

**USING TOTAL PHYSICAL RESPONSE STORYTELLING
(TPRS) METHOD TO ENHANCE STUDENTS'
READING COMPREHENSION
(An Experimental Study at MTsN II Takengon)**

THESIS

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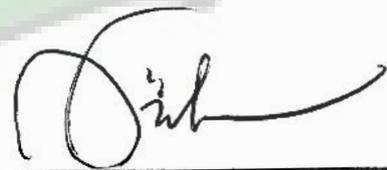
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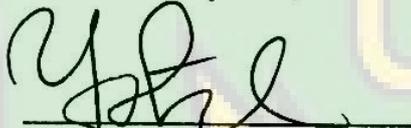
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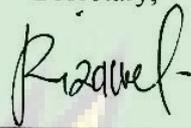
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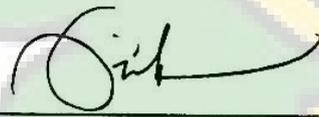
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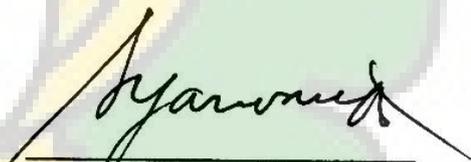
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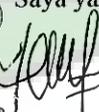
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 30 Desember 2019

Saya yang membuat surat pernyataan,




Yulia Iwani Faizuna

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Banda Aceh, December 27th 2019
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ABSTRACT

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Main Supervisor : Yuni Setia Ningsih, M. Ag
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This study was conducted based on the fact at MTs Negeri 2 Takengon. There are some reading problems of students there, such as lack of vocabulary, low motivation in reading English text, and difficult to understand the written text of reading. Therefore, the purpose of this study was to explore "Using Total Physical Response Storytelling (TPRS) method to Enhance Students' Reading Comprehension (to the second grade students of the Islamic High School year 2019/2020 MTsN 2 Takengon)". The discussion of the study was aimed to answer the question: Does the TPRS method enhance students' reading comprehension? And What is the students' perspective on the application of using the TPRS method? To achieve this end, a quantitative research was utilized in this study. The study was conducted by test and questionnaire. In order to achieve the objective of this study the writer used a quasi experiment using pre-test and post-test. As the result of this study, the writer found that the TPRS method could enhance students' reading comprehension at MTs Negeri 2 Takengon. The students also agree that TPRS method could enhance their reading comprehension. This is based on the response from the questionnaire that the writer gave to the students.

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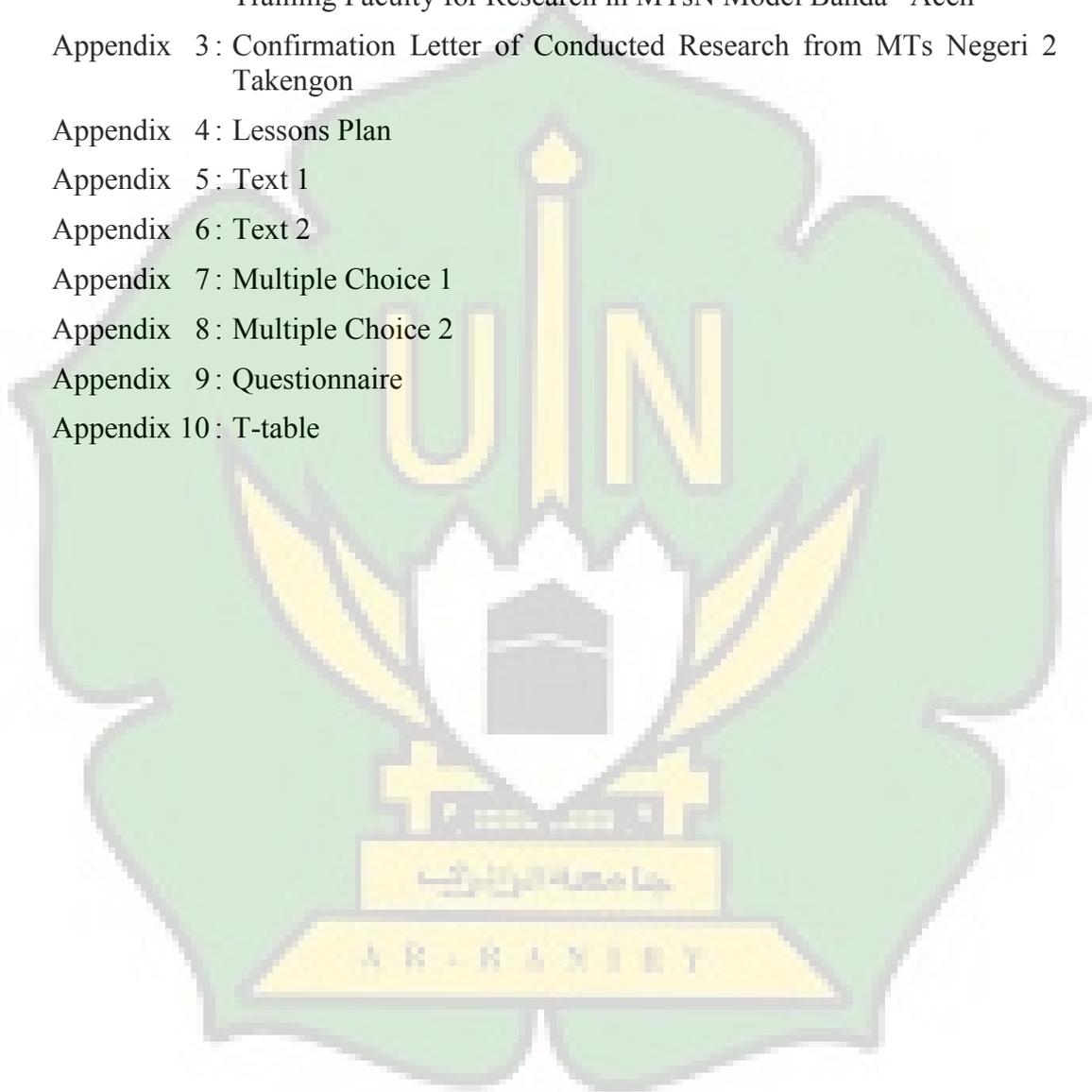
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CHAPTER 1

INTRODUCTION

A. Background of the study

In an educational institution from Junior High School until the University level, reading is one of the most important tools by students to access information and knowledge. Reading is the best way to improve students' ability to succeed in their studies. Reading gives much contribution to the student, to develop their insight, experience, and achievement. Therefore, reading can be very useful in most of the dimensions of educational life. (Mariane, 2000) states that reading is the most complex and difficult skill that students should master at school. This is the reason the students have to engage in complex interactive processes in reading.

The aims of English syllabus curriculum 2013 of Junior High School, expected competency students be able to read, write, and speak by using symbols. Students also be able to read or use language to meet the needs of daily life, especially in reading they are expected identify social functions, structures and elements of simple texts such as descriptive, recount, procedure, narrative and report text in daily life and be able to respond the meaning contained in the written text.

Based on the observation at MTsN II Takengon, there are some reading problems of students. The problems are lack of vocabulary, low motivation in reading English text, and difficult to understand the written text of reading. Total

Physical Response and Storytelling (TPRS) can help the students to master English especially in English reading. It is assumed that TPRS is one of the best methods for the development of students' ability, this method also helps teachers to develop learning and teaching English. Through TPRS, reading problems might be solved. This method focuses on establish meaning, class reading and story, and make the students interested in studying reading.

According to Frost (2007), there are some advantages of TPRS firstly, students can build their motivation when learning English because this method enjoys without make students feel stress. Secondly, the student will easily memorize words because this method effective for young learners because this method is fun. Lastly, this method help students understand the words of a target language and use the words for communication. Furthermore, according to Davidheiser (2002), the TPRS method is an effective means for young teenage learners to learn a target language. Furthermore, the method is suitable for large and small classes. And Students more active in the learning process using this method.

Yati (2017) TPRS method for teaching vocabulary for elementary school student SD Arun Lhokseumawe, the result showed that TPRS method was effective to enhance the students' vocabulary because their score increased after applying TPRS method, and from the questionnaires showed that the students responded well to the use TPRS method.

Watson (2009) compared two beginning high school Spanish classes, one class taught with TPRS and the other one class taught with more traditional

methods. The students took a written final exam with questions on listening comprehension, vocabulary and grammar, and reading comprehension, as well as a district-wide oral exam. TPRS students scored significantly better than traditional students on both tests, with large effect sizes.

Another researcher Murad (2015) conducted the research study using TPRS for English reading, and his participants in this research is the students of senior high school 1 Bajeng in Gowa regency. He found that the TPRS method effective to enhance reading and help students to understand the reading text through the teacher's gesture, accuracy pronoun, and content of the text and appropriate expression.

B. Research Questions

1. Does the TPRS method enhance students' reading comprehension?
2. What is the students' perspective on the application of using the TPRS method?

C. The Aims of the Study

The purposes of this study are:

1. To investigate the TPRS method enhance students' understanding of the Reading comprehension
2. To know students' perception toward the TPRS method in Reading comprehension

D. Hypothesis

Hypothesis is a temporary conclusion of the research problem or in other words, it is the prediction of the ongoing research. It is formulated in a temporary

statement because it needs the next clarification of the latest data collection which will be found later.

To find good agreement, some hypotheses can be drawn. There are as follows:

Ha: Using the TPRS method can enhance students' reading comprehension

Ho: Using the TPRS method can not enhance students' reading comprehension.

E. Significance of the Study

Theoretically, this study aims to increase the reading skill of students, and this study will contribute or would be any value to students at MTsN II Takengon. Practically, this study provides some information, suggestions and also develops knowledge for the future writer.

F. Terminology

1. Reading Comprehension

Reading is about understanding written text. It is a complex activity that involves both seeing and thinking. It plays an important role in a student's life to gain knowledge, successful in learning, enjoy the day and easy to understand the subject in the learning and teaching process. Nunan (2003) defines reading as a process of bringing meaning to and getting the meaning from the printed page.

Comprehension is the process of deriving meaning from the connected text it involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore Reading comprehension means the students not only read the text or spell the word but also understand and comprehend the content of text and also analyze the information then taking the conclusion of the text.

2. TPRS (Total Physical Response Storytelling)

The TPRS method is an extension of the TPR method, stemming from TPR the TPRS method was designed by Ray (2012). This method is a mixture of reading and storytelling to help students learn a foreign language in a classroom setting, TPRS is focused on building the confidence of the students as well as activation of the kinesthetic sensory, and learning is a relationship between the mind and body.

Ray (2012) discovered that, when students acted out the roles of characters in a story, it became a signature of TPRS. This method also allows teachers to teach grammar, reading and writing along with vocabulary. The purpose of TPRS itself is to encourage students to acquire a second language in the same way that they acquired their first language combine with scientific research that includes second language acquisition with what happens in the second language classroom.

CHAPTER 2

LITERATURE REVIEW

A. Definition of Reading Comprehension

Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have a good understanding ability. Reading comprehension is required in each subject because each lesson is inseparable from the act of reading. Therefore, students are required to have a good understanding of capabilities. Afflebach (2009) explains that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge that interact to make reading successful. In conclusion, reading comprehension is a complex process that concerns with skills, strategies, and knowledge that should be prepared so that the comprehension of the text can be reached.

According to this definition, it can be said that reading comprehension is a complex process. It is also a cognitive process where the reader has to think, absorb and understand the information that she or he got and get the meaning of written symbols.

B. Element of Reading Comprehension

In reading comprehension, three elements cannot be separated from each other. There are :

1. The Reader

According to Kucer (2001) and Rosenblatt (1994), comprehension occurs when there is a transaction between the reader and the text. It means the reader has the biggest role in the process of understanding the text. A reader should have capacities, abilities, knowledge, and experiences that she or he can bring to the act of reading. Those elements serve as a bridge that the readers need to comprehend easily what the text is talking about.

In conclusion, the reader is the part which cannot be separated in reading comprehension. In considering the readers, they should have some kinds of abilities that they should apply in comprehending the text like skimming, scanning, etc. Therefore, the reader must be able to choose the suitable strategies to be applied in comprehending the text, so that the goal of reading can be achieved.

2. The Text

Easy or difficult comprehension in a reading activity, depending on the text. According to Snow (2002) and Sweet (2003), the texts are badly written and structured that hard to comprehend, it is also hard to understand if the readers' background knowledge is unavailable. In other words, besides the readers' background knowledge, the structure and writing of a text will affect the comprehension process of reading.

3. The Activity

Comprehension is a part of the activity in reading. It means the core of reading is to comprehend the text that is being looked at According to Snow

(2002) different readers can engage different activities in reading. For example, some of them easily understand in fiction text, while others do not. Some of them comprehend easily an informational text, but others need some strategies such as reading and taking notes to get the point from the text.

In short, in concluding activity reading, comprehension is the main part of that activity. Furthermore, the readers have different abilities in doing this activity. Some of them will easily comprehend the text, but some others should give some strategies in comprehending the text. Those three elements are an important thing in reading activity. If one of those elements does not exist, the reading activity does not happen. Therefore, those elements cannot be separated from each other.

C. The Process of Reading Comprehension

The process reading comprehension which is based on the order of how the readers decode the language is divided into three kinds of the reading comprehension process. Processes of reading comprehension which are practiced by readers are bottom-up, top-down and interactive reading (Brown, 2001:298). In the bottom-up process, readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In the top-down process, readers must use their background knowledge to understand the text, for example, readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what text is about. Meanwhile, in interactive reading readers combine bottom-up processing and top-

down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

The processes of reading occur while readers are reading a text. Some readers do not notice that processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realize that there is some process that happens while they are reading.

D. Definition of TPRS (Total Physical Response Storytelling)

Total Physical Response Storytelling (TPRS) method by Ray (2012) is the method for teaching a foreign language. TPRS method use or mixture of reading and storytelling to help the student learn a foreign language in a classroom. Most of the research has taken place in high school and middle school classrooms. TPRS can help the students master English, especially in English reading. It is assumed that TPRS is one of the best methods for the development of students' ability, this method also helps teachers to develop learning and teaching English. Through TPRS, reading problems might be solved. This method focuses on establish meaning, class reading and story, and make the students interested in studying reading.

E. Steps of TPRS

According to Gross (2006), there are three steps of TPRS :

1. Step One : Establish the Meaning

In this step, the teacher introduced the student to some vocabularies, the teacher writes the vocabulary on the blackboard, and translate to students' first

language, if a student forgets the meaning of vocabulary they can easily check meaning at any time. Then the teacher practices some vocabularies using gesture, and this method helps students get how the vocabularies sound before hearing them in context. It means that to keep the atmosphere of the class relaxed and conducive to learning. The most important thing in this step is to provide as many spoken repetitions of the new structures in context as possible.

2. Step Two: Spoken Class and Story

In step spoken class and story, the story that teachers use is usually short, simple, interesting and can catch target structures used in context. The teacher makes the circling technique while in this spoken class. In this spoken class the teacher does not much tell the story, the teacher just tells a few details, and then the story out using details provided by the student using their target language. The action in this story needs volunteers and teachers will select the student who wants to be a volunteer. The actor will act in a humorous, emotional or otherwise memorable way. This helps students make visual and emotional connections to the new language structures they are hearing.

3. Step Three: Reading

In this step, students read and discuss a story about text reading and after that the teacher selects students who want to be a volunteer reading. The reading class is the most important activity in the TPRS method, the story should be structured, so students will be able to understand the story on the first view. The teacher will ask them to translate the text reading to their first language, and the teacher can help the students translate some words that students do not know. This

process aims to make all of the students understand all of the words in the text reading.

F. The Important of TPRS

Using TPRS as an instructor can activate a student's kinesthetic sensory system as the student is instructed to do a series of tasks (Asher, 2000). This can be likened to tying one's shoes or driving a car, as this type of kinesthetic learning involves long term retention and recall. The right brain communicates through physical gestures, and the left brain communicates through talking. According to Asher, language acquisition should begin with the right brain. This does not support instruction that involves imitation and repetition techniques that access only the left side of the brain. This type of left brain activity offers only short term results. However, the right brain, internalizes activity. Finally, Asher (2000) believes in making language learning experiences for students intimate and personal. If an actor just reads the lines, he or she is not believable. However, through movements, gestures, and facial expressions, the actor becomes believable and a reality for the audience.

G. The Advantages and Disadvantages of TPRS

According to Davidheiser (2002) there are several advantages of the TPRS method, those are:

1. This method can be applied to young learners
2. The students are more active in learning
3. Students can enjoy the learning time and it will lift the students' mood,

4. It helps the students to acquire a target language without having them involved in a stressful way.
5. The method can help students to memorize the words or phrases of a target language easily.
6. It is an effective means for young teenage learners to learn a target language. Furthermore, the method is suitable for large and small classes.
7. The physical action presented in TPRS can get across the meaning of words, therefore it can help students understand the words of a target language and use the words for communication.

Furthermore, there are several disadvantages of the TPRS method

1. It takes much time to organize the students during the process
2. For the teacher, it takes so many preparations for teaching materials and designing activities
3. It is difficult to control students' cluttered and maintain classroom management
4. Students are too noisy
5. Misunderstanding the rules

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study is categorized as quantitative research. According to Creswell (2012), quantitative research is an inquiry approach, useful for describing tendencies and explaining the relationship among variables found in the literature. The writer used a quasi-experiment design. According to Loewen & Plonsky (2016), a quasi-experimental design examine whether there is a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced.

The data obtained from pre-test and post-test to know whether or not the implementation of the TPRS method could enhance students' reading comprehension. In this research, there are two kinds of classes used. There are the experimental class that used TPRS, and the control used traditional method or ordinary method in reading.

B. Population

According to Arikunto (2000), the population is the whole of the research subject. The population of this research is the second year of MTsN II Takengon. The number of population of 125 students divided into five classes, each class consisted of 20-25 students.

C. Sample

This sample was chosen by using purposive sampling technique. According to Ary (2010), “ Sample is a group selected from population for observation in a study”. In the sample of the research, the writer took two classes as the sample of this research, class VIII-3 as an experimental class and VIII-2 as a control class. The writer takes 15% from the population and the result is 18,5 = 19 samples. To make it easier, the number of samples added by one person to 20 students. in this case, the writer took a sample of 20 students for the experimental group and 20 for the control group.

D. The Technique of Collecting Data

1. Test

The test is a set of questions and exercises used to measure the achievement or capability of the individual or group. The test informed the teacher whether there was the students' reading comprehension enhance or not. The writer gave two kinds of test for the experimental class, there was pre-test which given before applying the TPRS method and post-test given after applying the TPRS method in the learning process. As a result, the writer knew the student's reading comprehension enhance or not after applying the TPRS method. For the control class, the writer also gave a pre-test before applying the ordinary method and gave a post-test after applying the ordinary method in reading.

2. Questionnaire

The questionnaire is used by the writer to know the second research problem which is students' perception of the implementation of the TPRS method in enhancing the reading comprehension. The kind of questionnaire is a close questionnaire that consisted of 10 (ten) questions of questionnaire items. The writer used Bahasa in this questionnaire to make students easy to answer the questions and the writer gave 15 minutes to answer the questions based on their opinion after the teacher applying the TPRS method.

E. The Technique of Analyzing Data

In analyzing the data of the test collected, the writer used several techniques. To analyze the experimental teaching after getting the score of pre-test and post-test. According to Sudjana (2005), there are some steps to analyze the data, as follows:

1. Range (R)

The purpose of the range is to know the gap between the highest score between the lowest score, the formula is :

$$R = H_S - L_S$$

Where:

R : the range of score

H_S : the highest score

L_S : the lowest score.

2. Interval

Interval is a set of (real) numbers between two numbers.

The writer used this formula :

$$I = \frac{R}{CN}$$

In which;

I = Interval

R = Range

CN = Class number

However, before the writer searched the interval, she should search the Class Number, the formula is:

$$CN = 1 + 3,33 \text{ Log } N$$

Where :

1+3,33 = Available

Log = Logarithm

N = Total sample

3. Mean

The mean is the average scores of the student. It can be obtained by using the following formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

In which;

\bar{x} = Mean

$\sum f_i x_i$ = the amount of frequency multiplied by the midpoint of the interval class.

Σf_i = the amount frequency.

By using the mean score of pre-test and post-test, the researcher could compare the score of the students before and after the TPRS method was applied.

4. Standard deviation

Standard deviation is used to find out whether the sample data taken represents the entire population.

$$S^2 = \frac{n \Sigma fx^2 - (\Sigma fx)^2}{n(n-1)}$$

Where :

S^2 = variant

s = standard deviation (standard deviation)

x_i = x value i-th

\bar{x} = mean

n = sample

5. T-score

The writer calculated the t-score to analyze the hypothesis testing. The write used formula:

$$\frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In Which :

t = t-score

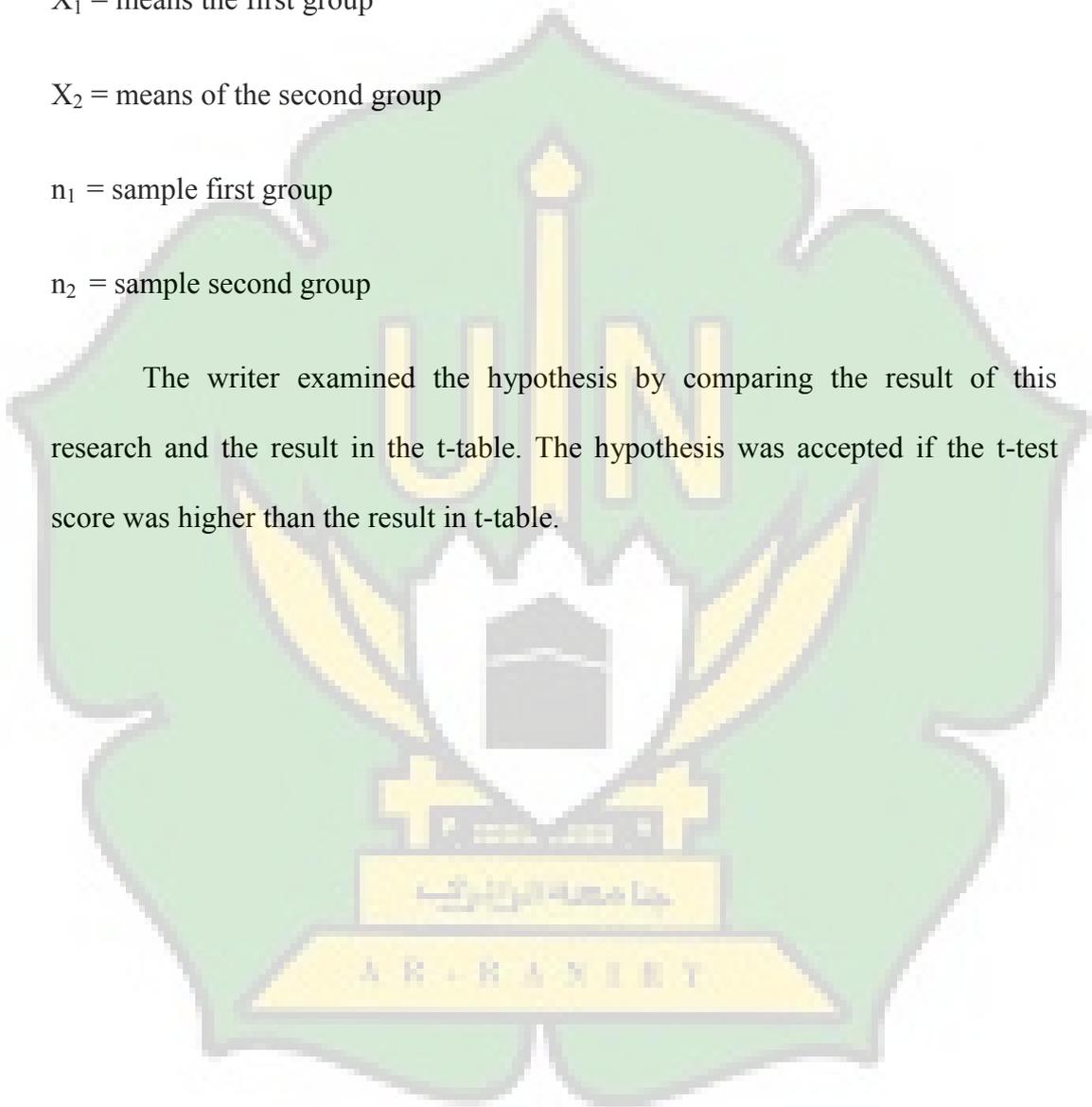
X_1 = means the first group

X_2 = means of the second group

n_1 = sample first group

n_2 = sample second group

The writer examined the hypothesis by comparing the result of this research and the result in the t-table. The hypothesis was accepted if the t-test score was higher than the result in t-table.



CHAPTER 4

FINDINGS AND DISCUSSION

A. The Process of Teaching Reading Using TPRS

To collect the data in this research, the writer conducted the experimental teaching for four meetings. The writer focused on using total physical response storytelling in class VIII-2 as the experimental class. Here are the process following:

1. The first meeting

The first meeting, conducted on Thursday, 14th November 2019. The writer introduced herself and told the students her aim of doing the research. She also asked the students to be cooperative and gave the best contribution in the process. Next, the writer gave them a pre-test for 20 minutes. the writer gave a narrative text and explain about the story (The Rabbit and The Turtle).

2. The second meeting

The second meeting, conducted on Tuesday, 19 November 2019. The writer gave greeting to students, the writer checked the attendance list and gave them motivation, apperception, then the writer told them that they would discuss the text (The Rabbit and The Turtle) that was given for the pre-test. Then, they were given some vocabulary that related to the tex (walked, saw, ran, shocked, sleep, woke up and jumped) and pronoun some vocabularies with gestures. After that, the writer told the story (The rabbit and the turtle) with gestures. After telling

the story the writer asked the students who want to be a volunteer to tell the story based on their understanding the story use the English language. After that, the writer gave the students text (The rabbit and the turtle) and asked them to read carefully the text, and translate the text to Bahasa.

3. The third meeting

The third meeting, conducted on Thursday, 21 November 2019. The writer told them that they would discuss (The little piggy that didn't take shower). Then, they were given some vocabulary (shower, grew up, went, walked, jumped, and splashed) and pronoun some vocabularies with a gesture, and after that, the writer told the story (The little piggy that didn't take shower) with gesture. After told the story, the writer asked the students who want to be a volunteer to tell the story based on their understanding of the story that the writer told before and used the English language. After that, the writer gave the students text (The rabbit and the turtle) and asked them to read carefully the text, and translate the text to Bahasa.

4. The fourth meeting

The last meeting, conducted on Tuesday, 26 November 2019. The writer gave the students a post-test. It consisted of ten questions. After that finishing the post-test, the writer gave them the questionnaire. It consisted of ten questions aimed to find the students' perceptions after applying the TPRS method

B. Teaching Reading In control class

In the control class, for the first meeting, the writer entered the class and introduced herself and told the students about her research. Then, the writer gave

the students a similar pre-test with an experimental class. For the second and third meetings, the writer did not apply TPRS in the teaching process. Then, in the fourth meeting, the writer gave them a post-test considered 10 questions as in the experimental class.

C. Findings

1. Experimental class

The following table shows the result of the pre-test of experimental class and control class

Table 4.1

The result of pre-test of experimental class

Experimental Class	Score Pre-test
AS	50
AD	40
AR	50
AP	40
AH	30
FR	80
F	30
FF	90
HR	70
IS	90
L	50

ML	60
MD	30
N	70
NT	70
R	50
RF	50
RIR	30
RS	80
RJ	30
RT	80
RK	90
RA	90
SN	60
SJ	40
SH	30
SJ	90
UH	50
YH	70
Score	1.710

To analyze the data of pre-test experimental class, the data was calculated by using the following formula :

a. Range

The range (R) determined by using this following formula :

$$R = H - L$$

The highest score of the pre-test was 90 and the lowest score was 30. Thus, the range was :

$$R = 90 - 30$$

$$R = 60$$

b. The number of interval class

The class interval was identified by using the following formula.

$$l = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) 1,4$$

$$= 1 + 4.62$$

$$= 5.62$$

$$= 5$$

c. The range of interval class

Then, the class interval was found by formula:

$$P = R/I$$

$$P = 60 / 5$$

$$P = 12$$

From the result, the frequency distribution table can be seen as follow :

Table 4.2

The frequency distribution pre-test of experimental class

X	Fi	Xi	Fixi	Fixi ²
30-35	5	32.5	162.5	2,640,625
40-45	3	42.5	127.5	1,625,625
50-55	6	52.5	315	99,225
60-65	2	62.5	125	15,625
70-75	3	72.5	217.5	4,730,625
80-85	4	82.5	330	108,900
90-95	6	92.5	555	308,025
Score	29	437.5	1,832.5	9,528,650

d. Mean

Where:

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

Then, the writer calculated the mean (\bar{X}) to find out the average post-test of students. Based on the table above, the mean can be identified by using the following formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1.832,5}{29} = 63,18$$

e. Standard Deviation

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{n(n-1)} = \frac{(29)(9,528,650) - (1.832,5)^2}{29(29-1)}$$

$$= \frac{276,330,850 - 37,050}{29(28)} = \frac{276,293,800}{812} = 34,02$$

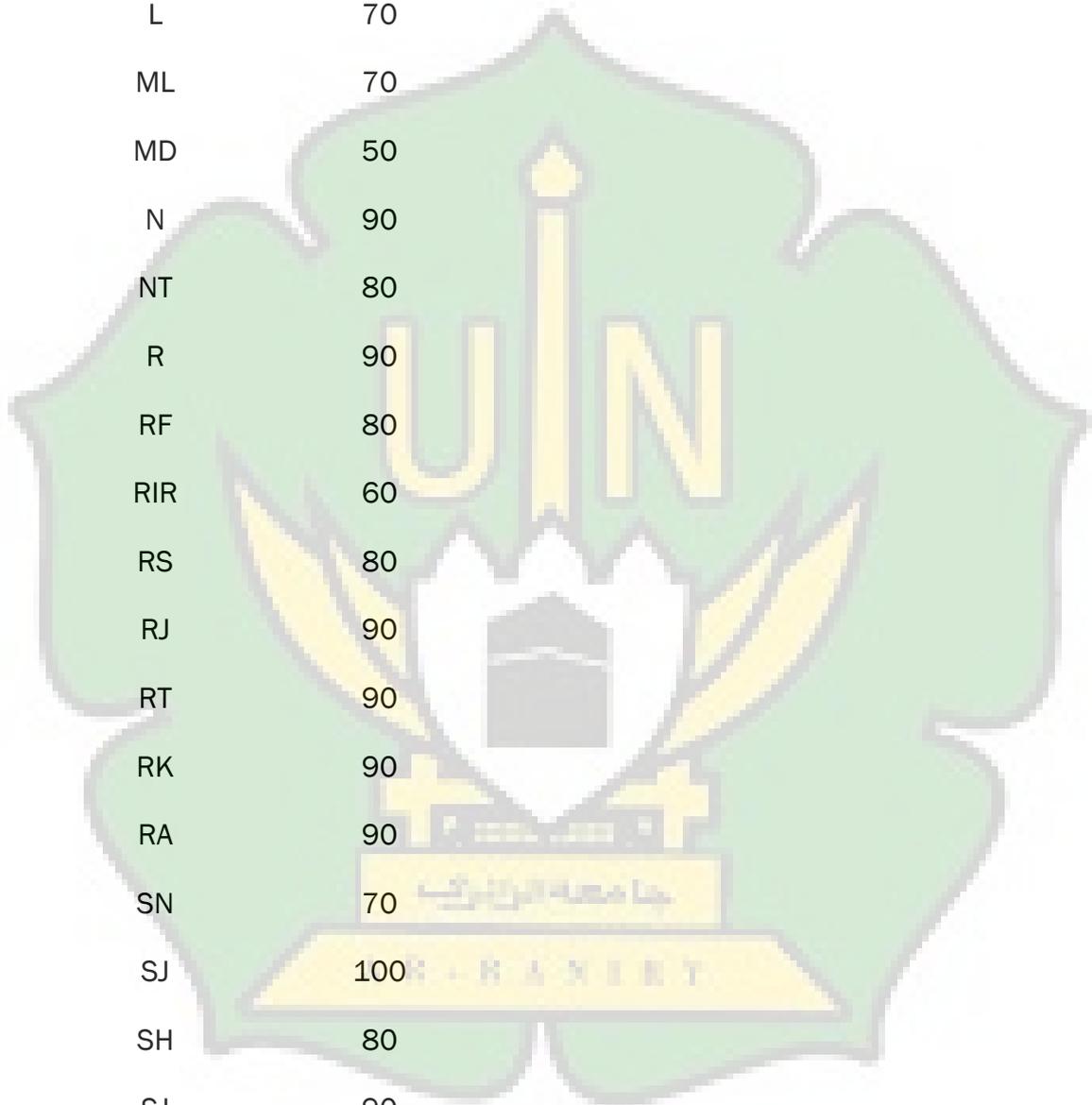
$$= 58,3$$

Table 4.3

The result post-test of experimental class

Experiment Class	Score Post-test
AS	60
AD	80
AR	90
AP	90
AH	60
FR	90
F	50

FF	90
HR	80
IS	90
L	70
ML	70
MD	50
N	90
NT	80
R	90
RF	80
RIR	60
RS	80
RJ	90
RT	90
RK	90
RA	90
SN	70
SJ	100
SH	80
SJ	90
UH	60
YH	70
Score	2.270



To analyze the data of post-test experimental class, the following formula was used :

a. Range

The range (R) determined by using this following formula :

$$R = H - L$$

The highest score of the pre-test was 100 and the lowest score was 50. Thus, the range was :

$$R = 100 - 50$$

$$R = 50$$

b. The number of interval class

The class interval was identified by using the following formula.

$$l = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) 1,4$$

$$= 1 + 4.62$$

$$= 5.62$$

$$= 5$$

c. The range of interval class

Then, the class interval was found by formula:

$$P = R/I$$

$$P = 50 / 5$$

$$P = 10$$

Table 4.4

The Result frequency distribution post –test of experimental class

X	Fi	Xi	Fixi	Fixi ²
50-55	2	52.5	105	11,025
60-65	4	62.5	250	62,500
70-75	5	72.5	362.5	13,140,625
80-85	5	82.5	412.5	17,015,625
90-95	12	92.5	1.110	1,232,100
95-100	1	97.5	97.5	9,506.25
Score	29	460	2.337.5	32,412,500

d. Mean

Where:

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

Then, the writer calculated the mean (\bar{X}) to find out the average post-test of students. Based on the table above, the mean can be identified by using the following formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2.337.5}{29} = 80.60$$

e. Standard Deviation

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{n(n-1)} = \frac{(29)(32,412,500) - (2,337.5)^2}{29(29-1)}$$

$$= \frac{939,962,500 - 46,750}{29(28)} = \frac{939,915,750}{812} = 1,157$$

$$= 34,01$$

2. Control Class

Table 4.5

The result of pre-test of control class

Control Class	Score Pre-test
A	60
BW	90
C	80
DR	70
DL	80
FH	70

H	80
HF	70
K	90
M	50
MR	70
NV	70
N	50
OA	80
Q	60
R	80
RJ	80
RB	60
T	80
UT	70
W	50
WS	50
Y	60
Z	70
P	70
RG	70
F	70

Score	1.880
-------	-------

The data of the pre-test control class was calculated by using the following formula :

a. Range

The range (R) determined by using this following formula :

$$R = H - L$$

The highest score of the pre-test was 90 and the lowest score was 50. Thus, the range was

$$R = 90 - 50$$

$$R = 40$$

b. The number of interval class

The class interval was identified by using the following formula.

$$l = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) 1,4$$

$$= 1 + 4,62$$

$$= 5,62$$

$$= 5$$

c. The range of interval class

Then, the class interval was found by formula:

$$P = R/I$$

$$P = 40 / 5$$

$$P = 8$$

Table 4.6

The frequency distribution pre-test of control class

X	Fi	Xi	Fixi	Fixi ²
50-55	4	52.5	2,100	44,100
60-65	4	62.5	2,500	62,500
70-75	10	72.5	7,250	525,625
80-85	7	82.5	5,775	333,506.25
90-95	2	92.5	1,850	34,225
Score	27	362.5	19,475	34,017,075

d. Mean

Where:

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

Then, the writer calculated the mean (\bar{X}) to find out the average post-test of students'. Based on the table above, the mean can be identified by using the following formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{19,475}{27} = 72,12$$

e. Standard Deviation

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{n(n-1)} = \frac{(27)(34,017,075) - (19,475)^2}{27(27-1)}$$

$$= \frac{918,461,025 - 38,950}{27(26)} = \frac{918,422,075}{702} = 1,308$$

= 36,1

Table 4.7

The result of post-test of control class

Control Class	Score Post-test
A	90
BW	90
C	90
DR	90
DL	70
FH	80
H	80

HF	90
K	90
M	90
MR	70
NV	90
N	50
OA	90
Q	60
R	90
RJ	90
RB	50
T	80
UT	90
W	50
WS	70
Y	90
Z	80
P	90
RG	90
F	90
Score	2.180

To analyze the data of post-test control class, the data was calculated by using the following formula :

a. Range

The range (R) determined by using this following formula :

$$R = H - L$$

The highest score of the pre-test was 90 and the lowest score was 50. Thus, the range was :

$$R = 90 - 50$$

$$R = 40$$

b. The number of interval class

The class interval was identified by using the following formula.

$$l = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) 1,46$$

$$= 1 + 4,62$$

$$= 5,62$$

$$= 5$$

c. The range of interval class

Then, the class interval was found by formula:

$$P = R/I$$

$$P = 40 / 5$$

$$P = 8$$

Table 4.8

The Result frequency distribution post –test of control class

X	Fi	Xi	Fixi	Fixi ²
50-55	2	52.5	1,050	1,102,500
60-65	1	62.5	625	390,625
70-75	3	72.5	2,175	4,730,625
80-85	4	82.5	3,300	10,890,000
90-95	17	92.5	15,725	247,275,625
Score	27	362.5	22,875	264,389,375

d. Mean

Where:

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

Then, the writer calculated the mean (\bar{X}) to find out the average post-test of students'. Based on the table above, the mean can be identified by using the following formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{22.875}{27} = 84,72$$

e. Standard Deviation

$$S^2 = \frac{n \sum fx^2 - (\sum fx)^2}{n(n-1)} = \frac{(27)(264,389,375) - (22,875)^2}{27(27-1)}$$

$$= \frac{713,851,312 - 45,750}{27(26)} = \frac{713,805,562}{702} = 1,016$$

$$= 31,87$$

D. Examining Hypotesis

In examining hypotesis, the writer used "t" test $t_{(\alpha)}$ to determine significant difference in examining the students score. First of all, null hypothesis (H_0) and alternative hypotesis (H_a) were determined as :

H_a : Using the TPRS method can enhance students' reading comprehension

H_0 : Using the TPRS method can not enhance students' reading comprehension

To prove the results of the research hypothesis, the t score was used as follows :

$$a. T_{\text{score}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{(n_1+n_2)-2}$$

The results of data analysis :

$$X_1 = 80,60$$

$$X_2 = 84,72$$

$$S_1^2 = 1,157$$

$$S_2^2 = 1,016$$

$$S_1 = 34,01$$

$$S_2 = 31,87$$

$$S^2 = \frac{(29-1)(1,157) + (27-1)(1,016)}{(29+27)-2}$$

$$= \frac{(28)(1,157) + 26(1,016)}{54}$$

$$= \frac{32,396 + 26,416}{54}$$

$$= 1,089$$

$$= 33$$

Therefor,

$$t_{\text{score}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{80,60 - 84,72}{33 \sqrt{\frac{1}{29} + \frac{1}{27}}}$$

$$= \frac{4,12}{(33)(0,26)}$$

$$= \frac{4,12}{8,58}$$

$$t_{\text{score}} = 2,082$$

b. Determining t-table in significance level 5 % with df :

$$df = N_x + N_y - 2$$

$$= 29 + 27 - 2$$

$$= 54$$

c. Examining t_{α} through t_{table}

$$= t_{(\alpha) (29+27-2)}$$

$$= t(0,05) (54)$$

$$= 1,673$$

In the significance level of 5 % $t_{\alpha} (0,05)$, t_{table} shows that the difference score 54 is 1,673. As a result, based on the statistical analysis, the t-score of this research was higher than the t-table, $t_{score} 2,082 \geq t_{table} 1,673$. An alternative hypothesis was accepted and the null hypothesis was rejected. It means that using the TPRS method can enhance students' reading comprehension.

E. Questionnaire Analysis

This section was designed to analysis students' perspectives on the application of using the TPRS method. This questionnaire was used to collect the data by scale Likert. Participants were asked to rate each statement by their level of agreement, 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree.

The descriptive analysis of the questionnaire was conducted to find out the distribution frequency of each item of questionnaire. It was calculated by using the formula as follows.

$$p = \frac{f}{n} \times 100 \%$$

In which: p : percentage

f : frequency

n : number of sample

100%=constant values

Table 4.9

My reading comprehension could be enhanced when the teacher introduced vocabularies before learning processed

Options	Frequency	Percentage (%)
a. Strongly Agree	9	31,0 %
b. Agree	18	62,0 %
c. Neutral	1	3,4 %
d. Disagree	1	3,4 %
e. Strongly Disagree	-	0
Score	29	100

Based on the table above, 62,0 % (18 students) students agreed that their reading comprehension can be enhanced when the teacher introduced vocabulary before the learning process. The highest percentage was 62,0 % (18 students) on the other hand 3,4 % (1 student) chosen disagree that reading comprehension can be enhanced when the teacher introduced vocabularies before the learning process and no one of the chosen point e.

Table 4.10

My reading comprehension could be enhanced when the teacher told the story before giving the text

Options	Frequency	Percentage (%)
a. Strongly Agree	10	34,4 %
b. Agree	10	34,4 %
c. Neutral	8	27,5 %

d. Disagree	-	0
e. Strongly Disagree	1	3,4 %
Score	29	100

Based on the table above, the data show that they agreed that their reading comprehension enhanced when the teacher tells a story before giving a text. It is visible from the table that 34,4 % (10 students) agreed with the statement. While 3,4 % (1 student) chosen strongly disagree and no one chosen point d.

Table 4.11

I like steps that the teacher used in learning

Options	Frequency	Percentage (%)
a. Strongly Agree	10	34,4 %
b. Agree	14	48,2 %
c. Neutral	1	3,4 %
d. Disagree	1	3,4 %
e. Strongly Disagree	3	10,3 %
Score	29	100

Based on the table above, 48,2 % (14 students) agreed that they liked the steps that the teacher used in the learning process. While 3,4 % (1 student) disagreed they like the steps that the teacher used in learning.

Table 4.12

I felt difficult with steps that the teacher used

Options	Frequency	Percentage (%)
a. Strongly Agree	2	6,8 %
b. Agree	1	3,4 %
c. Neutral	15	51,7 %
d. Disagree	7	24,1 %
e. Strongly Disagree	4	13,7 %
Score	29	100

The data explained that 51,7 % (15 students) chosen neutral for felt difficult with steps that the teacher used and 3,4 % namely 1 student agreed with this statement.

Table 4.13

I felt my reading comprehension is enhanced

Options	Frequency	Percentage (%)
a. Strongly Agree	9	31,0 %
b. Agree	11	37,9 %
c. Neutral	4	13,7 %
d. Disagree	5	17,2 %
e. Strongly Disagree	-	0
Score	29	100

Based on the table above, 37,9 % (11 students) agreed that their reading comprehension can be enhanced. The data conducted that the highest percentage at point b namely 37,9 % (11 students) on the other hand 17,2 % (5 students) chosen disagree with the statement that their reading comprehension is enhanced and no one of the chosen point e.

Table 4.14

I felt fun and not stressed in the learning process

Options	Frequency	Percentage (%)
a. Strongly Agree	10	34,4 %
b. Agree	9	31,0 %
c. Neutral	2	6,8 %
d. Disagree	5	17,2 %
e. Strongly Disagree	3	10,3 %
Score	29	100

Based on the percentage above, 34,4 % (10 students) students strongly agreed that they felt fun and not stressed in the learning process. The highest percentage at a namely 34,4 % (10 students) on the other hand 6,8 % (2 studentS) chosen neutral for statement feeling fun and not stress in the learning process.

Table 4.15

I felt more active in learning processed

Options	Frequency	Percentage (%)
a. Strongly Agree	12	41,3 %

b. Agree	8	27,5 %
c. Neutral	2	6,8 %
d. Disagree	4	13,7 %
e. Strongly Disagree	3	10,3 %
Score	29	100

The data showed that the highest percentage at point a 41,3 % (12 students) agreed that they felt more active in the learning process. On the other hand the lowest percentage at point c 6.8 % (2 students) chosen neutral for the statement they feeling more active in the learning process.

Table 4.16

I felt easy to understand the text of reading with steps that the teacher used in the learning process

Options	Frequency	Percentage (%)
a. Strongly Agree	9	31,0 %
b. Agree	10	34,4 %
c. Neutral	3	10,3 %
d. Disagree	3	10,3 %
e. Strongly Disagree	4	13,7 %
Score	29	100

Based on the table above, the highest percentage at point b 34,4 % (10 students) agreed that they felt easy to understand the text of reading with steps

that the teacher used in the learning process. On the other hand, 10,3 % (3 students) chosen disagree with the statement feeling easy to understand the text of reading with steps that the teacher used in the learning process.

Table 4.17

I got a lot of motivation in learning processed

Options	Frequency	Percentage (%)
a. Strongly Agree	8	27,5 %
b. Agree	14	48,2 %
c. Neutral	5	17,2 %
d. Disagree	-	0
e. Strongly Disagree	1	3,4 %
Score	29	100

The data 48,2 % (14 students) agreed that they got a lot of motivation in the learning process. While 3,4 % (1 student) chosen disagree with statement getting a lot of motivation in the learning process and no one of the chosen point d.

Table 4.18

I felt easy to answer some questions that the teacher gave

Options	Frequency	Percentage (%)
a. Strongly Agree	15	51,7 %
b. Agree	7	24,1 %
c. Neutral	3	10,3 %

d. Disagree	1	3,4 %
e. Strongly Disagree	3	10,3 %
Total	29	100

It can be explained that 51,7 % (15 students) strongly agreed that they felt easy to answer some questions that the teacher gave. On the other hand, 3,4 % (1 student) chosen to disagree with the statement that feeling easy to answer some questions that the teacher gave.

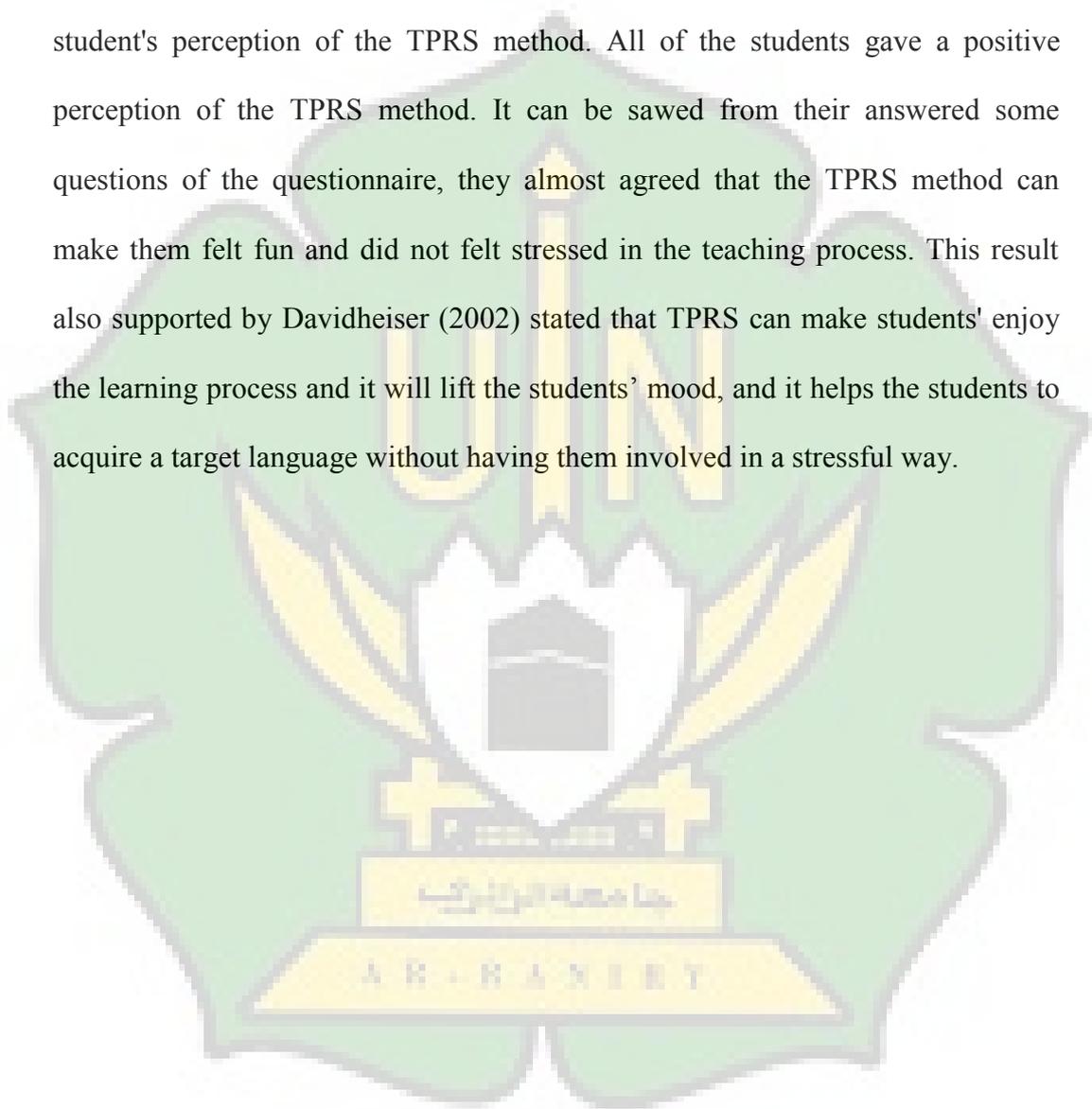
F. Discussion

In this study, most of the students at MTs Negeri 2 Takengon have a positive perception when the teacher used the TPRS method to enhance reading comprehension. The data were collected from the test and questionnaire. While gathering the data, the writer did not found any difficulties. The participants very helpful and interactive during did the test and questionnaire

The first research question of this study was asked about whether the TPRS method enhances students' reading comprehension and experimental at MTs Negeri 2 Takengon. After the writer gave tests include pre-test and post-test, the result shows that TPRS can enhance students' reading comprehension. In this case, the writer concluded that students easy to understand reading text with steps TPRS that teacher used such as establish the meaning, spoken class, and story, and reading. This result was also supported by Frost (2007) claimed that the TPRS

method can help students to memorize the words or phrases of a target language easily.

The second research question of this study was asked about what are the student's perception of the TPRS method. All of the students gave a positive perception of the TPRS method. It can be sawed from their answered some questions of the questionnaire, they almost agreed that the TPRS method can make them felt fun and did not felt stressed in the teaching process. This result also supported by Davidheiser (2002) stated that TPRS can make students' enjoy the learning process and it will lift the students' mood, and it helps the students to acquire a target language without having them involved in a stressful way.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This last chapter presents the conclusions of this quantitative study. The purpose of this study was to know does the TPRS method can enhance students' reading comprehension and to know the students' perceptions about the TPRS method at MTs Negeri 2 Takengon. The data required for this research were collected through a test and questionnaire. The participants of this study were the second grade at MTs Negeri 2 Takengon.

The writer found that the TPRS method can enhance students' reading comprehension at MTs Negeri 2 Takengon. The students also agreed that the TPRS method can enhance their reading comprehension. This is based on the response from the questionnaire that the writer gave to the students.

B. Suggestions

Based on the findings, there are some suggestions that the researcher could provide. Here are the following:

First, the writer suggested to the students to be better to read English text and can learn more reading comprehension better than before from their mistakes in the learning process. The second suggestion offered by the writer is using the Total Physical Response and Storytelling method in English preposition recommended as an alternative method to English teachers, especially for the teachers' junior high school to attract the students' interest and motivation in

learning English. Finally, to get the wider generalization of the result of the study, the writer offers the suggestions that such activity should be conducted in other classes of another school, and the writer hopes, there will be many researchers use the Total Physical Response Storytelling method more effectively in the future.



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

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Nomor : B-16023/Un.08/FTK.1/TL.00/11/2019

Banda Aceh, 07 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : YULIA IWANI FAIZUNA
N I M : 150203080
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Desa Blangkrueng Kec. Baitussalam Kab. Aceh Besar

Untuk mengumpulkan data pada:

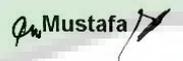
MTsN II Takengon

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Total physical Response Story Telling for Islamic Secondary Students' to Enhance Reading Comprehension (A Case Study at MTsN 2 Takengon)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,



An. Dekan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH TENGAH
MADRASAH TSANAWIYAH NEGERI 2 ACEH TENGAH**

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SURAT KETERANGAN

Nomor : B-389/Mts.01.09.2/PP.00.5/11/ 2019

Berdasarkan surat dari Dekan Bidang Akademik dan Kelembagaan Nomor B-16023/Un.08/FTK.1/TL.00/11/2019 tanggal 07 November 2019, Kepala Madrasah Tsanawiyah Negeri 2 Aceh Tengah Kecamatan Kebayakan Kabupaten Aceh Tengah, dengan ini menerangkan :

Nama : **Yulia Iwani Faizuna**
NPM : 150203080
Semester : IX (Sembilan)
Prodi/ Jurusan : Pendidikan Bahasa Inggris

telah melaksanakan Penelitian (Research) pada MTsN 2 Aceh Tengah Pada tanggal 13 s/d 26 November 2019. Dengan **Judul : “Using Total physical Response Story Telling for Islamic Secondary Students’ to Enhance Reading Comprehension(A Case Study at MTsN 2 Aceh Tengah)”**.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Takengon, 28 November 2019



RENCANA PELAKSANAAN PEMBELAJARAN

REVISI 2017

Sekolah	: MTsN 2 TAKENGON
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Ganjil
Materi Pokok	: <i>Teks Interaksi Transaksional</i> ; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
Alokasi Waktu	: 2x40 Menit

A. Kompetensi Inti

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

	Kompetensi Dasar	Indikator
3.10	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	3.10.1 Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau 3.10.2 Menangkap kosa kata yang diberikan oleh guru 3.10.3 Mengajukan pertanyaan tentang kosa kata dan kegiatan yang akan dilakukan
4.10	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.10.1 Memahami cerita yang disampaikan oleh guru di depan kelas 4.10.2 Mempresentasikan ceritadari hasil menyimak cerita yang diceritakan oleh guru didepan kelas, secara lisan, dengan ucapan dan tekanan kata yang benar 4.10.3 Membaca cerita dalam bentuk text narrative yang diberikan oleh guru 4.10.4 Memahami makna kosa kata yang ada pada text yang diberikan oleh guru

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- 3.10.1 mengidentifikasi beberapa kejadian, kegiatan yang terjadi masa lampau
- 3.10.2 memahami josa kata yang diberikan oleh guru
- 3.10.3 mengajukan pertanyaan tentang kosa kata dan kegiatan yang akan dilakukan

- 4.10.1 memahami cerita yang disampaikan oleh guru didepan kelas
- 4.10.2 mempresentasikan cerita dari hasil menyimak cerita yang diceritakan oleh guru didepan kelas secara lisan, dengan ucapan dan tekanan kata yang benar
- 4.10.3 membaca cerita dalam bentuk text narrative yang diberikan oleh guru
- 4.10.4 memahami semua kosa kata yang ada pada text yang diberikan oleh guru

D. Materi Pembelajaran

- Fungsi sosial
Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017
- ❖ Teks Yang Dibagikan Oleh Guru
- ❖ Kamus Bahasa Inggris

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2x 40 Menit)
Kegiatan Pendahuluan (15 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> · <i>Fungsi sosial</i> <i>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Mengarahkan siswa untuk membuat circling
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi sosial dengan cara :</p> <p>→ Menulis Guru menulis beberapa vocabulary terkait dengan past tense yang akan diberi</p> <p>→ Mengamati Siswa mengamati beberapa vocabulary yang diberi oleh guru</p> <p>→ Membaca. Siswa membaca beberapa vocabulary yang telah diberikan oleh guru dengan berulang kali</p> <p>→ Melihat (tanpa atau dengan Alat) Guru mempraktekkan beberapa vocabulary dengan gesture</p> <p>→ Mendengar Siswa Mendengar dan memperhatikan cara pengucapan guru dan gesture guru</p> <p>→ Menyimak Guru melakukan storytelling dalam bentuk circling dengan menggunakan gesture, dan peserta didik menyimak storytelling yang diceritakan</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan tentang cerita yang ada ditext dengan membacanya</p> <p>→ Mengamati obyek/kejadian Guru meminta beberapa volunteer untuk menceritakan kembali apa yang diceritakan oleh guru</p> <p>→ Membaca sumber lain selain buku teks Secara disiplin siswa melakukan kegiatan literasi dengan memperhatikan peserta didik yang menjadi volunteer untuk menambah pemahaman mereka.</p> <p>→ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Fungsi sosial yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi Fungsi sosial yang telah disusun dalam daftar pertanyaan kepada guru.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya membaca teks cerita yang diberikan oleh guru :</p> <p>→ Berdiskusi tentang data dari Materi :</p>

<p>Verification (pembuktian)</p>	<p>· <i>Fungsi sosial</i> <i>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau dalam bentuk text narrative.</i></p> <hr/> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya pada text bacaan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Fungsi sosial</i> <i>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</i></p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik membaca text bacaan yang diberikan oleh guru, dan memahami makna semua kosa kata yang diberikan oleh guru sebelumnya pada teks tersebut, dan mengartikannya ke bahasa pertama siswa</p> <p>· <i>Fungsi sosial</i> <i>Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau dalam bentuk text narrative .</i></p> <p>→ Bertanya tentang teks yang dibaca · <i>Fungsi sosial</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p>
<p>Kegiatan Penutup (15 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ● Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <p>Guru :</p> <ul style="list-style-type: none"> ● Memberikan beberapa kesimpulan dan umpan balik terhadap proses pembelajaran 	

Mengetahui
Guru Mata Pelajaran

Banda Aceh, 11 November 2019
Mahasiswa/i Penelitian

JURYATI MUNTHE
NIP. 1979080120052008

YULIA IWANI FAIZUNA
NIM. 150203080



The Rabbit and The Turtle

Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At that time, the rabbit saw the turtle walked so slowly.

Rabbit : Hi sir turtle, why you walked so slowly?

Turtle : Exactly, I'am not walking now, but I am running

Rabbit : Hahaha, what did you say? Running is like that?

Running is like this!

The rabbit ran so fast it make the turtle shocked and got angry at the same time

Turtle : Sir rabbit, you are so arrogant, let's have a race!

Rabbit : Hahahaha have a rice? With you? Hahaha you are a dirty a dull turtle, and a slow turtle

Turtle : Look, I will be the winner!

Rabbit : Ok, I want take a race with you

Turtle : Tomorrow we are going to meet again to take a race

The next day, they have already prepared to take a race they ready to start a racing, then they ran, the rabbit ran so fast and left the turtle behind

Rabbit : Catch me, if you can.

I'm so lazy, I just have few minutes to take sleep then I will run again, the turtle never win from me. Then rabbit fall sleep. Not far from rabbit, turtle was still running

Turtle : He is sleeping, this is a change, I can win

Suddenly, the rabbit woke up, he jumped up and then he ran faster than before. But rabbit was to late, the turtle is a winner.

Rabbit felt embarrassed, he ran away from the turtle.

The Little Piggy That Didn't Shower

Once upon a time, there lived a little piggy with her parents. She was a beautiful and intelligent little piggy who loved to play and have fun. But, in little piggy's house, no one ever took showers or baths. They didn't even have a shower.

Father pig would usually say, "My parents and my parents' parents didn't shower, so we don't have to shower either." So, little piggy grew up never having a shower. "I hate to shower!" she would think, "what a horrible thing!"

When little piggy started to go to school, all the other animals from the village started to make fun of little piggy because of how bad she smelled. No one would play with little piggy. She was feeling very sad and alone.

Until a little monkey who happened to have a cold and a runny nose. As he could not smell, he joined little piggy and said, "Hello!" Little piggy liked the little monkey very much and they started to play. They instantly became the best of friends. That day, little piggy arrived home very happy and told her parents everything about little monkey as they had roasted acorns, little piggy's favorite food for dinner.

The next day when the little piggy arrived at school, she went to meet little monkey but he was already healed from the cold and was surprised at the smell of little piggy. "Little piggy, what is that smell? Don't you take a shower?" the monkey asked. "No, I hate to shower!" little piggy replied. "Why do you hate it?" the monkey curiously asked. "I just do! I never showered, neither has anyone in my family!" little piggy reinforced.

Little monkey found it absurd, so he came up with a plan. "Let's go for a walk!" he told little piggy and off they went. Suddenly, when they were passing close to a little stream, the monkey jumped into the water pulling little piggy along. They both splashed and played and splashed some more. Little piggy loved it so much! "How silly I have been," she thought to herself, "I love to shower!"

From that day on, little piggy showered every single day! She also convinced her parents to do the same and they loved it too. As for the little

monkey and little piggy, they remain the best friends ever! And little monkey, who only ate bananas even started acorns too which were yummy.



RESEARCH INSTRUMENT (PRE-TEST)

NAME :

1. What is the text about ?
 - a. The rabbit losing the race to the turtles
 - b. The turtle losing the race from the rabbit
 - c. The turtle sleep at the park

2. Who is the figure in this text ?
 - a. Rabbit and the bird
 - b. Tutrle and rabbit
 - c. Rabbit and cat

3. Where did the rabbit and the turtle meet?
 - a. In the jungle
 - b. In the river
 - c. In the park

4. What is the meaning of “walk”?
 - a. Berjalan
 - b. Terkejut
 - c. Melompat

5. Who was walked slowly?
 - a. The rabbit
 - b. The fox
 - c. The turtle

6. What is the meaning of “shocked” ?
 - a. Kagum
 - b. Terkejut
 - c. Sedih

7. What challenges are invited by the turtle ?
 - a. Race
 - b. Fun walk
 - c. Eating contest

8. What happen when the race has started?
 - a. The rabbit took a nap.
 - b. The turtle ran ahead.
 - c. The rabbit ran ahead.

9. What happens at the half-way of the race?

- a. The turtle took a nap.
- b. The rabbit stopped to take a nap.
- c. The turtle went past the rabbit.

10. What are the lessons we can learn from this story?

- a. A turtle should not challenge a rabbit to a race.
- b. Turtles go faster than rabbits.
- c. To succeed, we must keep going and not quit.



RESEARCH INSTRUMENT (POST-TEST)

NAME :

1. What is the text about ?
 - a. The rabbit losing the race to the turtles
 - b. The little piggy and monkey
 - c. The little piggy that didn't shower

2. Who is the figure in this text ?
 - a. Rabbit and the monkey
 - b. Turtle and piggy
 - c. Piggy and the monkey

3. Why did the little piggy never took a shower?
 - a. Because she feel lazy to take a shower
 - b. Because her parents' also never take a shower
 - c. Because she love it

4. Why did the little piggy was felling sad and alone?
 - a. No one would play with the little piggy
 - b. The little piggy was arrogant
 - c. The little piggy beautiful and intelligent

5. What is the meaning of "shower" ?
 - a. Minum
 - b. Bermain air
 - c. Mandi

6. Who was could not the little piggy's smell?
 - a. Monkey
 - b. Other animals
 - c. Father's the little piggy

7. What is the meaning of "jump"?
 - a. Berlari
 - b. Melompat
 - c. Berjalan

8. What the monkey's plan for the little piggy ?

- a. Take the little piggy to take a shower
- b. Take refreshing
- c. The eating together

9. What happen after the little piggy love to take a shower?

- a. The little piggy just take a shower by herself
- b. The little piggy also convinced her parents to take a shower
- c. The little piggy never take shower again

10. What is the lessons we can learn from this story?

- a. We should envy to others people
- b. We should have a best friend in our life
- c. In life, we should always be open to trying new things



LIST QUESTIONS “USING TPRS TO ENHANCE READING COMPREHENSION”

NAME :

CLASS :

Explanation :

SA = Strongly Agree

A = Agree

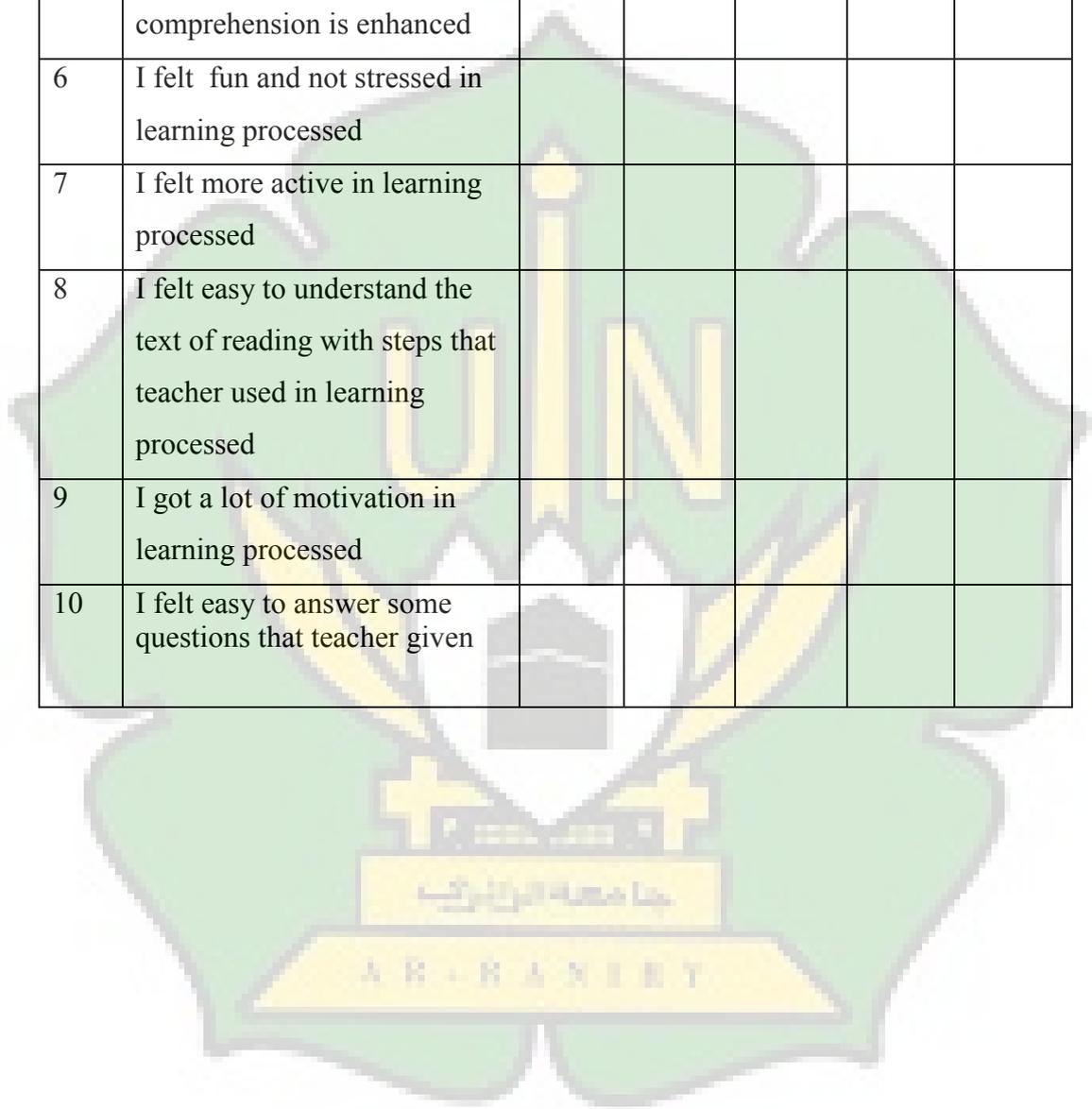
N = Neutral

D = Disagree

SD = Strongly Disagree

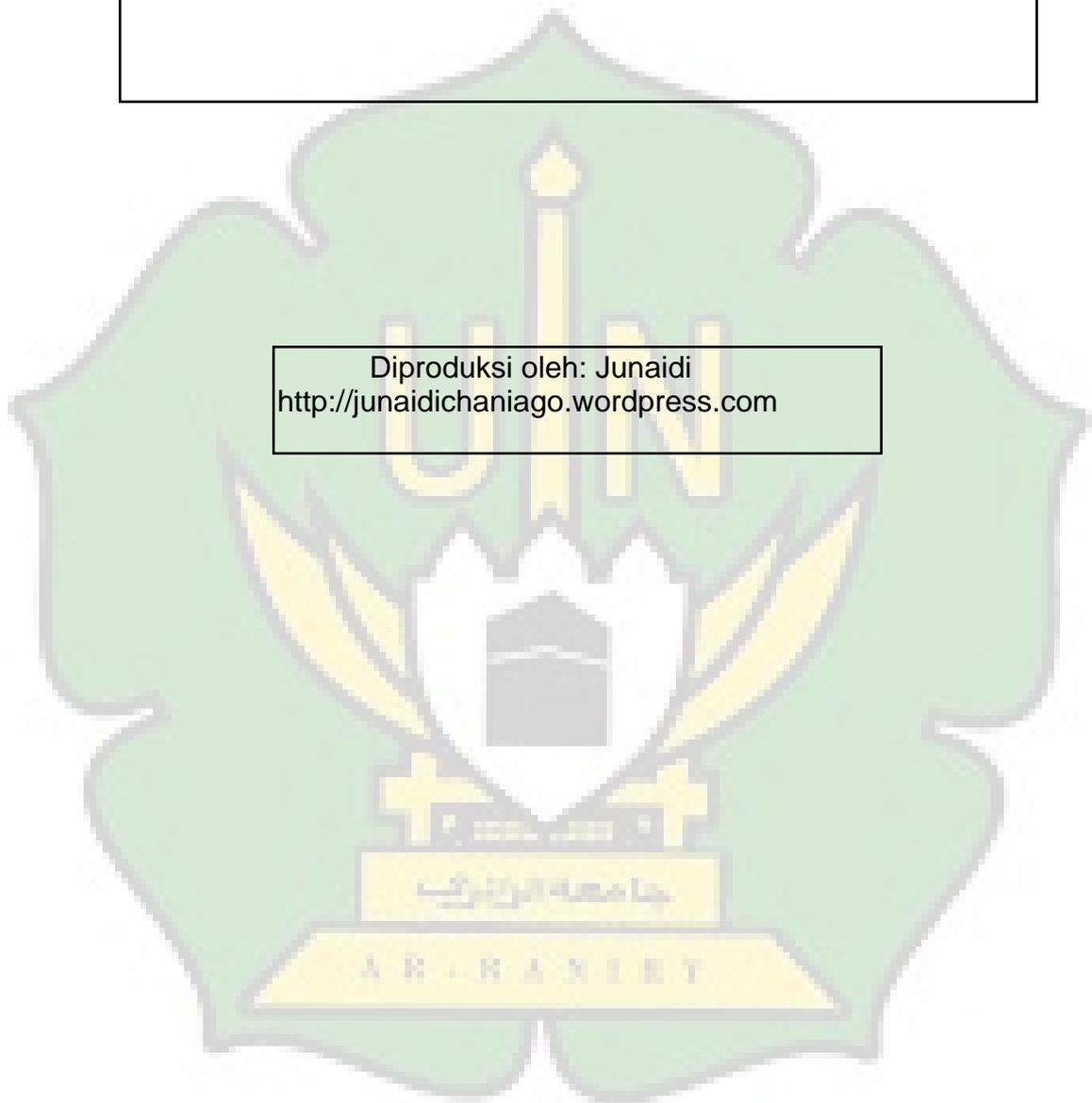
NO.	QUESTIONS	SA (5)	A (4)	N (3)	D (2)	SD (1)
1	My reading comprehension could be enhanced when the teacher introduced vocabularies before learning processed					
2	My reading comprehension could be enhanced when the teacher told the story before giving the text					
3	I like steps that teacher used					

	in learning					
4	I felt difficult with steps that teacher used					
5	I felt my reading comprehension is enhanced					
6	I felt fun and not stressed in learning processed					
7	I felt more active in learning processed					
8	I felt easy to understand the text of reading with steps that teacher used in learning processed					
9	I got a lot of motivation in learning processed					
10	I felt easy to answer some questions that teacher given					



Titik Persentase Distribusi t
d.f. = 1 - 200

Diproduksi oleh: Junaidi
<http://junaidichaniago.wordpress.com>



Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 81 –120)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 121 –160)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 161 –200)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung