THE EFFECT OF USING WH-QUESTION TECHNIQUES TOWARD STUDENTS’ READING NARRATIVE TEXT AT EIGHT GRADE MTsN 5 TELUK KASAI RAMBAHAN TEBO

THESIS

Presented to the Faculty of Education and Training Fulfilment of Requiredment for The degree of Strata 1(S.Pd) in English Study

Program

Arohman (TE.140967)

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN
JAMBI

2018
To Dean of Education Faculty and Teacher Training
UIN STS Jambi
In
Jambi

OFFICIAL NOTE

Assalaamu’alaikum, Wr.Wb.

After reading and fixing something necessary, we stated that thesis by
Name : Arohman
Student ID : TE. 140967
Tittle : The Effect of Students WH Questions Techniques Through Reading Narrative Text Eighth Grade Mts N 5 Teluk Kasai Rambahan Tebo

Could be submitted to munaqashah exam as a partial fulfillment of the requirement to get an undergraduate degree (S1) in English Education Program the Faculty of Education and Teacher Training the Islamic University of Sulthan Thaha Saifuddin Jambi, we hand in the thesis in order to be accepted well.
Thus, we hope this thesis be useful for all.
Wassalaamu’alaikum Wr.Wb.

First Advisor

Dr. Faurina Anastasya, M. Hum
NIP: 19810612008012017

Second Advisor

Dr. Muhammad Taridi, M. Pd
NIP: 196401062014121002
# THESIS APPROVAL/ FINAL TASK

<table>
<thead>
<tr>
<th>Document code</th>
<th>Form Code</th>
<th>Date valid</th>
<th>Revision Number</th>
<th>Revision Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>R-0</td>
<td></td>
<td></td>
<td>1 from 1</td>
</tr>
</tbody>
</table>

Number: B.7.1.0.1.010.09 156/1...2018

Thesis entitled: The effect of using WH-question techniques toward students’ reading narrative text at eight grade MTs N 5 teluk kasai rambahan

Arranged and prepared by

Name: AROHMAN

Student’s Number: TE 140967

Had done munaqasah on: October, 30th 2018

Score of munaqasah: 7468 (B)

And it has accepted by Education and Teacher Training Faculty The State Islamic University of Sulthan Thaha Saifuddin Jambi.

---

**MUNAQASAH TEAM**

**Chair**

Dr. Zainuddin Jamil, S.Ag
NIP. 1972050719940610012007057203

**Examiner I**

Drs. Habibudin Ritonga, MA
NIP. 195906121987031003

**Examiner II**

Faiqoh Mahmudah, S.S.M.Pd
NIP. 1978041720150320032017048702

**Advisor I**

Dr. Faurina Anastasia, M HUM
NIP. 198106112008012017

**Advisor II**

Dr. Muhammad Taridi, M.Pd
NIP. 196401062014121002

---

**Secretary**

Siti Maria Ulfia, M.Pd.I
NIP. 1976072320091220052023077601

Jambi, 30 October 2018

Education and Teacher Training Faculty The State of Islamic University Sulthan Thaha Saifuddin Jambi

**DEAN**

Dr. Ilham Armida, M.Pd
NIP. 196212231990032001
ORGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled “The Effect of Students’ WH-Questions Techniques through Reading Narrative at Eighth Grade Mts N 5 Teluk Kasai Rambahan is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of academic writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, 2018

[Signature]
Arohman
NIM. TE140967
Meaning:

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”. 

[QS. AL MJADILAH 58 : 11]
ACKNOWLEDGMENT

By reciting Alhamdulillaa hirobbil ’aalamiin, with all of mercies and blessing of Allah, finally the writer accomplished this thesis. The objective of this thesis is a partial requirement for undergraduate degree (S1) in English education program, Faculty of Education and Teacher Training in the State Islamic University Sulthan Thaha Saifuddin Jambi which is entitled “THE EFFECT OF STUDENTS’ WH-QUESTION TECHNIQUES THROUGH READING NARRATIVE TEXT AT EIGHT GRADE MTs N 5 TELUK KASAI RAMBAHAN”

I would like to express my sincere gratitude to Dr. Faurina Anastasya, M.Hum as the first advisor and and Dr. Muhammad Taridi M.Pd as the second advisor who have given guidance and support to accomplish in the thesis. The writer would also like to express many thanks to the following people who have contributed much in accomplishing this thesis, namely:

1. Dr. Hadri Hasan, MA, as the rector of the Islamic university STS jambi.

2. Dr. H. Suaidi, MA, Ph.D, Dr. Marwazi, M. Ag, and Dr. Hj. Fadhillah, M.Pd as rector’s assistants I, II and III of Islamic University Sulthan Thaha Saifuddin Jambi

3. Dr. the Dean of Faculty of education and teacher training the Islamic university sulthan thaha saifuddin jambi

4. Dean assistants I, II and III of Faculty of Education and Teacher Training the Islamic University Sulthan Thaha Saifuddin Jambi

5. Amalia Nurhasanah M.Hum, as Chief of English Study Program Faculty of Education and Teacher Training the Islamic University Sulthan Thaha Saifuddin Jambi

6. Dr. Faurina Anastasya, M.Hum and Dr. Muhammad Taridi M.Pd as the first and second advisor.
7. All lecturers at Faculty of Education and Teacher Training of the Islamic University Sulthan Thaha Saifuddin Jambi

8. All teachers in MTs N 5 Teluk Kasai Rambahan tebo

9. All students in MTs N 5 Teluk Kasai Rambahan tebo

Jambi, 24 July 2018
Writer

Arohman
Te.140967
DEDICATION

I cannot achieve success in writing this thesis without help of the people that never stop pouring their enthusiasm, attention, guidance and patient, I dedicated this thesis especially for:

- First of all, writer gives praise and thank fullness to ALLAH RABBUL’AALAMIIN because his blessing and grant this thesis can be finished and also to our prophet MUHAMMAD SHALLALLAAHU ‘ALAIHI WASALLAM.

- The light of my life, my beloved parents, my father AMIRUDIN and my mother HOMSIAH who educated me from the cradle up to my last breath. I believe that what I had achieved is of their struggle, sacrifice and their patient, there are not success without their prayer.

- All my family (DOLISSA FIKRI AND MY AUNT MARIAM AZZAHRA) that never stop giving spirit to finish my thesis

- For my supervisor Dr. Faurina Anastasya, M.Hum and Drs, M. Taridi M.Pd who always listen to my problems in making this thesis and never be tired to help me finished this thesis.

- For all my classmates whose name are not mentioned here one from English Education Program the State Islamic University Sulthan Thaha Saifuddin Jambi who there is no successful without their motivation to finish this thesis, I thanks a lot them all.

May Allah blesses them all. 
Aamiin……………………
ABSTRAK

Nama : Arohman
Jurusan : Program Pendidikan Bahasa Inggris
Judul : Pengaruh Teknik WH-Question Bagi Siswa Melalui Reading Narrative Di Kelas Delapan MTs N 5 Teluk Kasai Rambahan Tebo

CONTENT

CHAPTER I : INTRODUCTION ........................................................................... 1
A. Background of the study ......................................................................... 1
B. Identification of the problem ................................................................. 4
C. Limitation of the study ........................................................................... 4
D. The formulation of the study ................................................................. 4
E. The purpose of study ............................................................................. 5
F. Significances of the research ................................................................. 5

CHAPTER II : REVIEW OF RELATED LITERATURE ................................. 6
A. Theoretical framework
   1. The definition of reading ................................................................... 6
   2. The nature of reading ........................................................................ 7
   3. Reading process .................................................................................. 7
   4. WH-question Techniques .................................................................. 8
B. Previous Study ....................................................................................... 9
   1. Reading comprehension ..................................................................... 9
   2. WH-question ...................................................................................... 10
C. Research Hypothesis ............................................................................ 11

CHAPTER III : RESEARCH METHOD .......................................................... 12
A. Place and time Research ...................................................................... 12
B. Research Design ................................................................................... 12
C. Population and Sample
   1. Population ...................................................................................... 13
   2. Sample ............................................................................................ 13
      a. Variable ........................................................................................ 14
D. Instrument of study ............................................................................ 14
   1. Test .................................................................................................. 15
      a. Conceptual .................................................................................... 15
      b. Operational .................................................................................... 16
      c. Lattices of question ........................................................................ 18
E. Validity and reliability .......................................................................... 19
   1. Validity ............................................................................................ 19
   2. Realibility ........................................................................................ 20
F. Techniques of Data Analysis ................................................................ 20
   1. Descriptive Analysis ......................................................................... 20
   2. Statistical Analysis .......................................................................... 21
G. Statistical Hypothesis .......................................................................... 21
H. Schedule of the Research ..................................................................... 22
A. Score for the Application of WH-question Technique Method in MTs N teluk kasai rambahan tebo ........................................... 26
   1. Distribution Frequency .................................................. 26
      a. Menentukan data Tertinggi dan Terendah .................. 26
      b. Menentukan rentang.................................................. 27
      c. Menentukan banyak kelas(BK)................................. 27
      d. Menentukan kelas interval ...................................... 27
   2. Mencari mean variable X (variable I) Median dan modus ...... 28
      a. Mencari mean......................................................... 28
      b. Mencari median...................................................... 28
      c. Mencari Modus....................................................... 29
   3. Mencari Standar Deviasi Variable X(Variable I) ............... 29
   4. Mencari Standar Error Mean Variable I .......................... 30
B. Discussion......................................................................... 32

CHAPTER V : CLOSING ................................................................ 34

A. Conclusions....................................................................... 34
B. Suggestion......................................................................... 35

BIOGRAPHY ..............................................................................
TABLE

Table 1: Research population ................................................................. 14
Table 2: Sample .................................................................................... 15
Table 3: Operational Example ................................................................. 18
Table 4: Specs of Question .................................................................... 19
Table 5: Schedule of the Research ....................................................... 22
Table 6: Application of WH-question Techniques Method .................. 26
Table 7: Distribution Frequency ............................................................ 27
Table 8: The Difference of Students’ Score in Pretest and Posttest ...... 30
Table 9: The effect of Each Aspect ....................................................... 30
Table 10: Paired Sample Test ................................................................. 31
Table 11: Validity and Reliability
Table 12: List of Number Questions
Table 13: List of Validity Questions
CHAPTER I

INTRODUCTION

A. Background of The Study

English is a foreign language that is taught formally from junior high School until University in Indonesia” Nunan (2005:9). The students are taught the four skills, i.e, listening, speaking, reading, and writing. When one learns a language, he/she learns to communicate with other people. Learning how to communicate is not only through listening and speaking, but also through reading and writing. One of the skills that cannot be neglected is reading skill” according to Juel in Sandjaja’s book (2005) Reading is the process of getting to know words and integrating into meaning words and sentences, and reading structures. It can be said that reading always comes along with comprehension. In other words, no reading occurs without comprehension. Students who are reading with purpose tend to comprehend what they read better. To set the purpose the teacher gives them questions which enable the students to comprehend the text. On the other hand, improper technique will lead to poor students’ achievement, as Hamalik (1983) states that the use proper technique is believed to bring the satisfying learning outcomes for learners.

According to the basic guidelines of basic education in Indonesia, the objective of basic education in Indonesia is to prepare early students of basic knowledge before stepping into higher education. (Website of the Ministry of Nation Pal Education, 2004). However, the ability of Junior High School students in comprehending a text still far from the objectives stated in the curriculum, that many junior high school students have difficulties in comprehending the English text. It can be seen from their semester result and daily teaching learning process. One of the problems might be the students feel bored because the material are monotonous and just follow the curriculum, so it makes them not interest to read it. In reading class, the teacher does not stimulate the students to give a positive response and apply specific teaching reading technique based on the students’
need, interest and habits. The teacher only focussed on giving many written tasks from the English book to the students without guiding them in comprehending the text and knowing whether the students were able to do it or not. It is very necessary for English teacher to make reading materials more interesting and motivating students so that the students can make progress in reading. In order to do so, teacher must provide students with reading texts and technique that match the students’ reading level and interest.

The use of question is very useful in teaching reading process. Windari (1998) and Sugiwati (2008) had proved that questioning technique could significantly increase the students’ reading achievement. The students may use various question words related to the details or information that they think important. In this case, the students need some directions about the type of the details signaled by specific questions. By knowing these question words, the students will easily determine or make question relate to the details or information required.

One of language skills is reading. According to Nunan (2003:69), “Reading is an essential skill for learners of English as a second language”. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required. Moreover, Harmer (1992: 190) states that reading is an exercise dominated by the eyes and brain. The eyes receive massages and the brain than has to work out the significance of those messages. In some situations, reading in the first language is very different from foreign language. In fact, reading foreign language is more difficult from reading the first language. Cohen (1994) said that reading foreign language is often slower and less succesful because the reader must understand many unknown vocabularies and complicated sentence structure which make the reader difficult. Reading is the process of understanding the written or printed text. It can be said that reading always comes along with comprehension. Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through
interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using technique was able to improve students’ reading ability or not.

From the statements above, the researcher applied WH-questions technique, so that it could be one of recommended technique in improving students’ reading achievement. It was hoped that technique of teaching reading could help the students to comprehend the reading texts. By using WH-question technique the students had to be active and also to raise their interesting in reading texts. By using this technique, the students hopefully be motivated because they had set the purpose of reading which are realized by using WH-questions.

The problem was from the students’ ability in English especially when they are studying reading text. They got difficulties to answer the questions because they did not know the meaning of what text tells about. Therefore, the teacher should change the teaching technique so that the students were able to understand the text easily. The use of WH-questions technique is very useful for teaching reading. Putri (2015) and Sugiarti (2011) proved that WH-questions technique could significantly increase the students’ reading achievement. In researches, the researchers just used question words to improve their reading skills after read the text. While in this research, the researcher used different way from the previous researches. The researcher not only focused on students’ reading improvement but the researcher also focused on analyzing what aspect of reading that improved students’ reading ability the most and focused on students’ response after being taught by WH-questions technique in reading comprehension.

Because of the background of the study above the researcher considered that this problem is appropriate to be investigated, remembering the benefit which can be taken from the research activity. In this study, the writer decided to design a problem to be researched with the title ‘The Effect of Students’ Reading Narrative Text Through WH-Question Techniques at Grade MTs N teluk kasai rambahan tebo.'
B. Identification Of the Problem

In this research main purpose is to know how is the effect students’ reading narrative comprehension text through wh-question techniques at eight grade of MTs N Teluk Kasai Rambahan Tebo.

1. The ability of junior high students in understanding the text is still far from the objectives listed in the curriculum, many junior high school students have difficulty in understanding of English text.
2. Students lacked vocabulary mastery.
3. Students have difficulty answering questions because they do not know what the text means.

C. Limitation of The Problem

In this case, it is important to limit the scope of the study in order to make the discussion more specific. The writer researched on:

1. Focus on the use of WH-question methods in the learning process.
2. To improve their reading ability after reading the text.
3. Want to know how big the score of application of method WH-question at MTs Teluk Kasai Rambahan.

D. The Formulation of The Problem

Based on the background of the problem above, the formulation of this research is:

1. Is the any significant improvement of students’ reading achievement after using WH-Question technique higher than before using WH-Question techniques
2. Is there any significant different score of students’ reading achievement after taught by WH-Question technique
E. The purpose of the study

1. The writer expects that result of this study can be used to help teachers in order to improve their quality of teaching and learning process.

2. Want to know how big the score of application of method WH-question at MTs Teluk Kasai Rambahan.

F. Significances of the research

The result of the research is expected to give the renewal even the newest of information which is useful in the teaching and learning field especially for reading English text course including the daily activity of students' reading projects. As it is already in the researcher purpose that the study will conclude all the information achieved. The whole process of the research will become firstly the new interesting interaction between the researcher and the students as the object of study.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

This chapter is divided into four parts. The first part is the nature of reading. The second part is reading process. In the third part presents wh-question techniques.

1. The nature of reading

   a. The definition of reading

   Many experts have differently defined the word reading. According to Grellet (1985) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. Guy (1993) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text.

   However, according to Klingner, Vaughn and Boardman (2007) reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects: the reader’s prior knowledge, the information suggested by the text, and the context of the reading situation.

   By McEntire (2003) who defines reading as a constructive process which the prior knowledge and experience affects the reader’s comprehension of the text. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader’s prior knowledge. For example, a doctor who reads a medical article would find it better in comprehending the text than the farmer.

   Furthermore, Grabe & Stoller (2002) state that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards
reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purposes and strategies to do with.

b. Reading process

Harris and Sipay write three categories of model reading process, that is: bottom-up model, top-down model, and interactive model. The bottom – up model of reading process assumes that in understanding a text, the words to form phrase, clause and sentences of the text. This model focuses on the important role linguistics factor possessed by the reader.

On the other hand, Simanjuntak (1988: 7) states that the top – down model of reading process involves the interaction of language and thought. In this process the background knowledge plays the important role in predicting the meaning of the text. It means that the reader will guess the meanings of the sentences or the large unit: discourse.

c. Wh-question techniques

According Nasution in Alief (2008:1) Wh-question is a term in generative grammar for a question that is formed with an interrogative word (what, who, when, where, why, or how) and that expects an answer other than "yes" or "no." Contrast with yes-no question. Wh-questions are marked by both a wh-word and subject/verb inversion (or subject-auxiliary inversion), except in those cases in which the subject is itself a wh-word. Wh-questions are also known as wh-interrogatives, information questions, information-seeking questions, and content questions. (WH-question is short for who, when, where, what, and how--words that in traditional grammar are called interrogative pronouns.) An appropriate answer to a wh-question such as would be, for example, the name of an individual (and not merely 'yes' or 'no' as would be appropriate for a yes/no question)."Wh-questions usually begin with a wh-word, but there are exceptions. For instance when asking a question about the object of a preposition in a declarative sentence, as in two possible question patterns may be used. WH-question can also be called Open Question. following:
• Wh- question Formulas
- WH + Auxilary (To be, do, have) + Subject + Main verb.
- WH + capital + Subject + Main verb.
Example:
1. What (apa)
Used to ask for a certain information or can also be used in Repetition.
Example:
What is your name? (Siapa namamu?)
2. When (kapan)
Used to inquire about time.
Example:
When will the party held? (Kapan pesta akan diadakan?)
When did she came? (Kapan dia datang?)
3. Where (dimana)
Used to inquire about places or positions.
Example:
Where do you go? (Kemana kamu pergi?)
Where is he play football? (dimana dia bermas bola)
4. Who (who)
Used to ask the person (person) person as the subject.
Example:
Who borrowed my boss? (Siapa yang meminjam bos saya?)
5. How(bagaimana)
Used to asked a way, state or quality (amount)
Example:
How does she go to school? (Bagaimana dia pergi ke sekolah?)
B. Previous studies

Based on the results of the literature review, the authors found the results of research that have similarities with the research that the authors did but have differences from the substance of the contents. The search results for previous works are as follows:

1. Veni Fadillah (*improving students' reading comprehension text through wh-question technique*)

By using a quantitative approach with descriptive analysis method, in this study the Fadillah vein collects data with a questionnaire. Information in this study is an English teacher who teaches at the research location and is determined as an informant using purposive sampling technique. He found that the problem faced by the teacher in Bandar Lampung high SMA / MA in learning English learning methods are overcome by using learning methods that further activate students.

2. Andi Mangguntungi Sudirman (*Improving the students' reading ability at eighth grade students of SMP 5 POLUT through running record method*)

This study also uses the same approach, namely quantitative, with descriptive analysis. Data collection in this study also uses the same technique, namely test and documentation. The results of the study indicate that there are several factors that cause problems for students in learning English, namely teachers who always use the lecture method, lack of use of media learning, management of classes that are not so good, and the voices of teachers who according to students are less strict. According to the results of the study, students in this study expect their English teachers to do several things, namely teachers can master the class well, can use varied learning methods and media, can use games and quizzes, and study outside the classroom.

From the description of the results of the above research, we can conclude that there are various features faced by Sociology and Social Sciences teachers, this is assumed because the subject matter in English has only a few possibilities to be initiated. In this study, researchers will use a quantitative approach to the type of case study research which is later expected to be able to find various kinds of problems and solutions to English lessons.
1. Reading Comprehension

Reading is one of complex skill in English is involves so many different component, such as mechanical eye movement, grammar, vocabulary, phonetics, spelling and intellectual comprehension in order to read, one must translate visual symbol word into meaning.

Comprehension is important thing in reading. As Steven (n.d., online) mentioned on the teaching reading that without comprehension, reading is frustrating, pointless exercise in word calling.

As Brombley in Aisyah (2005:5) said comprehension refers to an active cognitive process that requires the construction of meaning from incoming information and prior knowledge. In addition, Adam is cited by Howel and Nolet (1999: p. 203), defined that reading comprehension is an interactive process through which the readers used code, context, analysis, prior knowledge, vocabulary, and language, along with executive control strategies, to understand text. Therefore, reading comprehension requires learners to understand what they are reading. Thus, reading and comprehension cannot be separated because the principle aim of reading comprehension. Theoretically, reading comprehension is process of interaction between readers with the text and the reader relates the idea from text to prior experiences and prior knowledge. Reading comprehension is a complex since it is a complex process, developing reading comprehension skill takes time. That's why the readers has to be patient. Becoming skillful in reading, it demands the patience and repetition. With steady application and stubborn determination, reader could be a good readers.

2. WH-Question Techniques

According Assegaf in Sumaduria (2005:64-65) WH-questions technique could significantly increase the students’ reading achievement. In the previous researches, the researchers just used question words to improve their reading skills after read the text. While in this research, the researcher used different way from
the previous researches. The researcher not only focused on students’ reading improvement but the researcher also focused on analyzing what aspect of reading that improved students’ reading ability the most and focused on students’ response after being taught by WH-questions technique in reading comprehension. By knowing students’ response, the researcher had known whether this technique was able to improve students’ reading ability or not. WH-question as a technique that can be used to improve students’ reading ability in narrative text effectively because the researcher found that through WH-question, students become more focus in gaining information of the reading passage. It is important to prepare some questions in brainstorming the students to introduce them about WH-question technique can develop students’ ability in reading, teachers might not feel worry about the difficulties of context in the text. This study was conducted in junior high school level. Therefore, the further researcher can try to find out the effect of using WH-question technique in different level of school. In this study, narrative text was employed as the media to measure the improvement of students’ reading ability after the implementation of WH-question technique.

3. Narrative Text
   a. Definition and function of narrative text.

Thomas S. Kane (2000: 363-364) A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it. A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action.
Narrative text is a kind of text in the form of a fantasy story, a true story that is engineered, or a fairy tale. Narrative text tells a story that has a series of chronological events that are connected. The purpose of narrative text is to entertain the reader.

b. Text structure (generic structure).

According units.muohio.edu, the structure of the narrative text is as follows:

1. Orientation: introduction or introduction in the form of character, time, and place recognition.
2. Complication: the development of conflict or the appearance of problems in the story.
3. Resolution: solving conflicts or steps taken to respond to problems.
4. Re-orientation: closing expressions that indicate the end of a story. Re-orientation is optional or not always present in narrative text.
5. Coda: changes that occur to the characters and lessons / moral values that can be learned from the story. Coda is also optional.

c. Linguistic elements.

According Adrian Akmajian (2007:2) In general, narrative text has the following linguistic elements:

a. Noun: in general nouns are used as animal pronouns, or objects in stories, such as stepmother, the dwarfs, carriage, and others.

b. Past tense: narrative text using verb past form (verb 2), eg went, ate, met, and others.

c. Time connective: is a conjunctive time to sort events, such as after, before, after that, and so forth.
d. Action verbs: verbs that show events or activities, such as stayed, climbed, wrote, and others.

e. Saying and thinking verb: a verb that denotes reporting or speech, such as said, told, thought, and so on.

C. Research Hypothesis

1. $H_{a1}$: The score of students’ reading achievement is higher after using WH-question techniques than before using WH-question techniques.

$H_{o1}$: The score of students’ reading achievement is not higher after using WH-question techniques than before using WH-question techniques.

2. $H_{a2}$: There is significant different score of students’ reading achievement by using WH-question techniques.

$H_{o2}$: There is not any significant different score of students’ reading achievement by using WH-question techniques.
CHAPTER III
RESEARCH METHOD

The research method has an important role in guiding the research because the method can determine the success of research. Beside that the result of the research will depend on the method which will be used. Arief Furhan (1982:50) says that research method is general strategy that is used to collect and analyze data needed in order to respond the problem faced. Based on the definition above, the writer reports the procedures which is used in this study, they are: Place and the time of research, The research design, population and sample of the study, instrusment of the study, validity and reliability, and techniques of data analysis.

A. Place and time of research

The place of this research is at MTs N TELUK KASAI RAMBAHAN TEBO and at second semester January - June 2018.

B. Research design

The writer conducts This research by using pre- experimental research in which one group design was applied. According to Hadi (1985) experimental research is a study conducted to determine the consequences of a treatment given intentionally by researchers. In line with this, Latipun (2002) argued that experimental research is a research conducted by manipulation that aims to determine the effect of manipulation on the behavior of individuals who observed. The experimental design in this research applies the one-group pretest postest. In one-group pretest postest design there is no control group and the students are given some experimental instructions or treatments for a period of time. At the beginning of period of time the students have pretest and at the end of the period of time the students have posttest. According Sugiyono (2001: 57) stated simple (simple) because sampling of members of the population carried out randomly without regard to the strata in the population. The writer has the purpose of this research was to find out whether there is significant improvement of
students’ reading comprehension ability after they were taught through wh questions technique.

\[ Q1 \times Q2 \]

Ket:
Q1 = technique
Q2 = data retrieval

C. Population and Sample

1. Population

According to Prof. Drs. Sutrisno Hadi, M.A.: “A population is all-individual for whom the truth which are taken from the sample will be generalized”. Paulina (1962: 32) says that “population is something important for investigation, as it the subject from which the sample is taken”. While Suharsimi Arikunto (2002: 108). In this research writer take population at eight grade of MTs N TELUK KASAI RAMBAHAN TEBO: a population is a set of all elements possessing one or more.

**Table 1:** Research population

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Sex</th>
<th>Male(laki-laki)</th>
<th>Female(perempuan)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td></td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td></td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td></td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>

*Source: penelitianpendidikan, pendekatankuantitatif, kualitatif dan d>&d, and Eureka Pendidikan*
2. Sample

According to Arikunto (2002:109), sample is a part of population that can represent all the population observed. In selecting the writer used purposive sampling. This technique requires groups or in taking the sample based on the groups that have already existed in the population at MTsN Teluk Kasai Rambahan tebo there are three classes for grade eight with 65 students. In this research the class 8 A, students were chosen as the sample. And the total numbers of sample are students.

Table 2: Sample

<table>
<thead>
<tr>
<th>NO</th>
<th>Class</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>22</td>
</tr>
</tbody>
</table>

• Variable of the research

Variable of research is attribute of nature or value of a person, object or activity which may have certain defined by the researchers to learn and then drawn conclusions. There were two variables in this research, namely independent and dependent variable. This study dealt with two kind variables, they are reading comprehension as the independent variable (Q1) and wh-question techniques as dependent variable (Q2). The ultimate purpose of study as determines the effect of the independent variable on the dependent variable.

D. Instrument of the study

Functional the use of research instrument is obtain the necessary data when researchers have stepped on the step of collecting data information in field. But it should be realized that in quantitative research, making research instrument, determining hypotheses and selecting of statistical techniques is including activities that must be made intensively completion of research proposals.
Arikunto (2002: 21) explains that. “Instrument is equipment which is used when the researcher does the research by using a certain method”. It means that the instrument that will be used have to be based on the method or technique or collecting data. Because the instrument that will be used influence the result of the study, so choosing instrument must base on the method. In this study, the writer uses one kinds of instrument. They are test of reading comprehension.

1.Test

Test is a series of questions or exercises used to measure the skills of knowledge, intelligence, ability or talents possessed by individuals or groups. (riduwan: 2003.57) According to Sudijono (2011: 67), the test is a method (which can be used) or procedure (which needs to be pursued) in the framework of measurement and assessment in education, in the form of assignment or a series of tasks either in the form of questions (to be answered) or commands (to be performed) by the testee, so that (on the basis of data obtained from the measurement results) can be generated values that symbolize the behavior or achievement of the testee; which values can be compared with the values achieved by other tests or compared with certain standard values. Before giving the test, the researcher takes the following steps:

- Pretest
  Pretest is given with the intention to find out whether there are students who already know about the material to be taught. Pretest can also be interpreted as an activity to test the level of students’ knowledge of the material to be delivered, pretest activities carried out before teaching activities are given.

- Posttest
  Posttest procedure is a form of question given after the lesson/ material has been delivered. In other words, posttest is the final evaluation when the material taught on that day has been given which a teacher gives a posttest with the intention of whether the students has understood and understood the material just given that day. The benefit of holding this
posttest is to get a picture of the abilities achieved after the end of delivery of the lesson. The result of the posttest were compared with the result of the pretest that had been done so that it would be known how far the effect or influence of teaching had been done, besides being able to know which parts of teaching material were still not understood by most students.

a. Conceptual

1. Reading Narrative

Narrative text is one of the English texts that are included in the Reading skill. So do not be surprised if it becomes one of the material often discussed in English class. Narrative text material is also always present in exams either national exam, college entrance exam, or TOEFL. For that on this occasion KBI will provide material about narrative text.

Narrative text is one type of English text that aims to tell a story that has a series of chronological events are connected. Narrative text focuses on a series of proposed stages to build a story. In the narrative text the stage covers:

  a. Orientation

  (Introduction) where character, setting, and story time are set. Usually answer which question? When? Where? For example: Once upon a time, there was a wolf lived in the forest.
  b. Complication or problem

  Telling the beginning of the problem that caused the crisis (climax). Complication usually involves the main character.
  c. Resolution

  The end of the story is the solution of the problem. It needs a resolution of the problem. Problems can be solved can be better or worse, happy or sad. Sometimes there are some complications to be solved. This adds and maintains interest and tension for its readers.
  d. Reorientation / Coda

  is a closing statement of the story and is optional. Can contain about moral lessons, suggestions or teachings from the author.
1. **WH-Question**

WH-questions are a set of question words used to ask things like asking time, place, people, things, things, reasons, ways, and others. WH questions can also be called an open question because of the nature that explains something, not to get yes / no answers. To form a question WH Question there is a formula necessary for the sentence to be reasonable and in accordance with the applicable grammar rules. Here is the formula of the wh questions.

\[ \text{WH + AUXILIARY VERB (to be, do, have) + SUBJECT + MAIN VERB +?} \]

Example:

- What are you doing? (apa yang kamu lakukan?)
- How to make cheesecake? (Bagaimana cara membuat keju?)

**b. Operational**

WH-question is a question word in English grammar that begins with a prefix (wh) to request information or answers. The answer asked of the question posed can be a time, place, person, a reason, an object or a way. Usually by these WH-questioning school children it is often referred to as "five W+H."
### Tabel 3: Example

<table>
<thead>
<tr>
<th>Who - Asking People</th>
<th>Where - Asking Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1) Who is your partner in the dance competition?</td>
<td>1) Where do you come from?</td>
</tr>
<tr>
<td>2) Who will be the winner?</td>
<td>2) Where are you from?</td>
</tr>
<tr>
<td>3) Who are they?</td>
<td>3) Where did you buy this book?</td>
</tr>
<tr>
<td>4) Who can do it now?</td>
<td>4) Where do you get the information?</td>
</tr>
<tr>
<td>5) Who is your favorite Moto GP rider?</td>
<td>5) Where is my wallet?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why - Asking the Reason</th>
<th>When - Asking Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1) Why are you coming late?</td>
<td>1) When did you arrive?</td>
</tr>
<tr>
<td>2) Why do you love me?</td>
<td>2) When will you go home?</td>
</tr>
<tr>
<td>3) Why did it happen?</td>
<td>3) When do you held the party?</td>
</tr>
<tr>
<td>4) Why do we come here?</td>
<td>4) When they will come here?</td>
</tr>
<tr>
<td>5) Why did you hate me?</td>
<td>5) When do we find the gold?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What - Asking Things</th>
<th>How - Asking the Way or Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What is the matter?</td>
<td>1) How many cars do you have?</td>
</tr>
<tr>
<td>2) What kind of car do you want?</td>
<td>2) How to make a cake?</td>
</tr>
<tr>
<td>3) What do you want to do now</td>
<td>3) How to get there?</td>
</tr>
<tr>
<td>4) What is your favorite color?</td>
<td>4) How to fix this bike</td>
</tr>
</tbody>
</table>
c. The Specs of question

**Tabel 4: Specs of question**

<table>
<thead>
<tr>
<th>No</th>
<th>Kompetensi dasar</th>
<th>Materi pokok</th>
<th>Indikator</th>
<th>Butir soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengungkap makna langkah retorika dalam esai pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam teks berbentuk descriptive text dan recount.</td>
<td>Descriptive text</td>
<td>Menanggapi makna yang terkandung dalam teks berbentuk descriptive</td>
<td>1,2</td>
</tr>
<tr>
<td>2</td>
<td>Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan tutur: meminta, memberi, menolak, barang, mengakui, mengingkari fakta dan meminta dan memberi pendapat.</td>
<td>Asking and giving opinion</td>
<td>Mengindetifikasi ungkapan asking and opinion.</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Merespon makna yang terdapat dalam percakapan transaksional dan interpersonal sederhana yang melibatkan tindakan tutur mengundang, menerima, menolak ajakan, dan memberi selamat serta merespon yang terdapat dalam teks lisan fungsional pendek</td>
<td>Invitation</td>
<td>Menanggapi makna yang terkandung dalam teks berbentuk invitation</td>
<td>4,5,</td>
</tr>
</tbody>
</table>
E. Validity and Reliability

1. Validity

An instrument is said to be valid if the instrument can be measure what will be measured. Gay (in Sukardi:2003). A researcher wants to do a test to assess whether student can master the knowledge that has been given in class room. To obtain good result the researcher should need to create and develop test that fit the goals to be achieved, then use them to measure the learner.

In this researcher, the writer will apply the content validity to check the validity of test. Content validity is the degree to which a measures the scope of the substance to be measured. To obtain content validity requires two important aspect, namely valid content and valid sampling techniques. Valid content covers in particular, matters relating to whether they represent measurement within the scope to measured. While the validity sampling in general, related to how well a sample test represents the total coverge of the contents. To check the content validity of test, the writer will design test based on check the syllabus, books and writer will ensure that the student learned about reading comprehension.

\[ r_{pbi} = \frac{M_p - M_t}{St} \sqrt{\frac{p}{q}} \]

Ket:
- \( r_{pbi} \) (koefisien korelasi biserial)
- \( M_p \) (rerata skor dari subyek yang menjawab betul bagi item yang dicari validitasnya.)
- \( M_t \) (rerata skor total)
- \( St \) (standar deviasi dari skor total proporsi)
- \( P \) (proporsi siswa yang menjawab benar)
- \( q \) (proporsi siswa yang menjawab salah (q=1-p))
2. Reliability

A research is said to have a high reliability value, if the test is made to have consistent results in the measure to be measured. This means that the more reliable a test has requirements the more confident we can state that in the result of test a have the same results when re-tested. In this research, the reliability of the reading test will be measured by inter-rater reliability. Reliability test-retests are nothing but degrees that indicate the consistency of result over time.

The test-retests indicate the variation in score obtained from administering one test performed twice or more, as a result of measurement error. In other words, we are interested in achieving clarity that a person's score reaches a test at a certain time is the same result, when the person is tested again with the test, by doing these tests we know the extent to which the consistency of a test measures by what is measured.

A. Techniques for Data Analysis

1. Descriptive Analysis

What is meant by describing the data is describe the existing data in order to obtain the real form of the respondent, so more that easily understood researchers or others who are interested in the result of research conducted. Describe the data in form of quantitative or transferred in number then how to describe the data can done by descriptive statistics. The purpose of descriptive analysis using statistical techniques is to summarize data to be easily seen and understood.

2. Statistical Analysis

The analysis of data will be done by manual data. Pearson product moment will be uses in order to see the effect reading narrative through question techniques.
B. Statistic Hypothesis

1. $H_{a_1}: \mu_{o_1} \geq \mu_t$
   $H_{o_1}: \mu_{o_1} \leq \mu_t$

2. $H_{o_2}: \mu_{o_2} = \mu_{t_2}$
   $H_{o_2}: \mu_{o_2} \neq \mu_{t_2}$

Ket.

1. $H_{a_1}$: The students’ of reading achievement who learn with WH-Question technique greater than those who learn using the WH-question technique.

2. $H_{o_1}$: The students’ of reading achievement who don’t learn with WH-question technique is smaller than those who learn with the WH-question technique.

2. $H_0$: The students’ of reading achievement who learn with WH question technique than those who studied the WH-question technique.

$H_a$: The students’ of reading achievement different from who learn with WH-question techniques is not different from those who learn WH-questioning techniques.
CHAPTER IV
FINDINGS AND DISCUSSION

A. Score for the Application of WH-Question Technique Method in MTs N teluk kasai rambahan tebo

WH-question techniques method is a method of teaching by showing events, events, rules and sequences of activities either directly or through the use of instructional media with the subject presented.

Students are required to develop the knowledge gained from the wh-theory question explanation of class techniques. This is because the method of learning the magic technique makes it more interesting and fun so it is easy to understand.

The process of learning English at MTs N school, kasai rambahan tebo used as research class is done 4 x 45 minutes in one week with 3 meetings. Material about the wh-question technique is taught in class VIII A and the author disseminates test questions to the students after the learning process takes place to find out how much interest learn after following the learning process by using question technique method.

The data obtained to know and prove the influence of the use of WH-question technique to the students’ interest in English subjects, especially class VIII A school MTs N teluk kasai rambahan principal discussion of WH-question technique.

instrument to collect this data the researcher use test. the data obtained in this study is from students of class VIII A at school MTs N teluk kasai rambahan. the test is distributed to be filled and then processed to determine the degree of influence of the application of the wh-question method.
Tabel 6. Application of WH-question Techniques method at MTs N teluk kasai rambahan tebo.

Tabel: pretest

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Deden Berlian</td>
<td>45</td>
</tr>
<tr>
<td>2.</td>
<td>Dumroh</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>Era Warka</td>
<td>42</td>
</tr>
<tr>
<td>4.</td>
<td>Febi Febriansyah</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Fikri</td>
<td>50</td>
</tr>
<tr>
<td>6.</td>
<td>Hadid Ramadani</td>
<td>43</td>
</tr>
<tr>
<td>7.</td>
<td>Hikmah Natama</td>
<td>37</td>
</tr>
<tr>
<td>8.</td>
<td>Kusnita Sari</td>
<td>32</td>
</tr>
<tr>
<td>9.</td>
<td>Lisni</td>
<td>32</td>
</tr>
<tr>
<td>10.</td>
<td>M . Rido</td>
<td>35</td>
</tr>
<tr>
<td>11.</td>
<td>Novita Sari</td>
<td>40</td>
</tr>
<tr>
<td>12.</td>
<td>Nurhayati</td>
<td>39</td>
</tr>
<tr>
<td>13.</td>
<td>Rahulillah</td>
<td>34</td>
</tr>
<tr>
<td>14.</td>
<td>Refi Ramadhan</td>
<td>43</td>
</tr>
<tr>
<td>15.</td>
<td>Riki Pandela</td>
<td>42</td>
</tr>
<tr>
<td>16.</td>
<td>Sahidianto</td>
<td>50</td>
</tr>
<tr>
<td>17.</td>
<td>Sari</td>
<td>36</td>
</tr>
<tr>
<td>18.</td>
<td>Sari Asih</td>
<td>31</td>
</tr>
<tr>
<td>19.</td>
<td>Umi Kalsum</td>
<td>39</td>
</tr>
<tr>
<td>20.</td>
<td>Aini istiqomah</td>
<td>40</td>
</tr>
<tr>
<td>21.</td>
<td>Fauzi mapadhol</td>
<td>30</td>
</tr>
<tr>
<td>22.</td>
<td>Husni Mubarak</td>
<td>31</td>
</tr>
</tbody>
</table>
### Tabel: posttest

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deden Berlian</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>Dumroh</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Era Warka</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Febi Febriansyah</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Fikri</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Hadid Ramadani</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Hikmah Natama</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Kusnita Sari</td>
<td>67</td>
</tr>
<tr>
<td>9</td>
<td>Lisni</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>M . Rido</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>Novita Sari</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Nurhayati</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>Rahulillah</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>Refi Ramadhani</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>Riki Pandela</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>Sahidianto</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Sari</td>
<td>67</td>
</tr>
<tr>
<td>18</td>
<td>Sari Asih</td>
<td>72</td>
</tr>
<tr>
<td>19</td>
<td>Umi Kalsum</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>Aini istiqomah</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>Fauzi mupadhol</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>Husni Mubaroq</td>
<td>67</td>
</tr>
</tbody>
</table>

1. Distribution Frequency Score for the Application of WH-question Technique Method in MTs N teluk kasai rambahan tebo.

- 95
- 90
- 70
- 70
- 80
- 80
- 67
- 70
- 72

- 75
- 80
- 70
- 70
- 67
- 80
- 67
- 70
- 72
- 75
- 72

- 80
- 67

a. Determine the highest and lowest data
   - H = highest data = 95
   - L = lowest data = 67

b. Determine range
\[ R = H - L + 1 \]
\[ = 95 - 67 + 1 \]
\[ = 28 + 1 \]
\[ = 29 \]

c. Determine many classes (BK)

\[ BK = 1 + 3, 3 \log N \]
\[ = 1 + 3, 3 \log 22 \]
\[ = 1 + 3 (1.34242268) \]
\[ = 1 + 4.42999484 \]
\[ = 5.42999484 = 5 \]

d. Determine the interval class

\[ I = \frac{Rentang (K)}{Jumlah kelas (K)} = \frac{22}{4} = 5.5 = 5 \]

**Table 7**: Distribution frequency using the WH-Question techniques method at MTs Teluk Kasai Rambahan.

<table>
<thead>
<tr>
<th>No</th>
<th>Interval class</th>
<th>F</th>
<th>X</th>
<th>( x' )</th>
<th>( Fx' )</th>
<th>( Fx^{12} )</th>
<th>Fk(b)</th>
<th>Fk(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-95</td>
<td>2</td>
<td>92.5</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>N=22</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>75-80</td>
<td>9</td>
<td>77.5</td>
<td>4</td>
<td>36</td>
<td>18</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>72-75</td>
<td>5</td>
<td>73.5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>67-70</td>
<td>6</td>
<td>68.5</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>N=22</td>
</tr>
</tbody>
</table>

\[ N=22 \]
\[ \sum Fx' = 16 \]
\[ \sum Fx^2 = 44 \]
2. Look for the mean variable X (variable I) Median and modus

a. looking for mean

\[ M_x = M + i \left[ \frac{\sum f x'}{N} \right] \]

\[ = 75.5 + 4 \left( \frac{16}{44} \right) \]

\[ = 75.5 + 4 \times 0.3636 \]

\[ = 75.5 + 1.4544 \]

\[ = 76.95 \]

b. looking for median

\[ MDN = 1 + \left( \frac{\frac{1}{2} N f k(b)}{f} \right) x i \]

\[ = 73.5 + \left( \frac{\frac{1}{2} \times 4}{4} \right) x 4 \]

\[ = 73.5 + \left( \frac{1 - \frac{8}{12}}{\frac{42}{12}} \right) x 4 \]

\[ = 73.5 + \frac{3}{12} \times 4 \]

\[ = 73.5 + 0.25 \times 4 \]

\[ = 74.5 + 1 \]

\[ = 75.5 \]
c. looking for Modus

\[ Mo = \left( \frac{f_a}{f_a + f_b} \right) \times i \]

\[ = 75.5 + \left( \frac{4}{6+5} \right) \times 4 \]

\[ = 75.5 + \frac{4}{11} \times 4 \]

\[ = 75.5 + 0.3636 \times 4 \]

\[ = 75.5 + 0.3636 \times 4 \]

\[ = 75.5 + 1.4544 \]

\[ = 76.9544 \]

\[ = 76 \]

3. Look for Standard Deviation Variable X (Variable I)

\[ SD_x = i \sqrt{\frac{\sum f_i x_i}{N} - \left( \frac{\sum f_i x_i}{N} \right)^2} \]

\[ = 4 \sqrt{\frac{44}{22} - \left( \frac{22}{22} \right)^2} \]

\[ = 4 \sqrt{2 - 1} \]

\[ = 4 \sqrt{1} \]

\[ = 4 \times 1 \]

\[ = 4 \]
4. Look for Standard Error Mean Variable I

\[ SE_m = \frac{SD_x}{\sqrt{N-1}} \]

\[ = \frac{4}{\sqrt{22-1}} \]

\[ = \frac{4}{4.6904} \]

\[ = 0.8527 \]

**Table 8.** The Difference of Students’ Score in Pretest and Posttest

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>30-50</td>
<td>75-80</td>
<td>4-9</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there was a significant improvement of students’ reading narrative comprehension text after being taught through WH-questions technique and it answers the first research question. Meanwhile, the second result of the study shows the improvement of all reading aspects.

The summary can be seen from the following table below.

**Table 9.** The effect of Each Aspect

<table>
<thead>
<tr>
<th>Aspects of Reading</th>
<th>Pre Test and Post Test(%)</th>
<th>Gain(%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>75-80</td>
<td>4-9</td>
</tr>
<tr>
<td>Specific Information</td>
<td>70-75</td>
<td>5.11</td>
</tr>
<tr>
<td>Inference</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reference</td>
<td>67-95</td>
<td>22</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>60-72</td>
<td>5</td>
</tr>
</tbody>
</table>

In table 2 above, it can be seen that the aspects of reading comprehension achievement of the students that increase most after being taught by using WH-Questions technique is identifying main idea, i.e. 31%. Next, the aspect of finding specific information improved 10%. Then, the improvement of determining
reference was 27% and making inference was 20%. Last, the aspect of understanding vocabulary got the lowest improvement that only reached 5%.

In testing the hypothesis, the researcher used Paired t-test to analyze the data, whether it was improved or not, in which the significance was determined by $p<0.05$. Based on the analysis data from manual, it was found that the sig marks was $0.00 < 0.05$ which meant that group discussion was able to improve students’ reading achievement. The result of paired sample test was shown in the following table 3.

**Table 10. Paired Sample Test**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard. Error mean</th>
<th>95% confidence interval of the difference</th>
<th>t</th>
<th>df</th>
<th>Sign(2 Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair posttest - pretest</td>
<td>75-80</td>
<td>4</td>
<td>0.8527</td>
<td>0.8527</td>
<td>4.6904</td>
<td>4.6904</td>
<td>22</td>
</tr>
</tbody>
</table>

Based on the table, it can be seen that the result of t-value (0.8527 ) is higher than t-table (4.6904) and significance of two variables indicates that $p <0.05$ ($p = 0.00$). it can be concluded that H1 is accepted and H0 is rejected since $0.00 < 0.05$. In conclusion, there is a significant increase in students’ reading comprehension skills from narrative texts after being taught by WH-Question techniques. Thus, the hypothesis is accepted.

After being taught using WH- Questions technique, the reading ability of students gained a progress, it could be seen from the comparison between the students’ pretest score and posttest score. The difference of mean score from pretest and posttest is 5 -1.1. The mean score of pretest is 30.50, while the mean score of posttest is 74.77. Then, the result was analyzed by using Repeated Measures t-test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant improvement of students’ reading narrative comprehension text after being taught through WH-Questions technique.
Then, this study also analyzed the improvement of each aspect in reading. They were identifying main idea increased by 31%, finding specific information increased by 10%, making inference increased by 20%, determining reference increased by 27% and understanding vocabulary increased by 5%. With reference to the percentages, it shows that aspect of identifying main idea has the most improvement than the other aspects.

After the implementation of WH-Questions technique, the result disclosed that 22 students of the research improved their reading comprehension achievement by using WH-Questions technique. Students could focus their attention on the text in order to find the information in the text.

Moreover, in the reading aspects, there were five aspects which were considered. They were identifying main idea, identifying specific information, determining references, making inferences, and understanding vocabulary. According to the reading aspects improvement, it could be inferred that there were improvement of reading aspects. In the pretest, the highest point was vocabulary, followed by identifying specific information, determining references, making inferences, and the last was main idea. However, in the reading posttest, there were changes in reading aspects, the highest point was determining references, followed by identifying main idea, understanding vocabulary, identifying specific information, and the last was making inferences.

In addition, the determining references aspect was the highest improvement of the five aspects. It could be assumed that the implementation of WH-Question which provides some question in reading a passage helps the readers in understanding the link between the definite topic and the expressions used by the writers. As it stated by Lukito (1993) he states that the function of question is to maintain certain information and the question itself is used for avoiding misunderstanding. In addition the vocabulary aspect could be the least improvement because it could be inferred that the function of questions in reading mostly ask about information and mostly the readers do not focus in finding the meaning of the certain vocabulary, since the readers usually correlate the un-understood vocabulary with the sentences.
B. DISCUSSION

The purpose of the research is to find out whether or not there is significant improvement of students’ reading comprehension after being taught through WH-Questions technique. As the researcher observed the students’ activities from the first to third meeting in one week, some problems related to some aspects of reading were found. From the aspect of main idea, it was found the students were still confused in distinguishing the important information and irrelevant information of the text, so they could not identify the main idea correctly. Then, in understanding vocabulary, it was found that the most students lack of vocabulary. They did not know the meaning of the words in the text, so they often asked the teacher about the meaning of the vocabulary. Next, it was found the students had difficulties in answering questions related to aspect of inference. It seemed difficult for students to infer the information which was not explicitly stated in the text, so they could not predict what the text actually means.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents (A) conclusions, and (B) suggestions.

A. Conclusions

After conducting the research, the researcher draws the conclusions as follows:
1. The implementation of WH-Question in teaching reading could improve the students’ narrative text reading ability since the implementation of question in reading could be maintaining the focus of the readers. It could be seen from the gain of students’ reading mean score in the pretest and the posttest (30.50 to 74.77) and the statistical report; in addition, the use of WH-Question could also improve the students’ skill in five aspects of reading namely, identifying main idea, identifying specific information, determining references, making inference and understanding vocabulary by seeing the analysis of the students’ works in the posttest in each aspect.
2. The implementation of WH-Question in teaching reading could give positive responses in students’ reading ability, after being taught by using WH-question technique, five aspect of reading were improved. Student achievements in determining main idea was increased about 77.00% from 30.00%.

Based on the research, it could be concluded that the implementation of WH-Questions technique gave positive effects in students’ reading ability.

B. Suggestions

According to the conclusions above, the researcher would like to recommend some suggestions as follows.

Suggestions for English Teachers

1. English teachers are suggested to use WH-question as a technique that can be used to improve students’ reading ability in narrative text effectively because the researcher found that through WH-Question, students become more focus in gaining information of the reading passage. It is important to prepare some questions in brainstorming the students to introduce them about WH-Question.
2. Since WH-Question technique can develop students’ ability in reading, teachers might not feel worry about the difficulties of context in the text.

Suggestion for Further Researchers

1. This study was conducted in vocational high school level. Therefore, the further researcher can try to find out the effect of using WH-Question technique in different level of school.
2. In this study, narrative text was employed as the media to measure the improvement of students’ reading ability after the implementation of WH-Question technique. Further researcher can try to apply WH-Question with another kind of text, descriptive text and report text for instances.
REFERENCES

Anas sudijono (2011) Pengantar Statistik Pendidikan

artikel-336-ARTIKEL-PERMASALAHAN-DAN-SOLUSI-PENGAJARAN-SISWA-DALAM-PELAJARAN-BAHASA-INGGRIS. .sch.id


Muhamad Taridi (2016) statistic pendidikan.


Setiyadi, Ag. B 2006 metode penelitian untuk pengajaran bahasa asing : pendekatan kuantitatif dan kualitatif.yogyakarta : graha ilmu Retrieved from https://www.google.co.id/


Yudistira. *The Brige English Competence for smp grade VIII*
1. Questions

A. Choose the correct answer Reading for 1-2

Picther plant is name for three families of flowering dicot plants, members of which have leaves modified as pitchers for trapping and digesting insect. The entire leaves of all these plants are tubular and hollow and lined with downward pointing hairs. When an insect enters, it cannot climb back out against the leaf, to hair and ultimately falls the bottom of the leaf, to be digested by juices contained there. Picther plants typically occur in poor soils and depend partly on nutrients obtained from the digested insect.

1. What does the text tell us about?
   a. Dicot plant
   b. Picther plant
   c. Parts of picther plant
   d. Type of picther plant

2. What kind of the text above?
   a. Discussion
   b. Persuasive
   c. Narrative
   d. Descriptive

   A Story from the farm yard two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

3. What is the main idea of paragraph 3?
   a. An eagle watching the rooster from a distance
   b. The loosing rooster came out from its hiding place
   c. The eagle took the winning rooster as its prey
   d. The winning rooster celebrates its winning proudly
Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother’s house, little riding hood met a wolf. “Where are you going, a little girl?” The wolf asked. “I’m willing to give this cake to my grandmother” replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother’s house. After arriving to grandmas’ house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma’s clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf’s belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf’s stomach with a big stone. Then he threw the wolf into the river.

4. What is the story about?
   a. A kind wolf who wants to help little riding hood
   b. A little riding hood meet wolf
   c. Grandma asked wolf to take little riding hood
   d. A bad wolf who wants to eat little riding hood and grandma
   e. None of the option is right
5. Why did little riding hood do not realize the wolf who in disguise as her grandma?
   a. Because she was blind
   b. Because she was daft
   c. Because the wolf was kind
   d. Because the wolf wore little riding hood’s clothes
   e. Because the wolf wore grandma’s clothes

6. Who did save little riding hood and her grandma from the wolf?
   a. The woodcutter
   b. The stranger
   c. The grandfather
   d. The little riding hood’s mother
   e. The little riding hood’s father

7. What is the moral value of the story?
   a. Don’t be greedy
   b. Don’t believe in stranger
   c. Don’t use riding hood
   d. Don’t go to Grandma’s house
   e. Don’t sleep in the river
**The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears? "The other friend replied, "He advised me not to believe a false friend.

8. What can we get from the story?
   A. We have to save ourselves
   B. We have to learn how to climb
   C. Bear will not harm a dead man
   D. True friend always stand by us in ups and downs

9. Where do you think the story happened?
   A. In the river
   B. In the park
   C. In the woods
   D. In the zoo
Read the text and answer questions 10 to 11.

The Cherry Tree
By: M.L. Weems

When George Washington was about six years old, he was made the wealthy master of a hatchet of which, like most little boys, he was extremely fond. He went about chopping everything that came his way. One day, as he wandered about the garden amusing himself by hacking his mother’s pea-sticks, he found a beautiful, young English cherry tree, of which his father was most proud. He tried the edge of his hatchet on the trunk of the tree and barked it so that it died. Some time after this, his father discovered what had happened to his favorite tree. He came into the house in great anger, and demanded to know who the mischievous person was who had cut away the bark. Nobody could tell him anything about it. Just then George, with his little hatchet, came into the room. “George,” said his father, “do you know who has killed my beautiful little cherry tree yonder in the garden? I would not have taken five guineas for it!” This was a hard question to answer, and for a moment George was staggered by it, but quickly recovering himself he cried: “I cannot tell a lie, father, you know I cannot tell a lie! I did cut it with my little hatchet.” The anger died out of his father’s face, and taking the boy tenderly in his arms, he said: “My son, that you should not be afraid to tell the truth is more to me than a thousand trees! yes, though they were blossomed with silver and had leaves of the purest gold!”

10. What can you learn from the story?
   a. We have to be honest.
   b. We should care and love to each other.
   c. We shall not blame other people if we don’t have a proof.
   d. We shall solve any problems calmly and wisely.

11. What does the third paragraph tell us about?
   a. The death of a cherry tree.
   b. The naughty boy.
   c. The angry man.
   d. The honest boy.

Read the following text to answer questions number 12 to 14.

A Milk maid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm". She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came
tumbling down. It was broken and all the milk split. "Dear, 0 dear!" she cried, "I have lost mine all".

12. What did the milk-maid carry on her hand?
   a. Some cream
   b. Some butter
   c. A pail of milk
   d. A pail of eggs

13. What does the text tell us about?
   a. Spilt milk
   b. A pail of milk
   c. A hardworking girl
   d. A day dreaming milk-maid

14. What can we learn from the story above?
   a. Don't cry over the split milk
   b. Don't cry before you are hurt
   c. Don't dream when you sleep

Read the text and answer question 15 to 16

Hi friends! This is my friend, Sisca. She comes from West Java. She was born in Bogor on August 18, 1995. Her hobbies are singing and swimming. She also like planting flowers very much. She lives on Jl. A. Yani 100. She lives together with her parents and her two sisters. They are Mr. and Mrs. Handoyo, Maria and Linda. Sisca studies at SMP 05. Her older sister is in the first year of Senior High School, and Linda is still in Elementary school.

15. What is Sisca’s hobby?
   a. swimming and siging
   b. swimming and planting flowers
   c. singing and planting flowers with her family
   d. singing, swimming and planting flowers

16. Who is the second child of Sisca’s family?
   a. Handoyo
   b. Maria
   c. Tiara
   d. Sisca
Read the text and answer questions 17.

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived. When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time. After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way. I didn’t realize what had happened until I found myself hanging on a branch of a tree.

17. What is the main idea of the third paragraph?
   a. The writer saw many fish on the sand.
   b. The view of the beach was very exciting.
   c. The writer liked to see the wave in the sea.
   d. Tsunami occurred and destroyed everything.

Read the letter below to answer questions 18-19

Dear Nan, We are having a great a holiday here on the Gold Coast. Yesterday we went to the MovieWorld. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o’clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

18. What is the letter about?
   a. Sam’s holiday.
   b. The Gold Coast.
   c. The Movie World.
   d. The Shower of Rain.
19. Where did Sam spend his holiday with his family?
   a. On the Gold Coast.
   b. In the Movie World.
   c. In Lethal Weapon.
   d. At the Police Academy.

Read the text and answer questions 20 - 21

**Fruits**

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don’t have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don’t do anything special with fruits. We eat them fresh, just as they are!

20. What is the text about?
   c. Fruits          d. Minerals

21. How many are contained in the text?
   a. one and two     b. one and three
   c. three and one   d. five and four
The Crow and The Oyster

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell so, he tried to open the oyster. First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it. Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal." The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below. The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

22. What is the title of the story above?
   a. The Crow and The Oyster.
   b. By giving a suggestion to drop the oyster onto the rock
   c. By picking up the oyster with his beak
   d. By saying that he had a nice and strong beak
Text 1.(23-24)

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant’s chief and request him to guide his herd through another route. On hearing the sad story, the elephant’s king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat’s king immediately took his entire group of rats and they cut the nets which had trapped the elephant’s herd. The elephant’s herd was totally set free. They danced with joy and thanked the rats.

23. How destroyed the homes of all rats?
   A. Group of mice did.
   B. The hunters did.
   C. Elephant hunters did.
   D. A group of elephants did.
   E. Elephant’s herd did.

24. How did the story occur?
   A. Deep in the writer’s mind
   B. In the jungle
   C. In the black forest
   D. In the home of mice group
   E. In the nets which had trapped the elephant’s herd.

Text 2 (25 and 26):

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king
of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

25. What is the moral lesson from the text?
   A. Don’t look at someone because of his clothes
   B. It is best to prepare for the days of necessity
   C. Common people may prove great ones
   D. United we stand, divided we fall
   E. Honesty begins at home.

26. What did the little mouse do to prove his words?
   A. He would never forget the lion.
   B. He tried hard to help the lion free.
   C. He ran up and down upon the lion
   D. He asked for apology to the king of the beast
   E. He tied the lion to the tree so that the hunters could carry him

Text 3(27 to 28)

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began filling up with apples. No matter how many the apples were taken out, more apples took their place. So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer’s grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him,” why are you so lazy? Why can’t you work harder?”

The old man didn’t say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.
27. How was the farmer according to the writer? He was….
   a. mean   b. generous
   c. kind   d. humorous
   e. rich
28. What did we learn from the story?
   a. Being honest is not always wise
   b. All that glitters is not good
   c. It is good to be honest in life
   d. We must respect our parents
   e. Being a miser is sometimes important giant

source: the brije english competence for smp grade viii
<table>
<thead>
<tr>
<th>Responder</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>9</td>
<td>4</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>19</td>
<td>4</td>
<td>16</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td>16</td>
<td>25</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>25</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>25</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>16</td>
<td>25</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>25</td>
<td>16</td>
<td>25</td>
<td>9</td>
<td>25</td>
<td>25</td>
<td>9</td>
<td>25</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>jumlah</td>
<td>204</td>
<td>182</td>
<td>204</td>
<td>201</td>
<td>128</td>
<td>128</td>
<td>153</td>
<td>186</td>
<td>153</td>
<td>153</td>
<td>153</td>
<td>187</td>
<td>158</td>
<td>149</td>
<td>204</td>
<td>204</td>
<td>158</td>
<td>182</td>
<td>189</td>
<td>153</td>
<td>182</td>
<td>128</td>
</tr>
<tr>
<td>No</td>
<td>Responden</td>
<td>Kelas</td>
<td>No item</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIII A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>U</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>W</td>
<td>1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 11: Validity And Reliability**

<table>
<thead>
<tr>
<th>No</th>
<th>No item</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>St</th>
<th>P</th>
<th>Jmlh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Validitas*:

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

*Reliabilitas*:

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Table 12: list of number questions

<table>
<thead>
<tr>
<th>No</th>
<th>No item</th>
<th>Valid</th>
<th>Invalid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>valid</td>
<td>invalid</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>25</td>
<td>25</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>26</td>
<td>26</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>33</td>
<td>33</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>34</td>
<td>34</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>35</td>
<td>35</td>
<td>-</td>
<td>invalid</td>
</tr>
<tr>
<td>36</td>
<td>36</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>38</td>
<td>38</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>39</td>
<td>39</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>valid</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>No item</td>
<td>Valid</td>
<td>Symbol</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>1.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>7.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>8.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>9.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>10.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>11.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>16.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>17.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>18.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>19.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>20.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>21.</td>
<td>Valid</td>
<td>✓</td>
</tr>
<tr>
<td>16</td>
<td>22.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>23.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>25.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>27.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>29.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>30.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>33.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>34.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>36.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>37.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>38.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>39.</td>
<td>valid</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>40.</td>
<td>valid</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Validitas soal

| NO | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 5  | 3  | 5  | 2  | 1  | 3  | 4  | 4  | 5  | 4  | 5  | 3  | 3  | 3  | 3  | 4  | 1  | 5  | 4  | 3  | 3  | 2  | 3  | 4  | 1  | 3  | 4  | 1  | 2  | 76 |
| 2  | 5  | 3  | 1  | 3  | 4  | 2  | 5  | 3  | 4  | 5  | 4  | 4  | 2  | 2  | 5  | 4  | 3  | 2  | 4  | 4  | 2  | 1  | 3  | 2  | 4  | 1  | 5  | 4  | 70 |
| 3  | 4  | 5  | 1  | 2  | 5  | 5  | 3  | 4  | 3  | 5  | 3  | 3  | 3  | 4  | 1  | 5  | 4  | 3  | 4  | 5  | 3  | 2  | 1  | 4  | 3  | 4  | 1  | 2  | 76 |
| 4  | 3  | 1  | 5  | 2  | 4  | 1  | 5  | 2  | 3  | 1  | 2  | 3  | 2  | 3  | 2  | 5  | 3  | 4  | 1  | 5  | 3  | 4  | 2  | 3  | 2  | 3  | 1  | 3  | 77 |
| 5  | 4  | 5  | 4  | 3  | 4  | 3  | 4  | 3  | 3  | 5  | 4  | 5  | 3  | 4  | 3  | 4  | 5  | 3  | 4  | 4  | 3  | 3  | 2  | 1  | 4  | 3  | 1  | 5  | 77 |
| 6  | 5  | 2  | 4  | 3  | 4  | 3  | 4  | 4  | 3  | 2  | 3  | 4  | 3  | 3  | 3  | 4  | 5  | 3  | 5  | 5  | 3  | 4  | 3  | 2  | 1  | 1  | 3  | 3  | 72 |
| 7  | 3  | 3  | 5  | 3  | 5  | 2  | 4  | 4  | 3  | 2  | 3  | 3  | 2  | 5  | 4  | 3  | 5  | 2  | 4  | 4  | 3  | 2  | 2  | 2  | 3  | 4  | 1  | 3  | 2  | 56 |
| 8  | 4  | 4  | 3  | 4  | 4  | 2  | 3  | 4  | 1  | 4  | 5  | 3  | 2  | 3  | 3  | 5  | 4  | 2  | 2  | 3  | 3  | 1  | 3  | 2  | 2  | 1  | 3  | 65 |
| 9  | 5  | 4  | 3  | 2  | 2  | 4  | 2  | 4  | 1  | 3  | 2  | 5  | 4  | 4  | 5  | 4  | 4  | 5  | 4  | 5  | 3  | 2  | 2  | 2  | 4  | 5  | 2  | 1  | 2  | 77 |
| 10 | 5  | 3  | 4  | 4  | 5  | 3  | 5  | 3  | 4  | 1  | 3  | 2  | 5  | 4  | 4  | 5  | 4  | 4  | 5  | 4  | 5  | 3  | 2  | 4  | 2  | 4  | 3  | 4  | 1  | 77 |
| 11 | 3  | 3  | 4  | 2  | 3  | 1  | 3  | 2  | 3  | 3  | 2  | 4  | 2  | 1  | 2  | 4  | 3  | 3  | 4  | 2  | 2  | 3  | 4  | 3  | 2  | 5  | 1  | 2  | 54 |
| 12 | 4  | 3  | 4  | 2  | 4  | 3  | 5  | 3  | 4  | 5  | 4  | 3  | 4  | 4  | 3  | 5  | 5  | 1  | 3  | 4  | 4  | 3  | 7  | 3  | 2  | 1  | 4  | 73 |
| 13 | 4  | 1  | 3  | 4  | 3  | 2  | 3  | 4  | 1  | 5  | 3  | 1  | 2  | 3  | 4  | 5  | 3  | 5  | 1  | 2  | 3  | 5  | 2  | 3  | 1  | 3  | 3  | 1  | 65 |
| 14 | 5  | 4  | 3  | 2  | 4  | 3  | 2  | 4  | 5  | 2  | 3  | 2  | 4  | 3  | 4  | 5  | 2  | 4  | 1  | 3  | 4  | 3  | 4  | 5  | 2  | 3 | 2 | 2 | 4 | 3 | 65 |
| 15 | 3  | 2  | 3  | 2  | 4  | 1  | 3  | 2  | 1  | 3  | 4  | 2  | 1  | 3  | 2  | 4  | 4  | 2  | 3  | 3  | 2  | 4  | 1  | 2  | 3  | 4  | 2  | 54 |
| 16 | 4  | 5  | 4  | 4  | 3  | 4  | 5  | 4  | 5  | 4  | 4  | 3  | 3  | 4  | 4  | 4  | 3  | 4  | 3  | 4  | 3  | 4  | 2  | 3  | 2  | 3  | 2  | 3  | 80 |
| 17 | 3  | 4  | 2  | 4  | 3  | 1  | 1  | 2  | 3  | 4  | 3  | 3  | 4  | 2  | 1  | 2  | 4  | 3  | 1  | 2  | 3  | 2  | 5  | 1  | 4  | 2  | 3  | 2  | 54 |
| 18 | 5  | 5  | 4  | 3  | 5  | 5  | 4  | 3  | 4  | 3  | 2  | 3  | 4  | 3  | 2  | 4  | 3  | 2  | 1  | 2  | 3  | 2  | 3  | 1  | 3  | 2  | 3  | 1  | 74 |
| 19 | 5  | 3  | 4  | 3  | 2  | 4  | 3  | 4  | 3  | 2  | 4  | 4  | 4  | 4  | 4  | 4  | 2  | 5  | 4  | 1  | 3  | 4  | 2  | 1  | 4  | 3  | 4 | 1  | 68 |
| 20 | 4  | 3  | 2  | 3  | 2  | 3  | 4  | 3  | 1  | 1  | 4  | 3  | 1  | 5  | 1  | 3  | 2  | 1  | 4  | 2  | 1  | 2  | 3  | 4  | 5  | 1  | 2  | 1 | 52 |
| 21 | 5  | 3  | 4  | 3  | 1  | 4  | 5  | 2  | 4  | 1  | 4  | 3  | 4  | 2  | 3  | 2  | 1  | 4  | 2  | 2  | 3  | 2  | 3  | 1  | 3  | 4  | 5  | 1  | 62 |
| 22 | 4  | 5  | 3  | 4  | 3  | 5  | 3  | 1  | 4  | 5  | 2  | 4  | 1  | 4  | 3  | 4  | 2  | 3  | 2  | 2  | 3  | 2  | 3  | 2  | 4  | 1  | 3  | 1  |
## Uji Validitas Belajar Siswa

| Validitas | Jlh | 22 | 22 | 22 | 22 | 4 | 4 | 6 | 21 | 9 | 21 | 22 | 22 | 22 | 14 | 10 | 20 | 8 | 2 | 21 | 21 | 21 | 22 | 22 | 22 | 22 | 20 | 20 |
|-----------|-----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mp        | 29.8| 29.8| 29.8| 29.8| 34.8| 34.8| 32.8| 29.9| 31.3| 29.9| 29.8| 29.8| 29.8| 29.8| 30.6| 31.9| 29.5| 31.5| 33.5| 29.5| 29.9| 29.8| 29.8| 29.9| 29.7 |
| Mt        | 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8| 29.8 |
| St        | 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05| 3.05 |
| P         | 1   | 1   | 1   | 1   | 1   | 0.18| 0.18| 0.27| 1   | 0.4 | 1   | 1   | 1   | 1   | 0.64| 0.5 | 0.9 | 0.36| 0.1 | 0.95| 0.95| 1   | 1   | 1   | 1   | 0.91| 0.91 |
| q         | 0   | 0   | 0   | 0   | 0   | 0.82| 0.82| 0.73| 0   | 0.6 | 0   | 0   | 0   | 0   | 0   | 0   | 0.16| 0.5 | 0.1 | 0.6 | 0.9 | 0.05| 0.05| 0   | 0   | 0   | 0   | 0.1 | 0.09 |
| t hitung  | 0.00| 0.00| 0.00| 0.00| 0.00| 0.25| 0.29| 0.27| 0.03| 0.20| 0.03| 0.00| 0.00| 0.00| 0.00| 0.16| 0.31| -0.11| 0.20| 0.11| -0.09| -0.09| 0.03| 0.00| 0.00| 0.00| 0.02| 0.04 |
| t hitung  | 4.83| 4.84| 1.12| 4.86| 1.03| 4.88| 4.89| 4.90| 4.91| 4.92| 4.93| 0.57| 1.09| 1.23| 1.34| 4.08| 4.99| 4.100| 4.101| 4.102| 4.103| 4.104| 4.105| 0.96| 4.107| 0.76| 4.109| 1.34 |
| t tabel   | 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09| 2.09 |
| Reliabilitas | jmlh | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 4 | 4 | 6 | 21 | 9 | 21 | 22 | 22 | 22 | 21 | 22 | 14 | 10 | 20 | 8 | 2 | 21 | 21 | 21 | 22 | 22 | 22 | 20 | 20 | 7 | 7 |
|--------------|------|----|----|----|----|----|----|----|----|---|---|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| p            | 1    | 1  | 1  | 1  | 1  | 1.2| 0.2| 0.3| 1   | 0.4| 1   | 1   | 1   | 1   | 0.6 | 0.6 | 0.5 | 0.9 | 0.4 | 0.1 | 0.95| 0.95| 1   | 1   | 1   | 1   | 0.9 | 0.91| 0.3 | 0.3 |
| q            | 0    | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| pq           | 0    | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| sum pq       | 9.299|     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| varian relabilitas | 1.818|     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |