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LAPORAN PENELITIAN



The Effect of Using Sheltered Instruction Observation Protocol (SIOP) Strategy toward Students' Reading Comprehension at Eight Grade of MTsN Kota Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Sheltered Instruction Observation Protocol (SIOP) strategy is to help students make conscious links between their experiences and the text as described in the sample lesson below. There is implementation of the Sheltered Instruction Observation Protocol (SIOP) strategy in teaching narrative text. First, the teacher gives questions for students before read the text. Second, students will respond in individual, partner or group from question that give by teacher. This situation make students can find generic structure of the text, and students can also comprehend content of the text. Third, the teacher give instruction for the students to review the story again and review the procedure for story events. Last, students will present result of students' observation.

Kata kunci maksimal 5 kata

SIOP Strategy, Reading Comprehension

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the problem

Reading is the most useful skill and has important role in human being's life. Reading is the most efficient way to acquire information about many aspects in the life, since most of available information is delivered in printed media such as journals, newspaper, magazine and book. Reading also becomes compulsory skill in learning English beside listening, speaking and writing. Through reading, students can get more information and students will get much knowledge such as: first, improve student's knowledge about educational, business, and sciences. Second, the students get the new information that will add to their knowledge continuously.

Moreover, reading comprehension is a process complex intellectual by the readers to get the meaning in the written text. Then, comprehension is understanding and interpretation of what is read. To be able to accurately understand written material, the students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read.

Based on *Curriculum 2013* teaching reading has purposed that the students should be able to comprehend the meaning of written texts. The students are expected to comprehend or understand the information, social function, structure, and grammar of the texts. In order to achieve this goal, the students should be able to acquire reading skill related of simple functional texts and monologue texts. Functional texts include notice, invitation, greeting cards and message of song. Then, monologue text includes recount text and narrative text.

The text that is learnt by Junior High School students especially for eight grade students is Narrative text. Narrative text is a text which contains about story and plot consists of climax of the story then followed the resolution. In comprehending the narrative text the students have understand the component of narrative text: generic structure and language features. The generic structure of narrative texts: orientation, complication and resolution. The language features of narrative texts are used action verb, used nouns, used adjectives the form noun phrase, past tense, and conjunctions for the right order incident.

Based on the researcher's observation at MTsN Kota Solok when doing practiced teaching, it was found some problem in the process of teaching and learning reading comprehension of narrative text. The problems came from the student's side and the teacher's side. There are some problems faced by the student. First problem was the students faced difficulties to determine the generic structure of narrative text. Generic structure of narrative text consists of orientation, complication and resolution. It was happened because the teacher only explains in general the generic structure of narrative text when presenting material for the students it makes the students get difficult to comprehend of the text and lazy in learning reading. Second problem the student have difficulty to found language features of narrative text consist of adjectives and past tense. Because in text many adjectives are not familiar with them.

Third problem was the students have lack of vocabulary. This problem also makes them difficult to understand or comprehend narrative text because many words are not familiar with them and the student have difficult to found past tense. When they read the text, they faced difficulties in getting meaning or point of the text and they were less motivation to find meaning in the dictionary. In fact, vocabulary is closely connected with comprehension, if students have much vocabulary, they will be easy to comprehend a text.

There are some problems faced by the teacher side. First, the teacher used lack of material and media. Based on the researcher observation the teacher does not provide various material and media. The material of teaching is only adapted from LKS book and students' worksheet. The teacher only gives the text to students later be read by a student and the student will also answer questions relating to the text. It makes teaching learning to be monotone that makes the students boring and not active in classroom.

Second, the teacher's strategy was not appropriate. The strategy had not given a good result yet in teaching reading comprehension. It can be shown from the result of students' examination which was still low and far from what was being expected. The teacher's apply reading aloud as a strategy in teaching reading comprehension of narrative text. In application of this strategy, the teacher just read narrative text with clear pronunciation. After that, the teacher asked some of the students to read aloud the text. Then, the teacher's check the students' pronunciation without asking their comprehension about the text. So, it makes students bored and lazy to do the teacher instruction.

Based on the problem above, there are some strategy that can be used in teaching reading comprehension on narrative text. There are some strategies for reading comprehension: Story Map strategy, KWL strategy, Cloze Test strategy, Reading Aloud strategy, And SIOP strategy. One of the strategies is Sheltered Instruction Observation Protocol (SIOP) strategy. Teachers who used Sheltered Instruction Observation Protocol (SIOP) checklist for lesson planning became more proficient in linking language and content in their instruction. Sheltered Instruction Observation Protocol (SIOP) is effective teaching strategy for all students. Before and after reading, students respond to prompts that help them link their experiences to those of the main character or main theme.

Sheltered Instruction Observation Protocol (SIOP) strategy is to help students make conscious links between their experiences and the text as described in the sample lesson below. There is implementation of the Sheltered Instruction Observation Protocol (SIOP) strategy in teaching narrative text. First, the teacher gives questions for students before read the text. Second, students will respond in individual, partner or group from question that give by teacher. This situation make students can find generic structure of the text, and students can also comprehend content of the text. Third, the teacher give instruction for the students to

review the story again and review the procedure for story events. Last, students will present result of students' observation.

So that, the researcher want to know The effect of using Sheltered Instruction Observation Protocol (SIOP) strategy toward students reading comprehension on narrative text at eight grade students of MTsN Kota Solok at 2019/2020 academic year.

B. Research Questions

Based on the formulation of the problem above, there were some research questions as follow:

1. How was the students' reading comprehension ability on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy at eighth grade of MTsN Kota Solok at 2019/2020 academic year?
2. How was the students' reading comprehension ability on narrative text after teaching by using Reading Aloud strategy at the eighth grade of MTsN Kota Solok at 2019/2020 academic year?
3. How were the different between students' reading comprehension ability in teaching reading on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy and by using Reading Aloud strategy at eighth grade of MTsN Kota Solok at 2019/2020 academic year?

C. Purpose of the Research

Based on the research question above, the purpose of the research were to find out:

1. the students' reading comprehension ability on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP) strategy at eight grade students of MTsN Kota Solok at 2019/2020 academic year.
2. the students' reading comprehension ability on narrative text after teaching by using reading aloud strategy at the eight grade student of MTsN Kota Solok at 2019/2020 academic year
3. differences between students' reading comprehension ability in teching reading on narrative text after teaching by using Sheltered Instruction Observation Protocol (SIOP)

strategy and using Reading Aloud strategy at eight grade of MTsN Kota Solok at 2019/2020 academic year.

D. Research Outcome

The significances of this research are practically and theoretically. Practically, result of this research will give some useful information to English teacher. It is important to apply the innovate and creative teaching strategy to create the successful teaching, it is important to develop students reading comprehension by Sheltered Instruction Observation Protocol (SIOP) strategy, and this research is expected to provide the teacher with the information about students reading comprehension on narrative text. So, by using information the teacher can help their students when having some problems in reading comprehension on narrative text.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Reading Comprehension

Reading comprehension is a process in which the readers are able to get meaning the text and comprehend the reading material. It is often used to measure the ability of the students to understand the written text in English, so they are not only read the text but need to know how to pronounce it correctly also.

According to Smith and Dale (1980:7), reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus, reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Moreover, Grellet (1999:3) states that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. Reading comprehension should not be separated from the other skills. There are few cases in real life when we do not relate what we have read to something we might have heard.

Meanwhile, Guthrie and Scaffidi (2004:225) state that reading comprehension refers to the process of constructing conceptual knowledge from a text through cognitive interaction involvement with the text. Conceptual knowledge refers to structured organization of concept, supporting information and their interrelationships.

Based on explanation above, reading comprehension understanding a written text means extracting the required information from it as efficiently as possible. Their comprehension can be used not only to find information of what they read but also to apply the information for their life.

B. Narrative Text

According to Gerot and Wignell (1994:2), narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Meanwhile, Harmer (2001 :39) defines that narrative text is any report of connected events, presented in a sequence of written or spoken words and/or in a sequence of (moving) pictures. Narrative text a spoken or written account of connected events a story. The narrated part of a literary work, as distinct from dialogue and narrative the practice or art of narration.

Furthermore, Nugroho and Hafrizon (2010:2) states that narrative type tells a story. Its purpose is to presents a view of the world that entertain or informs the listener and reader. To response or action to another text (a book, a film, plays and so on). The generic structures of the narrative text are orientation, complication and resolution. In narrative text are specific characters, time words that connect.

In addition, Mulyono and Kurniawan (2013:25) report that narrative text is a text focusing specific participants. The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with

problematic events which lead to a crisis or turning point of some kind, which in turn find the resolution.

Based on explanation above, narrative text tells the story of the past aims to entertain for the reader. Narrative texts which contains about story and plot consists of climax of the story then followed by the resolution. An important of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

C. Sheltered Instructional Observation Protocol (SIOP) strategies

Sheltered Instruction Observation Protocol (SIOP) is strategies learning that can help teachers focus on the language skills students need for success on academic tasks. According to Echevarria and Short (2005:10), SIOP is a lesson-planning and delivery approach composed of 10 instructional strategies grouped into eight components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. SIOP teachers use the regular core curriculum and modify their teaching to make the content understandable for ELLs while promoting these students' academic and English language growth.

Meanwhile, Rothenberg and Fisher (2007:18) defines that SIOP is a strategy for teaching grade level content in a way that is understandable for ELs while at the same time promoting their English language development. The SIOP is one way for teachers to intentionally plan lessons that contain sheltered instruction strategies that are effective for helping ELs learn in a classroom.

In addition, Chen (2008:12) states that Sheltered instruction is a method that uses strategies designed to help students with limited English proficiency learn content, such as history or mathematics, while at the same time developing proficiency in English.

Based on explanation above, Sheltered Instruction Observation Protocol (SIOP) is strategies scaffold learning and help teachers focus on the language skills students need for success on academic tasks. This strategy is an affective, especially for the students who are want have a good reading. Sheltered Instruction Observation Protocol (SIOP) provides access for English learners to grade-level content while they continue to improve in English language proficiency.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by quasi experimental research. According to Gay (2000: 49), quasi experimental design is the research where samples are not randomly selected. This research was chosen because in educational world, the sample has been formed in intact group naturally, so it is not always possible to choose them randomly. This research use pre-test, post- test nonequivalent group design. It involves some basic characteristic, they are: the experimental group, control group, pre-test, post- test, and treatment.

There were two groups taken as the sample group. One group was the experimental group that receive special treatment by using SIOP strategy. In this research, the researcher used SIOP strategy in teaching reading comprehension of narrative text. The other group was the control group that received no treatment, in control class the researcher used Reading aloud strategy that has used by the teacher.

In this research, reading comprehension test was employed. Pre- test is given for both group before doing the research to see the students 'reading ability before giving treatment. Then, each group is given different treatment in teaching. Finally, there is administrate post-test to the students to find out whether there is positive effect in experiment group after being give treatment or not. The formula of this research is shown in the table I as follows:

Table 1: Pre-test – Post-test Nonequivalent Group Design

Samples	Pre-test	Treatment	Post-test
Experimental group	Se ₁	X	Se ₂
Control group	Sc ₁	O	Sc ₂

Notes:

Se₁ = Students' reading ability of experimental group in pre-test

Sc₁ = Students' reading ability of control group in pre-test

Se₂ = Students' reading ability of experimental group in post-test

Sc₂ = Students' reading ability of control group in post-test

X = Treatment by using SIOP strategy

O = Treatment by using Reading Aloud strategy

B. Population and Sample

1. Population

According to Gay (2000:122), population is the group of interest where the results of the study to be generalized. The population in this research was the eighth grade students of MTsN Kota Solok in 2019/2020 academic year which consists of 4 classes. The population in this research can be seen in the following table:

Table 2: Population of the Research

No	Classes	Number of students
1.	VIII. A	36
2.	VIII. B	36
3.	VIII. C	36
4.	VIII. D	36
Total		104

2. Sample

According to Gay (2000:121) sample is the representative of the population that is selected. The researcher used classified random sampling to determine the samples of the research. The researcher used classified random sampling technique on the four classes. Four classes are VIII.A – VIII.D which are taught by one teacher name Mr. Oka. The researcher got a sample of to find out the value of students to the teacher has taught in the class. The criteria were the ability of the students are the same and they were taught by the same teacher in the teaching reading.

In this research, the sample two homogeneous classes as experimental and control class after analyzing the students' score on previous test did by the teacher. After that, the mean and standard deviation of students score was be calculated. The mean of students' score was be calculated by using formula proposed by Sudjana (2005:99) as follow:

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}}$$

Where:

S= Standard deviation

N = number of students

$\sum x^2 i$ = sum square of students score

To calculate the mean score, it used formula that is proposed by Arikunto (2007:264) the formula is follow:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

X = the mean of students' score

$\sum x$ = Sum of students' score

n = the number of students

After the researcher analyzed the result of the final exam such as mean score, average score and derivation standard, the researcher got data as follow:

Table 3: The Analysis Data of Students' Test from Teacher

Class	N	$\sum X$	\bar{X}	S	S ²
VIII.A	36	2569	71,36	7,42	55,05
VIII.B	36	2696	74,89	10,86	117,93
VIII.C	36	2700	75,00	6,76	45,69
VIII.D	36	2692	74,78	5,86	34,33

Based on the data above, the researcher chose VIII.B and VIII.D as sampling for this research because both of classes have almost the same average value, taught by the same teacher, same material, the number of students was the same, and used the same strategy in the process of teaching reading. The researcher asked The teacher for data VIII class final grade data. The researcher chose VIII.B as experimental class and VIII.D as control class And VIII.C as Try Out class.

C. Procedure of the Research

This research was done at eight grade students of MTsN Kota Solok at 2019/2020 academis year by following the next steps:

1) Preparation

The researcher did some preparations before doing the research. This preparation were needed to the smoothness of teaching and learning process while doing the research. This preparations include : the first, prepared the syllabus, lesson plan and the instrument that used in the research. The second, prepared of the teaching material that is taught. Third, prepared the supporting media that was appropriate with the material chosen. These all set of learning were corrected firstly by the advisors for its validation.

a) Pre-test

The researcher did the pre- test to both of classes as experimental and control class after know the average score on preliminary test. The purpose of pre- test is to know the students' reading comprehension before treatment.

b) Implementation

This research conducted in two classes. They were experimental and control class. Both of experimental and control classed has given the same material but each of class was get different treatment. The experimental class was taught by using Sheltered Instruction Observation Protocol (SIOP) strategy to improve students reading comprehension while the control class was taught by using Reading aloud strategy.

c) Post- test

After the researcher delivered material to experimental class and control class, the researcher test both of the classess on post-testing by using same test instrument and item. The researcher analyzed the students' score and compared the score on the sample classess. Finally, the researcher analyzed test hypotheses to found effect of SIOP strategy to the experimental class in teaching reading comprehension of narrative text.

D. Instrumentation

In doing the research, the researcher used reading test as instrument of the research in form of multiple-choice which contains a table of some indicators namely; topic, main idea, supporting detail, generic structure, language feature and information of the text. The total item of the test will be included 40 items test. The research give 60 minutes for answer all of the question. This test conducted in order to collect the data about students reading comprehension in narrative text. Before doing the real test, on 15 August 2019 try out pretest and 12 September try laut Post test, the test was try out to measure validity and reliability of the test.

E. Technique of Data Collection

To collect the data, the Test was to the student distributed to the students in order to having the try out instrument. The students was asked to read and comprehend the text. Next,

the students asked to answer some questions based on the descriptive text to measure their comprehension ability. Finally, the test was collected to analyzed students' reading ability.

F. Technique of Data Analysis

After gathering the data, the researcher analyzed the data statistically. The data will be analyzed as follows:

1. Testing of Normality

This measurement was used to determine the normality the speaking test score between two groups of samples. The researcher measured the normality by using the formula that proposed by Sudjana (2005:99) as follow:

$$z_i = \frac{x_i - \bar{x}}{S}$$

Where:

Z_1 : Normality of test

X_1 : Students' speaking Ability

\bar{X} : Mean

S : Deviation standard

To calculate deviation standsad the researcher used formula that is proposed by Sudjana (2005:93):

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}}$$

Where :

S : Deviation standard

\bar{X} : Mean

$\sum X_i^2$: Sum square of students' score

To calculate the mean the researcher used formula that is proposed by Arikunto (2009:264) the formula is follow:

$$\bar{X} = \frac{\sum X}{n}$$

Where :

\bar{X} : The mean of students' score

$\sum x$: *Sum of students' score*
 n : *The number of students*

2. Homogeneity Testing

Measuring the homogeneity was done to determine whether the data of two groups sample have homogenous variance or not. The researcher used F ratio formula that proposed by Sudjana (2005) as follow:

$$F : F = \frac{S_1^2}{S_2^2}$$

Where:

S_1^2 = *Variances of the higher score*

S_2^2 = *Varianves of the lower score*

F = *Ratio between two var iables*

The researcher compared the $F_{\text{calculate}}$ with F_{table} , with criteria if $F_{\text{calculate}} \leq F_{\text{table}}$, it means that distribution of the data has the same variances, nevertheless, when $F_{\text{calculate}} \geq F_{\text{table}}$. It has meaning that the variances of the data distribution of the data are not same.

3. Hypothesis Testing

To test the null hypothesis whether it rejected or received, the researcher used the t-test formula that is proposed by Sudjana (2005:239) as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where :

n_1 = *the number of students in exp erimental group*

n_2 = *the number of students in control group*

\bar{X}_1 = *the mean scores of exp erimental group*

\bar{X}_2 = *the mean scores of control group*

S = *S tan dard deviation*

\bar{x}_2 = *the mean score of control group*

Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN

A. Description of the Data

The data of this research were the students' score in reading test, they were pre - test and post - test. The researcher chose the samples through purposive sampling technique by using the students' score on previous reading test that was done by the teacher. The researcher got VIII B as experimental class and VIII D as control class. The researcher conducted try out at the other class that was VIII C. Then, the intense that to easy or poor were revised.

Before doing treatment at the experimental class, the researcher had done pretest to both of classes to know the basic knowledge of the students reading comprehension of narrative text. And also, to determine if the sample had the same ability in reading comprehension and were homogenous. The data of pretest could be seen on table as follow:

Table 4.1. The data of Students' Pre-test score

Class	N	\bar{x}	X_{max}	X_{min}
VIII.B (Ex)	36	64,30	33,01	1089,66
VIII.D(Co)	36	65,08	31,92	1018,88
The difference		0,78		

Based on the result of the students' pre-test at experimental and control class, there were the students' mean score at experimental class 64,30 and control class 65,08. This score was the students' ability in class sample before doing the treatment. After doing the pre-test both of two class sample, the researcher gave treatment to both of this class. For experimental class, the researcher used Sheltered Instruction Observation Protocol (SIOP) Strategy. Then, for control class the researcher used Reading Aloud Strategy.

Next, the researcher gave a post-test to both of classes for to know the ability from students after giving the treatment. The instrument was reading comprehension test in from of multiple choices consisted of eight indicators (topic, main idea, supporting details, orientation, complication, resolution, past tense and adjective). After that, the researcher analyzed the students' post-test. The data could be seen on table as follow:

Table 4.2 the data of students' Post Test score

Class	N	\bar{x}	X_{max}	X_{min}
VIII.B (Ex)	36	71,85	31,55	995,40
VIII.D(Co)	36	65,54	29,92	895,20
The difference		6,31		

Based on the data above, it can be seen that the students mean score at experimental class was 71,85. It was higher than students' mean score at control class that was 65,54. It means that the men score of experimental class that taught by Sheltered Instruction Observation Protocol (SIOP) Strategy were higher than means score of the control class.

Table 4.3. The data of students' Pre-test and Post-test score

Experimental Class				Control Class			
Stage	N	\bar{x}	S	Stage	N	\bar{x}	S
Pre test	36	64,30	33,01	Pre test	36	65,08	31,92
Post test	36	71,85	31,55	Post test	36	65,54	29,92
Differences	7,55			Differences	0,46		

Based on the data above, the means score experimental class was 7,55 and mean score of control class was 0,46. It means that the students of experimental class more increase after being taught by using Sheltered Instruction Observation Protocol (SIOP) Strategy in teaching narrative text.

B. Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

1. Normality Testing

In analyzing the normality of the data on students' reading comprehension on experimental class and control class the researcher got the data from both of the classes.

Table 4.4. The Normality of Students' Reading Comprehension on Narrative text on Pre-test

Class	Number of Students	A	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	36	0,	0,05	0, 886	Normal
Control	36	05	0,52		Normal

Based on the table above, for experimental on pre-test, it gotten the coefficient calculated normality was $L_o = 0,05$ and coefficient table normality was $L_t = 0, 886$. It means that $L_o \leq L_t$. The data from control class was $L_o = 0, 52$ and coefficient table normality was $L_t = 0, 886$. It means that $L_o \leq L_t$. According to data analysis above, it could be concluded that the students' test in experimental class and control class where distributed normally.

Table 4.5. The Normality of Students' Reading Comprehension on Narrative text Post-test.

Class	Number of Students	A	Critical Value of Accounting L_o	Critical Value of Accounting L_t	Distribution
Experimental	36	0,	0, 56	0, 886	Normal
Control	36	05	0, 09		Normal

The data from post-test on experimental class got coefficient $L_o = 0, 56$ and coefficient $L_t = 0, 886$. It means that $L_o \leq L_t$. Then, data from control class was $L_o = 0, 09$ and $L_t = 0, 886$. It means that $L_o \leq L_t$. Based on result from analysis above, it can be concluded that data from both of classes distributed normally. It can be seen on \

2. Homogeneity Testing

In order to analyze the variance of the data of students' reading comprehension on narrative text in experimental class and control class, the researcher analyzed it by using test of homogeneity. It can be seen following table below:

Table 4.6. The Result Homogeneity Testing of Student Reading Comprehension of Narrative Text in Pre-test

Class	N	S	S^2	F_c	F_t	Variances
Experimental	36	33,01	1089,66	0,93	1,92	Homogeneous
Control	36	31,92	1018,88			

The data got from the homogeneity testing on pre-test, $F_{\text{calculated}} = 0,93$ at the significances level $\alpha = 0,05$. $F_{\text{table}} = (35) (35) = 1,92$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of classes were homogenous.

Table 4.7. The Results of Homogeneity of the Pretest – Post Test score at Experimental class

Class	Homogeneity Testing	N	S	S ²	F _c	F _t	VariANCES
Experiment	Pre-test	36	33,01	1089,66	1,09	1,92	Homogeneous
	Post-test	36	31,55	995,40			

The data got from the homogeneity testing on pre-test and post-test in experimental class, $F_{\text{calculated}} = 1,09$ at the significant level $\alpha = 0,05$. $F_{\text{table}} = (35) (35) = 1,92$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of two classes has same variANCES.

Then, the researcher analyzed the variance of the data students' reading comprehension on narrative text pre-test and post-test in control class.

Table 4.8. The Results of Homogeneity of the Pretest – Post Test score at Control class

Class	Homogeneity Testing	N	S	S ²	F _c	F _t	VariANCES
Control	Pre-test	36	31,92	1018,88	1,13	1,92	Homogeneous
	Post-test	36	29,92	895,20			

The data got from the homogeneity on pre-test and post-test in control class, $F_{\text{calculated}} = 1,13$ at the significant level $\alpha = 0,05$. $F_{\text{table}} (35) (35) = 1,92$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of two classes had same variance.

Table 4.9. The Results of Homogeneity of Post Test score

Class	N	S	S ²	F _c	F _t	VariANCES
Experiment	36	31,55	995,40	1,11	1,92	Homogeneous
Control	36	29,92	895,20			

The data got from the homogeneity testing on post-test, $F_{\text{calculated}} = 1,11$ at the significances level $\alpha = 0,05$. $F_{\text{table}} (35) (35) = 1,92$. So, $F_{\text{calculated}} \leq F_{\text{table}}$, it could be concluded both of classes had homogenous.

3. Hypothesis Testing

The researcher analyzed differentiation both of the classes before gave the treatment and after gave the treatment.in analyzing; the researcher did T-test statistical analysis.

Table 4.10 The result of t-test Students Reading Comprehension of Narrative Text on Pre Test

Class	N	S	S ²	A	T _c	T _t	References
Experiment	36	33,01	1089,66	0,05	0,48	1,66	H ₀ was received, H _a was rejected.
Control	36	31,92	1018,88				

The data got from $T_{\text{calculated}} = 0,48$ and $T_{\text{table}(0,95;70)} = 1,66$. In conclusion, H₀ was received and H_a was rejected. It meant that the students' reading comprehension on narrative text before giving the treatment was no significance.

Table 4.11. The result of t-test Students Reading Comprehension of Narrative Text at Experimental Class

Class	N	S	S ²	A	T _c	T _t	References
Pre-test	36	33,01	1089,66	0,05	4,57	1,66	H ₀ was rejected, H _a was received.
Post-test	36	31,55	995,40				

The data got $T_{\text{calculated}} = 4,57$ and $T_{\text{table}(0,95;70)} = 1,66$. In conclusion, H₀ was rejected and H_a was received. It meant that the students' reading comprehension on narrative text taught by SIOP Strategy improved significantly.

Table 4.12. The result of t-test Students Reading Comprehension of Narrative Text at Control Class

Class	N	S	S ²	A	T _c	T _t	References
Pre-test	36	31,92	1018,88	0,05	0,28	1,66	H ₀ was received, H _a was rejected.
Post-test	36	29,92	895,20				

The data got from $T_{\text{calculated}} = 0,28$ and $T_{\text{table}(0,95;70)} = 1,66$. In conclusion H₀ was received and H_a was rejected. It meant that the students' reading comprehension on narrative text taught by Reading aloud Strategy did not improve significantly.

Table 4.13. The Results of t-test Students' Reading Comprehension of Narrative Text on Post Test

Class	N	S	S ²	A	T _c	T _t	References
Experiment	36	31,55	995,40	0,05	3,81	1,66	H ₀ was rejected, H _a was received.
Control	36	29,92	895,20				

From the data above, the researcher got post test data from $T_{\text{calculated}} = 3,81 \geq T_{\text{table}}(0, 95; 70) = 1, 66$. In conclusion, H_0 was rejected and H_a was received. It ment that the students' reading comprehension on narrative text taught by using SIOP Strategy was better than students' reading comprehension on narrative text taught by using Reading aloud Strategy. The researcher concluded, using SIOP Strategy in teaching reading comprehension on narrative text given improvement toward students' reading comprehension.

C. Discussion

The finding of this research showed that by using Sheltered Instruction Observation Protocol (SIOP) Strategy give the significant effect on students reading comprehension on narrative text. This is proven by the three main findings that were discussed in this research.

The first finding is based on the mean score of students' reading comprehension of narrative text taught by using Sheltered Instruction Observation Protocol (SIOP) Strategy at experimental class. So, Sheltered Instruction Observation Protocol (SIOP) Strategy that was used in teaching reading comprehension on narrative text had positive effect toward students' reading comprehension.

Rothenberg and Fisher (2007:18) defines that SIOP is a strategy for teaching grade level content in a way that is understandable for ELs while at the same time promoting their English language development. The SIOP is one way for teachers to intentionally plan lessons that contain sheltered instruction strategies that are effective for helping ELs learn in a classroom.

The second finding is based on the mean score of students' reading comprehension on narrative text by using Reading Aloud Strategy at control class. It meant that the students' reading comprehension on narrative text taught by Reading aloud Strategy did not bring effect significantly.

The third finding differences between students' reading comprehension in teaching reading on narrative text after taught by using Sheltered Instruction Observation Protocol (SIOP) strategy and using Reading Aloud strategy at eight grade of MTsN Kota Solok at 2019/2020 academic year is based whether Sheltered Instruction Observation Protocol (SIOP) Strategy gave better effect on students' reading comprehension than Reading Aloud Strategy.

It showed that the students' reading comprehension by using Sheltered Instruction Observation Protocol (SIOP) Strategy gave better effect on students' reading comprehension and Reading Aloud Strategy not gave effect That significant for teaching reading comprehension on narrative text. Sheltered Instruction Observation Protocol (SIOP) Strategy gave a better effect about 7,09 higher than reading aloud strategy.

Furthermore, based on the finding above, the researcher believed that applying Sheltered Instruction Observation Protocol (SIOP) Strategy in teaching reading comprehension on narrative text gave positive effect toward students' reading comprehension. During the learning reading using Sheltered Instruction Observation Protocol (SIOP) Strategy in experimental class, the students had motivation in learning reading.

In conclusion, Sheltered Instruction Observation Protocol (SIOP) Strategy can be used by the English teacher, especially for the English teacher at MTsN Kota Solok in teaching narrative text. Sheltered Instruction Observation Protocol (SIOP) Strategy gave the positive effect than Reading Aloud Strategy. Besides that, the teacher can make their own clue to make the learning activity more interesting Sheltered Instruction Observation Protocol (SIOP) Strategy which the reader to comprehend the text. It can increase comprehension and encourage active learning.

SIMPULAN DAN SARAN

A. Conclusions

Based on the discussion on the previous chapter, it could be concluded that Sheltered Instruction Observation Protocol (SIOP) Strategy gave the better effect toward students' reading comprehension on narrative text. Furthermore, SIOP Strategy was more gave the positive effect than Reading Aloud Strategy which is usually used by the English teacher in teaching reading.

B. Suggestions

Based on the result of this research, the researcher suggests to: 1) English teacher can use this strategy in teaching reading comprehension on narrative text. The implementation of the Sheltered Instruction Observation Protocol (SIOP) Strategy is not difficult, 2) the researcher suggests to use Sheltered Instruction Observation Protocol (SIOP) Strategy in the class because this strategy can stimulate students to think hard and have curiosity, and 3) for

the next researcher can continue to do the research with using this strategy in teaching reading comprehension using difference skill and different types of subject material.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	50,000	4	1	200,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				850,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55,000	110,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	2	20,000	40,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5,000	10,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,525,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000

Lampiran 2. Instrumen Penelitian untuk Pretest

INSTRUMENT OF THE RESEARCH READING COMPREHENSION TEST (PRE-TEST)

Types of test : Multiple choices
Time : 60 Minutes
Class : VIII/I
Direction : Read the texts carefully and answer the question ^{based} on the text by
Crossing A, B, C, and D!

The Rats and The Elephants

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 even 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 trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rats king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

<http://akhyar1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-viii-smp.html>

1. What is the topic of the text?
 - A. Elephants destroyed the homes of all the rats
 - B. The monkey and the crocodile
 - C. Rats eat elephant
 - D. A recount text
2. What is the main idea of the last paragraph?
 - A. A group of mice elephant
 - B. The number elephant
 - C. Elephant hunter
 - D. The rats king help the elephants
3. Where did the mice live?
 - A. On the Tree
 - B. Under the Tree
 - C. Beside the Tree
 - D. Behind the tree
4. What is the generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - A. Identification
 - B. Orientation
 - C. Complication
 - D. Resolution

5. Based on The text above which following Stated as complication?
 - A. Once pon a Time their lived a Group of mice
 - B. One day elephant Hunter came to The jungle and trapped a Group of elephant in huge net
 - C. The danced with joy and thank The ras
 - D. Resolution

6. Based on The text above which following Stated as resolution?
 - A. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets
 - B. Sad
 - C. They danced with joy and thank the rats
 - D. On hearing the sad story, the elephant's king apologized and agreed to take another route

7. Once upon a time their lived a group of mice under a tree in peace
What is the verb 1 of the underlined word..
 - A. Live
 - B. Lives
 - C. Living
 - D. Life

8. What does the elephant's feel?
 - A. Angry
 - B. Sad
 - C. Happy
 - D. Dead

Penguin in the park

Once a man was walking in a park when he came across a penguin. He took him to a policeman and side. I have just found this penguin. What should I do? The policeman replied, " take him to the zoo!"

The next day the policeman saw the same man in the park and the man was still carrying the penguin with him. The policeman was rather suprised and walked up to the man and asked, " why are you still carrying that penguin about? Didn't you take it to the zoo?" 'I certainly did,'replied the man,'and it was a great idea because he really enjoyed it, so today I'm taking him to the movies!'

<http://matiolestari.blogspot.com/2013/06/contoh-narrative-text-pendek-bahasa.html>

9. What found The man in The Park?
 - A. Fish
 - B. Duck
 - C. Cat
 - D. Penguin

10. What is the main idea of the last paragraph?
 - A. A man was walking in a park when he came across a penguin
 - B. The policeman met a man carrying a penguin

- C. Penguin walk in the Park
D. Policeman met a woman in the market
11. When he came across a penguin
The underlined word to refers to.....
A. Come
B. Go
C. Sit
D. Run
12. What is the story about?
A. Penguin in the Park
B. The penguin and policeman
C. The policeman
D. The penguin
13. How feel The man when Found penguin in The Park?
A. Shocked
B. Happy
C. Sad
D. Big

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

<http://febriantoputra1.blogspot.com/2011/01/soal-soal-bahasa-inggris-kelas-viii-smp.html>

14. Where does the story take place?
A. London
B. Puerto Rio
C. Jakarta
D. Surabaya

15. Based on the text above which following stated as orientation?
- A. A man in Puerto Rico had a wonderful parrot
 - B. The man tried to teach the parrot to say Catano
 - C. One day after trying for many hours to make the bird say Catano
 - D. In the chicken house there are four old chickens
16. "It was very, very smart"
The underlined word refers to
- A. Clever
 - B. Lazy
 - C. Stupid
 - D. Puerto Rico
17. He could not believe what he saw at the chicken house?
The synonym of the underline word?
- A. Look
 - B. Big
 - C. Kill
 - D. Say
18. What is generic structure of " In the chicken house there are four?"
- A. Resolution
 - B. Complication
 - C. Orientation
 - D. Event
19. Based on the text above which following stated as resolution?
- A. The parrot was screaming at the fourth chicken,
 - B. The man tried to teach the parrot to say Catano
 - C. One day after trying for many hours to make the bird say Catano
 - D. In the chicken house there are four old chickens

Farmer and a box

Once time, there was a poor farmer. He lived with his wife. One day he dug up his field and found a big box. He then kept in their house. One sunny morning, his wife dropped an apple in the box. Suddenly the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the farmer dropped a gold coin into the box. At once, apples dissappeared and the box begun filled up with gold coin. Soon the farmer become rich. Having hear that his son got rich, the farmer's father visited the couple. His father was not very strong.. He couldn't go out to work anymore So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coin out of the box. When he told that he was very tired and wanted to have a rest. The farmer shouted at him ; why are you so lazy? Why can't you work harder? The old man said nothing and continued to work. Suddenly the old man fell into the box, he died.

At once the gold coins dissappeared and the box begun filled up with dead man. The farmer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the boxes broke. The farmer was just as poor as before.

20. From the text, we know that the farmer was
- A. A richman
 - B. A strong pan
 - C. A bad Aon
 - D. Good person
21. What is the orientation of The text above?
- A. Once time, there was a poor farmer. He lived with his wife
 - B. So the farmer asked his old father to help him take the gold coins out of the box.
 - C. The farmer was just as poor as before.
 - D. When he told that he was very tired and wanted to have a restu
22. What is the topic of the text above?
- A. Poor farmer
 - B. Poor magic Box
 - C. Finding farmer
 - D. Finding magic box
23. What did the farmer find when he dug up his filed?
- A. An Apple
 - B. Gold
 - C. The Box
 - D. The coins
24. What is main idea of second paragraph?
- A. The magix box help the farmer become Rich
 - B. The magix box produce Apple
 - C. The magix box become coins
 - D. The magix box very strong
25. According to text above, which following stated as complication?
- A. The farmer shouted his father beacause he couldn't work harder
 - B. The boxs Brooke
 - C. The farmer became poor agan
 - D. His father worked hard
26. He lived with his wife.
The underlined word referrs to.....
- A. Read
 - B. Help
 - C. Live
 - D. Rich
27. How does The farmer feel when eh finds The box?
- A. Angry
 - B. Sad
 - C. Happy

D. Cry

The cap seller and the monkey

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. He stopped and spread a mat under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour.

When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys wearing the cap on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys.

In return, the monkeys only made faces of him. When he began to make a gesture, the monkeys also imitated him. At least he found a clever idea: monkeys are a great imitator, he thought.

So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

<http://matiolestari.blogspot.com/2013/06/contoh-narrative-text-pendek-bahasa.html>

28. What is the resolution according to the text above?
- A. The cap seller took a rest
 - B. The monkeys imitated the cap seller
 - C. The cap seller made a humble request
 - D. The monkeys sat on the Branch
29. What is The story about?
- A. The cap seller and the Monkey
 - B. The Monkey
 - C. Tree house
 - D. Monkey smart
30. Based on the text above which following stated as complication?
- A. The cap seller slept for one hour
 - B. The cap seller was startled when he found all his caps lost
 - C. The monkey imitated a cap seller
 - D. The cap seller had a sound sleep
31. Where did the cap sellers take a rest?
- A. On the branches of a Tree
 - B. Jungle
 - C. Tree house
 - D. Under the Tree

The story of smart monkey and dull crocodile

One day there was a monkey, he wanted to cross a river. There he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then, the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and side to the monkey "my father got very serious injured inside his body. He has to eat the heart of the monkey. So he will be healthy again.

The monkey realized that he was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. What for? Asked crocodile Because I don't bring to my heart, said the monkey, I left in under coconut trees at the river bank.

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the riverbank, the monkey jumped off the crocodile's back. Then he climbed up to the top of the tree. Where is your heart? Asked the crocodile you are foolish, said the monkey to the crocodile, now I am free and I have my heart with me.

<http://febriantoputra.blogspot.com/2011/07/soal-soal-bahasa-inggris.html>

32. What is the resolution of the text above?
- The monkey realized that he was in dangerous situation
 - Now I am free and I have my heart with me
 - the crocodile was very hungry
 - The farmer took the gold coins into the bos
33. From the text above, which the following as oriantation?
- The monkey asked the crocodile to take him across the River
 - The crocodile agreed and turn around
 - The monkey told the crocodile to swim back to the riverbank
 - The crocodile was very hungry
34. What is the story about?
- The smart Monkey
 - Crocodile
 - The smart crocodile
 - Monkey's Smart
35. What is the main idea of parahraph two?
- Crocodile was very hungry
 - Father's crocodile is very Mick
 - Crocodile stopped in the middle of the River
 - Crocodile want monkey's heart
36. He swam back to the bank of the river.
The word 'swam' Means
- Sit
 - Swim
 - Run
 - Go
37. Based on the text above which the following stated as Complication?
- The monkey wanted to cross a River
 - The crocodile swam down the River
 - The crocodile was very hungry
 - Monkey told the crocodile to swim back the river bank

38. What is the main idea of paragraph three?
- A. Crocodile was very hungry
 - B. Father's crocodile is very Mick
 - C. Crocodile want monkey's heart
 - D. Crocodile stopped in the middle of the River
39. Based on the text above which the following stated as Resolution?
- A. The monkey wanted to cross a River
 - B. The crocodile swam down the River
 - C. Monkey told the crocodile to swim back the river bank
 - D. The crocodile was very hungry
40. From the text above, which the following as orientation?
- A. The monkey asked the crocodile to take him across the river
 - B. The crocodile agreed and turn around
 - C. The monkey told the crocodile to swim back to the riverbank
 - D. The crocodile was very hungry

Lampiran 3. Instrumen Penelitian untuk Posttest

INSTRUMENT OF THE RESEARCH READING COMPREHENSION TEST (POST-TEST)

- Types of test : Multiple choices
Time : 60 Minutes
Class : VIII/I
Direction : Read the texts carefully and answer the question based on the text by Crossing A, B, C, and D!

The story of smart monkey and dull crocodile

One day there was a monkey, he wanted to cross a river. There he asked to the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey jump on its back. Then, the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and side to the monkey "my father got very serious injured inside his body. He has to eat the heart of the monkey. So he will be healthy again.

The monkey realized that he was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. What for? Asked crocodile Because I don't bring to my heart, said the monkey, I left in under coconut trees at the river bank.

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the riverbank, the monkey jumped off the crocodile's back. Then he climbed up to the top of the tree. Where is your heart? Asked the crocodile you are foolish, said the monkey to the crocodile, now I am free and I have my heart with me.

<http://febriantoputra.blogspot.com/2011/07/soal-soal-bahasa-inggris .html>

1. What is the story about?
 - A. The smart Money
 - B. Crocodile
 - C. The smart crocodile
 - D. Monkey's Smart
2. What is the main idea of paragraph two?
 - A. Crocodile was very hungry
 - B. Father's crocodile is very sick
 - C. Crocodile stopped in the middle of the River
 - D. Crocodile want monkey's heart
3. Where did the monkey left his heart?
 - A. On the top of the Three
 - B. Under a coconut Three
 - C. On the crocodile's Black
 - D. At the other side of the river
4. From the text above, which the following as Orientation?
 - A. The monkey asked the crocodile to take him across the River
 - B. The crocodile agreed and turn around

- C. The monkey told the crocodile to swim back to the riverbank
D. The crocodile was very hungry
5. Based on the text above which the following stated as Complication?
A. The monkey wanted to cross a River
B. The crocodile swam down the River
C. The crocodile was very hungry
D. Monkey told the crocodile to swim back the river bank
6. Based on the text above which the following stated as Resolution?
A. The monkey wanted to cross a River
B. The crocodile swam down the River
C. Monkey told the crocodile to swim back the river bank
D. The crocodile was very hungry
7. He 'Swam' back to The bank of The River.
The word "swam" Mans,,,,,,
A. Listen
B. Swim
C. River
D. Sit
8. From The text, we know that the Monkey was,,
A. Crazy
B. Dull
C. Smart
D. Deligent
9. Where were monkey and crocodile meet?
A. In the river
B. In the top of Three
C. In the land
D. In the Sia
10. What is the main idea paragraf three?
A. The monkey realized that he was in dangerous situation
B. The Monkey jump to Tree
C. Swam in The river
D. In the Sia
11. The crocodile you are foolish.
The underlined word to refers to,,,
A. Smart
B. Stupid
C. Arrogant
D. Lazy

Snow white

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt

talking about leaving snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white.

Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow white said, "My name is snow white".

Doc said, if you wish, you may live here with us, snow white said. " Oh, could I? Thank you". Then snow white told the dwarfs the whole story and snow white and the seven dwarfs lived happily ever after.

<http://febriantoputra.blogspot.com/2011/07/soal-soal-bahasa-inggris.html>

12. What is the story about?
 - A. Snow white the seven dwarfs
 - B. Snow white and her Uncle
 - C. Snow white and the Wood
 - D. The seven dwarfs

13. How did snow white feel when she ran away from home when her aunt and uncle were having breakfast?
 - A. Very Tired and hungry
 - B. Happy
 - C. To share an account of an unusual event
 - D. Angry

14. When did snow white run away?
 - A. When her uncle and aunt were having breakfast
 - B. In the afternoon
 - C. When her uncle and aunt slept
 - D. When her aunt was having breakfast

15. From the text above, which of the following is the orientation?
 - A. Snow white did not want her uncle and aunt to do this so she decided it
 - B. Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents
 - C. The seven dwarfs were coming home from Work
 - D. Doc said, if you wish, you may live here with us, snow white

16. How do you feel snow white when you see the dwarfs?
 - A. Angry
 - B. Sad
 - C. Happy
 - D. Snow white

17. She saw the dwarfs
The underlined word refers to
 - A. Sit

- B. Swim
- C. White
- D. Want

18. From the text above, which the following as complication?
- A. She ran away from home when her aunt and uncle were having breakfast.
 - B. Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parental
 - C. The seven dwarfs were coming home from Works
 - D. Doc said, if you wish, you may live here with us, snow white
19. Based on the text above which The following Stated as resolution?
- A. Snow white did not want he uncle and aunt to do this so she decided it would be best is she ran away
 - B. Snow white told the dwarfs the whole story and snow white and the seven dwarfs lived happily ever after
 - C. Once upon a time there lived a little girl named snow white
 - D. Snow white sleep

Cinderella

Once upon a time there was a beautiful girl called cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. One day an invitation to the ball came to the family. Her stepsister did not let her go, so cinderella was very sad. The stepsister went to the ball without her.

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

<http://matiolestari.blogspot.com/2013/06/contoh-narrative-text-pendek-bahasa.html>

20. Once upon a time there was a beautiful girl called Cinderella
The underlined word is,,,,,
- A. Bad
 - B. Smart
 - C. Pretty
 - D. Small
21. From the text above, which the following as oriantation?
- A. Her stepsister did not let her go, so cinderella was very sad
 - B. Once upon a time there was a beautiful girl called cinderella. She lived with her stepsister and stepmother
 - C. The fairy good other came and helped her to get to the ball
 - D. One day an invitation to the ball came to the family
22. What is the story about?
- A. Cinderella and two step sister
 - B. Cinderella
 - C. Princes and his man
 - D. The king and glass slippers

23. Who lived with Cinderella?

- A. Step mother and step sister
- B. The daughter
- C. The dwarfs
- D. The cat

24. What is the main idea of paragraph two?
- A. The fairy good other came and helped her
 - B. The prince fell in love with her then he married her.
 - C. She lived with her stepsister and stepmother
 - D. The stepsister went to the ball without her.
25. From the text above, which the following is a complication?
- A. One day an invitation to the ball came to the family
 - B. The prince fell in love with her then he married her
 - C. She lived with her stepsister and stepmother
 - D. The stepsister went to the ball without her

The mouse deer and the crocodile

The mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day the mouse deer went to the river. It was a very hot day and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed splashed about in the water.

Suddenly the crocodile saw the mouse deer. "hmm... a nice meal". He thought. Then he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer's legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said, "you stupid fool! So you think you have got me. You are biting a twig not my leg, you stupid crocodile! Here's my leg.

And with that, he showed the crocodile the twig. The crocodile could not see very well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer's leg snapped upon the twig. The mouse deer ran out of the water immediately.

Ha....ha....ha.... he laughed. I tricked you.

26. One day the mouse deer went to the river
The word "went" refers to?
- A. Run
 - B. Swim
 - C. Go
 - D. Pick
27. He was a very stupid creature,
The underlined word refers to
- A. Smart
 - B. Dull
 - C. Clever

D. Lazy

28. What is the moral teaching can be found from the text above?

- A. No again without pain
- B. Keep your promise to someone
- C. The right man in the right Place
- D. The fool will be easy to be treated

29. What is the story topic?

- A. Snow white
- B. Cinderella
- C. Princes and his man
- D. The mouse deer and the crocodile

Poor boy

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked "how much do owe you?" "you don't owe me anything," she replied, "mother has taught us never to accept pay for a kindness." He said, "thank you from my heart". As the poor boy left that house, he felt stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle the woman could be cured. The poor boy paid all the bills. He wrote "paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed, "thank you god that your love has spread abroad through human hearts and hands.

<http://akhyar1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-viii-smp.html>

30. From the text above, which the following as complication?

- A. Poor Boy
- B. Some years later that young woman became critically ill. She was sent to the big city to cure her disease
- C. A poor boy sold goods from door to door to pay his school fee
- D. The stepsister went to the ball without her.

31. What did the poor boy ask when he met the woman?

- A. Some Food
- B. A large glass of Milk
- C. A glass of Water
- D. Health is important in life

32. From the text above which one the following is stated as resolution?

- A. He had been ready to stop his study but now he got a spirit
- B. The poor boy paid all the bills. He wrote " paid in full with one glass of milk" under the Bill
- C. A poor boy sold goods from door to door to pay his school fee
- D. However he was so nervous when a lovely young woman opened the door

33. What is The orientation of the text above?

- A. She read The bill
- B. Poor boy sold goods from door to pay his school fee
- C. She opened The Bill and read The text under it
- D. She was given a glass of Milk

The hawk

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked hen, "won't you marry me?" the hen loved the brave, strong hawk and wished to marry him. But she said, " I can not fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together." The hawk agreed. Before he went away, he gave hen a ring. " This is to show that you have promised to marry me," said the hawk.

So it happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. " throw that ring away at once! Didn't you tell me the hawk that you'd already promised to marry me?" shouted the rooster. the hen was so frightened at the rooster's anger that she threw away the ring immediately. When the hawk came the next day, the hen told him the truth. The hawk was so furious that he cursed the hen, "why didn't you tell me the earlier? Now, you will always be scratching the earth, and I will always be flying above you to catch your children," said the hawk. The curse seems to have come true.

<http://akhya1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-viii-smp.html>

34. What is the topic of the text?

- A. The monkey
- B. The parrot smart
- C. The hawk
- D. Crocodil

35. What is The main idea of the First paragraph?

- A. The hawk
- B. The hawk came to The foster
- C. The hawk fell in love with hen
- D. The rooster

36. The hawk came the next Ray

The underlined word is,,

- A. Went
- B. Come
- C. Run
- D. Set

37. What did the hawk do to make the hen keep her promise?

- A. The hawk helped the hen to fly

- B. The hawk agreed the hen requirement
- C. The hawk came to the rooster
- D. The hawk gave a ring to the hen

38. What is The main idea paragraph One?

- A. He love the hen
- B. He came to the rooster to take the hen
- C. He flew the hen away
- D. He cursed the hen

39. From the text above which one the following is stated as resolution?

- A. When the hawk came the next day, the hen told him the truth
- B. The hawk agreed the hen requirement
- C. The hawk came to the Foster
- D. The hawk gave a ring to the hem

40. From the text above, which the following as orientatation?

- A. Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked hen
- B. The hawk was so furious that he cursed the hen,
- C. So it happened that the hen already promised to marry a Foster
- D. Before he went away, he gave hen a ring



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Surat Tugas

No. **10.12/ST-P/LP3M-UMMY/X-2019**

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Untuk melaksanakan kegiatan Penelitian dengan judul **“The Effect of Using Sheltered Instruction Observation Protocol (SIOP) Strategy toward Students’ Reading Comprehension at Eight Grade of MTsN Kota Solok on 2019/2020 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 12 Oktober 2019
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
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