THE EFFECT OF USING CREATIVE PROBLEM SOLVING (CPS) STRATEGY AND STUDENTS' LEARNING PARTICIPATION ON THEIR READING COMPREHENSION OF NARRATIVE TEXT AT STATE SENIOR HIGH SCHOOL 3 MANDAU BENGKALIS REGENCY

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfilment of the requirements for the degree
of *Magister* in English Education

UIN SUSKA RIAU

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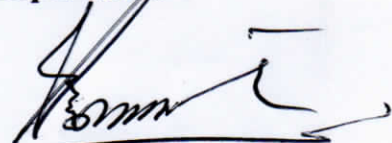SULTAN SYARIF KASIM RIAU
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APPROVAL SHEET

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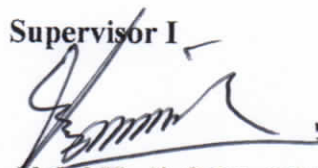Assalamu'alaikum Warahmatullahi Wabarakatuh.

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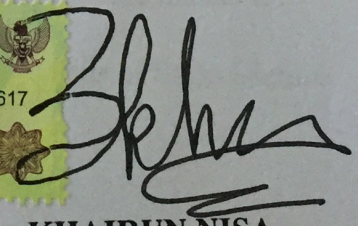Field of Study   : English Education

State that the thesis I wrote which entitled: "The Effect of Using Creative Problem Solving (CPS) Strategy and Students' Learning Participation on Their Reading Comprehension of Narrative Texts at State Senior High School 3 Mandau Bengkalis Regency" as one of requirements to get Magister Degree of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau, is truly my original work. There are some parts in the thesis quoted from other works. I have written the sources clearly stated based on the norm, procedure, and ethic of scientific writing.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial of the requirement for the degree of *Magister* in English Education at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled "The Effect of Using Creative Problem Solving (CPS) Strategy and Students' Learning Participation on Their Reading Comprehension of Narrative Texts at State Senior High School 3 Mandau Bengkalis Regency".

The researcher realizes that there are still many weaknesses of this thesis. Therefore, suggestions and constructions are needed very much to improve this thesis. The writer would also like to express her gratitude and sincere thanks to:

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Finally, the researcher really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Aamiin.

Pekanbaru, November 12th, 2019
The Researcher

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ABSTRACT

Khairun Nisa (2019): **The Effect of Using Creative Problem Solving (CPS) Strategy and Students' Learning Participation on Their Reading Comprehension of Narrative Texts at State Senior High School 3 Mandau Bengkalis Regency.**

This study is aimed to find out significant effect between CPS strategy and students' learning participation on their reading comprehension of narrative texts at state senior high school 3 Mandau Bengkalis Regency. This research was quasi experimental with two groups pretest and post-test design. The population was the entire tenth grade students' in academic year 2019/2020. The number of entire population was 204 students. The researcher used cluster random sampling technique to determine the example. The first class (X. MIPA 4) was as experimental class and the second class (X. MIPA 6) was as control class. The total sample was 68 students. CPS was used in teaching the experimental group, whereas the control group was taught using conventional method. In analyzing the data, the researcher used a quantitative approach. The analysis of the data showed that there was significant effect of CPS strategy on Students Learning Participation. The mean score of the students before the treatment was 66,18 in experimental group and 69,26 in control group. The mean score of the students after the treatment was 83,38 in experimental group, while in control group was 70,15 Moreover, the level of significance 0,001 was smaller than 0,05. Based on this finding, it is suggested that CPS strategy can be used by the teacher as an alternative strategy in the teaching English especially for reading to make students active, particularly in narrative text.

Keywords: Creative Problem Solving Strategy, Participation, Reading Comprehension, Narrative Texts, Experimental Research.

ABSTRAK

Khairun Nisa (2019): **Pengaruh Penggunaan Creative Problem Solving Strategi dan Partisipasi Belajar Siswa Terhadap Pemahaman Membaca mereka tentang Teks Naratif di Sekolah Menengah Atas Negeri 3 Mandau Kabupaten Bengkalis.**

Penelitian ini bertujuan untuk mengetahui interaksi yang signifikan antara strategi CPS Strategi dan tingkat partisipasi belajar siswa pada pemahaman membaca mereka tentang teks naratif di SMAN 3 Mandau Kabupaten Bengkalis. Penelitian ini merupakan quasi experimental dengan grup desain pre-test dan post-test. Populasinya adalah seluruh siswa kelas X tahun ajaran 2019-2020. Total semua populasi adalah 204 siswa. Peneliti menggunakan klaster sampling untuk menentukan sampel. Kelas pertama (X. MIPA 4) adalah kelompok eksperimen dan kelas kedua (X. MIPA 6) adalah kelompok kontrol. Total sampel adalah 68 siswa. Strategi CPS digunakan dalam mengajar kelompok eksperimen, sedangkan kelompok kontrol diajarkan menggunakan metode konvensional. Dalam menganalisis data, peneliti menggunakan pendekatan kuantitatif. Analisis data menunjukkan bahwa terdapat pengaruh yang signifikan CPS terhadap pemahaman membaca siswa. Nilai rata-rata siswa sebelum dilakukan treatment adalah 66,18 pada kelompok eksperimen dan 69,26 pada kelompok kontrol. Nilai rata-rata siswa setelah dilakukan treatment adalah 83,38 pada kelompok eksperimen, sedangkan pada kelompok kontrol adalah 70,15. Nilai rata-rata siswa aktif berpartisipasi pada kelompok eksperimen adalah 60,31 dan siswa yang pasif berpartisipasi pada kelompok eksperimen adalah 39,6. Sedangkan, nilai rata-rata siswa yang aktif berpartisipasi pada kelompok control adalah 61,29 dan nilai rata-rata siswa yang pasif berpartisipasi pada kelompok kontol adalah 39,4. Selain itu, tingkat signifikansi 0,001 lebih kecil dari 0,05. Berdasarkan temuan ini, disarankan bahwa strategi CPS dapat digunakan oleh guru sebagai metode alternatif dalam pengajaran bahasa Inggris khususnya untuk membaca untuk membuat siswa aktif, khususnya dalam teks naratif.

Kata Kunci: *Strategi Creative Problem Solving, Partisipasi, Pemahaman Membaca, Teks Naratif, Penelitian Eksperimen.*

ملخص

خيرون نيسا (2019): أثر استخدام استراتيجيات حل المشكلات الإبداعية والتعلم من مشاركة الطلاب في فهم القراءة للنصوص السردية في المدارس الحكومية الثالثة في مانداو ، بنجكالي ريجنسي.

تهدف هذه الدراسة إلى تحديد التفاعل الكبير بين استراتيجية استراتيجية حل المشكلات الإبداعية ومشاركة تعلم الطلاب في فهم القراءة للنصوص السردية في مدارس مانداو الثانوية الثلاث في بنجاليس ريجنس. السكان هم جميع طلاب الصف العاشر في العام الدراسي 2019-2020 . مجموع السكان هو 204 طلاب. يستخدم الباحثون أخذ العينات العنقودية لتحديد العينة. الفئة الأولى عشرة ميبا أربعة هي المجموعة التجريبية والفئة الثانيةعشرة ميبا ستة هي المجموعة الضابطة. كانت العينة الكلية 68 طالبا. تُستخدم استراتيجيات حل المشكلات الإبداعية في تدريس المجموعات التجريبية ، بينما يتم تدريس مجموعات التحكم باستخدام الطرق التقليدية. في تحليل البيانات ، استخدم الباحثون النهج الكمي. يوضح تحليل البيانات أن هناك تأثيرًا كبيرًا لحل المشكلات الإبداعي على فهم القراءة لدى الطلاب. كان متوسط قيمة الطلاب قبل العلاج 66.18 في المجموعة التجريبية و 69.26 في المجموعة الضابطة. كان متوسط قيمة الطلاب بعد العلاج 83.38 في المجموعة التجريبية ، بينما في المجموعة الضابطة كانت 70.15 بالإضافة إلى ذلك ، كان مستوى الدلالة 0.001 أصغر من 0.05. واستنادا إلى هذه النتائج ، اقترح أنه يمكن استخدام استراتيجية حل المشكلات الإبداعية من قبل المعلمين كوسيلة بديلة لتدريس اللغة الإنجليزية خصيصا للقراءة لجعل الطلاب نشطين ، وخاصة في النصوص السردية.

الكلمات المفتاحية: استراتيجيات حل المشكلات الإبداعية ، المشاركة ، فهم القراءة ، النصوص السردية ، البحوث التجريبية.

CHAPTER I
INTRODUCTION

This chapter presents the general account of the research which covers the background of the study, statement of the problem, limitation of the problem, research questions, objectives of the study, significance of the study, and the definition of key terms.

1.1 Background of the Study

Reading has a prominent role in human's life, especially in education . It is an activity that supports reader to get the information . However, reading is one of receptive skill, which reader will receive the information through reading . Reading is also an interactive process between reader and the text . It means that reader needs information from text, therefore people cannot live without reading . Westwood (2008:2) states that ''reading is the fundamental skill upon which all formal education depends''. It means that a child who does not learn the reading basics early is unlikely to teach them at all. Reading is an essential part in learning language due to reading provides multiple opportunities for the students to learn language, such as: vocabulary, grammar, punctuation, and the way to construct sentence paragraph, and texts . The Reading's purpose is not only a source of information and a pleasurable activity   but also as a mean of consolidating and extending one's knowledge of the language .

The use of reading materials such as books, magazines, newspapers, journals, advertisements, etc, has long been acknowledged in the teaching of

English as a Foreign Language. Therefore, a very obvious phenomenon is that almost no English language class can run successfully without the use of such reading materials, which then means reading is always a prerequisite to achieve the goal of any English language teaching/learning. For most Indonesian students who have limited exposure to oral English communication reading becomes the first stepping stone to develop proficiency in the language (Hadi, 2006, p. 64).

Regarding to the Curriculum of education in Indonesia, the school − Based Curriculum 2013 (K13) has a purpose to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures,2012). In this curriculum, the students are encouraged, to be responsible to the environment, interpersonal skills, and ability to think critically (Kurniasih & Sani, 2014). The government through the National Education Department has designed new curriculum that is intended for improving the educational quality in Indonesia.

The 2013 curriculum is a curriculum that can educate future competency, communication skill, and ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemdikbud, 2013).

Kemendikbud (2013) emphasized that the school − based curriculum requires the students to be able to apply various texts in the form of a short text. These short texts are descriptive, recount, and narrative texts. Therefore, through this curriculum, the tenth-grade students of senior high school should

be able to produce the language into oral and written form. The students are not only expected to speak but also able capturing the meaning of texts.

Despite the importance of teaching strategies and reading comprehension of narrative text, the strategy is still the major reasons why problems in reading happened to students; the students were not able to respond the teacher' question and they were not able to comprehend the texts after teaching learning process which could be seen in their scores.

Based on preliminary study by interviewing an English teacher on October 24, 2018 at SMAN 3 Mandau, reading has been taught separately for the purpose that the students could have full concentration in reading comprehension. Based on description above, ideally, the students at SMAN 3 Mandau should be able to have good achievement in reading skill in English. In short, they should have no problem with their achievement in reading. However, what was found was contrary to the reality in the classroom. In reading, they were not able to determine the topic and main idea. While most of them always thought that the main idea would always be in the first sentence of paragraph, but it did not always occur. Then they were also not able to identify supporting details like text organization, in narrative text, especially they are orientation, complication and resolution. Besides, they were not able to identify the meaning of vocabulary from the text, including synonym and antonym of the words.

The students' background knowledge, in reading when the students feel the topic is familiar to their existing knowledge, it can help the students able to figure out what the information is about, but conversely, if the students

feel unfamiliar with the topic they will feel strange and it is hard for them to recognize the new information without relating to their previous knowledge.

In addition at SMAN 3 Mandau, the researcher found some causes of students' reading comprehension difficulties by reflecting in teaching. The causes are described as a follows; first, the teacher usually teach students to comprehend the texts monotonously. The teacher only asks the students to read a text and look up the difficult words in dictionary when they get difficulties in understanding vocabulary meaning. Second, the teacher does not guide them how to find vocabulary meaning contextually. Third, the teacher does not facilitate students with certain strategies in finding the meaning of vocabulary to comprehend the texts easily such as on how to find the topic of a text, purpose of the text, and main ideas of paragraphs of the text. Fourth, the teacher focuses more on products than process of comprehending the texts in the forms of pre and post reading activities in order to have the goal of reading, understand the purpose of the text, and take out information as efficient as possible. There are many mistakes in students' reading comprehension that potentially they failed to obtain the minimum standard score of English (KKM > 75) in SMAN 3 Mandau.

The initial factor is related to the strategies commonly used in classes. The researcher has conducted an informal observation. The researcher found that the teacher only used two kinds of strategies in the classroom namely grammar-translation and discussion. In the previous strategies, the teacher usually asked the students to read texts and to find out the meaning of the difficult of words in texts and translate them. In addition, this strategy spent

much time because when the students got the difficult words in the text, they saw the dictionary. Then the students should answer the comprehension questions which are provided with texts. First language is used to explain meaning of a text (Nation 2009: 25).

Therefore, the students became bored and lazy. Most of them said that reading is a boring activity. According to Hamra & Syatriana (2010), the improvement of reading comprehension of the students should be the focus on teaching and learning process in increasing the human quality. The students in Senior High School 3 Mandau, are lazy to pay attention the lessons, due to English texts is complicated to understand and it is a boring activity as long as in their mind English is hard subject. That is way they feel bored when the teacher asks them to read a reading text. For example, they went out of class to sit in canteen, they were talking in class with their friends when the teacher was explaining the lessons, or listening music by using hands-free (just for female students) in the class. This impact because the teacher rarely give motivation for the students, how important English for their life or their future in this millennial or gadget time.

According to Pang (1995:15), in classroom teachers need to be aware of their students' learning needs, including their motivation for reading. So, without motivation, we cannot teach our students and they will not understand and do not want to pay attention to us. Before and after we teach them, we should give them motivation in order to make the students pay attention to us and also they will enthusiastic to study. As a teacher is not only to teach but also to be a good motivator to the students in order they have curiosity to study.

The teacher should be creative to find out the appropriate strategy in order to help the student's problem in reading. There are many strategies that can be used. One of them is Creative Problem Solving (CPS). According to Johnson (2008, p. 150) this strategy is used to find a solution for a story-based or text-based problem, it can be used with narrative or expository text. So, this strategy is expected useful to develop students' reading comprehension of narrative text by developing students' creative thinking to find a solution of story-based problem. The procedure of teaching reading by using this strategy as follows: First, teacher shares a narrative text, students read the text, and then students identify and define the problem found in the story or text, teacher allows students work in small group to generate as many ideas for a solution, students choose one the best idea for solution, students elaborate and refine the ides with other, and the last students share their solutions.

The discussion above indicates that it is important to conduct a research project entitled **"The Effect of Using Creative Problem Solving (CPS) Strategy and Students' Learning Participation on Their Reading Comprehension of Narrative Texts at State Senior High School 3 Mandau Bengkalis Regency".**

1.2 The Statement of the Problem

As discussed above it is clear that the students' of SMAN 3 Mandau failed to acquire the objectives of teaching English. It was caused by their low knowledge in learning English. They seem not to put their attention in the learning process so it causes the difficulties to achieve the learning objectives of teaching English.

Singh *et al* (2006. p.24) highlight that "the problem statements will become the backbone of the study". In this study, the students were not able to respond the teachers' questions and they were not able to comprehend the texts after teaching learning process which could be seen in their scores. The problems came from the students did not participate in the class actively. Kemendikbud (2013) emphasized that the school – based curriculum requires the students to be able to apply various texts in the form of a short text. In learning and teaching have an interesting method to engage the students to give participation in learning and achieve the goal of learning.

This research purpose to find out the effect of using Creative Problem Solving (CPS) strategy on students' participation and reading comprehension in narrative text. It is also hopes that this strategy would motivate the students and help them to improve their reading. The problems are affected not only from the students' side but also the teacher's side. Then the problem come from teacher side is the teacher always used grammar-translation and discussion which makes the students feel bored and makes the classroom becomes noisy. In learning and teaching have an interesting strategy to engage the students to give participation in learning and achieve the goal of learning.

Creative Problem Solving (CPS) is a post reading activity to find a solution for a story-based or text-based problem. (This can be used with narrative or expository text) (Johnson, 2008, p. 150). In line with the idea, (Conklin, 2004) states the students work in group and they share information about the text, in that activity, students will get new information from other and it can improve their language skill and their comprehension about the text.

Therefore, this strategy is very useful to improve students reading comprehension in narrative text.

1.3 The Limitation of the Problem

Based on the statement of the problem above, the researcher limits of the problem in order to avoid misunderstanding. The research was focused on Increasing Students' Comprehension and Participation in Reading Narrative Texts by using Creative Problem Solving Strategy at SMAN 3 Mandau Bengkalis Regency. The limits of the problem are:

1. This study to investigate assessing reading through identifying meaning (using multiple choice) in which identifying meaning not included in reading assessment (using essays, fill in the blank) .

2. Assessment of students' participation is only taken when students' in the classroom (English subject) it's mean that, when students' outside the classroom students' participation is not assessed.

3. This research was conducted to students of grade X of State Senior High School Mandau Bengkalis Regency, it's mean that the students' grade XI and XII were not conducted for collecting the data because of limited population, sample and time.

1.4 Research Questions

The research questions of this research are formulated in the following questions;

1. Is there any significant difference in reading comprehension between students taught by using CPS Strategy and those taught without using CPS Strategy?

2. Is there any significant difference in reading comprehension between students who participate actively and passively in the class taught by using CPS Strategy and without using CPS Strategy?

3. Is there any significant interaction effect between teaching method and level of participation on reading comprehension?

1.5 The Objectives of the Study

The objectives in this study are;

1. To find out significant difference in reading comprehension between students taught by CPS Strategy and those taught without using CPS Strategy.

2. To find out significant difference in reading comprehension between students who participate actively and passively in the class taught by using CPS Strategy and without using CPS Strategy.

3. To find out significant interaction effect between teaching method and level of participation on reading comprehension.

1.6 Significance of the Study

This study will be expected to provide benefits for teacher, students and the researcher. First, for the teacher CPS Strategy can be used an alternative in teaching reading. After the teacher find out the effect of Creative Problem Solving strategy to teach reading, it can be able to make the students enjoy when they were reading and they will not feel bored. Second, for the students' it can motivate students in their reading comprehension and they will not feel lazy to read the text. The students will be excited. Last, for the

researcher. Not only for teacher and students get benefits, but also for the researcher. It can be to increase the researcher's knowledge about research in education.

Furthermore, it will give meaningful learning experience to the students because Creative Problem Solving strategy advantages not only to improve the students' reading comprehension but also to increase their participation in learning activity. Hopefully by this strategy the students can be more motivated and interested in learning English.

1.7 Definition of Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

1. **Creative Problem Solving (CPS) Strategy**

According to Johnson (2008, p. 150) Creative Problem Solving (CPS) Strategy is a reading strategy in which sometimes referred to as problem-basedlearning.This is a postreadingactivity using simple problem-solving strategies, the strategy is creativeproblem solving (CPS), to find asolution for a story-based or text-based problem. The procedure of teaching reading by using this strategy as follows: First, teacher shares a narrative text, students read the text, and then students identify and define the problem found in the story or text, teacher allows students work in small group to generate as many ideas for a solution, students choose one the best idea for solution, students elaborate and refine the ides with other, and the last students share their solutions.

2. Participation

Participation in learning is the action of take a part in event or activity (Encarta: 2007). Participation in teaching learning process is establishing a high response rate to teacher questioning and prompting (Westwood, 2008:14). Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skill, communication skill, and attendance (Rocca, 2010:187). In this study the participation can be indicated based on the students' physics and mental activities carried out in the process of interaction students and teacher in order to achieve learning objectives or known as learning activities. The students' learning activity will increase if the teacher makes a good interaction with the students and concerns with his or her own continuous learning process and reflects on all elements in an effort to continuously improve.

3. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interactionand involvement with written language (Snow, 2002). It consists of three elements: the reader, the text, and the activity or purpose for reading. Therefore, reading comprehension is the process of understanding meaning in order to get the information of the text.

4. Narrative Text

Narrative text is as product and process, object and art, structure and structuration) of one or more real or fictitious events communicated by

one, two, or several (more or less overt) narrators to one, two, or several (more or less overt) narratees (Reifandt, 2012: 2). It means that narrative text is the text that talks the particular event or the story. Commonly, narrative text is an imaginative story that tells about what happened in the past and it has purpose to entertain the reader.

CHAPTER II
THEORITICAL FRAMEWORK

This chapter reviews six areas related to the focus of this study, namely: Reading Comprehension, Learning Participation, Creative Problem Solving Strategy, Relevant Studies, Operational Concept, and Hypotheses. Each of this area will be discussed in further detail bellow.

2.1 Reading Comprehension

Reading is the one of the four language skills (listening, speaking, reading, and writing). Reading is important skill to be learned and mastered by everyone. Reading at first may appear to be a routine activity in which individual words are combined to produce meaning (McWhorter, 1992, p. 23). Then, reading is used to understand and interpret meaning of a text which reading is done to convey meaning from written text.

Reading is receptive skill. Syahputra (2014, p. 27) said receptive skill are often simply said and comprehended as language input. The learner can learn a language through what they hear and read. In reading, reader will process the information that they get from reading a text. In line with that idea, Linse (2005, p. 69) reading is a set of skills that involves making sense and deriving meaning from printed words. So, reader gets message from a text by having interaction between perception of graphic symbol that represents language and the reader's language skills, cognitive skills and the knowledge of the world.

A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style, for

enjoyment, or to enhance knowledge of the language being read (Hasibuan & Ansyari, 2007, p. 114). People will read the text based on the purpose. There are many reasons why people want to read, the most common purpose in reading is to get information from the text.

The ability to read requires that the reader draw information from a text and combine in with information and expectation that the reader already has (Grabe & Stoller, 2001, p. 1887). It means that in reading, the readers need to connect the text with their existing knowledge to understand the text. Furthermore, "reading is a set of skills that involves making sense and deriving meaning from the printed word" (Linse, 2005, p. 69) In order to get the information of the text, the reader needs to interpret the meaning of the text itself.

Based on brief explanation above, it can be concluded that reading is an activity of getting the information from the text. It is not as simple as people imagine, otherwise it needs complex process in constructing meaning. Reading is also an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. The reader also uses knowledge, skills, and strategies to determine what that meaning is.

2.1.1 Reading Comprehension of Narrative Texts

Reading comprehension is the process of constructing meaning from the written language. Snow (2002, p. 11) stated the comprehension entails three elements:

a. The reader who is doing the comprehension

b. The text is to be comprehended

c. The activity in which comprehension is a part

Comprehension is an activity where reader must be able to interpret what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It is an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

Snow (2002, p. 16) said that good comprehenders can be engaged in many different types of text. Narrative text is one of the types of paragraph in reading that should be mastered by students especially for the first year students of Senior High School. Hasibuan & Ansyari (2007, p. 130) stated there are several kinds of narrative text such as fairytales, legends, plays, cartoon, and adventure stories. Moreover, they stated that the purpose of narrative text is to entertain, create, stimulate, emotions, motivate, guide and teach.

And the generic structure of narrative text consists of three parts, orientation (introduce main characters in a setting of time and place), complication/problems (main characters find ways to solve the problem), and resolution. So, narrative has certain elements in common. They have sequence of time and have characters that display some type of emotion. It can be conclude that narrative text is the text that built up by series of events that happened to characters in past time.

In line with the idea above, Hasibuan & Ansyari (2007, p. 130) stated that there are several common language features that used of narrative texts, they are:

a. Defined character

b. Descriptive language

c. Dialogue

d. Usually pest tense

It can be conclude that in comprehending narrative text, reader should know the components of narrative text. The components includes the purpose, the characters, the events, the kinds, language feature, generic structure, and certain elements. However, reading narrative text involves more than just relying on one's linguistic knowledge.

Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Narrative is one of the types of paragraph in reading that should be mastered by students especially for the first year students of Senior High School.

For learners, there are typically three stages to a narrative (with the fourth step being optional) (Dalgleish, 1999, p. 4):

a. Orientation: This is where the writer sets the scene for the story, informing the reader of the time, place and main characters of the story. Often the reader is given an idea of what action is to follow.

b. Complication: This is the part of the text which makes the story interesting, as the complicating event is unexpected.

c. Resolution: It is where the problem or the complication is resolved.

d. Re-orientation/Coda: The reader is made aware of how the characters have changed and what they have learned from dealing with the complication and its resolution. It may be written in the form of a moral to the story, such as in a fable.

Example of Narrative Text

<div style="border:1px solid">

Three Fishes
(Orientation)

Once upon a time, three fishes lived in a pond. One evening, some fisherman passed by the pond and saw the fishes. ''This pond is full of fish'', they told each other excitedly. ''We have never fished here before, we must come back tomorrow morning with our nets and catch these fish!'' then the fisherman left.

(Complication)

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, ''did you hear what the fisherman said? We must leave this pond at once. The fisherman will return tomorrow and kill us all!'' The second of the three fishes agreed, ''you are right, we must the pond'' he said. But, the youngest fish laughed and he said ''you are worrying without reason, we have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am going anywhere, my luck will keep me safe''.

(Resolution)

The eldest fishes left the pond straight away with all his family. The second fish saw the fishermen coming in the distance early next morning and he left the pond at once with all his family. The third fish refused to leave even then; the fishermen arrived and caught all the fish left in the pond. The third fish luck did not help him; he too was caught and killed.

(Coda)

The fish that saw trouble ahead and acted before it arrived as well as the fish that acted as soon as it come both survived. But, the fish that relied only on luck and did nothing at all died so also in life.

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After learning narrative text, students' are expected to be able to

1. Students' can explain purpose of communication, text structure, and linguistic elements from simple oral and written narrative texts about folk legends accordance to context its use.

2. Students can explain the contents of oral and written folks legends with notice the purpose of communication, the structure of the text, and linguistic elements of narrative text accordance context it use.

3. Students can telling folk legends verbally and writing with notice the purpose of of communication, the structure of the text, and linguistic elements of narrative text accordance context it use.

McWhorter (1992, p. 128) mentioned the steps that students can follow while reading narrative. The steps are:

a. Determine when and where the events are taking place.

b. Notice the sequence of events.

c. Notice how the story is told and who is telling it.

d. Look beyond the specific events to the overall meaning. Ask yourself why the writer is telling the story. What is the point the author is trying to make?

e. Watch for the writer's commentary as he or she tells the story.

More over, there are several steps that students can follow when they are reading a narrative text. By following those steps, the students are expected to be able to comprehend the narrative paragraph. Those steps can be used by students to make them easier to get the information from the text.

A narrative text consists of some steps. Neo (2005) states that ''a narrative has a structure, a shape or a pattern. It can be represented graphically in this way''.

Climax

Rising Action   Falling Action

Exposition   Resolution
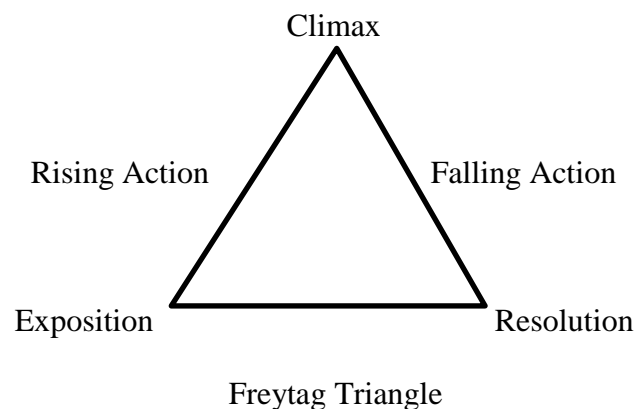
Freytag Triangle

That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Felling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005)

On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected

did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication, a resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense ; simple past, past continuous and past perfect tense.

In addition, there are some types of narrative. They are humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

According to (Phelan,2009:3) There are five main principles in identifying and reading narrative text

1. Narrative is often treated as a representation of a linked sequence of events, but we subsume that traditional view point under a broader

conception of narrative as itself an event more specifically, a multidimensional purposive communication from a teller to an audience. The focus on narrative as purposive means that we are interested in the ways in which the elements of any narrative (e.g., character, setting, plot structure) are shaped in the service of larger ends. The focus on narrative as multileveled communication means that we are interested not simply in the meaning of narrative but also in the experience of it. Thus, we are as concerned with narrative's affective, ethical, and aesthetic effects and with their interactions..

In interpreting narrative, rhetorical narratologists adopt an a posteriori instead of an a priority. Rather than declaring what narratives invariably do or how they invariably do it, we seek to understand and assess the variety of things narratives have done and the variety of ways they have done it. In practical terms, this principle means that rhetorical narrative theory does not preselect for analysis particular issues such as gender or cognition or particular kinds of narratives such as those deploying antimitotic elements of story or of discourse though of course we recognize that some narratives give special prominence to those issues or elements. More generally, rhetorical narrative theory maintains its interest in how narratives seek to achieve their multidimensional purposes even as it strives to be sufficiently flexible to respond to the diversity of narrative acts. In interpreting narrative, rhetorical narratologists adopt an a posteriori instead of an a priori stance. Rather than declaring what narratives invariably do or how they invariably do it, we seek to

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2. In explaining the effects of narrative, rhetorical narrative theory identifies a feedback loop among authorial agency, textual phenomena (including intertextual relations), and reader response. In other words, our approach assumes that texts are designed by authors (consciously or not) to affect readers in particular ways; that those authorial designs are conveyed through the occasions, words, techniques, structures, forms, and dialogic relations of texts as well as the genres and conventions readers use to understand them; and that since reader responses are ideally a consequence of those designs, they can also serve as an initial guide to (although, since misreadings are possible, not as a guarantee of) the workings of the text. At the same time, reader responses, including affective and ethical ones, can be a test of the efficacy of those designs.

3. We regard the progression of a narrative its synthesis of textual and readerly dynamics as the key means by which an author achieves his or her

purposes, and we therefore look to a study of progression for key insights into understanding how a narrative works. Since we are interested in why the narrative text is the way it is and not some other way, we are interested in understanding the principles of its construction. Coming to understand the principles that underlie its progression from a particular starting point to a particular ending point provides an excellent way to understand a narrative's design and its purposes. Textual dynamics are the internal processes by which narratives move from beginning through middle to ending, and readerly dynamics are the corresponding cognitive, affective, ethical, and aesthetic responses of the audience to those textual dynamics. The bridge between textual dynamics and readerly dynamics is formed by narrative judgments of three kinds: interpretive, ethical, and aesthetic. These judgments constitute a bridge because they are encoded in the narrative yet made by readers, and, once made, their various interactions lead to readers' multilayered responses

4. With regard to fictional narrative, the approach identifies three key audiences involved in the rhetorical exchanges, though it is just as accurate to say that it focuses on the actual audience (the flesh-and-blood readers, both as individuals and as a group) and two primary positions that the actual audience typically adopts. First, readers typically join (or try to join) the authorial audience, the hypothetical group for whom the author writes the group that shares the knowledge, values, prejudices, fears, and experiences that the author expected in his or her readers and that ground his or her rhetori cal choices. Second, the actual audience pretendsto join

the narrative audience, the audience that receives the narrator's text an audience that exists in the narrator's world, that regards the characters and events as real rather than invented, and that accepts the basic facts of the storyworld regardless of whether they conform to those of the actual world. The narrative audience does not necessarily accept the narrator's portrayal as accurate, any more than the reader of a nonfictional text necessarily accepts everything represented as true; but the narrative audience does, as its default position, accept the world presented in the text as a "real" one. With some narratives (e.g., epistolary novels), it may also be useful to distinguish between the narrative audience and the narratee, the intratextual audience specifically addressed by the narrator. The terms are sometimes used almost as synonyms, but the differences are often significant. The narrative audience is a role that the actual reader takes on while reading; the narratee, in contrast, is a character position in the text, one that the narrative audience in a sense observes.

5. Audiences develop interests and responses of three broad kinds, each related to a particular component of the narrative: mimetic, thematic, and synthetic. Responses to the mimetic component involve readers' interests in the characters as possible people and in the narrative world as like our own, that is, hypothetically or conceptually possible and still compatible with the laws and limitations that govern the extratextual world. These responses to the mimetic component include our evolving judgments and emotions, our desires, hopes, expectations, satisfactions, and disappointments. Responses to the thematic component involve readers' interests in the ideational function of the characters and in the cultural,

ideological, philosophical, or ethical issues being addressed by the narrative. Responses to the synthetic component involve an audience's interest in and attention to the characters and to the larger narrative as artificial constructs, interests that link up with our aesthetic judgments. The relationship among an audience's relative interests in these different components will vary from narrative to narrative depending on the nature of its genre and progression.

2.1.2 Language Features Used in Narrative Text

Sudarwati and Grace (2007: 62) said the language features of narrative text are mentioned below:

1) The use of noun phrases, like *a beautiful princess, a huge temple,* etc.

2) The use of connectives, like *first, before that, then, finally*, etc.

3) The use of adverbial phrases of time and place, like in *the garden, two days ago*, etc.

4) The use of the simple past tense.

5) The use of action verbs.

6) The use of thinking verbs, feeling verbs, verbs of senses.

2.1.3 Assessing Reading Comprehension

In giving the suitable assessment in measuring students' reading comprehension, the researcher should consider the types of reading. Brown (2003, p. 189) mentioned several types in reading, they are:

a. Perceptive: involve attending to the components of larger stretches of discourse: letters, word, punctuation, and other graphemic symbols.

b. Selective: this type is about the recognize of lexical, grammatical, or discourse features of language within a very short stretch of language.

c. Interactive: this type included among interactive reading types are stretches of language of several paragraphs to one page or more. In this type, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive: this types is applies to texts of more than a pages up to and including professional articles, essays, technical reports, short stories, and books.

Based on the types of reading above, the researcher categorizes the students of State Senior High School 3 Mandau Bengkalis Regency is in interactive type of reading. Brown (2003, p. 201) explained several kinds of tests that appropriate for assessing students. The kind of tests for this type of reading are cloze test, impromptu reading plus comprehension questions, short answer task, editing task, scanning, ordering task, and information transfer. Thus, in this research the researcher chooses impromptu reading plus comprehension questions. This type of test hopefully can measure students' reading comprehension in narrative text by giving short text of narrative and comprehension questions. and the type of questions are multiple choice. This types of instrument is chose because it is practically, easy to administer, and can be scored quickly.

Brown (2003, p. 206) stated the features of comprehension of the impromptu reading plus comprehension questions test as follows:

a. Main idea (topic)

b. Expressions/idioms/phrases in context

c. Inference (implied detail)

d. Grammatical features

e. Detail (scanning for a specifically stated detail)

f. Excluding facts not written (unstated details)

g. Supporting idea(s)

h. Vocabulary in context

In line with idea above. Based on the curriculum 2013 in State Senior High School 3 Mandau, the way to assess reading narrative text followed five components such as; finding factual information, finding main ideas, finding the meaning of vocabulary context, identifying references, and making inferences.

This is in line King and Stanley (2002) statement where reading has five components contained in reading texts. They are:

1. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understanding not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while the others subordinate.

2. Finding Factual Information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc. In which of the answer can be found in the text.

3. Finding the Meaning of Vocabulary in Context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly him same meaning as another word.

4. Identifying References

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5. Making Inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divided into two main attentions, draw logical inferences and make accurate prediction.

a. Draw Logical Inference

The first things that must be understood are those which are actually stated. This fact is perhaps more obvious to us when it is a question of reading.

b. Make Accurate Predictions

The ability to make accurate predictions is a type of inferential skill. Predictions can be made by correctly interpreting the indications a writer gives. The writer may give such indications through his choice of both function words and content words. Barett's Taxonomy (1972) designed reading comprehension into 5 levels. They are:

1. Literal comprehension is the students' focuses on ideas and information which are explicitly stated in the selection there is a simple task in literal comprehension may be recognition or recall of facts or accident in a reading. In short, literal comprehension is the students required to Locate or identity facts or accidents.

2. Reorganization is reorganizing ideas and information explicitly. It is illustrated by analyzing, synthesizing and organizing information that has been stated explicitly.

3. Inference is imagination beyond the printed page. It is illustrated by Inferring supporting details and main idea sequencing, comparing, examining, cause and effect relationships and character traits, predicting outcomes and acceptability.

4. Evaluation is determining he truthfulness of the text. Such as judgment of reality, fact, opinion, adequacy, validity, appropriateness and desirability.

5. Appreciation is increasing sensitively to various types of literacy genres. Such as emotional response to plot or theme, reactions to the authors' use of language and response to generating images.

Another way to assess reading comprehension by using Multiple Choices (MC) and True false

1. Multiple choices

Multiple choices item is one of the most popular item formats used in educational assessment. A multiple choice item consists of a problem and a list of suggestion solutions. The problem may be stated. The advantage of multiple-choices was easy to administer and score (Brown 2010: 295). Based on Wikipedia Multiple choice is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list.

The multiple choices item is the most versatile type of test item available. It can measure a variety of learning outcomes from simple to complex, and it is adaptable to most type subject- matter content. It has such wide applicability and so many uses that many standardized tests use multiple choice items exclusively. A typical multiple choice item has three parts: a stem that presents a problem; the correct or best answer; and several distractors (i.e., the wrong or less appropriate options). Multiple choice items can be constructed to assess a variety of learning outcomes, from simple recall of facts to Bloom's highest taxonomic level of cognitive skills – evaluation (Osterlind, 1998). It is common knowledge that the correct answers should be distributed evenly among the alternative

positions of multiple choice items, but there are many other important guidelines for writing good items. For example, Haladyna (1999) describes 30 guidelines for writing multiple choice items.

Related to the multiple choice test items and reading comprehension, Heaton (1995: 117) states that multiple choice tests offers a useful way of testing reading comprehension. Certain general aspects of many reading tests may be suspect, for instance, does the usual brief extract for reading comprehension. The extract should also be related to its level of difficulty.

2. True false

Another language test format used in education assessment is true false format. Most common use of the true-false item is in measuring the examinee's ability to identify the correctness of statements of fact, definitions of terms, statements of principles and distinguish fact from opinion. True-false tests include numerous opinion statements to which the examinee is asked to respond true or false. There is no objective basis for determining whether a statement of opinion is true or false. In most situations, when a student is the respondent, s/he guesses what opinion the teacher holds and marks the answers accordingly. This, of course, is not desirable from all standpoints, testing, teaching, and learning.

An alternative procedure is to attribute the opinion to some source, making it possible to mark the statements true or false with some objectivity. This would allow measuring knowledge concerning the beliefs that may be

held by an individual or the values supported by an organization or institution. Another aspect of understanding that can be measured by the true-false item is the ability to recognize cause-and-effect relationships. This type of item usually contains two true propositions in one statement, and the examinee is to judge whether the relationship between them is true or false.

A major advantage of true false items is that are efficient. Students can typically respond to roughly three true false items in the time. It takes to respond to two multiple choice items (Ebel & frisbie, 1991). Proponents of true false items such as Ebel and Frisbie (1991) argue that verbal knowledge is central to educational achievement and that "all verbal knowledge can be expressed I propositions" which can be judged to be true or false (p135). They make a strong case that true false items have utility for measuring a broad range of verbal knowledge.

In constructing the true false item test, Miller (2009: 184) suggested some consideration in arranging true false items test. First, avoid broad general statement, avoid trivial statement, avoid the negative statement, avoid long complete sentence, avoid including two idea s in one statement, if opinion is used attribute it in some sources, true statement and false statement should be approximately equal in length. The number of true statements and false statements should be approximately equal.

2.1.4 Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for

teach (Brown, 2001). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that the teacher let the students study by themselves. To make the teaching and learning process runs well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their knowledge, which is reading comprehension, on texts using a certain technique or strategy.

In teaching reading comprehension, the teacher should realize the micro skills which the students should be able to do. As stated in Brown (2001), there are fourteen micro skills that the students must do to reach their reading comprehension.

a. **The Role of Students**

Students' affection is an important thing for the teacher to watch in order to keep their mood and anxiety in a good level. Affect, or emotional state, is closely associated with language learning outcomes (Lems, Miller, and Soro, 2010). It means that one of good ways in assuring the students doing their job well is by maintaining their emotional state in a proper level.

Therefore, the students' motivation can be said as the key point in achieving successful teaching and learning of reading. Motivation is another key to successful reading because it has an important impact on the reading development (Murcia, 2001). In reading texts efficiently, the students need to focus and tenaciously aware of their goals. Without having sufficient motivation, they might be easily distracted.

b. The Role of Teachers

In defining the role of teachers, Richards and Rodgers (Nunan, 1989) suggest that learner roles are closely related to the functions and status of the teacher. They point out that teacher roles are related to the following issues:

1) The types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model

2) The degree of control the teacher has over how learning takes place

3) The degree to which the teacher is responsible for content

4) The interactional patterns that develop between teachers and Learners

By the types of functions teachers are expected to fulfill, as practice directors, they have a role in giving their students' scaffolding by giving clear instructions, thorough explanations, and accurate guidance. Feez (1998) explains that through scaffolding, the teacher provides support for students. It can be done by providing explicit knowledge and guided practices. In giving clear instructions to the students, a teacher should be aware of their feedback both implied and explicit. A student's motivation would get easily lost when he/she did not know what should be done.

Unclear instructions would only give nothing to them but confusion. As defined by Harmer (1998), there are six principles in teaching reading.

1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

3) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

5) The teacher has to match the tasks to the topic.

Tasks are one of the ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

6) The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

Therefore, teachers are needed not only in motivating the students for being actively involved in the teaching and learning process of reading, but also to provide supports for their students through scaffolding.

It means that reading is taught integrated, with the other language skills, such as, teaching vocabulary, grammar, punctuation and the way of constructing the sentences, paragraphs and texts. There are some key principles of teaching reading (Neil Anderson, 2003:74-75) as follows:

a. Exploiting the reader's background knowledge.

A reader's background knowledge has important role in reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experience, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking question, making prediction, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge.

b. Building a strong vocabulary base.

Recent research emphasized the important of vocabulary to successful reading. Basic vocabularies should be explicitly taught and L2 readers should be taught to use contest to effectively guess the meanings of less frequent vocabulary. Special terminology is easier for the reader of academic texts to cope than general vocabulary". They stress the great need for a teaching program that builds general, basic vocabulary.

c. Teaching for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension then on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the prediction being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained. Cognition can be defined as thinking. Metacognitive can be defined as thinking about our thinking. In order to teach for comprehension, reader must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

d. Work in increasing reading rate

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our effort to assist students in increasing their reading rate, teacher overemphasizes accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed reader as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension. One focus here is to teach readers to reduce their dependence on a dictionary.

e. Teaching reading strategies

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desire results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching how to use the strategy should be a prime consideration in the reading classroom. Some of the researches that I have done indicate that "there is no single set of processing strategies that significantly contributes to success…" in second language reading tasks. Strategic reading means not only knowing what strategy to use, but also knowing how to use and integrate a range of strategies.

f. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the

reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success o second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discovers what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and techniques: you need to understand the nature of the reading process. Furthermore Grellet (1999) states that the development of reading skills mostly occurs in this stage. To be effective reader, the pupils should be able to (1) scan; (2) skim; (3) read between the lines; (4) read intensively; and (5) deduce meaning from the context.

2.2 Learning Participation

Learning participation was construed by students in two ways: firstly, communicating with the teachers and other students in class by listening and responding non-verbally to others, active solicited or unsolicited contributions, such asking questions, answering questions, sharing ideas, opinions, experiences, jokes and stories comments and discussing about a topic or participating in group activities. Secondly, being fully involved in the class

activities by attending class, focusing, listening and showing interest in what goes on in class, completing tasks assigned in the required time.

This multitude of views on students' participation signifies the unseen complexity of how students perceive participation that directly or indirectly influence their participation patterns. It is interesting to note that students consider responding non-verbally to teachers as important because it shows that they are paying attention. They see non-verbal responses as a form of participation. This finding supports the study carried out by Dallimore, Hertenstein, & Platt (2004), which found that students define participation as variety of non-oral participation behaviors.

Students also reported that they placed a great value on learning participation because they believe that their participation in class activities helps them to gain knowledge and confidence, and improve their thinking abilities. The values that they hold would affect how much effort they put into being participative in class. This finding is consistent with the findings from the study done by Wade (1994).

Fassinger (1995 : 27) sees participation as "any comments or questions that the students offered or raised in class". Bippus and Young (2000) defined participation as participating in class discussion, and refraining from negative behaviors. Learners and teachers are positioned in relation to their ethnicity, gender occupational or social status, age, sexuality, physical and intellectual capacities. Participants continually and mutually influence each others' construction of identities as there are many complex ways to play and interpret teacher, student or other roles, as well as to establish relationships with others.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For example, some students who do not speak often in class are *reflective learners*, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially). Many students who frequently volunteer to contribute are *active learners,* who typically think while they speak.

Petress (2006 : 3) operationally defined participation as consisting of three evaluative dimensions which are quantity, dependability, and quality. Petress explained that quantity refers to the opportunities given to students to participate constructively. Maximum participation for the maximum number of learners does not mean the creation of a multitude of learning opportunities if the cognitive challenge of the activity is too great for the learners or the levels of engagement are inhibited by a cold climate. Understanding the ways in which participation contributes to managing classroom life is central to understanding how learning opportunity is created.

Participation is not only accessible through talk or silence, and the ways in which participants manage these. It also connects to physical, temporal and emotional elements of classroom life (Gieve and Miller, 2006:

64). Learners may participate because they are positioned near a teacher, or because the teacher has given them a particular time in which to lead class activities. Lack of participation may be an emotional sign of boredom or disaffection. Denial of participation may lead to negative emotional responses.

Jone (2010: 1) states that participation is valuable because it helps students to:

1. Develop and test their own understanding

2. Clarify material presented in lectures

3. Discuss and analyse key texts, theories and/or concepts

4. Apply general concepts to the solution of specific problems

5. Think deeply about various aspects of a topic or problem

6. Define new problems and seek solutions to them

7. Develop communication skills – the ability to practice as a subject specialist

8. Develop the ability to work with others

9. Develop a critical approach to inquiry, debate and discussion

Active participation is as essential a skill (Vining, 2011: viii), the children are expected to engage in these skills both in and outside the classroom. Without participation skills, children are at a disadvantage when it comes to school and other settings, such as extracurricular activities and the workforce. In others word, there are interventions available that aim to improve the social skills of children in the home and in the school. Classroom interaction as factors contributing to the complexity of learning have been of interest to researchers in education, linguistics, literacy studies and other

disciplines. The importance of classroom interaction comes from its characteristic of having a multitude of forces interact in complex ways to trigger learning outcomes. Participation in classroom processes is important for 'talking knowledge and understanding into being', for engagement, motivation and confidence-building, whatever the subject-matter (Gieve and Miller, 2006: 146).

There are some consept in increasing students' participation (Phelan, 2009: 11) :

1. Provide clear course objectives and learning outcomes and reinforce what students will gain from attaining them.

2. Create a positive classroom environment by learning about your students. Use icebreakers to build rapport with students, learn their names, and learn about what they are hoping to get out of the course and what preparation and background knowledge they have.

3. Attempt to align course activities to students' goals. Explain these connections to students.

4. Communicate how to be successful in the course both in the syllabus and repeatedly throughout the semester.

5. Give students regular feedback on their progress and help them learn how to assess their own work and progress.

6. Discuss the definition of participation and put it in the syllabus. What does it mean to participate in your course?

7. Let students know what is expected of them. Do students need to read material before class in order to discuss it? Are you taking attendance? If you are incorporating activities in class, how should students participate?

8. Articulate ground rules for participation and discussion.

9. Use variety in the way you structure your classroom or learning activities.

10. Incorporate active learning activities or change things up every 15-20 minutes to draw attention to issues and content you feel are most critical.

11. Set aside time before and after each activity to introduce it and define the takeaways.

12. When possible, provide rubrics.

13. Offer choices with assignments and assessments when possible. Allow students to choose how to demonstrate their knowledge or provide a range of topics from which students can explore.

14. Be conscious of students' confidence levels. Provide small opportunities for success early. Be constructive and encouraging when providing feedback.

In learning and teaching process, the teacher has a strategy to improve the students' participation. Haynes (2014: 1) explains several solution in increasing students' participation.

1. Assess their prior knowledge

This could be as simple as asking students, "What do you know about (topic)?" and writing their responses on the board. The goal is to find out what they already know (or think they know). You create buy-in for the students because they feel smart, and you can tailor your lesson to the information they don't know or don't remember correctly.

2. Try skills grouping

Divide the class into groups based on what skills they need to practice – not forever, but for a class period or two, so they can focus on what they really need help with. So have a group that works on multiplying fractions, one on dividing fractions, and one on converting fractions to decimals. Make a group of "already got 100% on the test" kids and give them an extra credit activity or let them preview the next lesson. Then take time to move between the other groups and help them review. You'll have more students engaged in the lesson and they'll get specific, focused practice time.

3. Let them teach each other

Especially good when reviewing before a test: divide the class into groups and give each group a topic. Set some guidelines and then let them teach each other. Encourage them to do interesting activities – write tests for each other, design review games, etc. – and evaluate each group on the accuracy of their content, the creativity of their approach, and how well they work together as a team. This is also a great way to discover how to motivate students.

4. Allow anonymous questions

Put out a "question box" where students can submit questions any time. Give each student an index card and ask them to write something about the reading assignment they did for homework. If they don't have a question, instruct them to write a comment on the reading. Collect the

cards and use them to lead a class discussion. You'll easily recognize what parts of the reading confused a lot of students and they won't feel embarrassed.

5. Allow them to work together.

We can't do this all the time; individual students need to be assessed. Ask yourself: is the goal of this activity for them to learn the content, or for them to be assessed? If you want them to learn the content, why not let them work together? When they bring in their homework, do a quick survey for completeness, then put them in pairs and let them review the homework together. Encourage them to make changes if their partner's answer looks right. When they've finished, review as a class. Students may be less embarrassed to share a group's answer than their own and you may be able to complete the review more quickly.

6. Keep it "bite-sized."

Remember that research shows the average student's attention span is as long as her age. So even high school kids can only handle about 15 minutes. If you have a lot of information to convey, re-arrange your lesson plans so you never lecture for more than 10-15 minutes.

7. Keep them busy

Don't allow students to stare into space while you talk. Give them something to stay connected. Try "fill in the blank" lecture notes. Delete key words and phrases in your lecture notes to create a "fill in the blank" worksheet. Then ask students to fill in the worksheet while you lecture.

8. Look into the future

   Before a lecture, give students a prediction activity. For example, tell them you will be lecturing on Shakespeare and ask them to predict what you will say, or give them a set of true/false statements and ask them to take their best guess. As you lecture, instruct students to compare their guesses with what you actually say. When the lecture is over, have a class discussion and evaluate how accurate student predictions were.

9. Keep them busier than you are

   The traditional classroom of yesteryear had the teacher at the front of the room, droning on while students doze. Re-imagine your classroom as a place where students are busier than you are. Keep the "sit still and let me talk to you" moments as brief as possible; get those kids working! Give them worksheets, activities, discussions, and projects. That doesn't mean you get to sit around -- you will still be busy, moving from student to student or group to group, correcting, evaluating, or providing feedback. But now everyone is busy and involved.

10. Give them a voice and a choice.

    Do students ever get a "say" in your classroom? Of course you need to make most decisions, but there must be some things you could leave up to them – whether it's what color chalk you use today or how long they practice a specific activity. Kids tune out because they feel like their ideas don't matter. Show them their opinions are important and they'll pay better attention and speak up more in class. There will always be some unreachable student who won't respond, even with these efforts.

2.2.1 Aspect Learning Participation

Participation is an important place in a student's education and the achievement of positive learning outcomes. The benefits include developing their communication skills (Fassinger, 2000), becoming critical thinkers (Wade, 1994), demonstrating that they understand the curriculum, and can develop valid arguments in dialogue with their peers (Rocca, 2010).

Numerous factors influence student participation both directly and indirectly including students' traits, classroom structure, the role of school, classroom climate, and confidence (Weaver & Qi, 2005). It is paramount that educational institutions and educators focus on determining what factors will positively affect levels of student participation within the classroom. This ensures that all students receive equal opportunity in developing their communication and demonstrating their knowledge as they progress through their education. Meyer (2015 para.1) said that ''communication is the key to personal and career success'' therefore educational institutions have an obligation in assisting students in becoming successful communicators through participation.

Participation will not only help student progress in their education but more importantly in their careers by demonstrating that they can develop arguments, communicate thought, and interact in discussions with their friends. As Tinto (1997) noted ''involvement matters'' and educators need to ensure a sufficient amount of class time is devoted to developing these skills within students.

Given the current situation in the classroom with little time devoted to classroom discussion and the focus being on teachers, students are faced with little opportunity to engage with their peers and develop their critical thinking abilities (Rocca, 2010). Educators have an obligation to help their students not only further their knowledge base but also their ability to apply this knowledge.

2.2.2 Benefits of Learning Participation

Participation is a way to bring ''students actively into the educational process'' and to assist in ''enhancing our teaching and bringing life to the classroom'' (Cohen, 1991, p. 699). ''Students are more motivated'' (Junn, 1994), ''learn better'' (Daggett, 1997; Garard, Hunt, Lippert, & Paynton, 1998; Weaver & Qi, 2005),'' become better critical thinkers'' (Crone, 1997; Garside, 1996), ''and have self-reported gains in character'' (Kuh & Umbach, 2004) when they are prepared for class and participate in discussions.

The more they participate, the less memorization they do, and the more they engage in higher levels of thinking, including interpretation, analysis, and synthesis (Smith, 1977). Students who participate also show improvement in their communication skills (Berdine, 1986; Dancer & Kamvounias, 2005), group interactions (Armstrong and Boud, 1983), and functioning in a democratic society (Girgin & Stevens, 2005).

Fassinger (1995) noted that both students and teachers can see the benefits of student participation, and Fritschner (2000) found that students thought participation was ''essential'' to their own learning. Students have been found to earn higher grades as their participation increases (Handelsman

et al., 2005). Though students see participation as important, and one-third would like to participate more (Wade, 1994), research suggests that it is not happening, as it is only a handful of students in any given classroom who participate regularly (Karp & Yoels, 1976), a phenomenon dubbed ''consolidation of responsibility'' (p. 429). This finding has been reconfirmed decades later in several studies (Crombie, Pyke, Silverthorn, Jones, & Piccinin, 2003; Fritschner, 2000; Howard & Henney, 1998; Howard et al., 1996; Nunn, 1996). Howard and Henney (1998) found that about 90% of interactions were made by a handful of students and only around one-third were regular participators, while half of the students observed did not participate at all. Nunn (1996)'' found that an average of only around one minute of a 40-minute class period was spent in student participation''. Although teachers, researchers, and students all appear to recognize the importance of and seemingly want to increase participation, half of students do not participate for multiple reasons.

2.2.3 Students' Learning Participation in Reading Comprehension

Participation has been defined differently in many kinds of literature. Petress (2008) defines class participation includes three appraising standards: quantity, persistence, and quality. He pin points usual diverting classroom behaviors and choices: pleonastic presents (answers, questions, and promoting uttering for classmates require to be succinct, particular and pertinent), reiterate perceptions (students should be considerate), and reaction that disappoint others from contributing (indicated by verbally and nonverbally signs of impatience, boredom or superiority).

Some experts define students' participation comprises ask questions, raise one's hand, and giving comments (Burchfield and Sappington 1999, Rocca 2010). Dancer and Kamvounias (2005) define participation as an active commitment action which can be sorted into five categories: arrangement, presenting to the discussion, group skills, communication skills, and attendance (Wade 1994) Proposes that the ideal class discussion as the class where most of the students participate and are fascinated, learning, and listening to others' comments and suggestions Green (2008) defines class participation as the action involved in the class. This involvement is outlined by the students in two ways: an active interference by giving opinions, answering questions, making comments, talking about a topic, participating in group discussion, reading and asking questions, showing interest, following classes with attention, and listening to others.

According Endang Sulistianingsih (2018) suggest that to redefining and rethinking what participation is meant. In this Research, participation can be referred to the student's activeness and willingness to perform and to exist in the teaching-learning process. Students' activeness means that they provide either spontaneous or unsolicited contribution, such as giving the opinion, answering questions, and making comments-students' willingness to perform means that the student wills to read a text or retell the story without being asked or motivated again and again by the teacher. And exist in a teaching-learning process here means that student follows classes with attention and listening to others. In this research the students' participation is divided into two categories, they are active and passive students.

Students participation in reading means completing the assigned readings, asking questions about anything in the readings or discussion that needs clarification or expansion, offering ideas and responses of others, and paying attention and showing respect in the classroom to the teacher and other students (O'Brien,2007). Students who do not participate in those ways mentioned above are often considered be passive in the classroom. Students participation in reading comprehension is interaction by seeking and giving information, expressing thoughts, felling and ideas, asking and answering questions in discussions.

2.3 Creative Problem Solving Strategy

A *problem* is a "situation in which you are trying to reach some goal, and must find a means for getting there" (Chi & Glaser, 1985, p. 229 in Schunk, 2008, p. 196). Moreover, he stated that "*problem solving* refers to people's effort to achieve a goal for which they do not have an automatic solution". It means that in solving a problem, people need to use their efforts in order find the solution of the problem faced. "Problem solving sometimes referred to as problem-based learning" (Johnson, 2008). In line with that idea, Adelman & Taylor (2006, p. 268) said problem-based learning (PBL) is a term that involve the concept of authentic learning, it is built around a series of active problem solving investigation.

According to Oxford (1990, p. 1), strategies are especilly important for language lerning because they are tools for active, self-directed involvement, which is essential for developing communicate competence, appropriate

language learning strategies result in improved proficiency and greater self-confidence. It means the appropriate problem solving strategy can help students to improve students comprehension.

Creative Problem Solving (CPS) is a postreading activity to find a solution for a story-based or text-based problem. (This can be used with narrative or expository text) (Johnson, 2008, p. 150). In other words, this strategy can be used to improve students reading comprehension of narrative text.

Creative Problem Solving (CPS) comprises three major components, they are: understanding the challenge, generating ideas, and preparing for action. During the students do their tasks in finding a solution of story-based problem, they require to understand first about the text, find the idea, and give the solution (Treffinger, 1995; Treffinger & Isaksen, 2005 in Schunk, 2008, p. 199). The challenge can be from the problems from the text, generating idea is used to find the best solution, and preparing for action is used when students choose the best solution for the problems.

In conclusion, creative problem solving is a strategy that is used to find solution of story-based problem. The problem can be from narrative or expository text. Based on this strategy, the students are expected to understand the text, find the problem, and give solution for the problems.

2.3.1 The Purpose of Creative Problem Solving (CPS) Strategy

According to Adelman & Taylor (2006, p. 268), students will be motivated by defined problem and by the process of discovery and use their capabilities to make pertinent observations, comparisons, inferences, and

interpretations and to arrive at new insight. By using this strategy, students'
creative and critical thinking is encouraged and it enables them to comprehend
the text and solve the problems that they find in the text.

Problem-solving activities require students to use language to acquire
and communicate new information in order to solve a problem or engage in
simulation (Chamot, Barnhardt, El-Dinary, & Robbins, 1999, p. 107). In line
with the idea, (Conklin, 2004) states the students work in group and they share
information about the text, in that activity, students will get new information
from other and it can improve their language skill and their comprehension
about the text. Therefore, this strategy is very useful to improve students
reading comprehension in narrative text.

2.3.2 Procedure in Teaching Reading Comprehension of Narrative Text Using Creative Problem Solving (CPS) Strategy

Creative Problem Solving (CPS) strategy is implemented in the
following procedures (Johnson, 2008, p. 150):

1) Identify and define the problem found in the story or text.

2) Allow students work in small group to generate as many ideas for a
   solution.

3) Students choose one the best idea for solution.

4) Students elaborate and refine the ides with other.

5) Students share their solutions.

2.3.3 Creative Problem Solving (CPS) Strategy and Reading Comprehension

A *problem* is a "situation in which you are trying to reach some goal,
and must find a means for getting there" (Chi & Glaser, 1985, p. 229 in

Schunk, 2008, p. 196). Moreover, he stated that "*problem solving* refers to people's effort to achieve a goal for which they do not have an automatic solution". It means that in solving a problem, people need to use their efforts in order find the solution of the problem faced. "Problem solving sometimes referred to as problem-based learning" (Johnson, 2008). In line with that idea, Adelman & Taylor (2006, p. 268) said problem-based learning (PBL) is a term that involve the concept of authentic learning, it is built around a series of active problem solving investigation.

According to Oxford (1990, p. 1), strategies are especilly important for language lerning because they are tools for active, self-directed involvement, which is essential for developing communicate competence, appropriate language learning strategies result in improved proficiency and greater self-confidence. It means the appropriate problem solving strategy can help students to improve students comprehension.

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According to Adelman & Taylor (2006, p. 268), students will be motivated by defined problem and by the process of discovery and use their capabilities to make pertinent observations, comparisons, inferences, and interpretations and to arrive at new insight. By using this strategy, students' creative and critical thinking is encouraged and it enables them to comprehend the text and solve the problems that they find in the text.

Problem-solving activities require students to use language to acquire and communicate new information in order to solve a problem or engage in simulation (Chamot, Barnhardt, El-Dinary, & Robbins, 1999, p. 107). In line with the idea, (Conklin, 2004) states the students work in group and they share information about the text, in that activity, students will get new information from other and it can improve their language skill and their comprehension about the text. Therefore, this strategy is very useful to improve students reading comprehension in narrative text.

Creative Problem Solving Strategy is an effective teaching strategy to motivate and engage students in learning. It provides forum to integrate real world experiences into the classroom setting and serves as a mechanism to engage students in an authentic learning process. Specific strategies that target scaffold learning, in corporation of visual concept maps, storytelling, and social inclusion through the group experience for all students in the class serve

to strengthen this experience. Creative problem solving as a teaching methodology, in support of learning-centered teaching in a variety of contexts that embraces ambiguity and challenge, may be a starting point for such an agenda, particularly as it relates to the transferability of these problem-solving skills learned in the classroom to the real world environment.

In conclusion, creative problem solving is a strategy that is used to find solution of story-based problem. The problem can be from narrative or expository text and creative problem solving is a process, method or system for approaching a problem in an imaginative way and resulting in effective action. Based on this strategy, the students are expected to understand the text, find the problem, and give solution for the problems. That's why creative problem solving can make the students' active in the classroom.

2.3.4 Creative Problem Solving Strategy and Students Participation

The learning process of grade X of State Senior High School 3 Mandau in learning reading had some problems. Based on the questionnaires the problem faced by the students was follows: students did not actively participate in learning reading comprehension. They did not feel confident to answer questions, they felt hesitate or afraid of making mistakes to answer the questions. They could not express their view or opinion spontaneously in English lessons, they felt unprepared to answer the questions , they felt unsure with their answer , they felt bored with the tasks and activities , and at times they thought they were not good at all in reading lesson.

To solve the problem above the researcher used Creative Problem Solving. It gave the students opportunity to have meaningful interaction to

share and communicate their ideas or thought, so they can actively participate in the process of teaching learning. This was the appropriate strategy that brings them to do the steps of learning reading. The students did the activities in group and individually, so they could do the tasks actively and confidently. Additionally, Creative Problem Solving Strategy implemented in this study contributed to the students in terms of their participation in the process of teaching learning and the students' reading comprehension. It's mean that there is effect after using CPS strategy on students' participation in reading narrative text

2.4 Relevant Studies

The review of previous studies which is related to this research is very important in order to show the importance of researching the variables in this research and to avoid plagiarism.

The first related studies was done by Kanyarat Cojorn (2012) entitle: Effects of the Creative Problem Solving (CPS) Learning Model on Matter and Properties of Matter for Seventh Grade Students, the author explained the CPS learning model was developed based on the creative problem solving approach and five essential features of inquiry. The key strategy of the CPS learning model is depending on real life problem situations to provide students with opportunities to practice creative and logical thinking through five learning steps: engaging, problem exploring, solutions creating, plan executing, and concepts examining. The design of this study was pretest-posttest control-group design. The findings indicated that 1) the students who

learned through the CPS learning model had the overall mean scores in learning achievement, scientific creativity skill and scientific attitudes higher than those who learned with the conventional learning model. 2) Thoroughly, the result showed that the learning achievement test mean scores in "recall and reproduction" level were not significantly different. Also, the mean scores of scientific attitudes in aspects of "scientific knowledge" and "functions of science" of the students who learned through CPS learning model and the students who learned with the conventional learning model were not significantly different. The research findings revealed that the CPS learning model was effective and could be used in the science classroom.

This article focuses on to measure science of the students', not for reading comprehension. This journal also has the differences to collecting the data. The key strategy of the CPS learning model is depending on real life problem situations to provide students with opportunities to practice creative and logical thinking so, it can make CPS strategy was effective for the students' science classroom. But, this journal has similarities with my research the kind of this journal by using pre-test and post-test control-group design.

The second related study was done by Lydia Sinapova (2000) entitle: Creative Problem Solving the author explained, based on intensive problem solving exercises that illustrate various creative problem-solving strategies. Students gain practical experience in finding useful analogies, combinatorial thinking, problem reforming, and state space search methods. They compare incremental and transformative problem-solving, and analyze various obstacles that prevent the problem-solver from perceiving either the problem

itself or the information necessary to solve it: such as stereotyping, imposing unnecessary restrictions and the fear of thinking in a different way. The paper discusses some issues in problem solving typology, what types of skills are necessary for creative problem solving, and what kind of problems enhance the development of such skills.

This article focuses on CPS method, and CPS theories in teaching learning process. This article very useful and related for my research, because the author explain about how to used CPS strategy in teaching learning process. But, the article has variable, design, the instrument to collecting the data are different.

The third related study was done by Sevil Büyükalan Filiz (2018) entitle: Investigating the Correlation between the Frequency of Using Metacognitive Reading Strategies and Non-routine Problem Solving Successes in Fifth Grade Students, the author explained aim of this study is to examine the correlation between the frequency of using metacognitive reading strategy use and non-routine problem-solving achievements in fifth grade students. The study was conducted by using the correlational survey model, one of quantitative research methods. The participants of the study consisted of 308 fifth grade students who were studying in public schools in Istanbul and Ankara in 2017-2018 school year and were selected with convenient sampling method. The data of the study were gathered using the form for the frequency of using metacognitive reading strategy by the students and the non-routine problem solving achievement Test. In the study, the form for the frequency of using metacognitive reading strategy was applied in order to

determine metacognitive reading strategies of the studies and on the following day, the achievement test including non-routine problems was then applied to the students. Simple Linear Regression Analysis and Pearson Product-Moments Correlation Analysis were used in the analysis of the data obtained in the study. According to the results of the study, there was a positive correlation between the frequency of using metacognitive reading strategy and non-routine problem-solving achievements in fifth grade students and metacognitive reading strategies were a predictor of non-routine problem-solving achievement.

This article about metacognitive reading strategies and different variables such as creative thinking skills, social problem solving skills, and mathematical thinking skills. It is recommended to conduct studies with larger samples by using qualitative and quantitative designs together for the frequencies of using metacognitive reading strategies by primary school students.

The fourth related study was done by Shayne Hite (2009) entitle: Improving Problem Solving by Improving Reading Skills, the author explained this study of her fifth grade Mathematics class, the author investigated how the use of different reading strategies impacted the students' problem solving. The author implemented various reading strategies throughout a three-month time period. Teaching her students to break down story problems, learn the steps in solving them, write their own story problems, create math dictionaries, write story problem webs, and listen to themselves reading problems created more confidence in them and increased

the likelihood that they would use these strategies on their own. In this research, it was quite obvious to her through some pretesting that my students struggled with word problems. As a result of this research, she found that her was able to help some individuals improve on their abilities to focus on and solve word problems by implementing reading strategies. As a result of her study, she plan to keep implementing these strategies into her lesson plans and keep reading strategies and problem solving a focus of her mathematics classroom.

This article not about reading but this strategy used for help in math subject, this article different with my research because my research discussed about reading comprehension in English. This article it was quite obvious to author through some pretesting that author students struggled with word problems. But, this article also useful for my research, because the author explained about how to use CPS strategy.

The fifth related study was done by Richard J Klimoski (1976) entitle: The impact of Trust on Creative Problem Solving Groups, the author explained dynamics of interpersonal trust in group creative problem solving was examined. Each member of 29 four-person groups of undergraduate females was led via manipulated feedback from three other group members to perceive a high trust, low trust, or control (no trust) manipulation condition. Two instructional sets were used: a standard brainstorming technique and synaptic. Performance was measured by the number of ideas each group generated. Self-report data were taken on perceived effort, satisfaction, and group attractiveness. Results showed that the high trust and control groups

outperformed those in the low trust conditions on each of three tasks. Also, it appears that when information about trust is lacking in the group, members assume that relatively high trust exists. No differential impact due to problem solving instructions was found.

This article focuses on how to measure performance for female students by the number of ideas each group generated, meanwhile my research sample not only for female students' but also male students'. But, this article useful for my research. Because in my research will explain about CPS strategy.

The six related study was done by Mustafa Ulu (2017), entitle: The Effect of Reading Comprehension and Problem Solving Strategies on Classifying Elementary 4th Grade Students with High and Low Problem Solving Success, the author explained the effect of fluent reading (speed, reading accuracy percentage, prosodic reading), comprehension (literal comprehension, inferential comprehension) and problem solving strategies on classifying students with high and low problem solving success was researched. The sampling of the research is composed of 279 students at elementary school 4th grade. In the research, in order to figure out reading accuracy percentage and reading rate, 5 scales were used: a reading text, prosodic reading scale, literal comprehension scale, inferential comprehension scale and problem solving scale. In order to see the effect of fluent reading and comprehension skills on classifying students with high and low problem solving success, logistic analysis was conducted while discriminant analysis was conducted to determine the effect of problem solving skills. At the end of

the study, it was seen that fluent reading skills had no effect on classifying students according to their problem solving success. It was concluded that both comprehension skills are 77% effective in classifying problem solving success, but inferential comprehension is more effective than literal comprehension. It was found that problem solving strategies were effective on classifying students with high and low problem solving success problem at 88% level; that the most important factors while classifying were estimation and control, systematic listing, looking for a pattern and drawing figures and diagrams respectively; and that backward-studying strategies were inadequate in classifying successful and unsuccessful students. At the end of the study, English sentence writing strategy appeared to be the most important strategy in classifying students with high and low problem solving success, but it had a negative correlation. In other words, a rise in the usage rate of this strategy increased the likelihood for individuals to be in the group with low problem solving success.

This article about sight for reading comprehension skills (reading rate, reading accuracy percentage, prosodic reading, literal comprehension, inferential comprehension) effective on classifying students with high and low problem solving. Problem solving strategy education was found more effective than reading comprehension strategy education. The sample of article is for elementary students', my research sample for Senior High School. This article very useful for my research, because will explain about reading comprehension and CPS Strategy.

The seven related study was done by Alireza Hajiyakhchali (2013) entitle: The Effects of Creative Problem Solving Process Training on

Academic Well-being of Shahid Chamran University Students, the author explained purpose of the present study was to investigate the effects of creative problem solving (CPS) process training on academic well-being students. The instruction of the CPS process (using 12 creativity techniques in two phases of creative and critical thinking) as the independent variable and academic well-being (consisted of three components including affect at school, perceived academic efficacy and self-report of disruptive behavior) as dependent variables. The present study was a field experimental design with pretest-posttest control group design. The sample consisted of 60 students of (Ahvaz university), which were selected randomly by multi-stage sampling method. The participants were then assigned randomly to experimental and control groups. Before teaching CPS process, pretests on well-being were taken from both experimental and control groups. Afterwards, the experimental group was treated with CPS process, but the control group didn't receive any training. After the intervention, posttests were taken immediately from both experimental and control groups. The results of ANCOVA analysis showed that CPS process training caused significant improvement in students' academic well-being (including affect at school, perceived academic efficacy and self-report of disruptive behavior).

This article focuses on students in the CPS group will score statistically higher on affect at school, perceived academic efficacy and self-report of disruptive behavior posttest than students in the control group. The results from this study indicate that the implementation of CPS instructional strategies did significantly increase levels of academic well-being for those

students, when compared. One aspect of creativity that warrants evaluation is in the area of student Well-being Researchers in the area of Creativity Education have concluded that the process not only contribute ability to solve problems. This article very useful for my research because, related to my research that i will explain about CPS Strategy.

The next related study was done by Maghsoud Danesh (2017) entitle: On The Relationship Between Creative Problem Solving Skill and EFL Reading Comprehension Ability, the author explained present study investigated the relationship between Creative Problem Solving (CPS) skill of Iranian secondary school students and their reading comprehension ability. The sample of participants included 70 second grade students randomly selected among secondary school students. The Torrance Test of Creative Thinking was used to measure CPS. Also, a valid and reliable teacher-made reading comprehension test was applied to asses reading comprehension ability of the participants.

The results indicated that there was a positively significant correlation between reading comprehension ability and CPS skill. Among the sub-components of CPS, elaboration and originality revealed positively significant correlation with reading comprehension. Furthermore, the findings suggested a dire need of accommodating creativity and CPS techniques and activities in EFL materials, text book. Teaching creativity is highly recommended as a prerequisite for every kind of learning including foreign language learning.

This article about improving the quality of foreign language education in Iranian public schools by directing attentions towards considering CPS as

an essential characteristics of learners which should be emphasized in foreign language learning and teaching. This article very useful for my research, because the tittle almost same with my research but in my research I don't use EFL for the variable.

The next related study was done by A. Effendi (2017) entitle: Implementation of Creative Problem Solving Model to Improve The High School Student's Metacognitive, the author explained this Research is quasi-experimented study with 3x2 factorial and nonequivalent control group design. The population in this study was all 10th grade students at one of the Senior High School in Ciamis. Furthermore, two sample groups randomly selected (experimental class and control class) with a purposive sampling technique. Each sample group divided into high, medium, and low level based on students' mathematical prior knowledge. The experimental class used Creative Problem Solving models but the control class used conventional models. The instrument used in this study was the metacognitive ability test.

The differences of metacognitive ability improvement based on students' mathematical prior knowledge and applied learning model was tested by two ways ANOVA at significance level 0.05, after prerequisites testing are met. Based on this research, it is known that (1) Students' metacognitive ability improvement that has been acquired the Creative Problem Solving model is significantly better than students who acquired conventional learning; (2) There are significantly differences in metacognitive abilities improvement among students who obtain the Creative Problem Solving model with students who received conventional learning in terms of students' mathematical prior

knowledge level, high, medium, and low. Metacognitive abilities improvement of Experimented students who have a high and a medium English prior knowledge level, are significantly better than the improvement of Control students' metacognitive abilities that have a high and a medium mathematical prior knowledge level. However, the increase in metacognitive abilities of students who have lower mathematical prior knowledge level in the experimental class and the control class did not differ significantly**.**

This article focuses on increase in metacognitive skills of students who have a low level of mathematical ability early in the CPS classes did not differ significantly with an increase in metacognitive skills of students who have a low level of mathematical ability early in the conventional classroom. Creative Problem Solving Learning model is successfully applied to students who have a high level of mathematical ability early and moderate. In my research I don't use metacognitive instrument, but I will use reading test. My research use for reading comprehension not for math subject, but this article can useful for my research.

The last related study was done by Endang Sulistianingsih (2018) entitle: Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC) the author explained Students, especially at the higher level need to be an efficient reader to comprehend some reading materials from varied sources associated with their studies. Teaching reading becomes not easy since the teacher has to face the problems on how to teach reading in a mixed-levels reading class? How can all students become motivated more active in reading class? How to

promote cooperation among students with divergent competency and motivation? To address such questions, this paper demonstrates how reading skill, participation, and cooperation can be developed through CIRC. The research was a case study where quantitative and qualitative were mixed. The participants of this research were students of communication studies at the Social and Political Science Faculty in higher education. Eighteen students participated in this research. The participant was taken using saturation sampling. The data was collected through observation to determine students' participation and reading comprehension test to measure the student's reading comprehension level. CIRC was used as teaching instruction during the intervention. Through this method, learning reading can increase good interrelationship, individual and group responsibility, interpersonal and small group skills. Therefore, a presence of cooperation is established, comprehension can be developed, and passive students become active while active students become active. This research is useful for EFL teacher who teaches in a big class where his/her students have different levels of reading proficiency.

By reviewing some previous researches related to the present research, it has been found some similarities and difference between the previous researches and present research. The similarities can be found on the use of same research variable that are creative problem solving strategy, reading comprehension and some article there is about students' participation. However, CPS strategy can be used for another class or subject (like math

class or science), the location of the research, the research design, the sample, and also the instruments used to collect the data are different between previous researches and present research. Therefore, significance of researching the variable is clear and also although some similarities occur between the previous researches and present research, there is no indication of plagiarism.

2.5 Operational Concept

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. This is an experimental research in which focuses on reading comprehension in narrative text of students who are taught by using Creative Problem Solving (CPS) Strategy who are taught by without Creative Problem Solving (CPS) Strategy at Grade X at State Senior High School 3 Mandau. In this research, there are three variables as the following:

1) The use of CPS Strategy as independent variable (X)

2) The students' participation as dependent variable (Y1)

3) The students' reading comprehension as dependent variable (Y2)

The operational concept in this research can be seen on the table below:
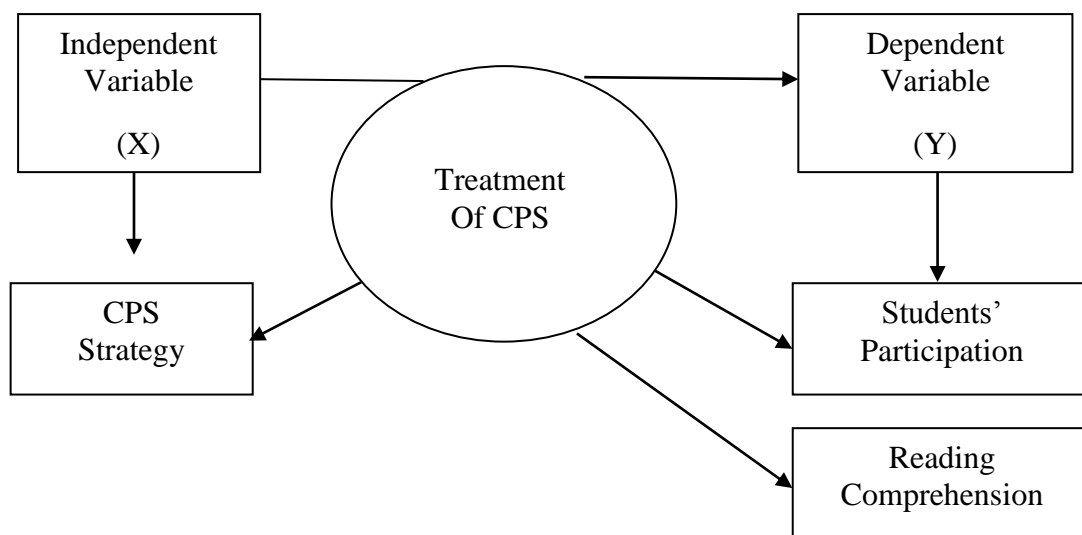
Reading comprehension students in State Senior High School 3 Mandau at the first grade is still low, because they are lazy to read a text and don't know how to read well.

Based on curriculum 2013, the students learn narrative text. The Type of narrative text is fairy tales. Fairy tales is a story usually for children about elves, hobgoblins, dragons, fairies, or other magical creatures. Many examples of fairy tales that we know like; Cinderella, Snow White, Sleeping Beauty, Beauty and The Beast. Every fairy tales talks us about kingdom, prince and the end of the story always happy ending and marriage.

Therefore, the students hope able to understands response and identify the narrative texts which teach by teacher agree with standard competency in the curriculum 2013 (K-13).

Based on the statements above, the indicator of each variable in this research can be seen as follow:

Table 2.1
The Operational Concept

VARIABLE	INDICATORS
1. The implementation of Creative Problem Solving (CPS) Strategy. (Johnson, 2008)	The teacher and students do the steps of Creative Problem Solving (CPS) Strategy a. Indentify and define the problem found in the story or text. b. Allow students work in small group to generate as many ideas for a solution. c. Students choose one the best idea for solution. d. Students elaborate and refine the ides with

VARIABLE	INDICATORS
	other.
	e. Students share their solutions.
2. The students' participation (Mustapha, 2010)	The students are engaged in learning activities. a. The students read the text given by the teacher b. The students ask a question to the teacher when they don't understand c. The students comunicate with the teacher d. The students pay attention to the teacher's explanation e. The students make a note during the reading activity f. The students give and share the opinion in discussion g. The students answer their friends' question during discussion h. The students ask the question to their friends during discussion i. The students joke in learning process j. The students give comments during discussion
3. The students' Reading comprehension (Curriculum, 2013)	The students are able to identify: a. The ability to identify main idea of the text b. The ability to identify detail information of the text. c. The ability to identify meaning of vocabulary d. The ability to identify references e. The ability to identify inferences

2.6 Hypotheses

The hypotheses of this research are the following:

1. Null Hypothesis (H_0)

   a. There is no significant effect of Creative Problem Solving Strategy on students' participation of students being taught by using Creative Problem Solving Strategy and students' without being taught by using Creative Problem Solving Strategy.

   b. There is no significant difference of reading comprehension between students who participate actively and passively in the class taught by using Creative Problem Solving Strategy and without using Creative Problem Solving Strategy.

   c. There is no significant interaction effect between teaching method and level of participation on reading comprehension.

2. Alternative Hypothesis ($H_{a)}$)

   a. There is a significant effect of Creative Problem Solving Strategy on students' participation of students being taught by using Creative Problem Solving Strategy and students' without being taught by using Creative Problem Solving Strategy.

   b. There is a significant difference of reading comprehension between students who participate actively and passively in the class taught by using Creative Problem Solving Strategy and without using Creative Problem Solving Strategy.

   c. There is a significant interaction effect between teaching method and level of participation on reading comprehension.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discussed several things such as research design, time and place of the research, population and sample, research instrument, data collection technique, and data analysis technique. Each the sections of this chapter are as follows:

3.1 Research Design

The design of the research is quasi-experimental. According to Howard White and Shagun Sabarwal (2014), quasi-experiments are subject to concern regarding internal validity, because the treatment and control groups may not be comparable at baseline which is an appropriate one to this research in order to find out the significant effect of CPS Strategy on students' comprehension and participation in reading narrative texts at State Senior High School 3 Mandau Bengkalis Regency. With random assignment, study participants have the same chance of being assigned to the comparison group.

There are two tests; a pre-test and post-test. It is supported by Johnson and Christensen (2008:156) state that quasi-experimental research is research in which the researcher manipulates the independent variable and is interested in showing cause and effect. Gay, Mills, and Airisian (2009: 240) also state "experimental research is the only type of the research that can test hypotheses to establish cause and effect relationship."Therefore, in accordance with the nature of the objective of this research is to know the effectiveness of Creative Problem Solving Strategy on such skills as an alternative strategy of teaching

reading to natural one and to know the effectiveness of this strategy in minimizing students' difficulties in reading comprehension.

According to Adelman & Taylor (2006, p. 268), students will be motivated by defined problem and by the process of discovery and use their capabilities to make pertinent observations, comparisons, inferences, and interpretations and to arrive at new insight. By using this strategy, students' creative and critical thinking is encouraged and it enables them to comprehend the text and solve the problems that they find in the text.

The research variable according to Sugiyono (2015: 61) is an attribute or the nature or value of people, activities that have certain variations determined by researchers to be studied and then drawn by conclusions. In this study, there are three variables as follows:

1. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. (Creswell 2012: 117). The implementation of Creative Problem Solving strategy.

2. Moderating variables are new variables constructed by the researcher by taking one variable times another to determine the joint impact of both variables together. This impact is called an interaction effect. For now, recognize that interaction effects are a special form of dependent variable. (Creswell 2012:117). The level of students' participation that is differentiated into active and passive.

3. A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. (Creswell 2012: 117). In this study, the dependent variable is reading comprehension in narrative text.

As Creswell (2008: 314) says that experimental research design can be seen as follows:

O_1 X O_2 (Experimental Class)

O_3 O_4 (Control Class)

In which:

O_1 and O_3 = Pre-test

O_2 and O_4 = Post-test

X   = Treatment by using Creative Problem Solving Strategy

Experimental research was one of the most powerful research methodologies that researcher can use. An experimental group was the group in a scientific experiment where the experimental procedure is performed. This group was exposed to the independent variable being tested and the changes observed and recorded. Of many types of research that might be used, the experiment is the best way to establish cause-and affect relationships among variables.

A control group was a group separated from the rest of the experiment where the independent variable being tested cannot influence the results. This isolates the independent variable's effects on the experiment and can help rule out alternate explanations of the experimental results. While all experiments have an experimental group, not all experiments require a control group. Controls were extremely useful where the experimental conditions are complex and difficult to isolate. Experiments that use control groups are called controlled experiments.

According to Creswell (2008) the research design can be illustrated as follows:

Table 3.1
Research Design Pre - and Post-test Design

Select Control Group	Pre test	No Treatment	Post test
Experimental Group	Pre test	CPS strategy	Post test

3.2 Time and Place of the Research

This research was conducted on October 2019. It will be conducted at State Senior High School 3 Mandau, which located on Duri, Bengkalis Regency. The duration of this research will be two months (September to November 2019)

3.3 Population and Sample of the Research

State Senior High School 3 Mandau located on Duri, Bengkalis Regency is purposively selected as the research setting because its location is reachable for researcher to conduct the research.

Gay (2000:122) states that a population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. In this study, the population in this research are all students of grade tenth of State Senior High School 3 Mandau in academic year of 2019/2020. The numbers of the entire students are 1000. The population of the research will be distributed as follows:

Table 3.2
The population of the research

Classes	Male	Female	Total of Students
X. MIPA 1	18	18	36
X. MIPA 2	14	20	34
X. MIPA 3	16	20	36
X. MIPA 4	15	19	34
X. MIPA 5	19	17	36
X. MIPA 6	16	18	34
Total	**98**	**112**	**210**

The total of the population is 210 students. The population above is large to be taken as a sample of the research. Based on the limitation of the research, only two classes will be taken by using cluster sampling technique. Gay (2000) states cluster sampling randomly selects groups, not individual. All the members of selected groups have similar characteristics. One class is a treatment class or experimental class and the other is a control class. The writer will ask the English teacher to know the class that has same achievement in English on every first year class in State Senior High School 3 Mandau, X. MIPA 1, X. MIPA 2, X. MIPA 3, X. MIPA 4, X. MIPA 5, and X. MIPA 6. After that, the writer will take two class as a sample of research. It is class X. MIPA 4 for experimental class and X. MIPA 6 for control class.

The spesification of the research sample can be seen on the table below:

Table 3.3
Specification of the Research Sample

SAMPLE	FEMALE	MALE	TOTAL
X. MIPA 4	19	15	34
X. MIPA 6	16	18	34
TOTAL	**35**	**33**	**68**

3.4 Research Procedure

Figure 3.1
Scheme of Research Design

```
          ┌──────────────────────────────────┐
          │  Experimental Research Design    │
          └──────────────┬───────────────────┘
                         ↓
          ┌──────────────────────────────────┐
          │   Quasi-Experimental Research     │
          └──────────────┬───────────────────┘
                         ↓
          ┌──────────────────────────────────┐
          │     Choosing the Respondents      │
          └──────────────────────────────────┘
              ↙                        ↘
  ┌────────────────────┐      ┌────────────────────┐
  │ Experimental Group │      │   Control Group    │
  └─────────┬──────────┘      └─────────┬──────────┘
       ↓          ↘                     │
  ┌──────────┐   ┌──────────┐           │
  │ Treatment│   │ Pre-test │←──────────┘
  └────┬─────┘   └────┬─────┘
       ↓              │
  ┌────────────────────┐      ┌────────────────────┐
  │ Experimental Group │      │   Control Group    │
  └─────────┬──────────┘      └─────────┬──────────┘
            ↘                          ↙
             ┌────────────────────┐
             │     Post-test      │
             └─────────┬──────────┘
                       ↓
             ┌────────────────────┐
             │   Analysing Data   │
             └─────────┬──────────┘
                       ↓
             ┌────────────────────┐
             │       Result       │
             └────────────────────┘
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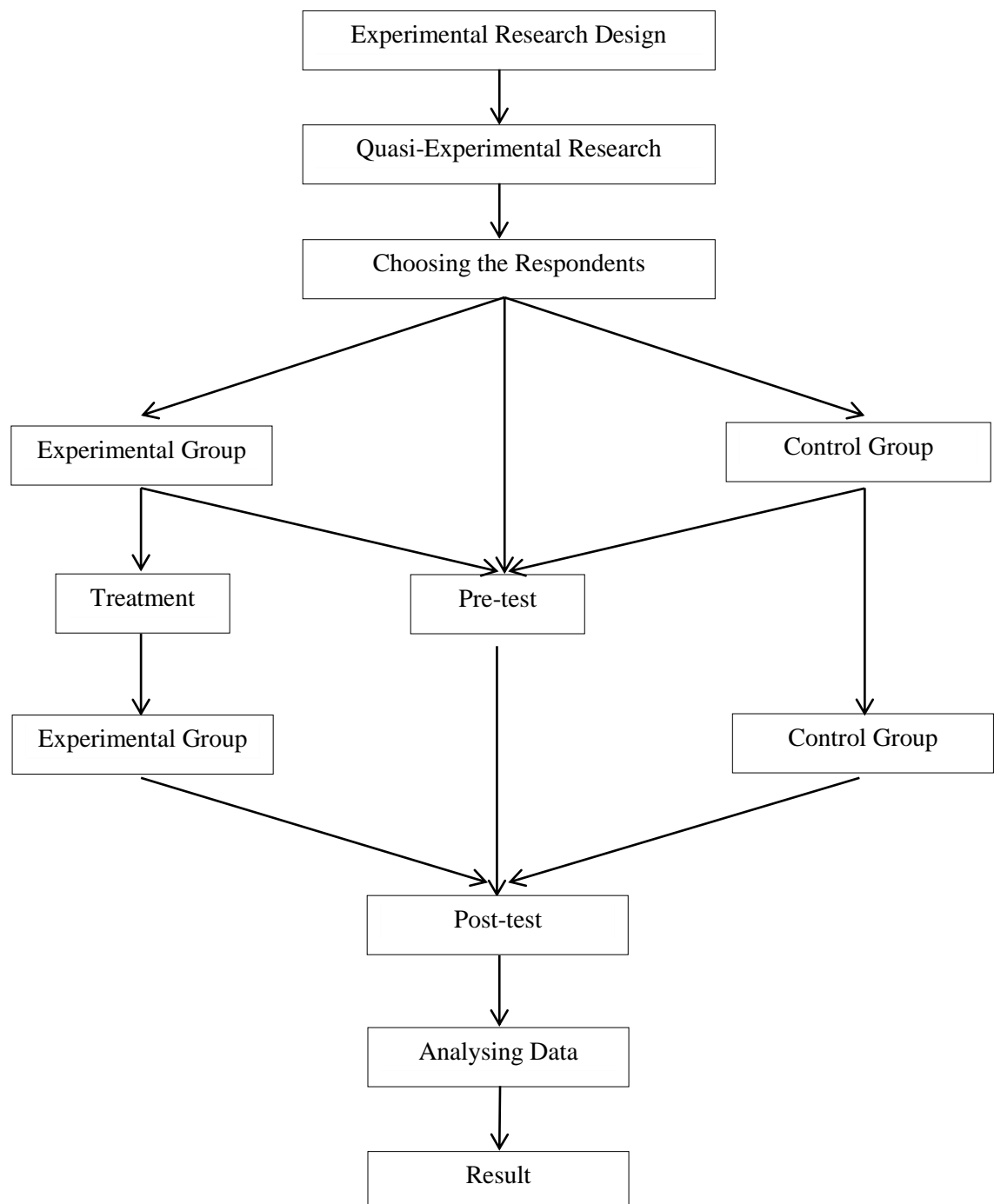
3.5 Data Collection Technique

Before collecting data, the researcher was used a simple reading test as the instrument. The technique of collecting the data in this study was given a set questionnaire, observation and a reading test to the tenth grade students of SMAN 3 Mandau.

a. Procedures of collecting data for experimental group

1. Pre-test

The pre-test will be carry out to determine the students' participation and reading comprehension with their score.

2. Treatment

The treatment will be conduct for experimental group by using Creative Problem Solving Strategy (CPS) strategy on students' participation and reading comprehension apply for about four meetings.

3. Post-test

After conducting the treatment, the post-test will be administered and analyzed as final data of this research. The post-test given is the same test as the pretest.

b. Procedures of collecting data for control group

1. Pre-test

The control group will be given a pre-test to determine their students' participation and reading comprehension. The test is the same as for experimental group.

2. No treatment

3. Post-test

   Post-test also will be given to control group and the result is analyzed and used as final data for this research.

   So, the difference between a control group and an experimental group is one group is exposed to the conditions of the experiment and the other is not. The data of the research were the scores of the students' pre-test, post-test, from experimental and control groups at State Senior High School 3 Mandau Bengkalis Regency. The data were collected through the following procedures:

a. The students X MIPA 4 – X MIPA 6 got pre-test by asking them to answer the questions to check the homogeneity and the normality.

b. The students both experimental and control got questionnaire by asking them to answer the questions.

c. The students of the experimental class got the treatment, by using Creative Problem Solving Strategy and the control class without using Creative Problem Solving Strategy but both groups had the same materials.

d. The students both the experimental and the control classes got post-test by asking them to answer the questions.

e. The students answer sheets of both classes were collected in order to get the data about their reading comprehension and levels of participation.

3.5.1 Questionnaire

Questionnaire is a technique of collecting data by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2017: 142). The researcher was done the research by using the questionnaire to know about the level of participation in the class on students' reading comprehension. Questionnaire was conducted to experimental group and control group before the treatment. The experimental and control group were consisting of 68 students of SMAN 3 Mandau.

The students asked to choose the statement according to the actual situation that they experienced with the following answer; Strongly Disagree, Disagree, Netral, Agree, Strongly Agree. It consists of 20 written question with five-point Likert (1932) scale items. According to Singh, Fook, and Sidhu (2006: 139), a Likert scale format is usually used to measure the strength of an attitude or an opinion. On a scale of 1-5, ranging from strongly disagree, disagree, neutral, agree and strongly agree. It can be seen in the table below:

Table 3.4
Interpretation of Mean Score of Participation Levels

Scale	Mean Range	Participation level	Score Range
5	Strongly agree	Very high	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Neutral	Average	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Very low	1.00 – 1.49

The mean score for each item indicated the level of students'
participation; a high score mean students had high learning participation,
while a low score mean students had low learning participation.

3.5.2 Observation

Observation is complex process, a process composed of various
biological and psychological processes. Two of the most important in
observation are the processes and memory. Observation divided into two,
namely; structured observation and unstructured observation (Sutrisno Hadi,
1986). In this study, the researchers used structured observation. Structured
observation is observation that has been systematically designed, about what
will be observed (Sugiyono, 2017:146). The researcher was to observe directly
to the object of the research and to see closely the activity carried out. As what
is observed is the implementation of Creative Problem Solving Strategy. This
observation list adopted from the step of Creative Problem Solving Strategy
by Johnson (2008).

Table 3.5
Item Observation List

No	Item Observed
1	The teacher asks the students to identify and define the problem found in the story or text
2	The teacher asks the students to work in small group to generate as many ideas for solution.
3	The teacher asks the students to choose one the best idea for solution
4	The teacher asks the students to elaborate and refine the ideas with other.
5	The teacher asks the students share their solutions.

3.5.3 Test

According to Wesley (2001), test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. Test was used to measure the person's competence and to achieve the objective. The data collected by giving written test. Written test conducted twice, there were pre-test and post-test. The researcher was used multiple-choice test. According to Brown (2004), Multiple-choice responses are not only a matter of choosing one of four or five possible answers. By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. Test was conducted to experimental group and control group before and after the treatment.

The experimental and control group were consisting of 68 students of SMAN 3 Mandau. An experimental group received by new treatment while

control group received by a usual treatment. The students asked to answer the questions based on the reading text. Each reading text consists of 20 questions. Then the answer scored in order to find the score for each individual. Then the data group based on the category of classification. The duration of the test is 2x45 minutes. This reading test was adopted from exercise in the handbook. Because, this questions has been proven the validity and reliability based on the indicators that studied in the school.

The researcher collected the data by using quantitative approach. According to Burhan (2006), quantitative approach stresses the analysis to the numerical data that was processed by statistical method. So, in this research, the researcher used the form of quantitative approach to analyze the data.

The data would be collected through pre-test in both classes in order to know the difference between the two classes that taught by using "CPS Strategy" and preaching method. Pre-test was held in both classes to measure the students' vocabulary mastery before the treatment. After the researcher applied the method then the posttest would be given. Then, the result of the test was scored and calculated. The result of each test was formulated through the formula below:

$$Value = \frac{result\ score}{20} x\ 100$$

Table 3.6
Blue Print For Reading Comprehension

Reading Text	The Types of the Comprehension Skill	Number of Items	Items Number
The Story of Lake Toba	1. Finding the main idea of the text 2. Finding detail information of the text 3. Guessing the meaning of vocabulary 4. Identifying the reference 5. Making inference	1 1 1 1 1	1 2 3 4 5
The Frog Prince	1. Finding the main idea of the text 2. Finding detail information of the text 3. Guessing the meaning of vocabulary 4. Identifying the reference 5. Making inference	1 1 1 1 1	6 7 8 9 10
Little Red Riding Hood	1. Finding the main idea of the text 2. Finding detail information of the text 3. Guessing the meaning of vocabulary 4. Identifying the reference 5. Making inference	1 1 1 1 1	11 13 15 12 14
Red Feathers The Hen	1. Finding the main idea of the text 2. Finding detail information of the text 3. Guessing the meaning of vocabulary 4. Identifying the reference 5. Making inference	1 1 1 1 1	16 17 20 18 19

3.6 Data Analysis. Technique

Before analyzing the data to find out the information about students'
vocabulary mastery in descriptive text, the researcher needed to test
homogeneity and normality of the data.

Table 3.7
Homogeneity of Students Reading Comprehension

	Levene Statistic	df1	df2	Sig.
Pre Test	,403	1	66	,527
Post Test	1,840	1	66	,180

Homogeneity test is used as a reference material for determining
statistical test decisions. As for the basis of decision making in the
homogeneity test is if the significance value smaller than 0.05, then its mean
that the variance of the data population group is not same. if the significance
value bigger than 0.05, its mean that the variance of the data population group
is same. Based on table 3.7, it was known that the significance value of the
score variable was 0.527 > 0.05. Its means that the score of variable data was
homogen.

Table 3.8
Normality of Reading Comprehension

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test Experiment class	,098	34	,200[*]	,963	34	,299
Post Test Experiment class	,148	34	,056	,939	34	,057
Pre Test Control Class	,145	34	,069	,944	34	,079
Post Test Control Class	,137	34	,109	,964	34	,327

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

When talking parametric approach to inferential statistics, the values that are assumed to be normally distributed are the means across samples. In brief, the assumption that underlied parametric statistics did not emphasize that the observations within a given sample are normally distributed, nor did it emphasize that the value within the population (from which sample was taken) was normal. This core element of assumption of normality emphasized that the distribution of sample means (across independent samples) was normal. In technical term, this assumption of normality emphasized that the sampling distribution of the mean was normal.

In order to set up the confidence interval or test a null hypothesis and alternative hypothesis (by t-test), the researcher must estimate the sampling distribution of the characteristic of interest in order to know how wrong we might be. In the analysis that psychologists perform, the characteristic of interest is almost always the mean. Therefore, we must estimate the sampling distribution of the mean. If the significance value is greater than 0.05, then the data is normally distributed. conversely, if the significance value is smaller than 0.05, then the data is not normally distributed. Based on table 3.8, it was known that the significance value of the score variable based on class Pretest control was 0.079> 0.05, posttest control was 0,327 > 0.05, pretest experiment was 0.299 > 0.05, and posttest experiment was 0,057 > 0.05. So, based on the Saphiro-Wilk's normality test, the data is normally distributed.

3.6.1 Analysis for Research Question 1

In order to find out whether there is a significant difference of hypothesis 1, the researcher analyzed by using independent sample T-Test in

SPSS 23. "Independent sample T-Test is used when you want to compare the mean score, on some continuous variable, for two different groups of participants" (Pallant: 2010)

Pallant (2010) says that eta squared is used to determine the strength of the difference between group, or the influence of the independent variable. Effect size statistics provide an indication of the magnitude of the differences between the groups. Eta squared can be obtained using the following formula:

Eta squared for independent sample t-test:

$$\text{Eta squared; } \eta^2 = t^2/t^2 + (N1+N2-2)$$

The guidelines for interpreting this value are:

0.01 = Small effect

0.06 = Moderete effect

0.14 = Large effect

3.6.2 Analysis for Research Question 2

In order to find out whether there is a significant difference of hypothesis 2, the researcher used Independent Sample T-test in SPSS 23. The advantage of using Independent Sample T-test design is that we can test the 'main effect' for each independent variable and also explore the possibility of an 'interaction effect' (Julie Pallant, 2010).

Afterward, it is better to find the coefficient effect of t-test by following formula:

$$\text{Eta squared; } \eta^2 = t^2/t^2 + (N-1)$$

The effect size can exist between 0 to 1. According to Cohen (Cohen, Manion, and Marrison, 2007: 521), the category of effect size is as the table 3.9 as follows:

Table 3.9
Classification of Effect Size by Cohen (2007)

Size	Interpretation
0 – 0.20	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
>1.00	Strong Effect

3.6.2 Analysis for Research Question 3

In order to find out whether there is a significant interaction between Creative Problem Solving strategy and Students Participation, the researcher used Two Way Anova Test in SPSS 23. If the significance value is greater than > 0.05, there is no significant. And if the significance value is smaller than < 0.05, its mean there is a significant.

CHAPTER IV
FINDINGS AND DISCUSSION

In the fourth chapter, the researcher will explain findings, data presentation and discussion of the research. Each the sections of this chapter are as follows:

4.1 Findings

In this section, the outcomes or results of the data analysis as the answer of the research questions are presented according to the sequence of the research questions. The data were taken by using following instruments, namely questionnaire, observation checklist and reading test. The findings were the outcome of examining of (1) the effect of using Creative Problem Solving strategy on reading comprehension, (2) the difference of students who participate actively and passively on reading comprehension by using Creative Problem Solving Strategy and without using Creative Problem Solving Strategy (3) the interaction between teaching method and level of participation on reading comprehension.

Before reporting the results of data presentation, foremost the researcher reports the students' observation checklist from using Creative Problem Solving Strategy. It can be seen the following table 4.1:

Table 4.1
Observation 1st meeting Creative Problem Solving (CPS) Strategy

No	Item Observed	Observation Time (1)
1	The teacher asks the students to identify and define the problem found in the story or text	√
2	The teacher asks the students to work in small group to generate as many ideas for solution.	√
3	The teacher asks the students to choose one the best idea for solution	√
4	The teacher asks the students to elaborate and refine the ideas with other.	-
5	The teacher asks the students share their solutions.	-
Yes		**60%**
No		**40%**
Total		**60%**

The observation on the first meeting, the teacher and students did not apply all the items of the indicators of Creative Problem Solving Strategy. There were 5 indicators that should be applied in treatment process by teacher and students in Creative Problem Solving Strategy. In this meeting, the teacher and students only applied 3 items or 60% and missed 2 items or 40% from the indicators of Creative Problem Solving Strategy. It was category ''fairly good''.

Table 4.2
Observation 2ⁿᵈ meeting Creative Problem Solving (CPS) Strategy

No	Item Observed	Observation Time (1)
1	The teacher asks the students to identify and define the problem found in the story or text	√
2	The teacher asks the students to work in small group to generate as many ideas for solution.	√
3	The teacher asks the students to choose one the best idea for solution	√
4	The teacher asks the students to elaborate and refine the ideas with other.	√
5	The teacher asks the students share their solutions.	√
Yes		**100%**
No		**0%**
Total		**100%**

The observation on the second meeting, the teacher and students conducted all the indicator of Creative Problem Solving Strategy. There were 5 items but no one missed by the teacher and students the total percentage was 100% that means it was category into very good.

Table 4.3
Observation 3rd meeting Creative Problem Solving (CPS) Strategy

No	Item Observed	Observation Time (1)
1	The teacher asks the students to identify and define the problem found in the story or text	√
2	The teacher asks the students to work in small group to generate as many ideas for solution.	√
3	The teacher asks the students to choose one the best idea for solution	√
4	The teacher asks the students to elaborate and refine the ides with other.	√
5	The teacher asks the students share their solutions.	√
	Yes	**100%**
	No	**0%**
	Total	**100%**

The observation on the third meeting, the teacher and students conducted all the indicator of Creative Problem Solving Strategy. There were 5 items but no one missed by the teacher and students the total percentage was 100% that means it was category into very good.

Table 4.4
Observation 4[th] meeting Creative Problem Solving (CPS) Strategy

No	Item Observed	Observation Time (1)
1	The teacher asks the students to identify and define the problem found in the story or text	√
2	The teacher asks the students to work in small group to generate as many ideas for solution.	√
3	The teacher asks the students to choose one the best idea for solution	√
4	The teacher asks the students to elaborate and refine the ides with other.	√
5	The teacher asks the students share their solutions.	√
	Yes	**100%**
	No	**0%**
	Total	**100%**

The observation on the fourth meeting, the teacher and students conducted all the indicator of Creative Problem Solving Strategy. There were 5 items but no one missed by the teacher and students the total percentage was 100% that means it was category into very good.

Table 4.5
Recapitulation of the Observation (Creative Problem Solving Strategy)

No	Item Observed	Observation Times				Total			
		1	2	3	4	Yes	%	No	%
1	The teacher asks the students to identify and define the problem found in the story or text	√	√	√	√	4	100%	-	-
2	The teacher asks the students to work in small group to generate as many ideas for Solution	√	√	√	√	4	100%	-	-
3	The teacher asks the students to choose one the best idea for solution	√	√	√	√	4	100%	-	-
4	The teacher asks the students to elaborate and refine the ideas with other	-	√	√	√	3	75%	1	25%
5	The teacher ask the students share their solutions	-	√	√	√	3	75%	1	25%
	Total					18	90%	2	50%

Based on the recapitulation of the observation above, it can be concluded that the implementation of Creative Problem Solving strategy got total 90%. It means that category is very good. Which is at the first meeting, the students have not completed 2 procedures from Creative Problem Solving Strategy, it can be seen the result presentation was 75%. At the second meeting until the last meeting there was a significant increase in completing the procedure from Creative Problem Solving Strategy, it can be seen the results presentation was 100%.

4.1.1 The Effect of CPS Strategy on Students' Reading Comprehension

For the measurement of the effect of Creative Problem Solving strategy on reading comprehension, the calculation of Independent Sample T-test was done by using SPSS 23.0 program. Based on the result of Independent Sample t-test, it was found that there is signficant difference in reading comprehension between students taught by Creative Problem Solving Strategy

and those taught without using Creative Problem Solving Strategy. This finding is supported by result of data analysis as displays:

Table 4.6
Result of Independent Sample T-test Analysis

Research Group	Mean	Standard Deviation	N	Df	T	Sig.(2-tailed)
Experimental	83,382	7,14785	34	66	6,494	0.000
Control	70,147	9,49364	34	61,315		

Table 4.6 displays the result of students' reading comprehension that provides answer of the first question that the Creative Problem Solving strategy effects reading comprehension, which the mean score of experimental class is 83,382, standard deviation is 7,14785 and mean score of control class is 70,147, standard deviation is 9,49364. With significant value 0.000 is smaller than α (0.05) or tested on 100% of confidence interval. The effect size of using Creative Problem Solving strategy on students' reading comprehension was 0,01575. It means that there is *large effect* of Creative Problem Solving strategy on students' reading comprehension. It is about 157,5%. Therefore, this can be interpreted that there is a significant effect of Creative Problem Solving strategy on students' reading comprehension which means that the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

The difference of students' reading comprehension can be traced through the category of their score reading comprehension shown in the table below:

Table 4.7
Frequency of Reading Comprehension

Category	Scores	Experimental group		Control Group	
		Frequency	%	Frequency	%
Excellent	90 - 100	19	55,9%	2	5,9%
Good	80 – 89	15	44,1%	25	73,5%
Fairly Good	70 – 79	0	0%	7	20,6%
Fair	60 – 69	0	0%	0	0%
Poor	0 – 59	0	0%	0	0%

Based on the table 4.7, it can be seen that there were 5 categories for students' reading comprehension score in experimental group and control group. In Experimental group, the frequency of excellent category was 19 students (55,9%), the frequency of good category was 15 students (44,1%), the frequency of fairly good also was 0, the frequency of fair category was 0 and 0 for poor category. Meanwhile, In control group, the frequency of excellent category was 2 students (5,9%), the frequency of good category was 25 students (73,5%), the frequency of fairly good was 7 students (20,6%), the frequency of Fair category was 0 and 0 for poor category.

From the explanation above, it can be concluded that in experimental group was students' reading comprehension tends to be categorized into excellent category and in the control group was students' reading comprehension tends to be categorized into good category. This result can be more briefly explained by tables and charts below:

Chart 4.1
Reading Comprehension in Experimental Class

PosttestExperiment

PosttestExperiment
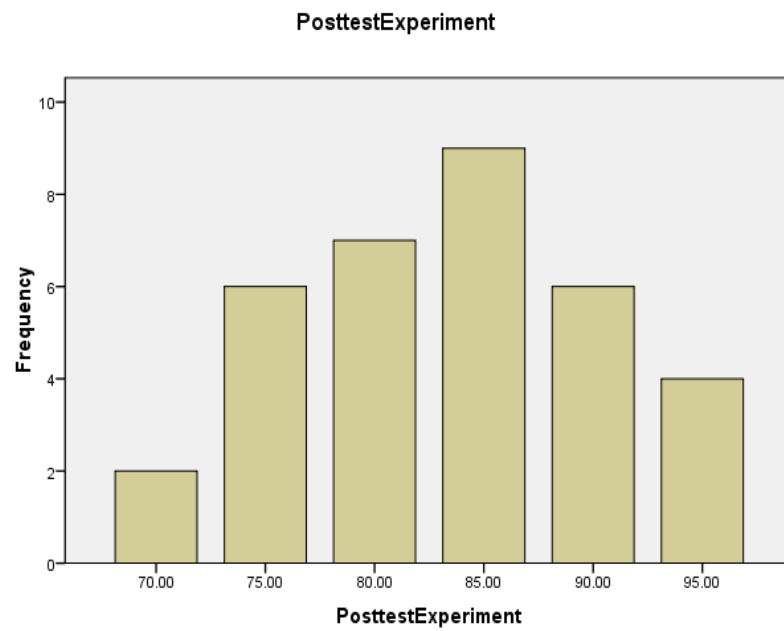
Chart 4.2
Reading comprehension in Control Class

PostttestControl

PostttestControl
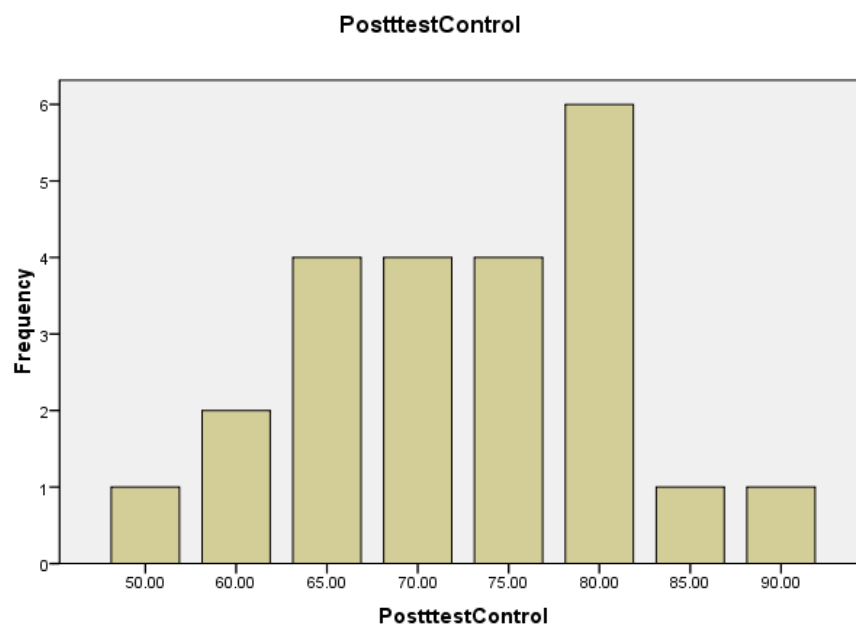
4.1.2 **The Effect of Reading Comprehension and Students' Participation taught by using CPS Strategy and Without using CPS Strategy**

In general, students' participation divided into five categories level. There were very high category, high category, neutral category, low category and very low category. However, the result of analysis indicated that there were only two categories of students' participation both experimental group and control group, there were high category and average category. Based on the result of students' participation scores, it was found that students' in the experimental class were classified as Active. Meanwhile, students' in the control class were classified as Active and Passive. This finding is supported by result of data analysis as displays:

Table 4.8
The classification of student participation
Questionnaire scores (Experimental Class)

No	Categories	Score	Frequency	Percentage (%)
1	Active	45-75	19	55.9
2	Passive	15-44	15	44.1
	Total		34	100

Based on the table 4.8, it can be seen that there were 2 categories for student participation questionnaire score of the experimental class. The frequency of Active category was 19 students (55.9%), the frequency of Passive category was 15 students (44.1%). The table showed that the highest percentage of student classification of student participation questionnaire score of the experimental class was 55.9%. Thus, the majority of the students in the experimental class were classified as Active.

Then, the frequency distribution of student participation questionnaire

score in experimental class was obtained by using SPSS 23 as follows:

Table 4.9
The Frequency Distribution of students' participation
scores (Questionnaire) in experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	1.4	2.9	2.9
	38.00	2	2.9	5.9	8.8
	39.00	3	4.3	8.8	17.6
	40.00	1	1.4	2.9	20.6
	41.00	1	1.4	2.9	23.5
	42.00	3	4.3	8.8	32.4
	43.00	2	2.9	5.9	38.2
	44.00	2	2.9	5.9	44.1
	48.00	1	1.4	2.9	47.1
	52.00	1	1.4	2.9	50.0
	53.00	1	1.4	2.9	52.9
	54.00	1	1.4	2.9	55.9
	55.00	1	1.4	2.9	58.8
	57.00	1	1.4	2.9	61.8
	58.00	1	1.4	2.9	64.7
	59.00	1	1.4	2.9	67.6
	60.00	2	2.9	5.9	73.5
	62.00	2	2.9	5.9	79.4
	63.00	2	2.9	5.9	85.3
	64.00	1	1.4	2.9	88.2
	66.00	1	1.4	2.9	91.2
	67.00	1	1.4	2.9	94.1
	70.00	1	1.4	2.9	97.1
	73.00	1	1.4	2.9	100.0
	Total	34	49,3		
Missing	System	35	50,7		
Total		69	100.0		

The table shows that the frequency of interval 20.00 was 1 student

(2.9%), the frequency of interval 38.00 was 2 students (5.9%), the frequency

of interval 39.00 was 3 students (8.8%), the frequency of interval 40.00 was 1

student (2.9%), the frequency of interval 41.00 was 1 students (2.9%), the

frequency of interval 42.00 was 3 students (9.1%), the frequency of interval 43.00 was 2 students (5.9%), the frequency of interval 44.00 was 2 student (5.9%), the frequency of interval 48.00 was 1 student (2.9%), the frequency of interval 52.00 was 1 student (2.9%), the frequency of interval 53.00 was 1 student (2.9%), the frequency of interval 54.00 was 1 student (2.9%), the frequency of interval 55.00 was 1 student (2.9%), the frequency of interval 57.00 was 1 students (2.9%), the frequency of interval 58.00 was 1 student (2.9%), the frequency of interval 59.00 was 1 student (2.9%), the frequency of interval 60.00 was 2 students (5.9%), the frequency of interval 62.00 was 2 student (5.9%), the frequency of interval 63.00 was 2 students (5.9%), the frequency of interval 64.00 was 1 students (2.9%), the frequency of interval 66.00 was 1 students (2.9%), the frequency of interval 67.00 was 1 student (2.9%), the frequency of interval 70 was 1 student (2.9%), and the frequency of interval 73 was 1 student (2.9%).

To determine more about the questionnaire score of the experimental class consisting of 33 respondents at State Senior High School 3 Mandau Bengkalis Regency. The researcher described it in the following bar chart which was obtained from the output of SPSS 23:

Chart 4.3

ParticipationExperiment
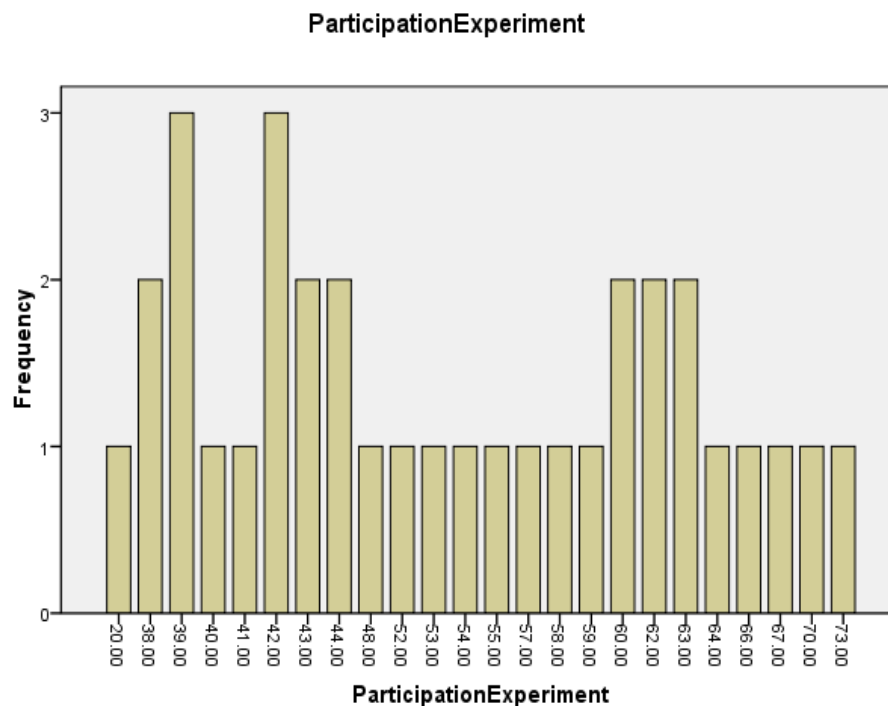
Then, the result classification of students' participation questionnaire

scores in control class was obtained by using SPSS 23 as follows:

Table 4.10
The classification of student participation
Questionnaire scores (Control Class)

No	Categories	Score	Frequency	Percentage (%)
1	Active	45-75	17	50
2	Passive	15-44	17	50
	Total		34	100

Based on the table 4.10, it can be seen that there were 2 categories for

student participation questionnaire score of the control class. The frequency of

Active category was 17 students (50%), the frequency of Passive category was

17 students (50%) The table showed that the highest percentage of student

classification of student participation questionnaire score of the control class

was 50%. Thus, the majority of the students in the experimental class were classified as Active and Passive.

Then, the frequency distribution of students participation questionnaire score in control class was obtained by using SPSS 23 as follows:

Table 4.11
The Frequency Distribution of students' participation
Scores (Questionnaire) in control class

		Frequency	Percent	Valid Percent	Cumulative Percent
	Participation Control Class				
Valid	22.00	1	1.4	2.9	2.9
	33.00	1	1.4	2.9	5.9
	34.00	1	1.4	2.9	8.8
	38.00	1	1.4	2.9	11.8
	39.00	2	2.9	5.9	17.6
	40.00	1	1.4	2.9	20.6
	41.00	3	4.3	8.8	29.4
	42.00	1	1.4	2.9	32.4
	43.00	3	4.3	8.8	41.2
	44.00	3	4.3	8.8	50.0
	52.00	2	2.9	5.9	55.9
	57.00	2	2.9	5.9	61.8
	59.00	1	1.4	2.9	64.7
	60.00	5	7.2	14.7	79.4
	61.00	2	2.9	5.9	85.3
	64.00	2	2.9	5.9	91.2
	65.00	1	1.4	2.9	94.1
	67.00	1	1.4	2.9	97.1
	74.00	1	1.4	2.9	100
	Total	34	49.3	100	
Missing	System	35	50.7		
Total		69	100.0		

The table shows that the frequency of interval 22.00 was 1 student (2.9%), the frequency of interval 33.00 was 1 student (2.9%), the frequency of interval 34.00 was 1 student (2.9%), the frequency of interval 38.00 was 1 student (2.9%), the frequency of interval 39.00 was 2 students (5.9%), the frequency of interval 40.00 was 1 student (2.9%), the frequency of interval 41.00 was 3 students (8.8%), the frequency of interval 42.00 was 1 students (2.9%), the frequency of interval 43.00 was 3 student (8.8%), the frequency of interval 44.00 was 3 student (8.8%), the frequency of interval 52.00 was 2 students (5.9%), the frequency of interval 57.00 was 2 students (5.9%), the frequency of interval 59.00 was 1 student (2.9%), the frequency of interval 60.00 was 5 students (14.7%), the frequency of interval 61.00 was 2 students (5.9%), the frequency of interval 64.00 was 2 student (5.9%), the frequency of interval 65.00 was 1 student (2.9%), the frequency of interval 67.00 was 1 students (2.9%), and the frequency of interval 74 was 1 student (2.9%).

To determine more about the questionnaire score of the control class consisting of 34 respondents at State Senior High School 3 Mandau. The researcher described it in the following bar chart which was obtained from the output of SPSS 23:

Chart 4.4

ParticipationControl

ParticipationControl
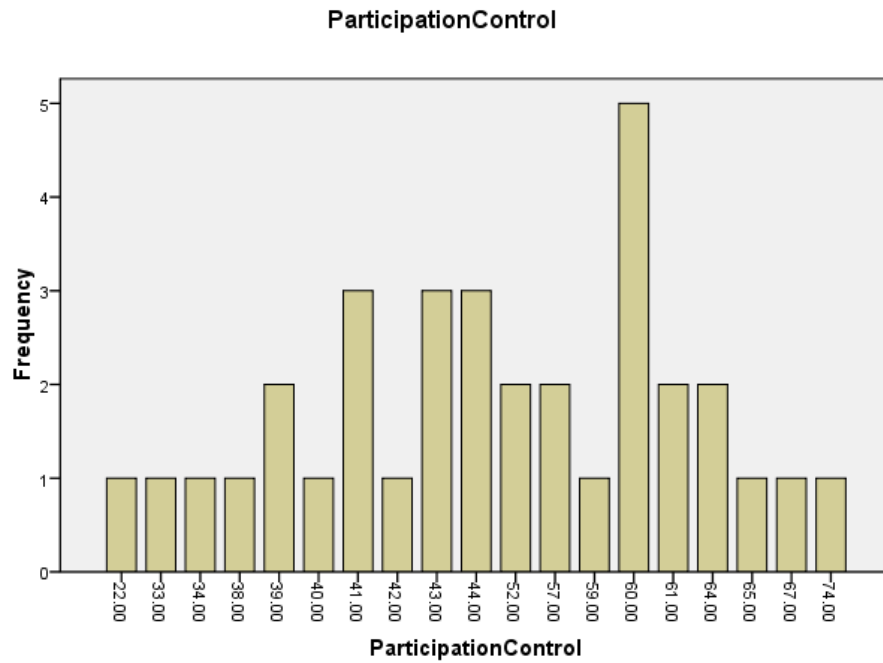
The result of students who participate actively and passively on reading comprehension for experimental and control groups was analyzed by using two way anova tests and presented at the following Table 4.12:

Table 4.12
The Analysis Two Ways Anova of students' reading
Comprehension who active and passive

Tests of Between-Subjects Effects					
Dependent Variable: Reading Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6152.832[a]	3	1496,816	13,664	,000
Intercept	305037.433	1	305037.433	1719.072	,000
Participation	3583.273	1	3583.273	20.194	,000
Strategy	1561.695	1	1561.695	8.801	,004
Participation * Strategy	898.041	1	898.041	5.061	**,028**
Error	11356.360	64	177.443		
Total	325312.500	68			
Corrected Total	17509.191	67			

The advantage of using a two-way design is that we can test the 'main effect' for each independent variable and also explore the possibility of an 'interaction effect' (Julie Pallant, 2010).If the significance value is greater than > 0.05, there is no significant. And if the significance value is smaller than < 0.05, its mean there is a significant. Based on the analysis of Table 4.8, Fcount result was 51.742 > Ftable = 3.14 or the value of significance 0.000 < 0.05. So, the second hypotheses Ha is accepted and Ho is rejected. It can be concluded that "There is a significant difference of reading comprehension between students who participate actively and passively in the class taught by using Creative Problem Solving Strategy and without using Creative Problem Solving Strategy".

4.1.3 The Effect of CPS Strategy and Students' Participation on Students'

Reading Comprehension

The result of interaction between teaching method and level of participation on reading comprehension was analyzed by using two way anova tests and presented at the following Table 4.13:

Table 4.13
The analysis of Two Way Anova Test Between Teaching Method
And Level of Participation on Reading Comprehension

Tests of Between-Subjects Effects					
Dependent Variable: Reading Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6152.832[a]	3	2050.944	11.558	,000
Intercept	305037.433	1	305037.433	1719.072	,000
Participation	3583.273	1	3583.273	20.194	,000
Strategy	1561.695	1	1561.695	8.801	,004
Participation * Strategy	898.041	1	898.041	5.061	,028
Error	11356.360	64	177.443		
Total	325312.500	68			
Corrected Total	17509.191	67			

The advantage of using a two-way design is that we can test the 'main effect' for each independent variable and also explore the possibility of an 'interaction effect' (Julie Pallant, 2010). If the significance value is greater than > 0.05, there is no significant. And if the significance value is smaller than < 0.05, its mean there is a significant. Based on the analysis of Table 4.9, Fcount result was 7.990 > Ftable = 3.14 or the value of significance 0.001 < 0.05. So, the third hypotheses Ha is accepted and Ho is rejected. It can be concluded that "There is a significant interaction effect between teaching method and level of participation on reading comprehension".

After doing the research, the researcher got many experiences how to develop students' reading comprehension and know the level of participation. As the researcher own experiences in learning and teaching a foreign language that there is no magic formula for successful foreign language learning. The researcher is interested to know the level of participation and using Creative Problem Solving Strategy on students' reading comprehension because this technique is better to apply in teaching and learning process to measure the interaction students' reading comprehension and students' participation.

4.2 Discussion

This sub-chapter discusses the research findings and their interpretations. Afterwards, the research findings of this study are compared or linked to the relevant theories and studies.

Cluster sampling method was used to select the sample of this research. Gay (2000:129) states that cluster sampling randomly selects groups (not individual) that have similar characteristics. Based on information obtained from the school, all of the groups of this research had the same characteristics since the school did not place the students based on their intelligence. On the other hand, there was no class, which was specialized as excellent class in the school. Besides, the same English teacher taught the both groups. Furthermore, to convince whether the groups were homogenous or not, the pre-test scores of the groups were analyzed by using independent sample-test. Finally, the result showed that the groups were homogenous. Therefore, these groups were used as samples of this research.

Afterwards, a treatment was given to the experimental group using Creative Problem Solving strategy, meanwhile, the control group was taught using conventional way. After giving the treatment to experimental group, the students' post-test mean score of the experimental group outperformed ones in the control group. On the other words, the students' reading comprehension in the experimental group were higher than ones in the control group. Finally, the students' scores were analyzed using independent sample T-test to find out whether the difference significant or not.

Based on the data analysis in this research it could answer the research questions stated as follows:

1. Is there any significant difference in reading comprehension between students taught by using CPS Strategy and those taught without using CPS Strategy?

   Based on the data analysis it showed that there is a significant difference at post-test reading comprehension between experimental and control groups. T-test result was 6.494, its df was 66, standard deviation of experimental group was 7,14785 and control group was 9,49364. With significant value 0.000 is smaller than α (0.05) or tested on 100% of confidence interval. The effect size in experiment class was 0,1575. It means that there is *large effect* of Creative Problem Solving strategy on students' reading comprehension. It is about 157,5%. Therefore, this can be interpreted that there is a significant effect of Creative Problem Solving

strategy on students' reading comprehension which means that the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

This finding supported by the previous study conducted by Mustafa Ulu (2017) explained the effect of fluent reading (speed, reading accuracy percentage, prosodic reading), comprehension (literal comprehension, inferential comprehension) and creative problem solving strategies on classifying students with high and low problem solving success was researched. In the research, in order to figure out reading accuracy percentage and reading rate, 5 scales were used: a reading text, prosodic reading scale, literal comprehension scale, inferential comprehension scale and problem solving scale.

In order to see the effect of fluent reading and comprehension skills on classifying students with high and low creative problem solving success, logistic analysis was conducted while discriminant analysis was conducted to determine the effect of creative problem solving skills. Accordingly, it is concluded that students with low problem solving success should focus more on inferential comprehension skill of reading comprehension skills, followed by superficial comprehension skill. In this context, in their problem solving practices, teachers are suggested to start with inferential comprehension and literal comprehension drills to increase the success of students with low problem solving success. Reading comprehension skills weren't effective in this study in classifying students with high and low problem solving skills, but further studies are required

to determine whether these skills affect problem solving success through comprehension skills. It is seen that in terms of strategy, the most important reason for a student to be in the group with low problem solving success is that s/he uses strategy of writing mathematical sentence. In this context, strategy education for students with low success should be focused on.

At the end of the study, English sentence writing strategy appeared to be the most important strategy in classifying students with high and low problem solving success, but it had a negative correlation. In other words, a rise in the usage rate of this strategy increased the likelihood for individuals to be in the group with low problem solving success.

Maghsoud Danesh (2017) was also conducted a study about Creative Problem Solving Strategy but focused on the relationship Creative Problem Solving Skill and EFL Reading Comprehension Ability. Reading comprehension is a kind of decoding process of the problem. The results of this study revealed that students who enjoy high CPS skills, have a high levels of skills in reading comprehension. And also students with low CPS skills, have less skill in reading comprehension. Hence, it is evident that like other techniques and strategies such as increasing the lexicon schemata, mastery over the structure of language, overcoming the problem of unknown vocabularies, inference, and many other strategies, applying CPS techniques and strategies in teaching of reading skills as well as other language skills can be an effective way in improving the

learners' reading skills. So far the language teachers have scarcely applied this psychological approach towards teaching of reading comprehension skills, but the findings of this study can encourage language teachers to get more familiar with CPS techniques and strategies and make use of them in their language classes specially for improving reading comprehension skills.

This study was conducted to find out if there is any relationship between creative problem solving ability of the Iranian secondary school students and their reading comprehension skill. The analysis of the results indicated that CPS of the students has significantly positive correlation with the reading comprehension abilities of the participants. Among the sub-components of CPS, the scores of elaboration and originality were positively correlated with the score of reading comprehension. Flexibility and fluidity in creative thoughts, however, didn't have a significant correlation with reading comprehension scores.

From the previous study could be concluded that Creative Problem Solving Strategy make the students with low problem solving success should focus more on inferential comprehension skill of reading comprehension skills, followed by superficial comprehension skill. Creative Problem Solving strategy make the students who enjoy high Creative Problem Solving strategy, have a high levels of skills in reading comprehension and students with low Creative Problem Solving strategy,

have less skill in reading comprehension. It's mean that Creative Problem Solving Strategy related to reading comprehension.

2. Is there any significant difference in reading comprehension between students who participate actively and passively in the class taught by using CPS Strategy and without using CPS Strategy?

Based on the data analysis of inferential statistics it was found that Fcount result was 8.801 > Ftable = 3.14 or the value of significance 0.004 < 0.05. So, it can be concluded that there is a significant difference of reading comprehension between students who participate actively and passively in the class taught by using Creative Problem Solving Strategy and without using Creative Problem Solving Strategy.

This finding also supported by the previous study investigated by Siti Maziha Mustapha (2011) explained about the level of participation among Malaysian undergraduate students is surprisingly encouraging. The participatory roles students took up in class were the result of complex interactions between many factors. Findings indicate that students' participation patterns can be flexible, thus devising appropriate interventions or pedagogical strategies may very well be motivators for students to achieve consistency in their participation pattern. Educators need to strive towards providing a more supportive, non-threatening, and open learning environment where students would feel comfortable in letting their voice be heard while knowing when to be quiet so they can reap benefits from both behaviors.

The previous study by Jody M. Strauss confirm that attitude and comprehension toward reading improved in the average to high achievers. Lower achievers did not make any significant improvements in attitude or comprehension. These findings suggest that, in addition to incorporating a balanced reading program, the use of daily reading log is beneficial to average to high readers. Bippus and Young (2000) defined participation as participating in class discussion, and refraining from negative behaviors. Learners and teachers are positioned in relation to their ethnicity, gender occupational or social status, age, sexuality, physical and intellectual capacities. Participants continually and mutually influence each other construction of identities as there are many complex ways to play and interpret teacher, student or other roles, as well as to establish relationships with others.

3. Is there any significant interaction effect between teaching method and level of participation on reading comprehension?

Based on the data analysis of inferential statistics it was found that Fcount result was 5.061 > Ftable = 3.14 or the value of significance 0.028 < 0.05. So, the third hypotheses Ha3 is accepted and Ho3 is rejected. It can be concluded that there is a significant interaction effect between teaching method and level of participation on reading comprehension.

This finding also supported by the previous study investigated by Endang Sulistianingsih (2018) suggest to redefining and rethinking what participation is meant. In this Research, participation can be referred to the

student's activeness and willingness to perform and to exist in the teaching-learning process. Students' activeness means that they provide either spontaneous or unsolicited contribution, such as giving the opinion, answering questions, and making comments-students' willingness to perform means that the student wills to read a text or retell the story without being asked or motivated again and again by the teacher. And exist in a teaching-learning process here means that student follows classes with attention and listening to others. In this research the students' participation is divided into two categories, they are active and passive students.

Students participation in reading means completing the assigned readings, asking questions about anything in the readings or discussion that needs clarification or expansion, offering ideas and responses of others, and paying attention and showing respect in the classroom to the teacher and other students (O'Brien,2007). Students who do not participate in those ways mentioned above are often considered be passive in the classroom. Students' participation in reading comprehension is interaction by seeking and giving information, expressing thoughts, felling and ideas, asking and answering questions in discussions.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a

variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For example, some students who do not speak often in class are reflective learners, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially). Many students who frequently volunteer to contribute are active learners, who typically think while they speak.

From the previous study could be concluded that the students opportunity to have meaningful interaction to share and communicate their ideas or thought, so they can actively participate in the process of teaching learning. This was the appropriate strategy that brings them to do the steps of learning reading. The students did the activities in group and individually, so they could do the tasks actively and confidently. Additionally, Creative Problem Solving Strategy implemented in this study contributed to the students in terms of their participation in the process of teaching learning and the students' reading comprehension. It's mean that there is effect after using Creative Problem Solving strategy on students' participation in reading narrative text.

CHAPTER V
CONCLUSION, RECOMMENDATION AND LIMITATION

This chapter discusses about conclusions, and recommendations based on finding and discussion of the data analysis presented in the previous chapter.

5.1 Conclusion

Based on the finding of the data analysis and discussion, it could be drawn by the conclusions that there was an improvement in students' reading comprehension. The students' skills in understanding narrative text improved after being taught by using Creative Problem Solving strategy. The implementation of Creative Problem Solving strategy as a learning aid to improve students' ability in reading narrative texts was very effective.

In the other word, there is a positive influence between students taught by using Creative Problem Solving strategy and without using Creative Problem Solving strategy. This means that the better teaching method, the greater students' change easily to understand the reading text. The use of Creative Problem Solving strategy in Narrative text was an alternative way. The use Creative Problem Solving strategy was very useful in teaching and learning English. The Creative Problem Solving strategy was easy to use because it did not require any equipment. Moreover, Creative Problem Solving Strategy was the strategy that could make students more interested in the material of reading narrative text.

There is a significant different of reading comprehension between students who participate actively and passively taught by using Creative

Problem Solving Strategy and without using Creative Problem Solving Strategy. This means that the more diverse teaching methods are used, the greater reading comprehension score and students' participation. By using Creative Problem Solving teacher could stimulate the students analyze the generic structure of narrative text. Creative problem solving was an excellent aid, the students only developed their understanding and analyzed the generic structure of narrative text, and Creative Problem Solving Strategy was interesting and could motivate students to learn English reading easily.

There is a significant interaction effect between teaching method and level of participation positive interaction effect between teaching strategy and the level of students' participation. This means that to solve the problem the researcher used Creative Problem Solving. It gave the students opportunity to have meaningful interaction to share and communicate their ideas or thought, so they can actively participate in the process of teaching learning. This was the appropriate strategy that brings them to do the steps of learning reading. The students did the activities in group and individually, so they could do the tasks actively and confidently. Additionally, Creative Problem Solving Strategy implemented in this study contributed to the students in terms of their participation in the process of teaching learning and the students' reading comprehension. It's mean that there is effect after using CPS strategy on students' participation in reading narrative text. However, there were some problems in using creative problem solving strategy to improve students' reading skill, for example some of students still confused in instruction

because some of them rarely analyzed the generic structure of narrative text in creative problem solving strategy.

5.2 Recommendation

a. For English Teachers

First of all, English teachers have to create warm situation during the teaching learning process in the classroom, so that the students will be interested in learning English, for instance, by providing various media such as video or another media that can engage and motivate the students. Consequently, the students will not get bored during the teaching-learning process. Besides, English teachers should use English for communication in class, so that the students can get involved in English atmosphere. The last but not the least, the English teachers should keep motivating their students to always improve their English skills for their brighter future.

Teacher may be use Creative Problem Solving strategy as a strategy in the teaching of reading, because it can help students in understanding reading and increase their participation. Since the use of Creative Problem Solving strategy involves movements in it. The teachers should consider about the time. If it is done too long, the learners may get tired and it will certainly influence the process of transferring knowledge that the target of the study may not be maximally achieved. And teacher is hoped arrange the teaching and learning process well in order to make students more active and gives respond well to the material

b. For Students

In addition to studying in the class, the students definitely have to improve their knowledge and English skills including reading comprehension from other sources both printed and electronic media**.** Creative Problem Solving strategy is very useful for the passive students to understand and increase reading comprehension.

Therefore, the students should take benefit on it. The last but not the least, the students must practice their English in daily conversation with their friends or other communities that can support their English skills. Students are hoped to study more and respond in learning process and have higher level participation in learning English.

c. For the other researcher

It is also suggested to the other researchers to develop this research using different perspective and different method so that it can give a greater contribution to the school, teachers, students, and all sides related to the education.

The researcher hopes the next researchers can use it as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach reading comprehension.

d. For School

School is an institution that has purpose to make teachers and students enjoyable in teaching and learning process. School has to observe the students' subject and find the students' interest in learning reading.

Regarding with this case, the teachers of English in the school can find some media or strategies that can use in teaching. There are several points needed to be suggested, as follows:

a. Creative Problem Solving are needed to introduce and develop further by the teachers, students, and the other educators as an alternative teaching, particularly in teaching reading. The process of introduction and development of reading comprehension can be conducted through English clubs, English zones, etc.

b. Further research related to the use of reading comprehension need to be conducted by relating it with other variables such as interest, prior knowledge, self- concept, critical thinking, and creatively.

5.3 Limitation

So Far, the problem of reading comprehension is that students have not received serious attention. So, in overcoming this problem, it takes effort from teachers and students to improve reading comprehension by changing teaching strategy and improve students' participation. By changing the teaching strategy, it is expected that the students' participation will be increased and reading comprehension will improve. Participation in learning is not solely influence by teacher factors, but there are still many factors that determine it. In connection with this matter, it needs to be further investigated on the other factors that are thought to influence students' reading comprehension and the level of participation.

The weakness of this study is that it was conducted less than in a month. However, with less than in a month being implemented, this research has covered everything needed. If the research has a lot of time, maybe it could be much better.

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APPENDIX 1

TRY OUT 1

NO	NAME	ITEM DIFFICULTY																				xt	xt2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	STUDENTS 1	0	1	0	0	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	11	121
2	STUDENTS 2	1	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	1	1	12	144
3	STUDENTS 3	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	1	10	100
4	STUDENTS 4	1	1	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	8	64
5	STUDENTS 5	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	13	169
6	STUDENTS 6	1	0	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	12	144
7	STUDENTS 7	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	11	121
8	STUDENTS 8	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	0	0	12	144
9	STUDENTS 9	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	0	0	11	121
10	STUDENTS 10	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	15	225
11	STUDENTS 11	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	16	256
12	STUDENTS 12	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	14	196
13	STUDENTS 13	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	14	196
14	STUDENTS 14	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	14	196
15	STUDENTS 15	1	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	14	196
16	STUDENTS 16	1	1	0	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	13	169
17	STUDENTS 17	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	15	225
18	STUDENTS 18	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	15	225
19	STUDENTS 19	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	13	169
20	STUDENTS 20	1	1	1	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	1	1	12	144
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23	STUDENTS 23	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	10	100
24	STUDENTS 24	1	1	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	1	0	11	121
25	STUDENTS 25	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	13	169
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32	STUDENTS 32	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	15	225
33	STUDENTS 33	1	1	1	1	1	0	0	0	1	1	1	0	0	1	0	1	1	0	1	1	13	169
34	STUDENTS 34	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	13	169
	NP	28	30	28	21	19	26	24	25	22	17	19	22	21	24	15	26	15	23	22	23		
	P	0.82	0.88	0.82	0.62	0.56	0.76	0.71	0.74	0.65	0.50	0.56	0.65	0.62	0.71	0.44	0.76	0.44	0.68	0.65	0.68		
	Q	0.18	0.12	0.18	0.38	0.44	0.24	0.29	0.26	0.35	0.50	0.44	0.35	0.38	0.29	0.56	0.24	0.56	0.32	0.35	0.32		
	PQ	0.15	0.10	0.15	0.24	0.25	0.18	0.21	0.19	0.23	0.25	0.25	0.23	0.24	0.21	0.25	0.18	0.25	0.22	0.23	0.22		

TRY OUT 2

NO	NAME	ITEM DIFFICULTY																				xt	xt2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
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2	STUDENTS 2	1	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	1	1	12	144
3	STUDENTS 3	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	1	1	10	100
4	STUDENTS 4	1	1	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	0	0	10	100
5	STUDENTS 5	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	13	169
6	STUDENTS 6	1	0	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	12	144
7	STUDENTS 7	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	13	169
8	STUDENTS 8	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	0	0	12	144
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11	STUDENTS 11	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	289
12	STUDENTS 12	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	14	196
13	STUDENTS 13	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	14	196
14	STUDENTS 14	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	14	196
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16	STUDENTS 16	1	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	14	196
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19	STUDENTS 19	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	14	196
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22	STUDENTS 22	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	1	12	144
23	STUDENTS 23	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	0	13	169

#	Name																						
24	STUDENTS 24	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	1	1	1	0	12	144
25	STUDENTS 25	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	15	225
26	STUDENTS 26	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	17	289
27	STUDENTS 27	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	16	256
28	STUDENTS 28	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	17	289
29	STUDENTS 29	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	17	289
30	STUDENTS 30	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	17	289
31	STUDENTS 31	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	16	256
32	STUDENTS 32	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	16	256
33	STUDENTS 33	1	1	1	1	1	0	0	0	1	1	1	0	0	1	0	1	1	0	1	1	13	169
34	STUDENTS 34	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	14	196
	NP	28	30	28	21	23	26	24	27	24	20	21	23	21	24	17	26	19	25	22	23		
	P	0.82	0.88	0.82	0.62	0.68	0.76	0.71	0.79	0.71	0.59	0.62	0.68	0.62	0.71	0.50	0.76	0.56	0.74	0.65	0.68		
	Q	0.18	0.12	0.18	0.38	0.32	0.24	0.29	0.21	0.29	0.41	0.38	0.32	0.38	0.29	0.50	0.24	0.44	0.26	0.35	0.32		
	PQ	0.15	0.10	0.15	0.24	0.22	0.18	0.21	0.16	0.21	0.24	0.24	0.22	0.24	0.21	0.25	0.18	0.25	0.19	0.23	0.22		

APPENDIX 2

The result of students Reading Comprehension Score in Narrative Text

NO	STUDENTS	EXPERIMENTAL CLASS	
		PRE TEST	**POST TEST**
1	STUDENTS 1	55	75
2	STUDENTS 2	60	85
3	STUDENTS 3	50	70
4	STUDENTS 4	40	80
5	STUDENTS 5	65	95
6	STUDENTS 6	60	70
7	STUDENTS 7	55	95
8	STUDENTS 8	60	75
9	STUDENTS 9	55	85
10	STUDENTS 10	75	95
11	STUDENTS 11	80	90
12	STUDENTS 12	70	95
13	STUDENTS 13	70	85
14	STUDENTS 14	70	80
15	STUDENTS 15	70	85
16	STUDENTS 16	65	75
17	STUDENTS 17	75	85
18	STUDENTS 18	75	90
19	STUDENTS 19	65	80
20	STUDENTS 20	60	85
21	STUDENTS 21	45	75
22	STUDENTS 22	55	80
23	STUDENTS 23	50	80
24	STUDENTS 24	55	75
25	STUDENTS 25	65	85
26	STUDENTS 26	85	90
27	STUDENTS 27	80	85
28	STUDENTS 28	85	90
29	STUDENTS 29	85	90
30	STUDENTS 30	85	90
31	STUDENTS 31	80	85
32	STUDENTS 32	75	80
33	STUDENTS 33	65	75
34	STUDENTS 34	65	80
	MEAN	66.18	83.38

The result of students Reading Comprehension Score in Narrative Text

NO	STUDENTS	CONTROL CLASS	
		PRE TEST	POST TEST
1	STUDENTS 1	75	75
2	STUDENTS 2	60	65
3	STUDENTS 3	65	60
4	STUDENTS 4	50	50
5	STUDENTS 5	80	75
6	STUDENTS 6	70	70
7	STUDENTS 7	70	65
8	STUDENTS 8	75	70
9	STUDENTS 9	55	60
10	STUDENTS 10	50	55
11	STUDENTS 11	75	75
12	STUDENTS 12	70	75
13	STUDENTS 13	80	75
14	STUDENTS 14	60	65
15	STUDENTS 15	70	75
16	STUDENTS 16	65	70
17	STUDENTS 17	85	80
18	STUDENTS 18	80	80
19	STUDENTS 19	75	70
20	STUDENTS 20	60	65
21	STUDENTS 21	45	50
22	STUDENTS 22	65	65
23	STUDENTS 23	70	65
24	STUDENTS 24	65	70
25	STUDENTS 25	80	80
26	STUDENTS 26	75	75
27	STUDENTS 27	80	80
28	STUDENTS 28	85	90
29	STUDENTS 29	55	60
30	STUDENTS 30	85	85
31	STUDENTS 31	80	80
32	STUDENTS 32	70	70
33	STUDENTS 33	55	60
34	STUDENTS 34	75	80
MEAN		69.26	70.15

APPENDIX 3

Independent Samples Test Between Experiment and Control

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre Test	Equal variances assumed	,403	,527	-1,108	66	,272	-3,08824	2,78613	-8,65093	2,47446
	Equal variances not assumed			-1,108	65,308	,272	-3,08824	2,78613	-8,65203	2,47556
Post Test	Equal variances assumed	1,840	,180	6,494	66	,000	13,23529	2,03803	9,16624	17,30435
	Equal variances not assumed			6,494	61,315	,000	13,23529	2,03803	9,16043	17,31016

APPENDIX 4

Paired Samples Test Between Experiment and Control

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Post Test Eksperimental Class - Pre Test Eksperimental Class	17,20588	10,08984	1,73039	13,68537	20,72639	9,943	33	,000
Pair 2	Post Test Control Class - Pre Test Control Class	,88235	3,98303	,68308	-,50739	2,27210	1,292	33	,205

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Test Experimental Class	83,3824	34	7,14785	1,22585
	Pre Test Experimental Class	66,1765	34	12,06415	2,06898
Pair 2	Post Test Control Class	70,1471	34	9,49364	1,62815
	Pre Test Control Class	69,2647	34	10,88037	1,86597

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post Test Experimental Class & Pre Test Experimental Class	34	,550	,001
Pair 2	Post Test Control Class & Pre Test Control Class	34	,933	,000

APPENDIX 5

Data Questionnaire Experiment and Control

Experiment	Control
39	64
63	65
55	43
48	60
38	61
42	61
40	41
39	44
53	43
62	42
43	22
54	39
20	67
42	60
42	52
39	60
57	60
66	39
58	57
59	38
52	57
60	59
60	64
67	41
44	34
43	44
73	60
63	52
38	44
44	41
41	33
62	43
64	74
70	40
1740	**1704**
51.17647059	**50.11765**

experiment		Control	
Active	passive	active	Passive
63	39	64	43
55	38	65	41
48	42	60	44
53	40	61	43
62	39	67	42
54	43	61	22
57	20	60	39
66	42	52	39
58	42	60	38
59	39	69	41
52	44	57	34
60	43	59	44
67	38	57	44
60	44	64	41
73	41	60	33
63		52	43
62		74	40
64			
70			

APPENDIX 6

Descriptive Statistics of Questionnaire Between Experiment and Control

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Participation Experiment	34	20.00	73.00	51.1765	12.0541	145.301
Participation Experiment category	34	1.00	2.00	1.4412	.50399	.254
Participation control	34	22.00	74.00	50.1176	12.04478	145.077
Participation control category	34	1.00	2.00	1.5000	.50752	.258
Valid N (listwise)	34					

APPENDIX 7

LESSON PLAN OF EXPERIMENTAL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester   : X/1

Meeting   : 1

Time Allocated   : 2 x 45 Minutes

Standard Competence

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Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text accurately and acceptable in daily life context.

2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text accurately and acceptable in daily life context.

Indicator

➤ Identify main idea of the text.

➤ Finding detail information.

➤ Finding the meaning of vocabulary in context.

➤ Making references from reading text.

➤ Making inferences from reading text.

Purpose of Studying

➤ Students are able to identify main idea of the text

➤ Students are able to finding detail information.

➤ Students are able to finding the meaning of vocabulary in context.

➤ Students are able to making references from reading text.

➤ Students are able to making inferences from reading text.

Material

Narrative text

Snow White

Once upon a time there lived a little girl, named snow white, she lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them.

Snow White did not want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run way into the wood. Into the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no answer so she went inside felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?" Snow White said, "My name is Snow White," One of the dwarfs said "if you want, you may live here with

---

us". Snow White told the story about her. Then Snow White and the seven dwarfs lived happily ever after.

Teaching Strategy

Creative Problem Solving Strategy (CPS)

Teaching Procedure

Pre teaching

1. Greeting and checking students absent
2. Teacher motivated and stimulate the students to spirit in studying
3. Teacher helps the students to understand the theme and objective of the material
4. Teacher explains the material that will be used for teaching and learning to students.

While teaching

1. The teacher allows students to identify and define the problem found in the story or text.
2. The teacher allows students to work in small group to generate as many ideas for a solution.
3. The teacher allows students to choose one the best idea for solution.
4. The teacher allows students to elaborate and refine the ides with other.
5. The teacher asks students share their solutions.
6. The teacher asks students to point out the generic structure of story
7. The teacher asks students to point out the language features of story.
8. The teacher asks students to point out the detail information of story.
9. The teacher asks students to tell the inference of story.
10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.
2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

Snow White

Once upon a time there lived a little girl, named snow white, she lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them.

Snow White did not want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run way into the wood. Into the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no answer so she went inside felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?" Snow White said, "My name is Snow White," One of the dwarfs said "if you want, you may live here with us". Snow White told the story about her. Then Snow White and the seven dwarfs lived happily ever after.

---

1. What is the main idea of third paragraph?
   A. Snow white go to America with her uncle and aunt
   B. After breakfast Snow White run away into the wood
   C. Snow white decided run away into the wood
   D. Snow white with her uncle and aunt go to the wood

2. The second paragraph include as....?
   A. Orientation
   B. Re-orientation
   C. Complication
   D. Resolution

3. ".....talking about **leaving** Snow White...."(paragraph 2)
   The antonym of underline word is.....?
   A. Stay

B. Live

C. Bring

D. Carry

4. "....money to take Snow White with **them**...."(paragraph 2)

The underline word refers to. . .

A. Her aunt

B. Her uncle

C. Snow white

D. Her uncle and aunt

5. What is the purpose of the text above..?

A. To attract the readers to go to America

B. To inform the readers about snow white uncle and aunt will go to America

C. To tell the readers about Snow white and seven dwarfs

D. To persuade the readers to read more about Snow White

Grading

Maximum score each question = 20
Maximum score: 20 x 50 = 100
Students' score: Total correct   x 100
              Total questions
 Grading
 91 – 100 : Excellent
 81 – 90   : Very Good
 70 – 80   : Good
 60 – 69   : Fair
    59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 197111272006042008   **NIM. 21691204932**

LESSON PLAN OF EXPERIMENTAL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester   : X/1

Meeting   : 2

Time Allocated   : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

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Indicator

➢ Identify main idea of the text.

➢ Finding detail information.

➢ Finding the meaning of vocabulary in context.

➢ Making references from reading text.

➢ Making inferences from reading text.

Purpose of Studying

  ➢ Students are able to identify main idea of the text

  ➢ Students are able to finding detail information.

  ➢ Students are able to finding the meaning of vocabulary in context.

  ➢ Students are able to making references from reading text.

  ➢ Students are able to making inferences from reading text.

Material

Narrative text

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass.

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

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

Teaching Strategy

Creative Problem Solving Strategy (CPS)

Teaching Procedure

Pre teaching

  1. Greeting and checking students absent

  2. Teacher motivated and stimulate the students to spirit in studying

  3. Teacher helps the students to understand the theme and objective of the material

  4. Teacher explains the material that will be used for teaching and learning to students.

While teaching

1. The teacher allows students to identify and define the problem found in the story or text.
2. The teacher allows students to work in small group to generate as many ideas for a solution.
3. The teacher allows students to choose one the best idea for solution.
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5. The teacher asks students share their solutions.
6. The teacher asks students to point out the generic structure of story
7. The teacher asks students to point out the language features of story.
8. The teacher asks students to point out the detail information of story.
9. The teacher asks students to tell the inference of story.
10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.
2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass.

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

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

---

1. What is the purpose of the text?

    a. To inform the readers about an ant   c. to entertain the readers

    b. To describe the job of a hunter   d. to describe a dove

2. "…., she came to a spring." (paragraph 1). The underline word means…..

    a. Water in a pail   c. flood in the middle of the jungle

    b. River in the middle of the city   d. water emerging from underground

3. "soon, **it** carried her safely…"(paragraph 3). The underline word refers to the….

    a. Ant   c. dove

    b. Leaf   d. spring

4. Paragraph 2 is called as…

    a. Orientation   c. Resolution

    b. Communication   d. Complication

5. What did the dove do at the end of the story?

    a. Standing   c. Flying

    b. Going   d. Sitting

Grading

Maximum score each question = 20
Maximum score: 20 x 50 = 100
Students' score: <u>Total correct</u>   x 100
                 Total questions
 Grading
91 – 100 : Excellent
81 – 90   : Very Good
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Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

LESSON PLAN OF EXPERIMENTAL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester   : X/1

Meeting   : 3

Time Allocated   : 2 x 45 Minutes

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➢ Identify main idea of the text.

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➢ Making references from reading text.

➢ Making inferences from reading text.

Purpose of Studying

➤ Students are able to identify main idea of the text

➤ Students are able to finding detail information.

➤ Students are able to finding the meaning of vocabulary in context.

➤ Students are able to making references from reading text.

➤ Students are able to making inferences from reading text.

Material

Narrative text

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother, they were very bossy. She had to do all the housework.

One day an invitation to tell came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good other came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, then she married with her. They lived happily ever after

---

Teaching Strategy

Creative Problem Solving Strategy (CPS)

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9. The teacher asks students to tell the inference of story.

10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

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2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother, they were very bossy. She had to do all the housework.

One day an invitation to tell came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good other came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, then she married with her. They lived happily ever after.

---

1. Which of the following is Not True according to the text?

    a. Cinderella lived with her stepsisters

    b. Cinderella felt happy with her husband

    c. Cinderella was helped by her stepsister to do all the house work

    d. Cinderella was helped by a fairy to get to the ball

2. The communicative purpose of this text is to....

    a. Entertain the readers with a fairy tale

    b. Describe how Cinderella went to the ball

    c. Persuade the readers to read the story

    d. Inform the readers about Cinderella's marriage

3. "They were very <u>bossy</u>".(paragraph 1). The word "bossy" in Bahasa Indonesia means...

    a. Suka mengatur   c. Ingin menjadi boss

    b. Suka menjadi boss   d. Ingin diatur

4. Paragraph 1 is called as…

    a. Orientation   c. Resolution

    b. Communication   d. Complication

5. "She lived with her stepsister and stepmother". She refers to…

    a. Stepsister   c. Stepmother

    b. Cinderella   d. Princess

Grading

Maximum score each question = 20

Maximum score: 20 x 50 = 100

Students' score: <u>Total correct</u>   x 100

                  Total questions

Grading

91 – 100 : Excellent

81 – 90   : Very Good

70 – 80   : Good

60 – 69   : Fair

  59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

LESSON PLAN OF EXPERIMENTAL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester : X/1

Meeting   : 4

Time Allocated   : 2 x 45 Minutes

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➢ Students are able to finding the meaning of vocabulary in context.

➢ Students are able to making references from reading text.

➢ Students are able to making inferences from reading text.

Material

Narrative text

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat. 'it looks like I will go hungry again!" he thought. Then he saw a hare fast sleep beneath a shady tree. He moved quietly towards it, thinking, "at last! Here is a delicious meal sitting and waiting for me!"

He was about to catch the hare when a fine young deer trotted by the Lion thought," Now there is an even better dinner!" he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away. "What a fool I am!" the lion said as has empty stomach growled." It serves me right for losing the food that was almost mine, just for the chance of getting more!"

Teaching Strategy

Creative Problem Solving Strategy (CPS)

Teaching Procedure

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8. The teacher asks students to point out the detail information of story.
9. The teacher asks students to tell the inference of story.
10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.
2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat. 'it looks like I will go hungry again!" he thought. Then he saw a hare fast sleep beneath a shady tree. He moved quietly towards it, thinking, "at last! Here is a delicious meal sitting and waiting for me!"

He was about to catch the hare when a fine young deer trotted by the Lion thought," Now there is an even better dinner!" he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away. "What a fool I am!" the lion said as has empty stomach growled." It serves me right for losing the food that was almost mine, just for the chance of getting more!"

---

1. What was the hare doing when the lion saw him?
   a. He was looking at the deer   c. he was running
   b. He was sleeping   d. he was hunting

2. Why did the lion postpone catching the sleeping hare?
   a. Because he was afraid of waking the hare up
   b. Because he did not like eating the sleeping hare
   c. Because he wanted to chase another lion
   d. Because he saw a deer passing by

3. What can we learn from the story?
   a. Don't run away your friend needs you
   b. Don't be greedy, or you may lose
   c. Don't speak too much
   d. Don't miss a chance

4. Paragraph 3 is called as…
   a. Resolution   b. Complication
   c. Orientation   d. Communication

5. The lion failed to <u>catch</u> the deer (Last paragraph). The synonym of underline word is…
   a. Get   b. Want
   c. Need   d. Go

Grading

Maximum score each question = 20

Maximum score: 20 x 50 = 100

Students' score: <u>Total correct</u>   x 100

                    Total questions

Grading

91 – 100 : Excellent

81 – 90   : Very Good

70 – 80   : Good

60 – 69   : Fair

59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 197111272006042008   **NIM. 21691204932**

School : SMAN 3 Mandau

Subject : English

Material : Narrative Text

Class/ Semester : X/1

Meeting : 1

Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

Basic Competence

1. Understanding and responding the meaning in the monologue text/ essay which uses various written language accurately, fluently, and contextually in the form of narrative text accurately and acceptable in daily life context.

2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text accurately and acceptable in daily life context.

Indicator

- ➢ Identify main idea of the text.
- ➢ Finding detail information.
- ➢ Finding the meaning of vocabulary in context.
- ➢ Making references from reading text.
- ➢ Making inferences from reading text.

Purpose of Studying

- ➢ Students are able to identify main idea of the text
- ➢ Students are able to finding detail information.
- ➢ Students are able to finding the meaning of vocabulary in context.
- ➢ Students are able to making references from reading text.
- ➢ Students are able to making inferences from reading text.

Material

Narrative text

Snow White

Once upon a time there lived a little girl, named snow white, she lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them.

Snow White did not want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run way into the wood. Into the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no answer so she went inside felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?" Snow White said, "My name is Snow White," One of the dwarfs said "if you want, you may live here with us". Snow White told the story about her. Then Snow White and the seven dwarfs lived happily ever after.

Teaching Strategy

Total Physical Response

Teaching Procedure

Pre teaching

1. Greeting and checking students absent
2. Teacher motivated and stimulate the students to spirit in studying
3. Teacher helps the students to understand the theme and objective of the material
4. Teacher explains the material that will be used for teaching and learning to students.

While teaching

1. The teacher allows students to identify and define the problem found in the story or text.
2. The teacher allows students to work in small group to generate as many ideas for a solution.
3. The teacher allows students to choose one the best idea for solution.
4. The teacher allows students to elaborate and refine the ides with other.
5. The teacher asks students share their solutions.
6. The teacher asks students to point out the generic structure of story
7. The teacher asks students to point out the language features of story.
8. The teacher asks students to point out the detail information of story.
9. The teacher asks students to tell the inference of story.
10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.
2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

Snow White

Once upon a time there lived a little girl, named snow white, she lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them.

Snow White did not want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run way into the wood. Into the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no answer so she went inside felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?" Snow White said, "My name is Snow White," One of the dwarfs said "if you want, you may live here with us". Snow White told the story about her. Then Snow White and the seven dwarfs lived happily ever after.

1. What is the main idea of third paragraph?
   A. Snow white go to America with her uncle and aunt
   B. After breakfast Snow White run away into the wood
   C. Snow white decided run away into the wood
   D. Snow white with her uncle and aunt go to the wood

2. The second paragraph include as....?
   A. Orientation
   B. Re-orientation
   C. Complication
   D. Resolution

3. ".....talking about **leaving** Snow White...."(paragraph 2)
   The antonym of underline word is.....?
   A. Stay
   B. Live
   C. Bring

D. Carry

4. "....money to take Snow White with **them**...."(paragraph 2)

   The underline word refers to. . .

   A. Her aunt

   B. Her uncle

   C. Snow white

   D. Her uncle and aunt

5. What is the purpose of the text above..?

   A. To attract the readers to go to America

   B. To inform the readers about snow white uncle and aunt will go to America

   C. To tell the readers about Snow white and seven dwarfs

   D. To persuade the readers to read more about Snow White

Grading

Maximum score each question = 20
Maximum score: 20 x 50 = 100
Students' score: Total correct   x 100
                          Total questions

 Grading
 91 – 100 : Excellent
 81 – 90   : Very Good
 70 – 80   : Good
 60 – 69   : Fair
    59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 197111272006042008   **NIM. 21691204932**

LESSON PLAN OF CONTROL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester   : X/1

Meeting   : 2

Time Allocated   : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

Basic Competence

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2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text accurately and acceptable in daily life context.

Indicator

➢ Identify main idea of the text.

➢ Finding detail information.

➢ Finding the meaning of vocabulary in context.

➢ Making references from reading text.

➢ Making inferences from reading text.

Purpose of Studying

➢ Students are able to identify main idea of the text

➢ Students are able to finding detail information.

➢ Students are able to finding the meaning of vocabulary in context.

➢ Students are able to making references from reading text.

➢ Students are able to making inferences from reading text.

Material

Narrative text

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass.

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

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

Teaching Strategy

Total Physical Response

Teaching Procedure

Pre teaching

1. Greeting and checking students absent

2. Teacher motivated and stimulate the students to spirit in studying

3. Teacher helps the students to understand the theme and objective of the material

4. Teacher explains the material that will be used for teaching and learning to students.

While teaching

1. The teacher allows students to identify and define the problem found in the story or text.

2. The teacher allows students to work in small group to generate as many ideas for a solution.

3. The teacher allows students to choose one the best idea for solution.

4. The teacher allows students to elaborate and refine the ides with other.

5. The teacher asks students share their solutions.

6. The teacher asks students to point out the generic structure of story

7. The teacher asks students to point out the language features of story.

8. The teacher asks students to point out the detail information of story.

9. The teacher asks students to tell the inference of story.

10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.

2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass.

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

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

---

1. What is the purpose of the text?

    a.   To inform the readers about an ant   c. to entertain the readers

    b.   To describe the job of a hunter   d. to describe a dove

2. "…., she came to a <u>spring.</u>" (paragraph 1). The underline word means…..

    a.   Water in a pail   c. flood in the middle of the jungle

    b.   River in the middle of the city   d. water emerging from underground

3. "soon, <u>**it**</u> carried her safely…"(paragraph 3). The underline word refers to the….

    a. Ant   c. dove

    b. Leaf   d. spring

4. Paragraph 2 is called as…

    a. Orientation   c. Resolution

    b. Communication   d. Complication

5. What did the dove do at the end of the story?

    a. Standing   c. Flying

    b. Going   d. Sitting

Grading

Maximum score each question = 20
Maximum score: 20 x 50 = 100
Students' score: <u>Total correct</u>   x 100
                   Total questions
 Grading
 91 – 100 : Excellent
 81 – 90   : Very Good
 70 – 80   : Good
 60 – 69   : Fair
   59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 197111272006042008   **NIM. 21691204932**

LESSON PLAN OF CONTROL GROUP

School   : SMAN 3 Mandau

Subject   : English

Material   : Narrative Text

Class/ Semester   : X/1

Meeting   : 3

Time Allocated   : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

2. Expressing the meaning in the monologue text/ essay in the form of report, narrative and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

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Indicator

➢ Identify main idea of the text.

➢ Finding detail information.

➢ Finding the meaning of vocabulary in context.

➢ Making references from reading text.

➢ Making inferences from reading text.

Purpose of Studying

  ➢ Students are able to identify main idea of the text

  ➢ Students are able to finding detail information.

  ➢ Students are able to finding the meaning of vocabulary in context.

  ➢ Students are able to making references from reading text.

  ➢ Students are able to making inferences from reading text.

Material

  Narrative text

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother, they were very bossy. She had to do all the housework.

One day an invitation to tell came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good other came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, then she married with her. They lived happily ever after

---

Teaching Strategy

  Total Physical Response

Teaching Procedure

  Pre teaching

1. Greeting and checking students absent

2. Teacher motivated and stimulate the students to spirit in studying

3. Teacher helps the students to understand the theme and objective of the material

4. Teacher explains the material that will be used for teaching and learning to students.

  While teaching

1. The teacher allows students to identify and define the problem found in the story or text.

2. The teacher allows students to work in small group to generate as many ideas for a solution.

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5. The teacher asks students share their solutions.

6. The teacher asks students to point out the generic structure of story

7. The teacher asks students to point out the language features of story.

8. The teacher asks students to point out the detail information of story.

9. The teacher asks students to tell the inference of story.

10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.

2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

Cinderella
Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother, they were very bossy. She had to do all the housework. One day an invitation to tell came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her. Fortunately, the fairy good other came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, then she married with her. They lived happily ever after.

1. Which of the following is Not True according to the text?
   a. Cinderella lived with her stepsisters
   b. Cinderella felt happy with her husband
   c. Cinderella was helped by her stepsister to do all the house work
   d. Cinderella was helped by a fairy to get to the ball

2. The communicative purpose of this text is to....
   a. Entertain the readers with a fairy tale
   b. Describe how Cinderella went to the ball

c. Persuade the readers to read the story

d. Inform the readers about Cinderella's marriage

3. "They were very <u>bossy</u>".(paragraph 1). The word "bossy" in Bahasa Indonesia means...

a. Suka mengatur   c. Ingin menjadi boss

b. Suka menjadi boss   d. Ingin diatur

4. Paragraph 1 is called as…

a. Orientation   c. Resolution

b. Communication   d. Complication

5. "She lived with her stepsister and stepmother". She refers to…

a. Stepsister   c. Stepmother

b. Cinderella   d. Princess

Grading

Maximum score each question = 20

Maximum score: 20 x 50 = 100

Students' score: <u>Total correct</u>   x 100

                 Total questions

Grading

91 – 100   : Excellent

81 – 90   : Very Good

70 – 80   : Good

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59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 197111272006042008   **NIM. 21691204932**

LESSON PLAN OF CONTROL GROUP

School : SMAN 3 Mandau

Subject : English

Material : Narrative Text

Class/ Semester : X/1

Meeting : 4

Time Allocated : 2 x 45 Minutes

Standard Competence

1. Understanding the meaning in the monologue text/ essay in the form of report, narrative, and analytical exposition accurately, fluently, and contextually in the context of daily life to access science and to get knowledge.

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2. Expressing the meaning in the monologue text/ essay which uses various written language accurately, fluently, ad contextually in the form of narrative text accurately and acceptable in daily life context.

Indicator

➢ Identify main idea of the text.
➢ Finding detail information.
➢ Finding the meaning of vocabulary in context.
➢ Making references from reading text.
➢ Making inferences from reading text.

Purpose of Studying

- ➢ Students are able to identify main idea of the text
- ➢ Students are able to finding detail information.
- ➢ Students are able to finding the meaning of vocabulary in context.
- ➢ Students are able to making references from reading text.
- ➢ Students are able to making inferences from reading text.

Material

Narrative text

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat. 'it looks like I will go hungry again!" he thought. Then he saw a hare fast sleep beneath a shady tree. He moved quietly towards it, thinking, "at last! Here is a delicious meal sitting and waiting for me!"

He was about to catch the hare when a fine young deer trotted by the Lion thought," Now there is an even better dinner!" he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away. "What a fool I am!" the lion said as has empty stomach growled." It serves me right for losing the food that was almost mine, just for the chance of getting more!"

Teaching Strategy

Total Physical Response

Teaching Procedure

Pre teaching

1. Greeting and checking students absent
2. Teacher motivated and stimulate the students to spirit in studying
3. Teacher helps the students to understand the theme and objective of the material
4. Teacher explains the material that will be used for teaching and learning to students.

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8. The teacher asks students to point out the detail information of story.

9. The teacher asks students to tell the inference of story.

10. The teacher asks students to pronounce new vocabulary or difficult word of story.

Post Activity

1. The teacher gives time toward students for expressing their difficulties encountered during the learning process.

2. The teacher makes conclusion of the lesson and closes the learning session.

Source of Material

English textbook and relevant material

Evaluation

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat. 'it looks like I will go hungry again!" he thought. Then he saw a hare fast sleep beneath a shady tree. He moved quietly towards it, thinking, "at last! Here is a delicious meal sitting and waiting for me!"

He was about to catch the hare when a fine young deer trotted by the Lion thought," Now there is an even better dinner!" he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away. "What a fool I am!" the lion said as has empty stomach growled." It serves me right for losing the food that was almost mine, just for the chance of getting more!"

---

1. What was the hare doing when the lion saw him?
   a. He was looking at the deer
   c. he was running
   b. He was sleeping
   d. he was hunting
2. Why did the lion postpone catching the sleeping hare?
   a. Because he was afraid of waking the hare up
   b. Because he did not like eating the sleeping hare
   c. Because he wanted to chase another lion
   d. Because he saw a deer passing by
3. What can we learn from the story?
   a. Don't run away your friend needs you
   b. Don't be greedy, or you may lose
   c. Don't speak too much
   d. Don't miss a chance
4. Paragraph 3 is called as…
   a. Resolution
   b. Complication
   c. Orientation
   d. Communication
5. The lion failed to <u>catch</u> the deer (Last paragraph). The synonym of underline word is…
   a. Get
   b. Want
   c. Need
   d. Go

Grading

Maximum score each question = 20

Maximum score: 20 x 50 = 100

Students' score: <u>Total correct</u>   x 100

                        Total questions

Grading

91 – 100 : Excellent

81 – 90   : Very Good

70 – 80   : Good

60 – 69   : Fair

   59   : Poor

Know by   Duri, October 2019

English Teacher   Reseacher

Wahyunina, S.Pd   **Khairun Nisa, S.Pd**

NIP. 19711272006042008   **NIM. 21691204932**

RESEARCH INTRUMENT

READING COMPREHENSION

Directions:

1. This test is for scientific research

2. It does not affect your grade in English subject

3. Thank you for your participation in taking this test

Instructions:

1. The test consists of 20 multiple questions

2. Read the passage carefully and choose the best answer

3. You have 45 minutes to answer the following questions

The following text is for questions number 1-5

Read the passage carefully and choose the best answer

Red Feathers the Hen

A red feather, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Red feathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, which began cleverly to hop further and further away.

Red feathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree.

The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

---

1. What is the main idea of the fifth paragraph?

a. The sad red-feather hen   c. The clever dove

b. The fooled greedy fox   d. The upset dog

2. Where did the fox put red feathers?

a. Pot   c. Sack

b. Can   d. Box

3. "Red feathers slipped out of the sack and put a <u>stone</u> in her place, and then she too ran off". (paragraph 4). The underlined word means…

a. Wind   c. Sand

b. Iron   d. Rock

4. The word "she" in the third paragraph (line) refers to…

a. The dove   c. The fox

b. The hen   d. The wood

5. What can be inferred from the text?

a. Greedy fox was able to catch and eat the hen

b. Greedy fox could catch and eat the hen

c. Greedy fox failed to catch and eat the hen

d. Greedy fox succeed to catch and eat the hen

This text for questions number 6-10

Read the passage carefully and choose the best answer

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the wood to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

Meanwhile, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However, a hunter came to rescue and shooting the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf body with heavy stones, which killed him.

---

6. What is main idea of paragraph 2?

a. The wolf ate the girl and her grandmother

b. The wolf left grandmother's house

c. The wolf ate the girl's food

d. The wolf killed by the hunter

7. Who was pretended to be grandmother?

a. Her mother   c. The Hunter

b. Her father   d. The Wolf

8. "The girl walked through the <u>wood</u> to deliver food to her grandmother." The underlined word means……

a. Market   c. Jungle

b. Village   d. Castle

9. "She really did it" (line 4). The word "it" in the sentence refers to…

a. Food for grandmother   c. The Flower

b. The wolf   d. Pick up some flowers

10. Which sentence is correct according to the text?

a. A hunter helped the girl and her grandmother by shooting the wolf

b. The girl and her grandmother were saved by the hunter

c. The wolf advised the girl to pick up some flowers so that he could eat her.

d. The hunter came to her grandmother house pretending to be the girl.

This text for questions number 11-15

Read the passage carefully and choose the best answer

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

---

11. What is the main idea of the third paragraph?
   a. The beginning of Lake Toba   c. The big earthquake disaster
   b. The non-stop heavy rain   d. The flood disaster

12. What did the man become after disaster?
   a. The island of Ambalat   c. The island of Sepadan
   b. The island of Samosir   d. The island of Toba

13. "Yes, but you have to <u>promise</u> not to tell anyone about the secret …." (Paragraph 1). The underlined word means…
   a. Avoid   c. Swear
   b. Admit   d. Allow

14. The word "she" in the third paragraph (line 1) refers to…

a. The daughter   c. The mother

b. The princess   d. The island

15. Which one of the statements is **not true** in the story above?

a. The story is a legend from north Sumatera

b. The princess and the man had a daughter

c. The man got married with the princess

d. The princess was actually an ugly duck

The following text is for questions number 16-20

Read the passage carefully and choose the best answer

The Frog Prince

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

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

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

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

---

16. What is the main idea of the first paragraph?
    a. A king had beautiful daughter
    b. A tossing golden ball game
    c. A princess in an old place
    d. A kind heart frog prince

17. What game did princess love to play?
   a. Ball   c. Shell
   b. Doll   d. Bell
18. "Every day the princess …. <u>toss</u> a golden ball high in the air and let it drop."
   (Paragraph 1). The underlined word means…
   a. Throws   c. Catch
   b. Pull   d. Drag
19. The word "he" in the first paragraph (line 1) refers to…
   a. Frog   c. Prince
   b. King   d. Friend
20. What can be inferred from the text?
   a.   The frog prince wanted to be a king at the place
   b.   The frog prince got married with the princess and live happily ever after
   c.   The frog prince wanted to get money or property
   d.   The frog prince curse was broken by the princess

READING COMPREHENSION

Directions:

1. This test is for scientific research
2. It does not affect your grade in English subject
3. Thank you for your participation in taking this test

Instructions:

1. The test consists of 20 multiple questions
2. Read the passage carefully and choose the best answer
3. You have 45 minutes to answer the following question

This text for questions number 1-5

Read the passage carefully and choose the best answer

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

---

1. What is the main idea of the third paragraph?

   a. The beginning of Lake Toba   c. The big earthquake disaster

   b. The non-stop heavy rain   d. The flood disaster

2. What did the man become after disaster?

   a. The island of Ambalat   c. The island of Sepadan

   b. The island of Samosir   d. The island of Toba

3. "Yes, but you have to <u>promise</u> not to tell anyone about the secret …." (Paragraph 1). The underlined word means…

   a. Avoid   c. Swear

   b. Admit   d. Allow

4. The word "she" in the third paragraph (line 1) refers to…

   a. The daughter   c. The mother

   b. The princess   d. The island

5. Which one of the statements is **not true** in the story above?

   a. The story is a legend from north Sumatera

   b. The princess and the man had a daughter

   c. The man got married with the princess

   d. The princess was actually an ugly duck

The following text is for questions number 6-10
Read the passage carefully and choose the best answer

The Frog Prince

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

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

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

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

---

6. What is the main idea of the first paragraph?
   a. A king had beautiful daughter
   b. A tossing golden ball game
   c. A princess in an old place
   d. A kind heart frog prince
7. What game did princess love to play?
   a. Ball   c. Shell
   b. Doll   d. Bell
8. "Every day the princess …. <u>toss</u> a golden ball high in the air and let it drop." (Paragraph 1). The underlined word means…
   a. Throws   c. Catch
   b. Pull   d. Drag
9. The word "he" in the first paragraph (line 1) refers to…
   a. Frog   c. Prince
   b. King   d. Friend
10. What can be inferred from the text?
    a. The frog prince wanted to be a king at the place
    b. The frog prince got married with the princess and live happily ever after
    c. The frog prince wanted to get money or property
    d. The frog prince curse was broken by the princess

This text for questions number 11-15

Read the passage carefully and choose the best answer

<div style="border:1px solid black">

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the wood to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

Meanwhile, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However, a hunter came to rescue and shooting the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf body with heavy stones, which killed him.

</div>

11. What is main idea of paragraph 2?

   a. The wolf ate the girl and her grandmother

   b. The wolf left grandmother's house

   c. The wolf ate the girl's food

   d. The wolf killed by the hunter

12. Who was pretended to be grandmother?

   a. Her mother   c. The Hunter

   b. Her father   d. The Wolf

13. "The girl walked through the <u>wood</u> to deliver food to her grandmother." The underlined word means……

       a. Market   c. Jungle

       b. Village   d. Castle

14. "She really did it" (line 4). The word "it" in the sentence refers to…

   a. Food for grandmother   c. The Flower

   b. The wolf   d. Pick up some flowers

15. Which sentence is correct according to the text?

   a. A hunter helped the girl and her grandmother by shooting the wolf

   b. The girl and her grandmother were saved by the hunter

   c. The wolf advised the girl to pick up some flowers so that he could eat her.

   d. The hunter came to her grandmother's house pretending to be the girl.

The following text is for questions number 16-20
Read the passage carefully and choose the best answer

Red Feathers the Hen

A red feather, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Red feathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, which began cleverly to hop further and further away.

Red feathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree.

The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

---

16. What is the main idea of the fifth paragraph?

    a. The sad red-feather hen   c. The clever dove

    b. The fooled greedy fox   d. The upset dog

17. Where did the fox put red feathers?

    a. Pot   c. Sack

    b. Can   d. Box

18. "Red feathers slipped out of the sack and put a <u>stone</u> in her place, and then she too ran off". (paragraph 4). The underlined word means…

    a. Wind   c. Sand

    b. Iron   d. Rock

19. The word "she" in the third paragraph (line) refers to…

    a. The dove   c. The fox

    b. The hen   d. The wood

20. What can be inferred from the text?

    a. Greedy fox was able to catch and eat the hen

    b. Greedy fox could catch and eat the hen

    c. Greedy fox failed to catch and eat the hen

    d. Greedy fox succeed to catch and eat the hen

READING COMPREHENSION

Directions:

1. This test is for scientific research
2. It does not affect your grade in English subject
3. Thank you for your participation in taking this test

Instructions:

1. The test consists of 20 multiple questions
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This text for questions number 1-5

Read the passage carefully and choose the best answer

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the wood to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

Meanwhile, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too.

However, a hunter came to rescue and shooting the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf body with heavy stones, which killed him.

---

1. What is main idea of paragraph 2?

   a. The wolf ate the girl and her grandmother

   b. The wolf left grandmother's house

   c. The wolf ate the girl's food

   d. The wolf killed by the hunter

2. Who was pretended to be grandmother?

   a. Her mother   c. The Hunter

   b. Her father   d. The Wolf

3. "The girl walked through the <u>wood</u> to deliver food to her grandmother." The underlined word means……

   a. Market   c. Jungle

   b. Village   d. Castle

4. "She really did it" (line 4). The word "it" in the sentence refers to…

   a. Food for grandmother   c. The Flower

   b. The wolf   d. Pick up some flowers

5. Which sentence is correct according to the text?

   a. A hunter helped the girl and her grandmother by shooting the wolf

   b. The girl and her grandmother were saved by the hunter

   c. The wolf advised the girl to pick up some flowers so that he could eat her.

   d. The hunter came to her grandmother's house pretending to be the girl.

This text for questions number 6-10

Read the passage carefully and choose the best answer

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

---

6. What is the main idea of the third paragraph?
   a. The beginning of Lake Toba   c. The big earthquake disaster
   b. The non-stop heavy rain   d. The flood disaster

7. What did the man become after disaster?
   a. The island of Ambalat   c. The island of Sepadan
   b. The island of Samosir   d. The island of Toba

8. "Yes, but you have to <u>promise</u> not to tell anyone about the secret …." (Paragraph 1). The underlined word means…
   a. Avoid   c. Swear
   b. Admit   d. Allow

9. The word "she" in the third paragraph (line 1) refers to...

    a. The daughter   c. The mother

    b. The princess   d. The island

10. Which one of the statements is **not true** in the story above?

    a. The story is a legend from north Sumatera

    b. The princess and the man had a daughter

    c. The man got married with the princess

    d. The princess was actually an ugly duck

The following text is for questions number 11-15

Read the passage carefully and choose the best answer

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

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

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

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

---

11. What is the main idea of the first paragraph?
    a. A king had beautiful daughter
    b. A tossing golden ball game
    c. A princess in an old place
    d. A kind heart frog prince
12. What game did princess love to play?
    a. Ball   c. Shell

b. Doll   d. Bell

13. "Every day the princess …. <u>toss</u> a golden ball high in the air and let it drop." (Paragraph 1). The underlined word means…

     a. Throws   c. Catch

     b. Pull   d. Drag

14. The word "he" in the first paragraph (line 1) refers to…

     a. Frog   c. Prince

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15. What can be inferred from the text?

     a. The frog prince wanted to be a king at the place

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     c. The frog prince wanted to get money or property

     d. The frog prince curse was broken by the princess

The following text is for questions number 16-20

Read the passage carefully and choose the best answer

Red Feathers the Hen

     A red feather, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

     He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Red feathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

     Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, which began cleverly to hop further and further away.

     Red feathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree.

     The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

---

6. What is the main idea of the fifth paragraph?

     a. The sad red-feather hen   c. The clever dove

     b. The fooled greedy fox   d. The upset dog

7. Where did the fox put red feathers?

     a. Pot   c. Sack

     b. Can   d. Box

8. "Red feathers slipped out of the sack and put a <u>stone</u> in her place, and then she too ran off". (paragraph 4). The underlined word means…

   a. Wind   c. Sand

   b. Iron   d. Rock

9. The word "she" in the third paragraph (line) refers to…

   a. The dove   c. The fox

   b. The hen   d. The wood

10. What can be inferred from the text?

   a. Greedy fox was able to catch and eat the hen

   b. Greedy fox could catch and eat the hen

   c. Greedy fox failed to catch and eat the hen

   d. Greedy fox succeed to catch and eat the hen

APPENDIX 9

KEY ANSWER FOR THE TRY OUT

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

KEY ANSWER FOR THE PRE-TEST

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

KEY ANSWER FOR THE POST-TEST

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

APPENDIX 10

Questionnaire instrument

Angket penilaian

a. **Identifikasi responden**

Nama responden :

Kelas :

Jenis kelamin : a. laki-laki   b. perempuan

b. **Petunjuk pengisian**

Berilah tanda (√) pada kolom, sesuai dengan keadaan sebenarnya yang kamu alami dengan jawaban sebagai berikut :

Sangat tidak setuju **: STS**

Tidak Setuju **: TS**

Ragu-ragu **: RG**

Setuju **: S**

Sangat Setuju **: SS**

No	Pernyataan	Jawaban				
		STS	TS	RG	S	SS
1	Saya selalu hadir di kelas					
2	Saya aktif dalam proses belajar bahasa inggris					
3	Saya selalu berkonsentrasi saat pembelajaran Berlangsung					
4	Saya ikut berpartisipasi dalam memberikan atau mengusulkan ide terhadap materi yang dibahas.					
5	Saya selalu memberikan respon ketika guru					

The table above has the title row **Partisipasi Siswa** spanning all columns.

No	Pernyataan					
	memberikan tugas atau pertanyaan dikelas					
6	Saya membaca teks yang diberikan oleh guru dengan bersungguh-sungguh					
7	Saya selalu bertanya kepada guru atau teman ketika ada hal yang tidak dipahami dengan baik					
8	Saya membuat catatan tentang materi pembelajaran					
9	Saya berdiskusi dengan teman untuk memahami teks yang diberikan guru					
10	Saya memberikan ide/pendapat mengenai teks yang sedang dibahas didalam kelompok					
11	Saya menjawab pertanyaan teman saya sewaktu berdiskusi					
12	Saya berkomunikasi baik dengan teman-teman saya dalam proses pembelajaran					
13	Saya berusaha menghidupkan suasana saat pembelajaran masih berlangsung					
14	Saya menyelesaikan tugas sesuai dengan waktu yang diberikan					
15	Saya berpartisipasi / bersedia untuk mempresentasikan hasil kerja kelompok.					

QUESTIONNAIRE

c. **Identification of repondents**

Name of respondents   :

Class   :

Gender   : a. Male   b. Female

d. **Interactions**

Give a sign (√) in the column, according to the actual situation that you experienced with the following answers:

Strongly Disagree = SD

Disagree = D

Netral = N

Agree = A

Strongly Agree = SA

Students' Participation						
No	Questionnaire	Answers				
		SD	D	N	A	SA
1	I attended the class					
2	I always active in learning English					
3	I always concentrate when learning takes place					
4	I participated in giving or proposing ideas to the material being discussed.					
5	I always respond when teachers give assignments or questions in class					
6	I read the text given by the teacher seriously					

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7	I always ask my teacher or friend when something is not well understood					
8	I make notes about learning materials					
9	I discussed with friends to understand the text given by the teacher					
10	I give an idea/opinion about the text being discussed in a group					
11	I answer my friend's questions when discussing					
12	I communicate well with my friends in the learning process					
13	I tried to animate the atmosphere learning is still ongoing					
14	I completed the assignment according to the time given					
15	I participated/willing to present the results of the group work.					

Nomor : 1676/Un.04/PPs/PP.00.9/2019   Pekanbaru, 22 Juli 2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama : Khairun Nisa
NIM : 21691204932
Program Pendidikan : Magister (S2)
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Semester : V (Lima)
Judul Tesis : The Effect of Using Creative Problem Solving Strategy on Reading Comprehension And Students' Participation in Narrative Text at State Senior High School 3 Mandau Bengkalis Regency

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMAN 3 Mandau Kabupaten Bengkalis.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126

032010

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/25150
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1676/Un.04/PPs/PP.00.9/2019 Tanggal 22 Juli 2019**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	**KHAIRUN NISA**
2.	NIM / KTP	:	21691204932
3.	Program Studi	:	PENDIDIKAN AGAMA ISLAM
4.	Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5.	Jenjang	:	S2
6.	Judul Penelitian	:	**THE EFFECT OF USING CREATIVE PROBLEM SOLVING STRATEGY ON READING COMPREHENSION AND STUDENTS' PARTICIPATION IN NARRATIVE TEXT AT STATE SENIOR HIGH SCHOOL 3 MANDAU BENGKALIS REGENCY**
7.	Lokasi Penelitian	:	SMAN 3 MANDAU KABUPATEN BENGKALIS

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
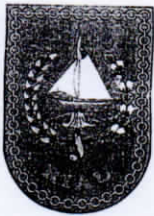Pada Tanggal : 8 Agustus 2019

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, **12 AUG 2019**

No : 800/Disdik/1.3/2019/0800
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth. Kepala SMAN 3 MANDAU

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/25150 Tanggal 8 Agustus 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **KHAIRUN NISA**
NIM : 21691204932
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Alamat : PEKANBARU
Judul Penelitian : **THE EFFECT OF USING CREATIVE PROBLEM SOLVING STRATEGY ON READING COMPREHENSION AND STUDENTS' PASTICIPATION IN NARRATIVE TEXT AT STATE SENIOR HIGH SCHOOL 3 MANDAU BENGKALIS REGENCY**

Lokasi Penelitian : SMA NEGERI 3 MANDAU KABUPATEN BENGKALIS

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian

2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.

3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP 19711209 200012 1 006

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 3 MANDAU

Alamat : Jl.Tuanku Tambusai No.42 Duri   Kode Pos   : 28784
Email:sman3_doeri@ymail.com   Telp/Fax   : (0765) 595316
NSS : 301090204003   NPSN   : 10495346

Akreditasi: A

SURAT IZIN PRA RISET
Nomor : 422/sman3-mandau/2019/276.

Yang bertanda tangan di bawah ini :

Nama   : SUGITO, S.Pd.M.Si
NIP   : 19630323 198412 1 002
Pangkat/Gol. Ruang   : Pembina TK I/ IV.b
Jabatan   : Kepala SMAN 3 Mandau
Unit Kerja   : SMAN 3 Mandau

Dengan ini memberikan Rekomendasi/izin kepada :

Nama   : KHAIRUN NISA
NIM   : 21691204932
Program Studi   : Pendidikan Agama Islam
Konsentrasi   : Pendidikan Bahasa Inggris
Jenjang   : S2

Untuk melaksanakan riset di SMAN 3 Mandau guna mendapatkan data yang berhubungan dengan penelitianya.

Demikianlah surat izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Duri, 12 September 2019
Kepala SMAN 3 Mandau

SUGITO, S.Pd., M.Si
NIP 19630323 198412 1 002

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA   : Khairun Nisa
NIM   : 21691204932
PROGRAM   : Pascasarjana
PRODI   : PBI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25/10-2017	The effect of using contextual Teaching and learning on		Ahsanuz zikri
2		Student's Reading comprehension in Recount Texts at MAN 2 Pekanbaru		
3	25/10-2017	The influence of Personality Traits and self confidence Toward students'		Ledda Rista
4		Speaking ability at English Education Department of State UIN Suska Pekanbaru		
5	25/10-2017	The influence of Self-Efficacy and self Esteem Toward students' English		Julianos
6		a chievement at Sekolah Tinggi Teknologi Dumai		
7	25/10-2017	The influence of Story Telling Toward Students' Listening Skill and		Yolanda Dita
8		learning motivation at SMK farmasi Ikasari Pekanbaru		Aptree
9				
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15				

Pekanbaru,   20....
Direktur

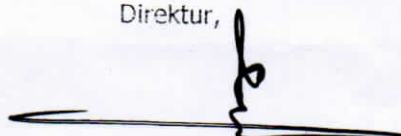**Prof. Dr. H. Ilyas Husti, M.Ag**
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM :
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

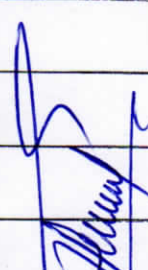| NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu, 17/05/2017	A Comparison Between the effect of Using Cooperative Learning Technique (NHT & Pair Check) on Students' Reading comprehension		Anhary Rijal
2				
3				
4		The comparison Between The effect OF Using "Stop and Dare" and JOT thoughts strategies on students' Writing ability at MA Al-Munaww arah Pekanbaru		Fikri Hidayati
5				
6				
7		The effect OF Using comic strips Strategy of Students' Reading Comprehension and writing Ability at the second year students of MTS Nurul Islam Seresan Indragiri Hulu Regency		Arif Yusdianto
8				
9				
10				
11		The influence of Students Anxiety and Students' Visual language learning Style on their English Achivement at Junior High Islamic Boarding School Al-Munawwarah Pekanbaru		Hari Malik
12				
13				
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15				

Pekanbaru,   20....
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
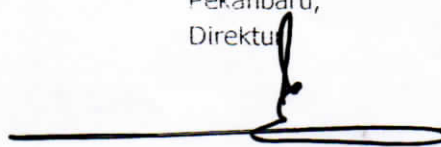   2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM :
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu, 17-05-2017	The effect of using Plus Minus Intgresting Strategy on students		Apriye Marpaung
2		speaking ability and their Motivation at SHS 11 Pekanbaru		
3				
4		the effect of using Gallery work strategy on student's reading		Mesnotth Badriyah
5		comprehension and writing Ability at islamic SHS Boarding		
6		school Technology of Riau Pekanbaru		
7				
8		the Effect of using choral reading method on students'		Uza Damayanti
9		Reading comprehension and vocabulary mastery at islamic		
10		Junior High School Technology of Riau Pekanbaru.		
11				
12		The effect of using the Affinity strategy and the story Grammar		Susedi Suardi
13		strategy on students' Reading comprehension at SMPN 3		
14		Tapung		
15				

Pekanbaru, 17 Mei 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa

NIM :

PROGRAM : Pasca Sarjana

PRODI : PAI

KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	09/Juni/2017	The effect of using PQYR and Graphic Organizers on Students		Serli vidayanti
2		On Reading comprehension at Junior High school YPPI Tualang		
3				
4	09/Juni/2017	The comparison Between the use of Jig saw and Numbered head		Syariah
5		Together (NHT) Strategies on students reading comprehension		
6		at SMP IT Al-Izhar school Pekanbaru		
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Pekanbaru,   20....
Direktur

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM : 21691204 932
PROGRAM : Pasca sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jum'at/ 7 Juli 2017	The influence of self - efficacy and self - esteem toward writing		Raudatul Hasanah
2		ability in Descriptive text at Islamic SHS of boarding school		
3		Technology of Riau Indonesia (Raudatul Hasanah)		
4	Jum'at/ 07-07-2017	The comparison between the effect of using Imagery Strategy and		Rahmi Nopridawati
5		Cubing strategy on students writing ability at State JHS 2 Kampar		
6	Jum'at/ 07-07-2017	The model of speaking ability: A study on students speaking motivation		Muhammad Yusuf
7		and speaking anxiety at language evelopment center of State		
8		Islamic university of sultan syarif kasim Riau		
9	Jum'at/ 07/07/2017	The influence of personality Traits and language learning strategy		Damais
10		toward speaking ability at language Development center		
11		UIN SUSKA Riau		
12	Jum'at/ 07/07/2017	A comparison between the effect of using PWIM and TTW		Delfi Haryati F
13		Strategy on students writing ability at State JHS 1 Kampar		
14		timur		
15				

Pekanbaru,   20....
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : KHAIRUN NISA
NIM : 21691204032
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

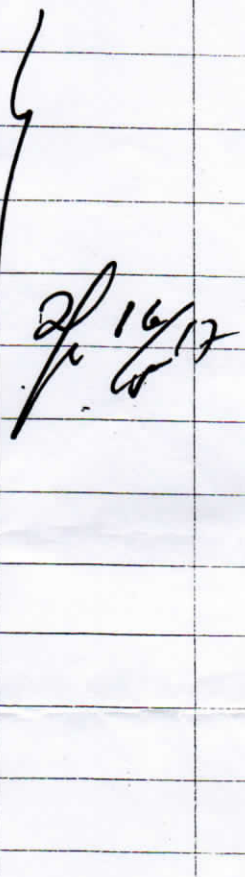| NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12 Desember 2017	The influence of students' self-cofiedence and Participation toward		Andini Telianda
2		their speaking ability at SMPN 14 Pekanbaru		
3		An analysis of using cognitive academic language learning Approach and		Dewi Khalida
4		sheltered intruction observation protocol model		
5		the Management of Learning Enviroment by English Teacher at		Zulkifli
6		JHS in tambang District		
7		The Influence of Using vocabulary knowledge on Reading comprehension		Selvia Angela
8		and writing ability		
9		English Teachers' Perception of implementing 2013 curriculum in English Teaching		Ahmad Nurfajri
10		learning Process of SHS in Sungai apit District		
11		An analysis of the Rules Pronouncing of words suffixes /t/, /d/ and /s/,		Ovi Arianti Erwin
12		/z/, /ı̇z/		
13		The Analysis of The factors of the grammatical and punctuation		Tiara Pandu winata
14		Error in Writing Narrative text		
15				

Pekanbaru,   20....
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
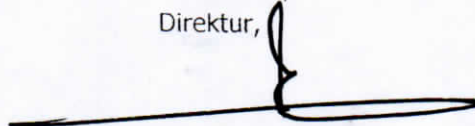   2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM : 21691204932
PROGRAM : Pascasarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis, 26-10-2017	Analisis Service Quality Manajemen Mutu Kinerja Lembaga Pengerola		Muhammad Muthias
2		Zakat dalam pemberdayaan Ummat (studi Kasus Baznas Kab.		
3		Siak Sri Indra pura)		
4				
5	26/10/2017	Pengaruh pengetahuan & sikap terhadap Prefensi perilaku Praktek riba &		Reni Triani
6		dampaknya kepada kemiskinan		
7				
8	26/10/2017	Pengaruh Persepsi & motivasi Pembelian Produk halal terhadap Keputusan		Erzab Raziz
9		Pembelian Produk halal		
10				
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Pekanbaru, 26 Oktober 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM :
PROGRAM : Pascasarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa 16/5 2017	Prinsip Manajemen Pendidikan Islam dalam al-qur'an (Mat Rahim)		
2				
3		Manajemen Berbasis Akreditasi dalam peningkatan mutu Pendidikan		
4		Prodi PAI di PTKIS sekota Pekanbaru (Muhartini)		
5			16/17	
6		strategi kepala sekolah dalam meningkatkan mutu guru di SMAN		
7		Kec. Bantan (safaarul Habib)		
8		Implementasi Manajemen mutu terpadu (studi kasus di P.P		
9		Babusalam dan P.P Al-Ihsan Boarding School Provinsi Riau		
10		(Afdal)		
11		Strategi kepemimpinan Kepala Madrasah dalam meningkatkan		
12		Kinerja guru Madrasah Aliyah Se-kabupaten Singingi		
13		(Erizon Efendi)		
14				
15				

Pekanbaru,   20....
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa

NIM : 2169 12 04 932

PROGRAM : Pascasarjana

PRODI : PAI

KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	05/01/2018	Analisis Hak warisan anak diluar nikah Perspektif Hukum Islam		
2		dalam UU Nomor 1 Tahun 1974		
3	05/01/2018	Efektivitas pendidikan bola panas dgn menggunakan metode		
4		Syar'i asyamiyah asy		
5		meningkatkan kemahiran berbicara siswa disekolah		
6		Tsanawiyah al-Ihsan Kubang		
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Pekanbaru,   20...

Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag

NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM : 2169 12 04 932
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	Senin 14 Januari 2019	The Relationship Between Students' Perception on Teaching Listening by using Story telling and Their listening skill at SMK Farmasi Ikasari Pekanbaru		Yolanda Dita Aptree
	11	Students' anxiety in speaking Performance : A case study at MA Darel Hikmah Pekanbaru		Tanty Yumaita
	11	The implementation of Scientific Approach in teaching English : A case Study at SMA Cendana Pekanbaru		Made Oriana Fitria
	11	The effect of using Jigsaw and levels of participation in the class on Students' Reading comprehension		Atikah Rahmi

Pekanbaru, _____2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Khairun Nisa
NIM : 21691204932
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	06/NOV/2018 Selasa	The effect of using vocabulary self-collection strategy on students' vocabulary mastery and reading comprehension in the 11th grade at SMA Plus Binabangsa Indonesia		Riska Fitriyani
2	06/NOV/2018 Selasa	Code switching English to Arabic in teaching English at Jannatul firdaus modern Islamic boarding school sudulussalam Aceh		Agus Suryadi
3	06/NOV/2018 Selasa	Application of 2013 curriculum assessment by English teachers of SMAN Bangko Subdistict Rokan Hilir Regency		Eva Diana Sari
4	06/NOV/2018 Selasa	Using Youtube videos in teaching English at Cahaya Islam Boarding School, Payakumbuh		Fachrun Nisa
5	06/NOV/2018 Selasa	The comperative study between the effect of pens and depends strategies on students' writing ability at SMPIT At-Taqwa Pangkalan Kerinci Pelalawan Regency		Adey Anugrah

Pekanbaru, 06 November 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor	Paraf Pembimbing / Promotor	Keterangan
1.	30/6-2024	Konsultasi awal	*signature*	
2.	19/7-19	Konsi & konsultasi Bab I, II, III	*signature*	
3.	13/2-19	Konsi & konsultasi I&I I.	*signature*	
4.	2/8-19	Revisi & konsultasi Bab I, II, III	*signature*	
5.	3/9-19	Revisi ujian nem	*signature*	
6.	19/12/19	Theses ujian	*signature*	

Catatan :
*Coret yang tidak perlu

Pekanbaru, ... 20....

Pembimbing I / Promotor*

signature

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor	Paraf Pembimbing / Co Promotor	Keterangan
1.	3/9-2019	Proposal Revision	A	
2.	8/9	Instrument	A	
3.	17/11	Data presentation	A	
4.	20/11	Data presentation Analysis abstract	A	
5.	7/12	Data presentation	A	
6.	9/12	Approvement	A	

Catatan :
*Coret yang tidak perlu

Pekanbaru, ... 20.19

Pembimbing II / Co Promotor*

signature

Dr. W. Helmiati, M.Ag

UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية رياو

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Khairun Nisa

ID Number : 21691204932

Date of Birth : June 18, 1994

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 61

Structure & Written Expressions : 68

Reading Comprehension : 57

Overall Score : 620

Expire Date : April 13, 2021

The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 197204212006041003

LDC

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

SERTIFIKAT
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Khairun Nisa

Nomor ID   : 21691204932
Jenis Kelamin   : Perempuan
Tanggal Lahir   : 18 Juni 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الإستماع : 54
القراءة : 43
القواعد : 57
النتيجة : **513**

Berlaku Hingga : 23 September 2020

Mahyudin Syukri, M.Ag
The Head of Language Development Center

UIN SUSKA RIAU

CURRICULUM VITAE

PERSONAL INFORMATION

Name	: Khairun Nisa
Place of Birth	: Pekanbaru
Date of Birth	: 18^{th,} June 1994
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EDUCATION BACKGROUND

2017-2019 : Pascasarjana Program (S2) at State Islamic University of Sultan Syarif Kasim Riau

2012-2016 : Strata 1 Program (S1) at Faculty of Education and Teacher Training, English Education Department at State Islamic University of Sultan Syarif Kasim Riau

2009-2012 : State Senior High School 3 Mandau Bengkalis Regency Duri

2006-2009 : Mutiara Islamic Junior High School Pinggir Bengkalis Regency Duri

1999-2006 : Primary High School 21 Mandau Bengkalis Regency Duri

1999-1998 : Hubbulwathan Kindergarten Mandau Bengkalis Regency Duri

OCCUPATION BACKGROUND

2017-2018 : Teacher of SD Al-Rasyid Pekanbaru

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