Achievement

Reading comprehension achievement refers to the result of reading activities that show the ability of the readers (the students) in understanding a text. For deciding the students' reading comprehension achievement, the teacher can give a test. The test scores are as the indicator of the students' reading comprehension achievement.

McMillan (1992) defines that achievement is the emphasis of what has been learned by the students on recent school learning. Furthermore, Hughes (2003) states that achievement is related to the test that is done to discover how successful students have achieved the objective of a course.

In this research, reading comprehension achievement refers to the scores of the students reading post-test of the experimental and the control class after the different treatments given to both classes.

### 2.2.4 Descriptive Text

The researcher taught reading comprehension by using descriptive texts. Based on the 2013 English curriculum, the topic used in the descriptive text for the tenth grade students are tourism place and historical place. In this research, the researcher used historical place as the topic. Description deals with how something looks, sounds, and tastes and mostly about visual experience (Kane, 2000). The social purpose of descriptive text is to describe a particular object, such as person, thing, or place. According to Luber (2014), descriptive text is a text which gives information how a person or a thing looks like. The generic structures of descriptive text are identification and description. Identification is a general opening statement in the first paragraph which introduces the object to be described. It is usually stated in the first paragraph to introduce what will be

described in the next paragraph to the readers. Then, description deals with paragraph that describes the phenomenon in parts, qualities, and characteristics. The example of a descriptive text can be seen in *Appendix B*.

### **2.2.5 Criteria of Selecting the Video**

When selecting video for teaching learning process in the classroom, some criteria should be considered. Gallacher (2003) states that there are some criteria of selecting video as follows:

- a. Watchable. It means that the video used should be interesting enough to watch. In this case, the teacher should know what kind of video is appropriate with the students' age. Besides, if the video has good visuals, the audiences are interested in and enjoy watching the video.
- b. Completeness. It means that the video should have a complete story. If the video is cut in the middle of the story, it will distract students' attention and concentration.
- c. Length. In teaching and learning process, the ideal length of video is about 30 seconds to 10 minutes depending on the learning objectives. If the video is too short, the students will be difficult to understand the content of the video. If the video is too long, the students will feel bored and then the students' attention will be distracted.
- d. Appropriateness of Content. The video used should be suitable for the level of the students. By choosing the right video, it will make the students safe from the inappropriate video that should not be seen by them. For the example, the video should not contain of violence or pornography.
- e. Availability of Related Materials. It means that the video used must relate to material that will be taught. For the example, if the material is about historical places then the video must be related about historical places.

In addition, Gallacher (2003), states that there are some factors which should be considered when selecting a video as follows:

- a. Clarity of picture and sound. It is important to make sure both the picture and sound are clear.



- b. Language level. The language level of the video should be appropriate for the level of the students. It will be easier to be understood by the students when the language used is appropriate to the level of them. It can be seen that video was not used difficult vocabulary.

In this research, the researcher considered the criteria suggested by Gallacher (2003) in selecting video. The researcher chose two descriptive videos about historical places entitled “Taj Mahal” and “The Statue of Liberty” from [www.youtube.com/user/mocomikids](http://www.youtube.com/user/mocomikids) because those video were appropriate to the criteria suggested. The researcher chose descriptive video because that material was suitable with the syllabus.

### 2.2.6 The Types of Video

Based on Gallacher (2003), the types of video that can be used in teaching learning process are as follows:

- a. Cartoon or Animation

Cartoon is a film made by photographing a series of drawing. Cartoon video presents colorful pictures and characters which can attract the students' attention.



[https://www.youtube.com/watch?v=v1GShoWIEz4&list=PL6vCwGtCTVtP3CP2zCZ42dW09\\_Oigi6gg&index=7&t=23s](https://www.youtube.com/watch?v=v1GShoWIEz4&list=PL6vCwGtCTVtP3CP2zCZ42dW09_Oigi6gg&index=7&t=23s)

- b. Educational Program

Educational programs are programs that can help students to increase their knowledge. It can also be used to teach language in classroom. There are some examples of educational programs. They are TV documentaries made for

children about science or nature, Dinosaurs series, National Geographic Channel, Discovery Channel and so on. In this case, the teacher can teach many vocabularies about animals by showing National Geographic Channel.



[https://www.youtube.com/watch?v=B6eNu-dd6xs&index=39&list=PLNxd9fYeqXeYQaV1z9-tWQXJBeq\\_s8hX9](https://www.youtube.com/watch?v=B6eNu-dd6xs&index=39&list=PLNxd9fYeqXeYQaV1z9-tWQXJBeq_s8hX9)

#### c. TV Advertisement

TV advertisement is a program that has method of marketing to sell products and services on TV. According to Hee (2004), they are excellent aids for English teaching because they are short and very carefully planned. Therefore, an advertisement must be focused on the designed which is dealing with the words used, and the scenes. This is because a good advertisement gives good feedback for products which are sold by the company. By using media, the teacher can teach the students of how to persuade customers using the language, how to be a good seller and how to sell products well.



[https://www.youtube.com/watch?v=n31\\_64JMjmU](https://www.youtube.com/watch?v=n31_64JMjmU)

#### d. Music

In this kind of video, students can practice the language by listening to the music and they can also improve their vocabulary and their pronunciation.

Besides, students can see the clip of music video that can make the listening activity more interesting.



<https://www.youtube.com/watch?v=XqZsoesa55w>

#### e. Drama

Drama is a form of art that explores and expresses human feelings through performance. Hee (2004) states that drama includes feature films, broadcast play, “soap opera” serial stories and “sitcom (situation comedy)” comedy series. They can help the students to explore their imagination and to develop the language that they learn. In addition, drama can also be used to teach language skills and language components.

Relating to the types of the video above, cartoon video was chosen in this research. The aim of using the cartoon video was to make the students easier in comprehending the material because the cartoon video presents the text (the subtitle) with colorful picture.

### 2.2.7 Advantages of Using Video in Language Teaching and Learning

There are some advantages of using video in language teaching and learning as follows:

- a. Children enjoy language learning with video (Gallacher, 2003). One of the aims of teaching English to children is to make the language learning to be a fun activity, and video creates an attractive enjoyable learning environment because video can attract the students’ attention through colorful pictures and the characters on the video.
- b. Video communicates meaning better than other media (Gallacher, 2003). Video presents language in context in some ways that a cassette cannot.

Learners can see who is speaking, where the speakers are, what they are doing, what happens in the video, etc. All the visual clues can help comprehension.

- c. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999 in Burt, 1999)
- d. Video can stimulate and motivate students' interest in teaching learning process. (Waxler, 2006).

### 2.2.8 Disadvantages of Using Video in Language Teaching and Learning

According to some experts, there are some disadvantages of using video in language teaching and learning as follows:

- a. It takes time for teachers to select an appropriate video for teaching and learning (Arsyad, 1996).
- b. When the video is presented, the pictures are moving continually. There is possibility if some students cannot follow and catch the information presented in the video easily (Arsyad, 1996).
- c. The language level used may also be too high for the students, which makes them less eager to work on the new material (Oddone, 2011).

To overcome those problems, the researcher should be selective in selecting video because there are many websites that provide the video that can be used in teaching and learning activity such as *www.youtube.com*, *www.bbc.com*, *www.bookbox.com*, *www.mocomi.com* and *www.learnenglish.org.uk*. From these websites the researcher selected an appropriate video suitable for the tenth grade students. Then, the researcher made sure those videos selected did not use difficult language and also did not move very fast.

In this research, the researcher chose two videos taken from *www.youtube.com/user/mocomikids*. This YouTube user provides cartoon videos in descriptive text. It is appropriate for the tenth grade students because the videos present details on visual clues to meaning and also the subtitle. Besides, those videos have colorful pictures so that they can attract the students' attention. They

do not use difficult language and do not move very fast, so the students can follow and catch the information on the videos easily.

### **2.2.9 Procedures of Teaching Reading by Using Cartoon Video**

In teaching reading by using cartoon video, some procedures proposed by Gallacher (2003) were used in the present study. There were three activities in teaching reading using cartoon video, such as:

#### *a. Pre-viewing activities*

Pre-viewing activity was used to stimulate the students' motivation and interest. It could make the students enjoy on what they learned and it made the learning process run successfully. In this activity, the teacher discussed a little about the topic by giving the students some leading questions.

#### *b. While-viewing activities*

While-viewing activities were the main activities which made the students more focus on the teaching learning process. The teacher asked the students to pay attention to the video, then, the teacher distributed the students' worksheet. In this activity, the students had to do the exercises after watching and reading the subtitles of the cartoon video. The students answered some questions given by the teacher related with the content of the video. Then, the teacher and the students checked the students' answers together by reading the subtitles in the cartoon video and by replaying the video once more. Besides, the teacher asked the questions related to the material taught.

#### *c. Post-viewing activities*

In this activity, the teacher guided the students to make a conclusion of the lesson to find out students' understanding of the material that has been given.

## **2.3 Previous Research Results**

Cartoon video was investigated by some previous researchers. Puspitasari, *et al.* (2014) did an experimental research for the seventh grade students of SMP Negeri 6 Pontianak in the academic year of 2012/2013. She used a pre-experimental research with one-group pre-test and post-test design. The researcher

found that the cartoon video could give a significant effect on the students' speaking achievement. The result of the research showed the mean score before treatment was 61.33 and after the treatment was 77.23.

Yatimah (2014) also conducted an experimental research at SMP Negeri 3 Salatiga in the academic year of 2013/2014. She used a pre-experimental research with one-group pre-test and post-test design. The researcher found that the cartoon film could give a significant effect on the students' writing skill. The result of the research showed the mean score before treatment was 50.45 and after the treatment was 67.95.

Yazzidah (2014) who did an experimental research at SMP Negeri 1 Giri found that the cartoon film could give a significant effect on the students' reading comprehension achievement of narrative texts for the eighth grade students in the academic year of 2013/2014. The researcher used a quasi-experimental research with the post-test only control group design.

Another research was conducted by Mubarok (2017) who did an experimental research for the eighth grade students at SMP Negeri 5 Jember in the 2016/2017 academic year. The researcher used a quasi experimental design with non-equivalent group post-test only design. The research result showed that the cartoon video could give a significant effect on the students' vocabulary achievement.

To sum up, the previous studies showed that the use of cartoon video could affect the students' achievement in various language skills and language component and it could also be applied for the different levels of the participants. There were some differences from the previous researches and the present research. The first was the three of them used different language skills (speaking, writing and vocabulary) while the present research used reading skill. The second was the participants of the research; the previous research used junior high school students as the participants, while this present research used senior high school students as the participants.

One of the previous researchers, Yazzidah (2014), used an experimental research design in implementing the cartoon video in teaching reading narrative

texts for the eighth grade students, so the researcher was interested in investigating the same research design, quasi-experimental research. The differences between the previous research and this research were laying on the genre of the texts and the research participants. This research used descriptive text and the tenth grade students as the participant, while the previous research used narrative texts and the eighth grade students as the research participants.

#### **2.4 Research Hypothesis**

Based on the theoretical framework and the empirical findings, the research hypothesis was formulated as follows: There is a significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember.

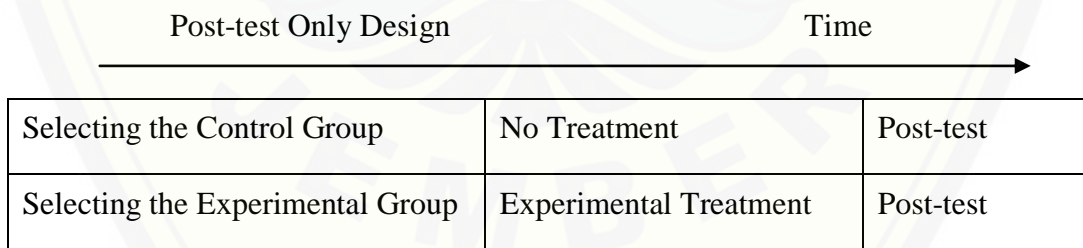
**CHAPTER III. RESEARCH METHODS**

This chapter explains the research methods used in this research. It consists of research design, research context, research participants, data collection methods, and data analysis method.

**3.1 Research Design**

The aim of this research was to investigate whether or not there was a significant effect of using cartoon video on the students’ reading comprehension achievement. Therefore, quasi experimental research with post-test only design was used in this research.

In this design, two classes of the four classes were used by the researcher as the experimental group and the control group based on the result of the homogeneity test. The experimental group received a treatment that was taught reading by using cartoon video, while the control group was taught reading by using the printed text. After giving the treatments twice (two meetings), both groups were given the reading post-test to know the significant mean difference of the reading comprehension achievement test results between the experimental group and the control groups. The research design can be illustrated as follows.



- Notes:
- A : the experimental group
  - B : the control group
  - X : treatment
  - O : post-test

(Creswell, 2012)



The procedures of the research were described as follows:

1. Undertaking the preliminary study by doing the interview with the English teacher to find out whether or not cartoon video has been used in teaching reading comprehension to the participants.
2. Collecting the students' reading scores from the English teacher to know the homogeneity of the population (four natural science classes) of the tenth grade students of SMA Muhammadiyah 3 Jember in the 2018/2019 academic year.
3. Analyzing the students' reading scores by using Analysis of Variance (ANOVA).
4. Since the result of homogeneity test was heterogeneous, the participants were determined from two classes which had the closest mean scores. The two selected classes were X IPA 2 as the experimental group and X IPA 1 as the control group.
5. Giving the treatments to the experimental group by teaching reading using cartoon video, while the control group was taught reading by using the printed texts.
6. Giving the reading post-test to both groups after the treatments to know the result of the treatments given.
7. Analyzing the results of the reading post-test by using t-test formula with SPSS package to know, whether or not there was a significant effect of using cartoon video on the students' reading comprehension achievement.
8. Concluding the result of the data analysis to answer the research problem.

### **3.2 Research Context**

This research was conducted at SMA Muhammadiyah 3 Jember. It is located at Jl. Mastrip No. 3, Jember. This area was determined by purposive method. Based on the result of the preliminary study which was done by the researcher, this school has applied the 2013 revised curriculum for the tenth grade in the teaching learning process. English was taught once a week with 2x45 minutes for each meeting. In teaching reading, the teacher usually gives the

students printed texts. The media usually used in teaching reading was individual picture. The teacher never uses cartoon video in teaching reading comprehension.

The researcher conducted this research at this school because the English teacher has never applied cartoon video in teaching reading comprehension. Besides, the principal and the English teacher have given permission to the researcher to conduct an experimental research at this school.

### 3.3 Research Participants

The research participants of this research were two classes of the tenth grade natural science students of SMA Muhammadiyah 3 Jember in the 2018/2019 academic year. Since the result of homogeneity test was heterogeneous, two classes which had the closest mean score difference were determined as the experimental group (class X IPA 2) and the control group (class X IPA 1).

The result of homogeneity test is presented in Table 3.1, whereas the result of One Way ANOVA is presented in Table 3.2.

Table 3.1 The Mean Score of X IPA 1, X IPA 2, X IPA3 and X IPA 4's Homogeneity Test

Score	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X IPA 1	28	82.71	1.487	.281	82.14	83.29	80	85
X IPA 2	31	82.52	3.595	.646	81.20	83.83	75	90
X IPA 3	28	77.68	3.662	.692	76.26	79.10	75	90
X IPA 4	30	80.83	1.510	.276	80.27	81.40	78	85
Total	117	80.97	3.397	.314	80.35	81.60	75	90

The table above showed that there were 117 students as the population of the study. The mean score of X IPA 1 was 82.71, the mean score of X IPA 2 was 82.52, the mean score of X IPA 3 was 77.68 and the mean score of X IPA 4 was

80.83. Based in the result of the mean scores above, class X IPA 2 was chosen as the experimental group and class X IPA 1 as the control group.

The score of homogeneity test of the tenth grade students were analyzed statistically by using ANOVA formula as presented below.

Table 3.2. The Result of One Way ANOVA of the Homogeneity Test

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	463.193	3	154.398	19.923	.000
Within Groups	875.730	113	7.750		
Total	1338.923	116			

Based on the calculation, the result of the computation statistically by using One Way ANOVA showed that the value of the significant column was 0.000 which was lower than 0.05. The result showed that there was difference on the tenth grade students reading comprehension among those four classes or it could be said that the four classes were heterogeneous. Since the result of homogeneity test from students' reading score analysis was heterogeneous, the participants were determined from two classes which had the closest mean score. The two selected classes were X IPA 2 as the experimental group and X IPA 1 as the control group.

### 3.4 Data Collection Methods

There were three kinds of data collection methods that were used, namely reading test, interview and documentation. The detail about the data collection methods will be explained in the following parts.

#### 3.4.1 Reading Test

A reading comprehension test was used in this research to collect the primary data about the students' reading comprehension achievement. The

reading test (post-test) was given to both the experimental and control groups after the experiment (Creswell, 2012).

A good test should be valid and reliable. Hughes (2003) states that a test is said to be valid if it measures accurately what is intended to be measured, while a test is said to be reliable if it can give consistent result regardless when the test is administered. The reading test, in this study, has fulfilled the content validity because it has been constructed by following the basic competences of reading for the tenth grade students. The researcher used descriptive texts about historical places as the reading material. The reading test covered the test items of word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

The reading test consisted of two descriptive texts with 30 test items (20 test items in the form of multiple choices and 10 test items in the form of True-False statements) divided into two parts. In every text, there were 10 test items in the form of multiple choices and 5 test items in the form of True-False statements. Dealing with the scoring, the correct answer in the form of multiple choices was scored 4 points and the correct answer in the form of True-False statements was scored 2 points. So, the total score of the reading test was 100 points.

The reliability test was established by conducting the try-out test to one class (X IPA 3) which did not include as the experimental and control groups. The try-out test was administered on October 16<sup>th</sup> 2018. The results of the try out test were analyzed by using Spearman-Brown formula (Split Half Odd-Even) (Sudijono,1996). Since the result showed that the value of Split-Half  $\geq 0.70$ , this means that the test items were reliable. The procedures in finding reliability coefficient by using Split-Half Odd-Even technique were as follows.

1. Conducting the reading try-out test and score every test item answered by the students.
2. Split the test items into two parts based on odd and even numbers.
3. Giving sign (X) for odd numbers and (Y) for even numbers.
4. Analyzing the correlation between X and Y using the Pearson Product Moment Correlation formula:

$$r_{xy} = r \frac{11}{22} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2 N \sum y^2 - (\sum y)^2}}$$

Notes:

$r_{xy}$  : correlation coefficient

$\sum XY$  : the number of odd items and even items

$\sum X$  : the number of odd items

$\sum Y$  : the number of even items

$N$  : the number of the respondents of the tried out test

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2r \frac{11}{22}}{1 + r \frac{11}{22}}$$

Notes:

$r_{11}$  : the reliability coefficient of the whole test items

$r \frac{11}{22}$  : the reliability coefficient of the half test items

(Sudjiono, 1998)

6. Giving the interpretation to the reliability coefficient for the whole test.

The interpretation scale of  $r_{xy}$ :

0.90-1.00 = Very High

0.70-0.89 = High

0.50-0.69 = Fair

0.30-0.49 = Low

<0.30 = Very Low

(Sudjiono, 1998)

To know the value of the reliability coefficient, Split-Half Odd-Even technique was applied in this research. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The distribution of odd and even numbers can be seen in *Appendix I and J*. The correlation between X and Y was analyzed by using Product Moment formula. The calculation was as follows:

$$r_{xy} = r \frac{11}{22} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2 N \sum y^2 - (\sum y)^2}}$$

$$r_{xy} = \frac{28(2619) - (269)(272)}{\sqrt{28(2591) - (269)^2} \sqrt{28(2654) - (272)^2}}$$

$$r_{xy} = \frac{73332 - 73168}{\sqrt{(72548 - 72361)(74312 - 73984)}}$$

$$r_{xy} = \frac{164}{\sqrt{(187)(328)}}$$

$$r_{xy} = \frac{164}{\sqrt{61336}}$$

$$r_{xy} = \frac{164}{247,661}$$

$$r_{xy} = 0.66$$

The result of estimation was the half score of reliability coefficient (0.66). Thus, in order to obtain the full score ( $r_{11}$ ), the value of  $r_{xy}$ : was taken into the following formula:

$$r_{11} = \frac{2r \frac{11}{22}}{1 + r \frac{11}{22}}$$

$$r_{11} = \frac{2 \times 0,66}{1 + 0,66} = \frac{1,32}{1,66} = 0.79$$

From the result above, the reliability coefficient of the whole test items was 0.79. Concerning with this research, Sudijono (1998) confirms that the reliability coefficient of the teacher made the test is believed to be reliable if the reliability coefficient is  $\geq 0.70$ . Since 0.79 is higher than 0.70, this means that the test items were reliable.

To know whether or not the test items were too easy or too difficult, the difficulty index of the test items was analyzed by using the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility or Index of difficulties

R : The number of the students doing the test items correctly

N : The number of students taking the test

The criteria of difficulty index are as follows.

- 0.00 – 0.30 : Difficult items  
0.30 – 0.70 : Sufficient items  
0.70 – 1.00 : Easy items

(Heaton, 1975)

The try out test had 38 items and the maximum score of the test was 100 points. To know whether or not the test items were too easy or too difficult, the difficulty index of the test items was analyzed by using the degree of the test item difficulties which was enclosed in *Appendix H*. It could be found by finding the number of students who answered the questions correctly and was divided by the number of the students who took the test. It could be seen from the proportion of the test items, there were 5 items categorized as too easy items, 3 items categorized as difficult items and the rest of the items were categorized as sufficient items.

Dealing with the time allocation, it was found that the time allocation for the tried out test was sufficient since the students were able to do all the test items within the available time, 2 x 45 minutes. From the clarification above, it could be concluded that the test items should be revised since there were some items were calculated as too easy and too difficult. Meanwhile, the time allocation for the test did not need to be lengthened or shortened.

### **3.4.2 Interview**

Interview in this research was used to obtain the supporting data. As stated by McMillan (1996), interview is a form data collection in which questions are asked orally and the subjects' responses are recorded. In this research, the researcher conducted the interview with the English teacher of the tenth grade of SMA Muhammadiyah 3 Jember in the preliminary study to get the information about the curriculum used at the school, the English text book used, technique and the media used in teaching English, especially in teaching reading comprehension.

### **3.4.3 Documentation**

In this research, documentation was used to get the supporting data. Arikunto (2010) says that documentation is a method used to get data from

written documents such as books, reports, and daily notes. In this research, the researcher got the document from the staff and the English teacher of SMA Muhammadiyah 3 Jember about the number of the participants, the names of the research participants and the students' reading scores from the English teacher.

### 3.5 Data Analysis Method

After giving the reading post-test to the experimental group and the control group, the primary data in the form of the student's reading test scores were analyzed statically by means of Independent Samples T test formula with 5% significance level in order to compare the mean score of the experimental group and the control group using SPSS (Statistical Package for Social Science) program. The procedures of applying SPSS were as follows.

1. Opening the SPSS program in the computer.
2. Setting the Variable View based on the data obtained.
3. Entering the data in Data View.
4. Selecting Analyze in the toolbar menu, choosing Compare Means and selecting Independent Sample T Test.
5. Resetting the Independent Sample T Test dialogue box to make sure the variable is put in the right way, entering the Posttest Scores into Test Variable(s) box and Class into Grouping Variable box, defining the grouping variable by setting 1 for the experimental class and 2 for the Control class, then, clicking option to set the confidence interval into 95% and clicking continue.
6. Clicking OK to run the test.
7. Interpreting the result of the computerized test by looking at the Levene's Test for Equality of variances column. This table is used to know whether or not the classes have some score variability.
8. After reading Levene's Test for Equality of Variances column, then the researcher had to look at the large column labeled T Test for equality means.

(Lund and Lund, 2012)



## CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the research and suggestions for the English teachers and the future researchers.

### 5.1 Conclusion

Based on the result of data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember. It means the experimental class which was taught reading by using cartoon video got better score of reading post-test than the control group which was taught reading without using cartoon video (by using printed text).

### 5.2 Suggestions

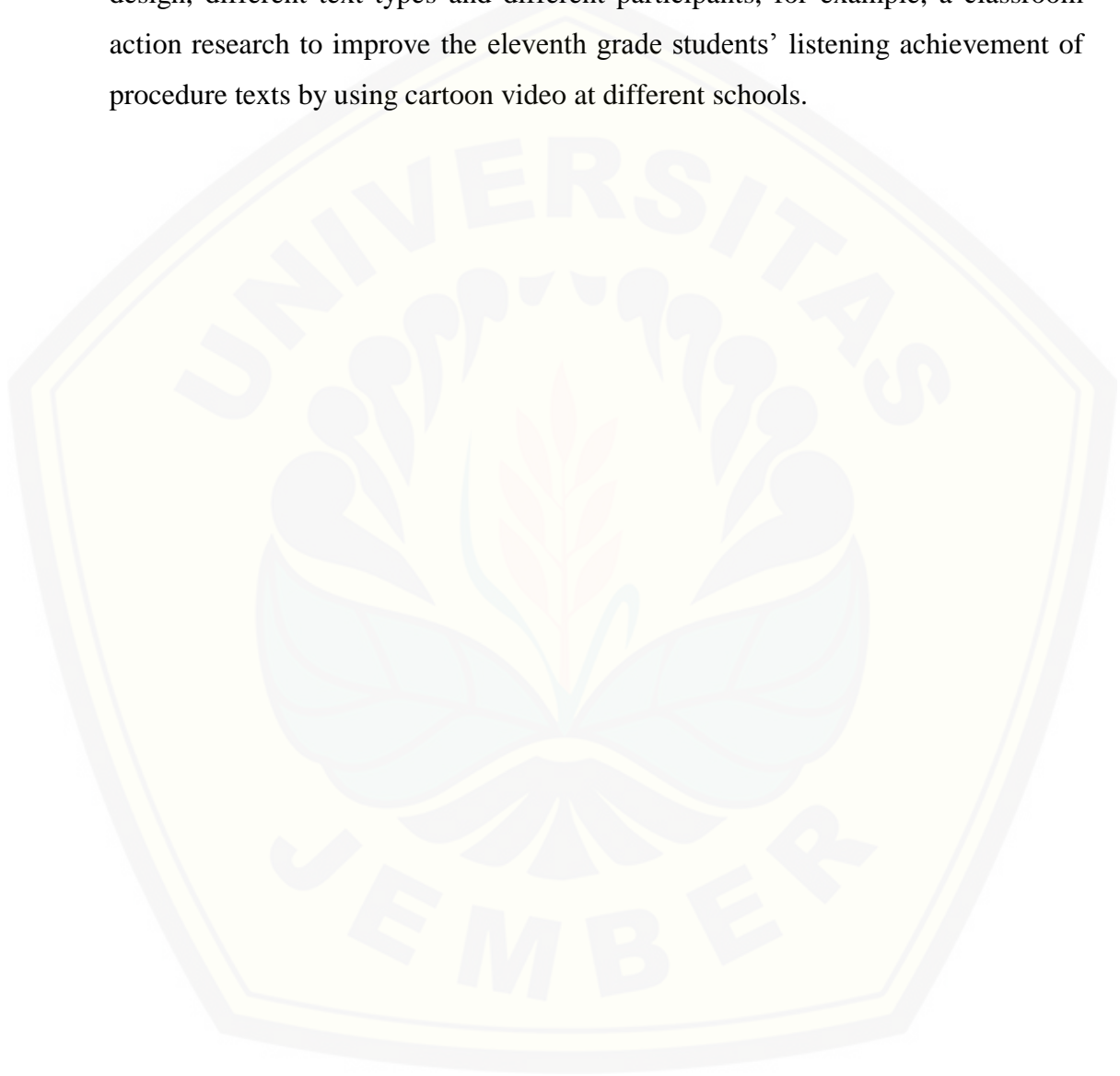
Since there was a significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember, the cartoon video can be used as the appropriate media in teaching English especially in teaching reading comprehension skill. Therefore, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English Teachers

The English teachers of SMA Muhammadiyah 3 Jember are suggested to use cartoon video in teaching reading comprehension skill. The English teacher can use cartoon video as the alternative media to stimulate the students' motivation and make the learning process more interesting and also cartoon video can make the students comprehend the reading text easily, so that the students will gain a better understanding.

### 5.2.3 The Future Researchers

The future researchers are suggested to use this research result as a reference and information to conduct a further research dealing with the use of cartoon video. The research can be done by using the same or different research design, different text types and different participants, for example, a classroom action research to improve the eleventh grade students' listening achievement of procedure texts by using cartoon video at different schools.



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APPENDICES

Appendix A. Research Matrix

Title	Problem	Variables	Indicators	Data resources	Research Methods	Hypothesis
The Effect of Using Cartoon Video on the Tenth Grade Students' Reading Comprehension Achievement at SMA Muhammadiyah 3 Jember	Was there any significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember?	<p><b>1. Independent Variable:</b></p> <p>a. The use of cartoon video in teaching reading comprehension</p> <p><b>2. Dependent Variable:</b></p> <p>The students' reading comprehension achievement</p>	<p>1. Cartoon video:</p> <p>a. Cartoon Video with subtitle</p> <p>2. The students scores of the reading comprehension post-test covering:</p> <p>a. Word comprehension</p> <p>b. Sentence comprehension</p> <p>c. Paragraph comprehension</p> <p>d. Text comprehension</p>	<p><b>1. Research Participants:</b></p> <p>The tenth grade students of SMA Muhammadiyah 3 Jember in the 2018/2019 academic year</p> <p><b>2. Informants:</b></p> <p>The English teacher and the administrative staff of SMA Muhammadiyah 3 Jember</p> <p><b>3. Documents:</b></p> <p>The number and the names of the participants (the experimental group and the control groups) and the number of the students</p>	<p><b>1. Research Design:</b></p> <p>Quasi Experimental Research: Post-test Only Control Group</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"> <b>Group    Treatment    Post-test</b>  <b>A</b> —————&gt; <b>X</b> —————&gt; <b>O</b>  <b>B</b> —————&gt; <b>O</b> </p> </div> <p>Note :</p> <p>A : The Experimental Group                      B : The Control Group                      X : Treatment                      O : Post-test</p> <p><b>2. Research Context:</b></p> <p>Purposive method                      (Creswell, 2012)</p> <p><b>3. Research Participants:</b></p> <p>Cluster random sampling</p> <p><b>4. Data Collection Methods:</b></p> <p><b>To get the main data:</b></p> <ul style="list-style-type: none"> <li>• Reading post-test</li> </ul> <p><b>To get the supporting data:</b></p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Documentation</li> </ul> <p><b>5. Data Analysis Method:</b></p> <p>The results of the reading post-test of experimental group and control group were analyzed by using t-test formula with SPSS</p>	<p>There was a significant effect of using cartoon video on the tenth grade students' reading comprehension achievement at SMA Muhammadiyah 3 Jember</p>

**Appendix B. The Example of Descriptive Text**

Structures	Text
<b>Title</b>	Borobudur Temple
<b>Identification</b>	<p>Borobudur is one of the historical places in Indonesia. It is considered as the largest Buddhist temple in the world due to its size (15.129 m2) and its height (34.5m). It is located in Magelang, Central Java. Not only become a famous tourist destination for many tourists around the world, Borobudur temple is also included into the list of UNESCO world heritage sites.</p>
<b>Description</b>	<p>Borobudur Temple consists of six square floors and three round floors which arranged in sequence and make it into a layer that looks like stairs that you must climb one by one to reach the top of the temple. In the center of each floor, you will find a small gap with several stairs connecting each floor that you can use as a way to go up. On each level of the floor, there are many relief panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total.</p> <p>There is a dome located at the top of the center of the temple and surrounded by 72 Buddha statues, each seated inside a perforated stupa. It is said that, if you put your hand into the stupa through one of its holes and you can touch the Buddha statue inside it, you will be able to make one of your dreams come true.</p> <p><i>(Taken from: <a href="http://www.wordcliff.com/2017/04/contoh-descriptive-text-singkat-tentang.html">http://www.wordcliff.com/2017/04/contoh-descriptive-text-singkat-tentang.html</a>)</i></p>



**Appendix C. The Initial Names of Research Participants**

NO	Control Group	Experimental group
	Initial	Initial
1	ARHH	ARP
2	ANA	ASM
3	ARIF	A
4	DF	AR
5	DOV	CDD
6	DHS	DSTW
7	FAH	DFK
8	FRN	DAP
9	FRS	DNR
10	HS	F
11	HB	FAN
12	HTD	FIES
13	IRS	IAFB
14	MSM	KPP
15	MNHH	LM
16	NDSALR	MSRF
17	NGPRV	MAR
18	NS	MPP
19	PFG	MSM
20	RAU	MBK
21	RDI	MTA
22	RHS	MVF
23	SZRD	NAK
24	SMSSA	NTK
25	SZS	NH
26	SANE	NHS
27	SAA	RH
28	SAR	SAPF
29		VM
30		VF
31		PSAW

**Appendix D. Lesson Plan 1**

**Lesson Plan  
(The 1<sup>st</sup> meeting)**

**School** : SMA Muhammadiyah 3 Jember  
**Subject** : English  
**Grade/Semester** : X / 1  
**Language Skill** : Reading  
**Text Type** : Descriptive Text  
**Time Allocation** : 1 meeting (2 X 45 minutes)

**I. BASIC COMPETENCE AND INDICATORS**

BASIC COMPETENCE	INDICATORS
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Showing gratefulness by praying before and after the lesson. 1.1.2 Showing seriousness and enthusiasm in the teaching and learning process.
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Being honest in doing the tasks. 2.1.2 Being disciplined in doing tasks. 2.1.3 Being confident in accomplishing the tasks. 2.1.4 Being responsible for accomplishing the tasks. 2.1.5 Being well-behaved in communicating with the teacher and friends.
4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan <b>bangunan bersejarah terkenal</b> .	4.8.1 Finding the word meaning of the descriptive text in the form of multiple choices and true false. 4.8.2 Finding the sentence meaning of the descriptive text in the form of multiple choices and true false. 4.8.3 Finding the paragraph meaning of the descriptive text in the form of multiple choices and true false. 4.8.4 Finding the text meaning of the descriptive text in the form of multiple choices and true false.

**II. LEARNING OBJECTIVES**

1. The students are able to find the word meaning of the descriptive text in the form of multiple choices and true false statements.
2. The students are able to find the sentence meaning of the descriptive text in the form of multiple choices and true false statements.

3. The students are able to find the paragraph meaning of the descriptive text in the form of multiple choices and true false statements.
4. The students are able to find the text meaning of the descriptive text in the form of multiple choices and true false statements.

### III. LEARNING MATERIALS

Enclosed

### IV. LEARNING METHODS

Methods : - Individual work  
- Silent viewing activity for the experimental group

### V. TEACHING LEARNING ACTIVITIES

No	Experimental Group	Time	No	Control Group	Time
<b>1. Set Induction (10')</b>					
1.1	Greeting, praying and checking students' attendance.	3'	1.1	Greeting, praying and checking students' attendance.	3'
	<b>Pre-viewing</b>				
1.2	Giving leading questions.	5'	1.2	Giving leading questions.	5'
1.3	Stating the objectives of the lesson.	2'	1.3	Stating the objectives of the lesson.	2'
<b>2. Main Activities (75')</b>					
	<b>While-viewing</b>				
	• <b>Observing</b>			• <b>Observing</b>	
2.1	The students pay attention to the example of the descriptive text about historical place	7'	2.1	The students pay attention to the example of the descriptive text about historical place	7'
	• <b>Questioning</b>			• <b>Questioning</b>	
2.2	The students ask questions about the difficulty faced by them about the descriptive text, its generic structures, and its language features	5'	2.2	The students ask questions about the difficulty faced by them about the descriptive text, its generic structures, and its language features	5'
	• <b>Exploring</b>			• <b>Exploring</b>	
2.3	The students are guided by the teacher to state the generic structure and the language features	5'	2.3	The students are guided by the teacher to state the generic structure and the language features	5'
	• <b>Associating</b>			• <b>Associating</b>	
2.4	The teacher gives the worksheet (multiple choices and true false) to the students individually	3'	2.4	The teacher gives the text and the worksheet (multiple choices and true false) to the students individually	3'
2.5	The teacher plays the video entitled "Taj Mahal" (the first time) soundless	3'	2.5	The students do the exercise individually	40'

2.6	The teacher asks the students to do exercise 1 (multiple choices)	17'			
2.7	The teacher plays the video entitled "Taj Mahal" (the second time) soundless	3'			
2.8	The teacher asks the students to do exercise 2 (true false statements)	17'			
2.9	The teacher plays the video entitled "Taj Mahal" (the third times) soundless	3'			
2.10	<ul style="list-style-type: none"> <li>• <b>Communicating</b></li> </ul> Discussing the answers of the exercise given.	12'	2.6	<ul style="list-style-type: none"> <li>• <b>Communicating</b></li> </ul> Discussing the answers of the exercise given.	15'
<b>3. Closure (5')</b>					
3.1	<i>Post-viewing</i> Drawing a conclusion about the material given by question and answer.	4'	3.1	Drawing a conclusion about the material given by question and answer.	4'
3.2	Parting the students.	1'	3.2	Parting the students.	1'

## VI. MEDIA AND SOURCES

Media:

Experimental Group	Control Group
1. Cartoon video of Taj Mahal	1. LCD-Projector
2. LCD-Projector	2. A laptop
3. A laptop	3. Power point
4. Power point	4. Worksheet
5. Worksheet	

Source:

[https://www.youtube.com/watch?v=v1GShoW1Ez4&list=PL6vCwGtCTVtP3CP2zCZ42dW09\\_Oigi6gg&index=7&t=23s](https://www.youtube.com/watch?v=v1GShoW1Ez4&list=PL6vCwGtCTVtP3CP2zCZ42dW09_Oigi6gg&index=7&t=23s) (Video of Taj Mahal)

## VII. ASSESSMENT

The scoring of the test items

The Indicators of Reading Comprehension	Correct	Wrong
Word Comprehension	5	0
Sentence Comprehension	5	0
Paragraph Comprehension	5	0
Text Comprehension	5	0

The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

Notes :

n : The score obtained by the student

N : The maximum score of the reading test

## MATERIALS

### A. Leading Questions (Picture)



1. Do you know one of the world's seven wonders that located in India? What is it?
2. Do you know the historical place which was built by Mughal Emperor to commemorate of his wife?
3. Can you guess what we are going to study today?

## DESCRIPTIVE TEXT

### a. Definition

A descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

### b. The generic structure

- Identification  
Identification is a general opening statement in the first paragraph which introduces the object to be described
- Description  
Describing thing in the terms of characteristics, qualities and its parts, like sizes, colors, quality, etc.

### c. The language features

- Focusing on the specific participants (Borobudur Temple, Taj Mahal, etc).
- Using simple present tense (the class situation makes me feel comfortable).
- Using adjectives (The Colosseum is an egg-shaped building).
- Using adverbs (clearly, carefully, and quickly).
- Using adverbial phrases (in front of the door, outside the apartment).

## SIMPLE PRESENT TENSE

Simple present tense is used in a sentence to indicate that something happens all the time/repeatedly, or that something is true in general.

Formula :

- (+) I/You/We/They + V1
- (+) He/She/It + Vs/es
- (-) I/You/We/They + do not + V1
- (-) He/She/It + does not + V1
- (?) Do + I/You/We/They + V1
- (?) Does + He/She/It + V1

The example:

1. (+) The sun rises in the east  
(-) The sun does not rise in the west  
(?) Does the sun rise in the east?
  
2. (+) I always wake up at 5 o'clock A.M  
(-) I do not always wake up at 3 o'clock A.M  
(?) Do I always wake up at 5 o'clock A.M?



## B. Main Activities

### Experimental Group (Cartoon video with subtitle-silent viewing)

Watch the video carefully to understand the content of the video! It was played three times.



## C. Control Group

Read the text below to understand the content of the text!

### TAJ MAHAL

Taj Mahal was built by Mughal Emperor Shah Jahan in the loving memory of his beautiful wife Mumtaz Mahal. Construction of Taj Mahal started in year 1631 and it took 22 years to build this historical monument.

The architecture of Taj Mahal is a combination of Persian architecture style, Islamic architecture style, and Indian architecture style. The construction cost of this Masterpiece Monument was around 320 million Indian Rupees. Around 20.000 people worked day and night for 22 years. Ustad Ahmad Lahauri was the architect of Taj Mahal. Around 1.000 elephants were employed for the transportation of the construction material. 30 different variety of semi precious and precious stone were used to make Taj Mahal more beautiful.

The Taj Mahal is perfectly symmetrical in every way, except for one thing. The two tombs inside are not equal in size. This is because the male tomb had to be larger than the female tomb. At the different time of the day Taj Mahal appears to be in a different colour every time. It appears pink in the morning, white in the day, and changes to golden in the moon light. Many types of marbles were used in construction of Taj Mahal and they were brought over from many different states and countries including Afghanistan, China, Arabia and Sri Lanka. In recent times different studies suggest that Taj Mahal is sinking in Yamuna River. Every year Taj Mahal attracts around 3-4 million tourists with a huge number of international tourists.

### TASK I (FOR THE EXPERIMENTAL GROUP AND THE CONTROL GROUP)

#### I. Answer the following questions by selecting a, b, c or d as the best answer.

1. What does the text tell about?
  - a. Eiffel Tower
  - b. Borobudur Temple

- c. Taj Mahal  
d. Angkor Wat
2. “It appears pink in the morning,.....”. The underlined word refers to?  
a. The color of Taj Mahal  
b. Taj Mahal  
c. The tomb  
d. The marbles
3. Which statement below is stated in the text?  
a. The architecture of Taj Mahal is a combination of Persian, Islamic, Arabian and Indian architecture style  
b. Indonesia is one of the countries which imports marbles that will be used for Taj Mahal  
c. Taj Mahal was built by Mughal Emperor to commemorate of his beautiful wife  
d. Construction of Taj Mahal started in year 1831 and it took 22 years to build this historical monument
4. What is the type of the text above?  
a. A report text  
b. A recount text  
c. A narrative text  
d. A descriptive text
5. The following statements are TRUE according to the text, *except*...  
a. Many types of marbles were used in construction of Taj Mahal were bought from many different states and countries  
b. In every year Taj Mahal attracts around 3-4 million tourists with a huge number of international tourists.  
c. Around 20.000 elephants were employed for the transportation of the construction material.  
d. The architecture of Taj Mahal is a combination of Persian architecture style, Islamic architecture style, and Indian architecture style.
6. “.....not equal in size.”. The synonym of the underlined word is?  
a. same  
b. distinct  
c. different  
d. difficult
7. What does the second paragraph tell you about?  
a. the location of Taj Mahal  
b. the display of Taj Mahal  
c. the types of Taj Mahal  
d. the building process of Taj Mahal
8. Which paragraph tells us about the number of Taj Mahal visitors?  
a. the first paragraph  
b. the second paragraph  
c. the third paragraph  
d. the first and third paragraph
9. What is the topic of the text?  
a. the history about Taj Mahal  
b. the location about Taj Mahal  
c. the description about Taj Mahal  
d. the construction of Taj Mahal
10. “.....around 3-4 million tourists.....” The closest meaning of the underlined word is?  
a. owner  
b. visitors  
c. security  
d. seller



**TASK II (FOR THE EXPERIMENTAL GROUP AND THE CONTROL GROUP)****II. Write (T) if the statement is true or (F) if the statement is false according to the text!**

11. The first paragraph tells about how to go to Taj Mahal (....)
12. "...his beautiful wife..." the synonym of the underline word is pretty (....)
13. The second paragraph tells about the construction cost of Taj Mahal (....)
14. Shah Jahan was the architect of Taj Mahal (....)
15. Taj Mahal is perfectly symmetrical in every way (....)
16. The female tomb had to be larger than the male tomb (....)
17. "...and they were bought..." The underline word refers to the stone (....)
18. The text above tells about how to go to Taj Mahal (....)
19. Taj Mahal is not a famous historical place (....)
20. From the text we know that Taj Mahal was built by Mughal Emperor to commemorate of his beautiful wife (....)

**Answer Keys**

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

**The distribution of exercise items**

<b>The Indicators of Reading Comprehension</b>	<b>Items</b>	<b>Number</b>
Word Comprehension	4	6, 10, 12, 17
Sentence Comprehension	4	2, 14, 15, 16
Paragraph Comprehension	4	7, 8, 11, 13
Text Comprehension	8	1, 3, 4, 5, 9, 18, 19, 20

Appendix E. Lesson Plan 2

**Lesson Plan**  
(The 2<sup>nd</sup> meeting)

**School** : SMA Muhammadiyah 3 Jember  
**Subject** : English  
**Grade/Semester** : X / 1  
**Language Skill** : Reading  
**Text Type** : Descriptive Text  
**Time Allocation** : 1 meeting (2 X 45 minutes)

**I. BASIC COMPETENCE AND INDICATORS**

BASIC COMPETENCE	INDICATORS
1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Showing gratefulness by praying before and after the lesson. 1.1.4 Showing seriousness and enthusiasm in the teaching and learning process.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.6 Being honest in doing the tasks. 2.1.7 Being disciplined in doing tasks. 2.1.8 Being confident in accomplishing the tasks. 2.1.9 Being responsible for accomplishing the tasks. 2.1.10 Being well-behaved in communicating with the teacher and friends.
4.9 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan <b>bangunan bersejarah terkenal</b> .	4.8.5 Finding the word meaning of the descriptive text in the form of multiple choices and true false. 4.8.6 Finding the sentence meaning of the descriptive text in the form of multiple choices and true false. 4.8.7 Finding the paragraph meaning of the descriptive text in the form of multiple choices and true false. 4.8.8 Finding the text meaning of the descriptive text in the form of multiple choices and true false.

**II. LEARNING OBJECTIVES**

1. The students are able to find the word meaning of the descriptive text in the form of multiple choices and true false statements.
2. The students are able to find the sentence meaning of the descriptive text in the form of multiple choices and true false statements.

3. The students are able to find the paragraph meaning of the descriptive text in the form of multiple choices and true false statements.
4. The students are able to find the text meaning of the descriptive text in the form of multiple choices and true false statements.

### III. LEARNING MATERIALS

Enclosed

### IV. LEARNING METHODS

Methods : - Individual work  
- Silent viewing activity for the experimental group

### V. TEACHING LEARNING ACTIVITIES

No	Experimental Group	Time	No	Control Group	Time
<b>1. Set Induction (10')</b>					
1.1	Greeting, praying and checking students' attendance.	3'	1.1	Greeting, praying and checking students' attendance.	3'
<i>Pre-viewing</i>					
1.2	Giving leading questions.	5'	1.2	Giving leading questions.	5'
1.3	Stating the objectives of the lesson.	2'	1.3	Stating the objectives of the lesson.	2'
<b>2. Main Activities (75')</b>					
<i>While-viewing</i>					
<b>• Observing</b>					
2.1	The students pay attention to the example of the descriptive text about the historical place	7'	2.1	The students pay attention to the example of the descriptive text about the historical place	7'
<b>• Questioning</b>					
2.2	The students ask questions about the difficulty faced by them about the descriptive text, its generic structures, and its language features	5'	2.2	The students ask questions about the difficulty faced by them about the descriptive text, its generic structures, and its language features	5'
<b>• Exploring</b>					
2.3	The students are guided by the teacher to state the generic structure and the language features	5'	2.3	The students are guided by the teacher to state the generic structure and the language features	5'
<b>• Associating</b>					
2.4	The teacher gives the worksheet (multiple choices and true false) to the students individually	3'	2.4	The teacher gives the text and the worksheet (multiple choices and true false) to the students individually	3'
2.5	The teacher plays the video entitled "Statue of Liberty" (the first times) soundless	3'	2.5	The students do the exercise individually	40'

2.6	The teacher asks the students to do exercise 1 (multiple choices)	17'		
2.7	The teacher plays the video entitled "Statue of Liberty" (the second times) soundless	3'		
2.8	The teacher asks the students to do exercise 2 (true false)	17'		
2.9	The teacher plays the video entitled "Statue of Liberty" (the third times) soundless	3'		
2.10	<ul style="list-style-type: none"> <li>• <b>Communicating</b></li> </ul> Discuss the answers of the exercise given with the class.	12'	2.6	<ul style="list-style-type: none"> <li>• <b>Communicating</b></li> </ul> Discuss the answers of the exercise given with the class.
<b>3. Closure (5')</b>				
<i>Post-viewing</i>				
3.1	Drawing conclusion about the material given by question and answer.	4'	3.1	Drawing conclusion about the material given by question and answer.
3.2	Parting the students.	1'	3.2	Parting the students.

## VI. MEDIA AND SOURCES

Media:

Experimental Group	Control Group
1. Cartoon video of Statue of Liberty	a. LCD-Projector
2. LCD-Projector	b. A laptop
3. A laptop	c. Power point
4. Power point	d. Worksheet
5. Worksheet	

Source:

[https://www.youtube.com/watch?v=ghKYLvFJIcM&list=PL6vCwGtCTVtP3CP2zCZ42dW09\\_Oigi6gg&index=11&t=36s](https://www.youtube.com/watch?v=ghKYLvFJIcM&list=PL6vCwGtCTVtP3CP2zCZ42dW09_Oigi6gg&index=11&t=36s) (Video of Statue of Liberty)

## VII. ASSESSMENT

The scoring of the test items

The Indicators of Reading Comprehension	Correct	Wrong
Word Comprehension	5	0
Sentence Comprehension	5	0
Paragraph Comprehension	5	0
Text Comprehension	5	0

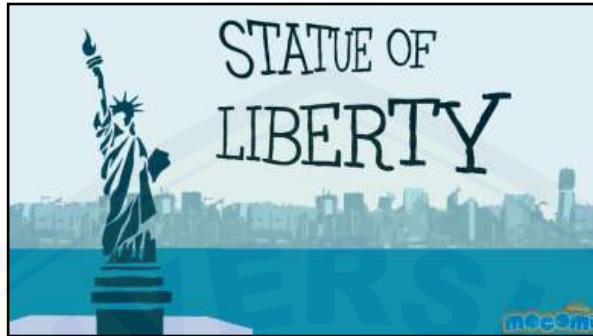
The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

Notes :

n : The score obtained by the student

N : The maximum score of the reading test

**MATERIALS****A. Leading Questions  
(Picture)**

1. Do you know the most popular statue in America? What is it?
2. What is the meaning of “kemerdekaan” in English?
3. Can you guess what we are going to study today?

**Reviewing the previous materials by giving some questions.**

List of the question:

1. What have we learned in the previous meeting?
2. Do you still remember the generic structures of the descriptive text? What are they?
3. Do you still remember the language features of the descriptive text? What are they?
4. Do you still remember the topic of the descriptive text? What are they?

## B. Main Activities

### Experimental Group (Cartoon video with subtitle-silent viewing)

Watch the video carefully to understand the content of the video! It was played three times.



## C. Control Group

Read the text below to understand the content of the text!

### STATUE OF LIBERTY

The Statue of Liberty is located on Liberty Island in the New York Harbor, USA. The Statue of Liberty was built by French sculptor, August Bartholdi. The Statue of Liberty commemorates the American Declaration of Independence and was a gift from the people of France.

This grand statue is around 46 meters in height and weighs about 204.100 kilograms. Thousands of workers worked on the statue ten hours a day and seven days a week for nine years. The statue was finally finished in 1884 in form of 350 individual pieces. These pieces were then packed in 214 crates and sent to New York from France, where they were reassembled again to form the complete statue. The Statue of Liberty was officially accepted by the President of the United States on October 28<sup>th</sup>, 1886.

Visitors have to climb 354 stairs to reach the Statue of Liberty. There are 25 windows in Lady Liberty's crown to allow the visitors to have a panoramic view of the vicinity. The seven spikes on the Statue of Liberty's crown represent either the seven oceans or the seven continents. The statue is said to represent Libertas, the Roman Goddess of Liberty. She holds a torch and tabula ansata (tablet) on which 4<sup>th</sup> July, 1776, the date and year of the American Declaration of Independence, is inscribed. The official name of the Statue of Liberty is "Liberty Enlightening the World".

**TASK I (FOR THE EXPERIMENTAL GROUP AND THE CONTROL GROUP)****I. Answer the following questions by selecting a, b, c or d as the best answer.**

1. What does the text tell about?
  - a. Colosseum
  - b. Statue of Liberty
  - c. Prambanan Temple
  - d. Opera House
2. What does the first paragraph tell you about?
  - a. The location of Statue of Liberty
  - b. The display of Statue of Liberty
  - c. The scheme of work of Statue of Liberty
  - d. The visitor of Statue of Liberty
3. Which paragraph tells us about the statue which was officially accepted by the President?
  - a. the first paragraph
  - b. the second paragraph
  - c. the third paragraph
  - d. the first and second paragraph
4. "...where they were reassembled ..." The underlined word refers to?
  - a. the people of USA
  - b. the pieces of the statue
  - c. the visitors
  - d. the workers
5. What is the purpose of the text?
  - a. to tell about the writer's experience visiting Statue of Liberty
  - b. to inform how to go to Statue of Liberty
  - c. to describe Statue of Liberty
  - d. to tell about the display of Statue of Liberty
6. Which statement below is stated in the text?
  - a. The Statue of Liberty was built by American sculptor.
  - b. The Statue of Liberty was officially accepted by the President on October 28<sup>th</sup>, 1886.
  - c. The Statue of Liberty was a gift from the people of France.
  - d. Visitors have to climb 345 stairs to reach the Statue of Liberty.
7. "...panoramic view of the vicinity." The synonym of the underlined word is?
  - a. control
  - b. model
  - c. scan
  - d. scenery
8. Why must the workers reassemble to complete the statue?
  - a. because the statue are divided into 350 individual pieces.
  - b. because the statue was broken in a pieces
  - c. because the workers want to replace some parts
  - d. because the workers have knocked down the statue
9. "The Statue of Liberty commemorates the American..." The synonym of the underlined word is?
  - a. memorialize
  - b. missing
  - c. forget
  - d. lose
10. The following statements are TRUE according to the text, *except* ....
  - a. August Bartholdi is a sculptor who built the Statue of Liberty
  - b. The official name of the Statue of Liberty is Goddess of Liberty
  - c. In Lady Liberty's crown there are 25 windows
  - d. The statue represent the Roman Goddess of Liberty



**TASK II (FOR THE EXPERIMENTAL GROUP AND THE CONTROL GROUP)****II. Write (T) if the statement is true or (F) if the statement is false according to the text!**

11. The first paragraph tells about the panoramic view in the Liberty's crown (....)
12. The statue of liberty was built by Italian sculptor (....)
13. From the text above we know that the Statue of Liberty commemorates was given by the Duchess of Cambridge (....)
14. "She hold a torch..." The antonym of the underline word is release (....)
15. The second paragraph tells about the official name of the Liberty (....)
16. The building process of statue liberty took nine years (....)
17. The Statue of Liberty was officially accepted by the President of the United States on October 28<sup>th</sup>, 1868 (....)
18. "...Liberty's crown to allow the visitors..." The synonym of the underlined word is admit (....)
19. The text tells about someone experience visiting Statue of Liberty (....)
20. The official name of the Statue of Liberty is "Liberty Enlightening the World" (....)

**Answer Keys**

11. B	11. F
12. A	12. F
13. B	13. F
14. B	14. T
15. C	15. F
16. C/B	16. T
17. D	17. F
18. A	18. T
19. A	19. F
20. B	20. T

**The distribution of exercise items**

<b>The Indicators of Reading Comprehension</b>	<b>Items</b>	<b>Number</b>
Word Comprehension	5	4, 7, 9, 14, 18
Sentence Comprehension	7	6, 8, 10, 12, 16, 17, 20
Paragraph Comprehension	4	2, 3, 11, 15
Text Comprehension	4	1, 5, 13, 19

**Appendix F. The Tabulation of Homogeneity Test**

No.	X IPA 1	X IPA 2	X IPA 3	X IPA 4
1	80	86	83	80
2	82	75	80	80
3	82	85	80	83
4	83	86	75	83
5	82	84	75	80
6	84	84	90	82
7	84	90	75	83
8	82	80	75	82
9	80	86	80	80
10	82	80	80	85
11	84	85	75	82
12	84	80	75	82
13	84	86	75	80
14	84	86	75	81
15	82	75	75	81
16	82	82	80	80
17	85	80	80	81
18	84	80	75	82
19	84	82	80	80
20	80	80	75	80
21	84	80	75	78
22	84	80	75	82
23	80	85	75	80
24	82	84	75	80
25	84	85	82	80
26	84	84	80	80
27	82	84	80	80
28	82	85	75	80
29		75		80
30		80		78
31		84		

## Appendix G. Try Out Test

### TRY OUT TEST

*Read the following text and choose the best answer by crossing a, b, c, or d on the worksheet!*

**Text 1 (for question number 1-19)**

#### Colosseum

The Colosseum is a huge open auditorium or amphitheatre in the centre of Roma, Italy. It was built by Emperor Vespasian for his successor, Titus. The word amphitheatre is derived from Greek word ‘ampi’ (open from both sides) and ‘theatron’ (public place of viewing). The name Colosseum is said to be derived from the giant statue of Nero called ‘the colossus of Nero’ which earlier stood before the stadium.

The Colosseum is an egg-shaped building that is about 620 feet long, 512 feet wide and 158 feet tall. It covers a vast expanse of 6 acres. More than 1.1 million tons of concrete, stone and bricks were used to erect this massive structure. It has about 80 entrances and large enough to accommodate 50.000 spectators. In 847 AD (Anno Domini), the southern wall of the Colosseum collapsed because of an earthquake.

The Romans used the Colosseum for gladiator duels and public spectacles such as animal hunts, re-enactments of famous battles, mock sea battles, executions and dramas. The west exit was called the Gate of Death. This was where dead gladiators were carried out of the arena. Historical data suggests that the games played in the Colosseum for hundreds of years have claimed the lives of about 500.000 people and more than a million wild animals. The gladiatorial fights stopped in 435 CE (Common Existence) and the animal hunts by the beginning of 23 CE (Common Existence). Several popular singers like Elton John, Billy Joel, Paul McCartney, and Ray Charles have performed at the Colosseum

*Answer the following questions by selecting a, b, c or d as the best answer.*

1. “The Colosseum is a huge open auditorium ....” The antonym of the underlined word is?
  - a. big
  - b. large
  - c. small
  - d. great
2. What is the purpose of the text?
  - a. To inform how to go to Colosseum
  - b. To describe the Colosseum
  - c. To tell about the writer’s experience visiting Colosseum
  - d. To tell about the display of Colosseum
3. Which statement below is stated in the text?
  - a. The south exit was called the Gate of Death
  - b. Paul McCartney has performed at the Colosseum
  - c. Several popular actor have fans meeting at the Colosseum
  - d. The Colosseum is a circle-shaped building
4. Where does the word “amphitheatre” come from?
  - a. Greek
  - b. Spanish
  - c. Italian
  - d. American
5. The following statements are TRUE according to the text, *except* ....
  - a. The southern wall of the Colosseum collapsed because of Tsunami
  - b. The gladiatorial fights stopped in 435 CE (Common Existence)
  - c. The Romans used the Colosseum for gladiator duels
  - d. The Colosseum was built by Emperor Vespasian

6. What does the third paragraph tell you about?
  - a. The location of Colosseum
  - b. The used of Colosseum
  - c. The process of Colosseum built
  - d. The visitor of Colosseum
7. Which paragraph tells us about the used of the Colosseum?
  - a. The first paragraph
  - b. The second paragraph
  - c. The third paragraph
  - d. The first and second paragraph
8. "It has about 80 entrances...." The underlined word refers to?
  - a. Rome
  - b. Colosseum
  - c. Stone and bricks
  - d. Romans
9. "Several popular singers like...." The antonym of the underlined word is?
  - a. famous
  - b. possible
  - c. anonymous
  - d. impossible
10. From the text above, what happened in 847 AD in the Colosseum?
  - a. The southern wall of the Colosseum collapsed because of an earthquake
  - b. Paul McCartney and Ray Charles have performed at the Colosseum
  - c. The gladiatorial fights and the animal hunts stopped
  - d. The Romans used the Colosseum for gladiator duels and executions
11. Why is the west exit called as the Gate of Death?
  - a. because anyone who passes through this gate will get a deadly disease
  - b. because anyone who passes through this gate will get tortured
  - c. because this gate was where dead gladiators were carried out of the arena
  - d. because this gate was where injury gladiator were carried out of the arena
12. What is the type of the text above?
  - a. a report text
  - b. a recount text
  - c. a narrative text
  - d. a descriptive text

**I. Write (T) if the statement is true or (F) if the statement is false according to the text!**

13. The southern wall of the Colosseum collapsed in 345 CE (....)
14. "Several popular...." The synonym of the underline word is some (....)
15. The Romans used the Colosseum for executions and dramas (....)
16. The text above tells about someone's experience visiting colosseum (....)
17. "...and large enough..." the antonym of the underline word is small (....)
18. The gladiatorial fights stopped in 435 CE (....)
19. From the text we know that Colloseum can accommodate 500.000 people (....)

**Text 2 (for question number 20-38)**

**Leaning Tower of Pisa**

The leaning Tower of Pisa is amongst the most famous architectural landmarks of Italy. It is known as "La Torre Pendente" in Italian. It is said that this tower was originally designed by an Italian architect Bonnano Pisano.

It weights around 14.500 tons and leans at a 10 degree angle. It stands on a clay foundation. Complete construction of the tower took over 800 years of time. The Leaning Tower of Pisa is only 55.86 meters tall. Smallest tower to have achieved worldwide recognition. It stood straight only for five years upon completion of its initial construction

and then started leaning towards one side. Once the tower began to lean the construction was halted for 100 years. Engineers hoped that the clay beneath the tower would settle and become hard enough to permit further construction.

The tower has 8 storeys and 294 steps. It was estimated that the lean increases by an inch every 20 years. Over the years several renowned architects put their heads together to come up with a solution to stop the tower from leaning further. They finally concurred to remove ground from under the high side, instead of trying to add ground under the low side. The restoration and repair work began in 1999 and finished in June 2001. Straightening the tower by about 16 inches, and returning it to the position it held in 1838. Today, the engineers believe that it is safe for at least another 300 years. The tower contains 7 bells, representing the seven notes of the musical scales.

**II. Answer the following questions by selecting a, b, c or d as the best answer.**

20. What is the purpose of the text?
  - a. to inform how to built the leaning Tower of Pisa
  - b. to describe the leaning Tower of Pisa
  - c. to tell about the restoration of leaning Tower of Pisa
  - d. to tell about the writer's experience visiting leaning Tower of Pisa
21. "...most famous architectural landmarks..." The synonym of the underlined word is?
 

a. popular	b. possible
c. anonymous	d. impossible
22. The leaning Tower of Pisa is also known as.....
 

a. La Tour Eiffel	b. Liberty Enlightening the World
c. La Tour Pendente	d. La Torre Pendente
23. What does the first paragraph tell you about?
  - a. Who designed the leaning Tower of Pisa
  - b. The use of the leaning Tower of Pisa
  - c. The scheme of work of the leaning Tower of Pisa
  - d. The visitor of the leaning Tower of Pisa
24. "...believe that it is safe for at least ...." The underlined word refers to?
 

b. the engineers	b. The leaning Tower of Pisa
c. Clay foundation	d. the position
25. From the text above, what happened in June 2001?
  - a. The restoration and repair work was began
  - b. The tower was began the construction
  - c. The restoration and repair work was finished
  - d. The tower was complete the construction
26. Which statement below is stated in the text?
  - a. The leaning Tower of Pisa is only 5.586 meters tall
  - b. The leaning Tower of Pisa stands on a clay foundation
  - c. The worker complete the construction took over 100 years
  - d. This tower was originally designed by an Italian architect Banana Pisano
27. Which paragraph tells us about the height of the leaning Tower of Pisa?
  - a. The first paragraph
  - b. The second paragraph
  - c. The third paragraph
  - d. The second and third paragraph
28. From the text above, how many years the leaning Tower of Pisa is expected that the lean increases by an inch?

- a. 28 years  
c. 20 years
- b. 25 years  
d. 23 years
29. The following statements are TRUE according to the text, *except* ....
- a. The leaning Tower of Pisa began to lean the construction was halted for 100 years
- b. The leaning Tower of Pisa is amongst the most famous architectural landmarks of Italy
- c. The tower stood straight only for ten years upon completion the first construction
- d. The tower contains 7 bells, representing the seven notes of the musical scales
30. "They finally concurred...." The underlined word refers to?
- a. The workers  
c. The engineers
- b. The architects  
d. The visitors
31. From the text above, how long it took to build the leaning Tower of Pisa?
- a. 200 years  
c. 100 years
- b. 800 years  
d. 300 years

**III. Write (T) if the statement is true or (F) if the statement is false according to the text!**

32. The tower stood straight only for five years upon completion of the first construction (....)
33. Several renowned architects meet to find a solution to stop the tower from leaning further (....)
34. "Complete construction..." the synonym of the underline word is finish (....)
35. The third paragraph tells about the restoration and repair (....)
36. The type of the text above is a recount text (....)
37. The engineers believe that it is safe for at least another 20 years (....)
38. The text above tells about how to go to the Leaning Tower of Pisa (....)

**Answer Keys**

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

**1. The distribution of exercise items**

The Indicators of Reading Comprehension	Items	Number
Word Comprehension	8	1, 4, 8, 14, 17,21, 22, 34
Sentence Comprehension	11	3, 5, 9, 15, 18, 24, 29, 30, 32,33, 37
Paragraph Comprehension	5	6, 7, 10, 23, 35
Text Comprehension	14	2, 11, 12, 13,16, 19, 20, 25, 26, 27, 28, 31, 36, 38

**2. The Formula to Calculate the Students' Scores**

I	=	12	x	3	=	36
II	=	7	x	2	=	14
III	=	12	x	3	=	36
IV	=	7	x	2	=	14
Score					=	100



**Appendix H. The Difficulty Index of Try Out Test**

<b>Item Numbers</b>	<b>N</b>	<b>R</b>	<b>FV</b>	<b>Criteria</b>
1	28	14	0.5	Sufficient
2	28	14	0.5	Sufficient
3	28	14	0.5	Sufficient
4	28	13	0.46429	Sufficient
5	28	14	0.5	Sufficient
6	28	22	0.78571	Easy (deleted)
7	28	14	0.5	Sufficient
8	28	14	0.5	Sufficient
9	28	14	0.5	Sufficient
10	28	13	0.46429	Sufficient
11	28	14	0.5	Sufficient
12	28	21	0.75	Easy (deleted)
13	28	14	0.5	Sufficient
14	28	14	0.5	Sufficient
15	28	22	0.78571	Easy (deleted)
16	28	13	0.46429	Sufficient
17	28	14	0.5	Sufficient
18	28	22	0.78571	Easy (deleted)
19	28	14	0.5	Sufficient
20	28	13	0.46429	Sufficient
21	28	13	0.46429	Sufficient
22	28	13	0.46429	Sufficient
23	28	24	0.85714	Easy (deleted)
24	28	14	0.5	Sufficient
25	28	14	0.5	Sufficient
26	28	13	0.46429	Sufficient
27	28	7	0.25	Difficult (deleted)
28	28	13	0.46429	Sufficient
29	28	14	0.5	Sufficient
30	28	13	0.46429	Sufficient
31	28	14	0.5	Sufficient
32	28	7	0.25	Difficult (deleted)
33	28	14	0.5	Sufficient
34	28	13	0.46429	Sufficient
35	28	7	0.25	Difficult (deleted)
36	28	13	0.46429	Sufficient
37	28	14	0.5	Sufficient
38	28	14	0.5	Sufficient

**Appendix I. The Result of Try Out Test of the Odd Numbers (X)**

No	TRY OUT RESULT OF ODD NUMBERS (X)																		Total	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35		37
1	1	0	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	10
2	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	1	0	1	9
3	1	0	1	1	0	1	0	1	0	0	1	1	1	0	0	0	0	1	1	10
4	0	0	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	0	0	9
5	0	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	10
6	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	10
7	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	0	0	0	10
8	0	1	0	0	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	10
9	1	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	1	9
10	1	1	1	0	0	0	1	1	0	0	0	1	0	1	0	0	1	1	1	10
11	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	1	9
12	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	10
13	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	9
14	1	0	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	10
15	1	0	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	9
16	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	10
17	0	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	10
18	1	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	9
19	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	1	9
20	1	0	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	10
21	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	0	0	1	10
22	0	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	10
23	0	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	0	0	0	10
24	1	1	1	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	9
25	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	9
26	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	10
27	1	0	0	1	0	1	1	1	1	0	0	1	1	0	1	0	0	0	0	9
28	0	0	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	10
<b>Total</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>22</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>24</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>269</b>

**Appendix J. The Result of Try Out Test of the Even Numbers (Y)**

No.	TRY OUT RESULT OF EVEN NUMBERS (Y)																		Total	
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36		38
1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	10
2	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	1	0	9
3	0	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	0	1	10
4	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	1	0	0	9
5	1	1	1	1	0	1	1	0	1	0	0	1	0	0	1	0	0	0	1	10
6	1	0	1	0	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	9
7	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	10
8	0	1	1	1	1	1	1	0	1	0	0	1	0	0	0	1	0	1	0	10
9	0	1	0	1	0	0	0	0	0	1	0	1	1	1	1	0	1	1	0	9
10	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	10
11	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	9
12	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	10
13	0	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	0	0	0	9
14	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	10
15	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	10
16	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	0	1	10
17	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	1	1	10
18	0	0	1	0	1	0	0	0	0	1	0	1	1	0	1	0	1	1	1	9
19	0	1	1	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	1	9
20	1	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	9
21	0	0	1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	0	10
22	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0	0	0	0	10
23	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	1	11
24	0	1	1	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	9
25	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	9
26	1	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0	1	0	11
27	1	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	1	0	1	10
28	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	11
<b>Total</b>	<b>14</b>	<b>13</b>	<b>22</b>	<b>14</b>	<b>13</b>	<b>21</b>	<b>14</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>7</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>272</b>

**Appendix K. The Division of Odd (X) and Even (Y) Numbers of Try Out Test**

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY	X+Y
1	10	10	100	100	100	20
2	9	9	81	81	81	18
3	10	10	100	100	100	20
4	9	9	81	81	81	18
5	10	10	100	100	100	20
6	10	9	100	81	90	19
7	10	10	100	100	100	20
8	10	10	100	100	100	20
9	9	9	81	81	81	18
10	10	10	100	100	100	20
11	9	9	81	81	81	18
12	10	10	100	100	100	20
13	9	9	81	81	81	18
14	10	10	100	100	100	20
15	9	10	81	100	90	19
16	10	10	100	100	100	20
17	10	10	100	100	100	20
18	9	9	81	81	81	18
19	9	9	81	81	81	18
20	10	9	100	81	90	19
21	10	10	100	100	100	20
22	10	10	100	100	100	20
23	10	11	100	121	110	21
24	9	9	81	81	81	18
25	9	9	81	81	81	18
26	10	11	100	121	110	21
27	9	10	81	100	90	19
28	10	11	100	121	110	21
<b>TOTAL</b>	<b>269</b>	<b>272</b>	<b>2591</b>	<b>2654</b>	<b>2619</b>	<b>541</b>

**Appendix L. Post-test**

**POST TEST**

*Read the following text and choose the best answer by crossing a, b, c, or d on the worksheet!*

**Text 1 (for question number 1-15)**

**Colosseum**

The Colosseum is a huge open auditorium or amphitheatre in the centre of Roma, Italy. It was built by Emperor Vespasian for his successor, Titus. The word amphitheatre is derived from Greek word ‘ampi’ (open from both sides) and ‘theatron’ (public place of viewing). The name Colosseum is said to be derived from the giant statue of Nero called ‘the colossus of Nero’ which earlier stood before the stadium.

The Colosseum is an egg-shaped building that is about 620 feet long, 512 feet wide and 158 feet tall. It covers a vast expanse of 6 acres. More than 1.1 million tons of concrete, stone and bricks were used to erect this massive structure. It has about 80 entrances and large enough to accommodate 50.000 spectators. In 847 AD (Anno Domini), the southern wall of the Colosseum collapsed because of an earthquake.

The Romans used the Colosseum for gladiator duels and public spectacles such as animal hunts, re-enactments of famous battles, mock sea battles, executions and dramas. The west exit was called the Gate of Death. This was where dead gladiators were carried out of the arena. Historical data suggests that the games played in the Colosseum for hundreds of years have claimed the lives of about 500.000 people and more than a million wild animals. The gladiatorial fights stopped in 435 CE (Common Existence) and the animal hunts by the beginning of 23 CE (Common Existence). Several popular singers like Elton John, Billy Joel, Paul McCartney, and Ray Charles have performed at the Colosseum

**I. Answer the following questions by selecting a, b, c or d as the best answer.**

1. “The Colosseum is a huge open auditorium ....” The antonym of the underlined word is?
 

a. big	b. large
c. small	d. great
2. What is the purpose of the text?
  - a. To inform how to go to Colosseum
  - b. To describe the Colosseum
  - c. To tell about the writer’s experience visiting Colosseum
  - d. To tell about the display of Colosseum
3. Which statement below is stated in the text?
  - a. The south exit was called the Gate of Death
  - b. Paul McCartney has performed at the Colosseum
  - c. Several popular actor have fans meeting at the Colosseum
  - d. The Colosseum is a circle-shaped building
4. Where does the word “amphitheatre” come from?
 

a. Greek	b. Spanish
c. Italian	d. American
5. The following statements are TRUE according to the text, *except* ....
  - a. The southern wall of the Colosseum collapsed because of Tsunami
  - b. The gladiatorial fights stopped in 435 CE (Common Existence)
  - c. The Romans used the Colosseum for gladiator duels
  - d. The Colosseum was built by Emperor Vespasian

6. Which paragraph tells us about the used of the Colosseum?
  - a. The first paragraph
  - b. The second paragraph
  - c. The third paragraph
  - d. The first and second paragraphs
7. “It has about 80 entrances....” The underlined word refers to?
  - a. Rome
  - b. Colosseum
  - c. Stone and bricks
  - d. Romans
8. “Several popular singers like....” The antonym of the underlined word is?
  - a. famous
  - b. possible
  - c. anonymous
  - d. impossible
9. From the text above, what happened in 847 AD in the Colosseum?
  - a. The southern wall of the Colosseum collapsed because of an earthquake
  - b. Paul McCartney and Ray Charles have performed at the Colosseum
  - c. The gladiatorial fights and the animal hunts stopped
  - d. The Romans used the Colosseum for gladiator duels and executions
10. Why is the west exit called as the Gate of Death?
  - a. because anyone who passes through this gate will get a deadly disease
  - b. because anyone who passes through this gate will get tortured
  - c. because this gate was where dead gladiators were carried out of the arena
  - d. because this gate was where injury gladiator were carried out of the arena

**II. Write (T) if the statement is true or (F) if the statement is false according to the text!**

11. The southern wall of the Colosseum collapsed in 345 CE (....)
12. “Several popular....” The synonym of the underline word is some (....)
13. The text above tells about someone’s experience visiting colosseum (....)
14. “...and large enough...” the antonym of the underline word is small (....)
15. From the text we know that Colloseum can accommodate 500.000 people (....)

**Text 2 (for question number 16-30)**

**Leaning Tower of Pisa**

The leaning Tower of Pisa is amongst the most famous architectural landmarks of Italy. It is known as “La Torre Pendente” in Italian. It is said that this tower was originally designed by an Italian architect Bonnano Pisano.

It weights around 14.500 tons and leans at a 10 degree angle. It stands on a clay foundation. Complete construction of the tower took over 800 years of time. The Leaning Tower of Pisa is only 55.86 meters tall. Smallest tower to have achieved worldwide recognition. It stood straight only for five years upon completion of its initial construction and then started leaning towards one side. Once the tower began to lean the construction was halted for 100 years. Engineers hoped that the clay beneath the tower would settle and become hard enough to permit further construction.

The tower has 8 storeys and 294 steps. It was estimated that the lean increases by an inch every 20 years. Over the years several renowned architects put their heads together to come up with a solution to stop the tower from leaning further. They finally concurred to remove ground from under the high side, instead of trying to add ground under the low side. The restoration and repair work began in 1999 and finished in June 2001. Straightening the tower by about 16 inches, and returning it to the position it held

in 1838. Today, the engineers believe that it is safe for at least another 300 years. The tower contains 7 bells, representing the seven notes of the musical scales.

**III. Answer the following questions by selecting a, b, c or d as the best answer.**

16. What is the purpose of the text?
  - a. to inform how to built the leaning Tower of Pisa
  - b. to describe the leaning Tower of Pisa
  - c. to tell about the restoration of leaning Tower of Pisa
  - d. to tell about the writer's experience visiting leaning Tower of Pisa
17. "...most famous architectural landmarks..." The synonym of the underlined word is?
  - a. popular
  - b. possible
  - c. anonymous
  - d. impossible
18. The leaning Tower of Pisa is also known as.....
  - a. La Tour Eiffel
  - b. Liberty Enlightening the World
  - c. La Tour Pendente
  - d. La Torre Pendente
19. "...believe that it is safe for at least ...." The underlined word refers to?
  - a. the engineers
  - b. The leaning Tower of Pisa
  - c. Clay foundation
  - d. the position
20. From the text above, what happened in June 2001?
  - a. The restoration and repair work was began
  - b. The tower was began the construction
  - c. The restoration and repair work was finished
  - d. The tower was complete the construction
21. Which statement below is stated in the text?
  - a. The leaning Tower of Pisa is only 5.586 meters tall
  - b. The leaning Tower of Pisa stands on a clay foundation
  - c. The worker complete the construction took over 100 years
  - d. This tower was originally designed by an Italian architect Banana Pisano
22. From the text above how many years the leaning Tower of Pisa is expected that the lean increases by an inch?
  - a. 28 years
  - b. 25 years
  - c. 20 years
  - d. 23 years
23. The following statements are TRUE according to the text, *except* ....
  - a. The leaning Tower of Pisa began to lean the construction was halted for 100 years
  - b. The leaning Tower of Pisa is amongst the most famous architectural landmarks of Italy
  - c. The tower stood straight only for ten years upon completion the first construction
  - d. The tower contains 7 bells, representing the seven notes of the musical scales
24. "They finally concurred..." The underlined word refers to?
  - a. The workers
  - b. The architects
  - c. The engineers
  - d. The visitors
25. From the text above how long it took to build the leaning Tower of Pisa?
  - a. 200 years
  - b. 800 years
  - c. 100 years
  - d. 300 years

**IV. Write (T) if the statement is true or (F) if the statement is false according to the text!**

26. Several renowned architects meet to find a solution to stop

- the tower from leaning further (....)
27. "Complete construction..." the synonym of the underline word is finish (....)
28. The type of the text above is a recount text (....)
29. The engineers believe that it is safe for at least another 20 years (....)
30. The text above tells about how to go to the Leaning Tower of Pisa (....)





**Answer Keys**

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

**i. The distribution of exercise items**

The Indicators of Reading Comprehension	Items	Number
Word Comprehension	8	1, 4, 8, 12, 14, 17, 18, 27
Sentence Comprehension	8	3, 5, 7, 19, 23, 24, 26, 29
Paragraph Comprehension	3	6, 9, 11
Text Comprehension	11	2, 10, 13, 15, 16, 20, 21, 22, 25, 28, 30

**ii. The Formula to Calculate the Students' Scores**

I	=	10	x	4	=	40
II	=	5	x	2	=	10
III	=	10	x	4	=	40
IV	=	5	x	2	=	10
Score					=	100

**Appendix M. The Result of Reading Post-Test of the Experimental and Control Groups**

NO	X IPA 1 Control Group		X IPA 2 Experimental group	
	Initial	Post-test Score	Initial	Post-test Score
1	ARHH	90	ARP	78
2	ANA	86	ASM	84
3	ARIF	88	A	88
4	DF	84	AR	78
5	DOV	90	CDD	80
6	DHS	76	DSTW	84
7	FAH	76	DFK	88
8	FRN	74	DAP	78
9	FRS	74	DNR	84
10	HS	76	F	70
11	HB	74	FAN	82
12	HTD	84	FIES	90
13	IRS	80	IAFB	-
14	MSM	74	KPP	88
15	MNHH	76	LM	90
16	NDSALR	74	MSRF	78
17	NGPRV	80	MAR	74
18	NS	78	MPP	88
19	PFG	76	MSM	82
20	RAU	80	MBK	82
21	RDI	74	MTA	74
22	RHS	84	MVF	88
23	SZRD	74	NAK	74
24	SMSSA	74	NTK	80
25	SZS	70	NH	84
26	SANE	70	NHS	86
27	SAA	84	RH	78
28	SAR	70	SAPF	80
29			VM	78
30			VF	78
31			PSAW	90

**Appendix N. The Tabulation of the Scores of the Reading Comprehension Post-test of the Experimental Group and Control Groups**

NO	Control Group	Experimental group
1	90	78
2	86	84
3	88	88
4	84	78
5	90	80
6	76	84
7	76	88
8	74	78
9	74	84
10	76	70
11	74	82
12	84	90
13	80	-
14	74	88
15	76	90
16	74	78
17	80	74
18	78	88
19	76	82
20	80	82
21	74	74
22	84	88
23	74	74
24	74	80
25	70	84
26	70	86
27	84	78
28	70	80
29		78
30		78
31		90