

**THE EFFECT OF USING HAND'S ON LEARNING ACTIVITY
ON NARRATIVE TEXT READING SKILLS AT SECOND GRADE**

MA DARUL HIKMAH BONDOWOSO

2024/2025

THESIS



**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfilment of requitment for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



By:
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UNDERGRADUATE THESIS

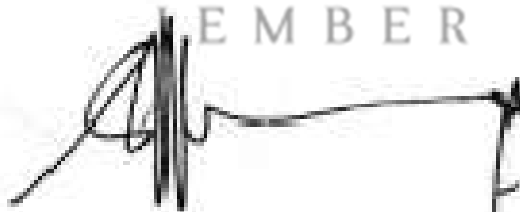
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THESIS

Has been examined and approved in Partial of
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English Education Department

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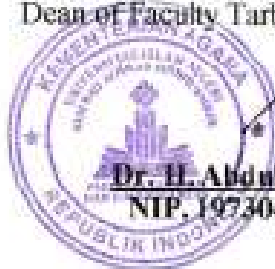
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: Read in (mentioning) the name of your Lord who created, He has created man from a clot of blood, Read, and your Lord is the Most Gracious, who teaches (humans) by means of kalam, He teaches man what he does not know. (Q.S Al Alaq 1-5).¹



¹Departemen Agama RI, Al-Qur'an dan Terjemahannya Al-Jumanatul Ali (Bandung: CV j-art, 2004), 597.

DEDICATION

I dedicate this thesis to:

1. I completely dedicate this thesis to my father "Taufik" and my mother "Kustiana" and my Step father "Halil" and my beloved father and mother-in-law "Suharto and Aliyakni" who have given me the enthusiasm to study. Thank you for your prayers and all the hard work that has been given to me, educating, loving, and fighting for me until now. All prayers are still poured out to him, may he always be in the protection of Allah SWT.
2. For my husband and my children "Muhammad Abdul Azis and Alfa Izzatul Mahbubah". Thank you for being an encouragement and inspiration for me to always do my best.
3. To my entire family, my younger siblings (Nabila, Labib Fahmi, Maulana and Ali Bahroni) thank you for the support and prayers given to me.
4. To all my teachers, thank you for the prayers and knowledge that has been given to me. May it be useful and blessed.
5. For Madrasah Aliyah Darul Hikmah Koncer. Thank you for giving permission to be used as a research object.
6. To my friends at UIN KH. Achmad Siddiq Jember and my best friends without exception. Thank you for the prayers and jokes that accompany me every day with joy.

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Finally, thanks to Allah SWT who has giving as mercy and blessing also healthy to finish my thesis. For the second, my sholawat and salam are always delivered to prophet Muhammad SAW, who has guide us form the darkness to the lightness.

On this occasion I would like to thank all parties who have provided support, both moral and material during the completion of this thesis. Therefore, the author conveys my respect and gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., MM., CPEM. As the Rector of UIN KHAS Jember who has provided adequate facilities during the author's education at UIN KHAS Jember.
2. Dr. H. Abdul Mu'is, S. Ag., M. Si. as the Dean of the Faculty of Tarbiyah and Teacher Training, UIN KHAS Jember who has managed the performance of the Faculty of Tarbiyah, both in terms of systems and others.
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4. Dr. Suparwoto Sapto Wahono M.Pd, as the Supervisor, has provided direction and has always been patient in guiding me in completing my thesis.

5. Hakimah M.Pd, as the Principal of MA Darul Hikmah Bondowoso School who has permitted the implementation of this research, and the entire board of teachers who have taken their time for my research process.
6. All parties who participated in providing assistance and motivation in the preparation of this thesis.

I hope Allah SWT give blessing to all for you. I realize that this thesis is far from being perfect. Therefore criticism and suggestion will be appreciated . the researcher hopes this thesis will be useful for reader and the other researcher who need it.

Jember, 26 May 2026

Latifah



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ABSTRACT

Latifah, 2025: *The Effect Of Using Hands on Learning Activity on narrative text at second grade MA Darul Hikmah Bondowoso 2024/2025*

Keyword: *Reading skills, Hands on Learning Activity, Narrative Text*

Education is an effort so that humans can develop their potential through the learning process and other ways that are recognized and known by society. Through education, humans will gain knowledge so that they can recognize and explore their potential optimally. Reading skills are skills that are meaningful for the development of knowledge, as well as a means of communication in everyday life. It is said to be meaningful for the development of knowledge because the provision of knowledge is carried out fully through reading activities. Hands on Learning Activity is a learning that involves students directly and makes students more active

In this case, what happened at MA Darul Hikmah in Koncer Village, Tenggarang District, Bondowoso Regency, English learning is a lesson that has been taught since elementary school. However, some of the students themselves feel that English lessons are difficult to understand, especially in terms of reading. This research uses a quantitative research method with a pre experimental design by using a pre test and post test. The object of this research is 20 students of second grade MA Darul Hikmah Bondowoso. The formulation of the problem in this study is about the effectiveness of using Hand's On Learning Activity in students reading skills at second grade.

This research was conducted using a qualitative approach with a pre-experimental design. The population of this research is second grade MA Darul Hikmah Bondowoso. Both classes are given different treatments, where the first class is an experimental class is given hands on learning activity and without hands on learning activity. Pre Test and Post Test are given as research instrument. For analysis of the data, independent sample T-test and paired sample T-test has been used.

The finding of the discussion obtained from the data analysis using the sample T-test show that the hands on learning activity was effective in reading skills narrative text. This is shown from the calculation result through the independent sample T-test answer the research question significance tailed $0.00 < 0.05$

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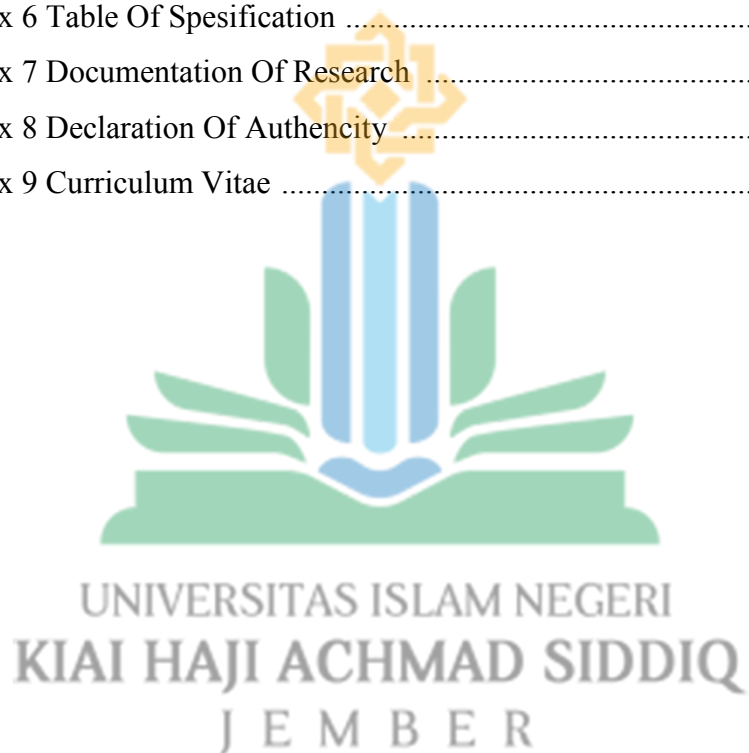
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CHAPTER 1

INTRODUCTION

A. Background Of Research

Education is an effort so that humans can develop their potential through the learning process and other ways that are recognized and known by society. Through education, humans will gain knowledge so that they can recognize and explore their potential optimally.²

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. That education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state.³

Language is a communication tool that is organized in the form of units, such as words, groups of words, clauses, and sentences expressed both orally and in writing. There are many definitions of language, and this definition is just one of them. The system of human communication by means of a structured arrangement of sounds (or written representation) to form larger units, eg. morphemes, words, sentences".⁴

Language skills consist of several aspects, namely listening, speaking, reading and writing. And English itself is the official language of many

²Dr. Helmawati, Family Education, (Bandung: PT Remaja Rosdakarya, 2014), 2.

³SISDIKNAS Law (National Education System Law of the Republic of Indonesia No. 20 of 2003) (Jakarta: Sinar Grafika, 2008), 3.

⁴J. Richards, J Platt & H. Weber, Longman Dictionary of Applied Linguistics, (Harlow: Longman, 1985),153.

countries in the world, especially in Indonesia. And more widely used in various countries when we visit a country compared to other languages. English is an international language and is highly recommended to be studied in formal institutions starting from elementary, middle, and high levels. English language skills are very important to be mastered by the young generation of Indonesia. In this increasingly sophisticated and modern era, the demands of science and technology and technological sophistication almost all use English. English itself is an international language. Which almost every country in the world applies English language learning. In addition, to be able to operate various technological tools that use more English-language features.

Reading skills is a meaningful skill for the development of knowledge, as well as a means of communication in everyday life. It is said to be meaningful for the development of knowledge because the provision of knowledge is carried out in full with reading activities. Reading is an interactive process between the reader and the text, in which the reader tries to understand and interpret the message conveyed by the author through writing.

According to Crawley and Mountain, reading is essentially a complex thing that involves many things, not just pronouncing writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities.⁵ As thinking process, reading includes the activities of word recognition, literal understanding, interpretation, critical reading and creative understanding. Word recognition can be in the form of reading words using a dictionary. Reading is

⁵WB Nunung, & Haryanto, Development of Comic Media to Improve Learning Motivation and Reading Comprehension Skills of Grade IV Students, (Bandung: Mizan Media Utama, 2006), 233 - 242.

a complex or complicated thinking process, which involves many things not only writing or speaking because it also involves attitudes, thoughts and experiences to focus on each reading. Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thinking process to understand the contents of the text being read.

The facts on the ground, in this case what happened at MA Darul Hikmah which is located in Koncer Village, Tenggarrang District, Bondowoso Regency, English learning is a lesson that has been taught since elementary school. However, some of the students themselves feel that English lessons are difficult to understand, especially in terms of reading. So, it makes students reluctant to follow the learning process. This condition has implications for the low level of student mastery of learning materials and a less active learning process. This means that it is not only centered on one student who is considered more capable in learning English. It is also expected to involve all students in the class. mastery of more interesting reading techniques also plays an important role in the English learning process. Reading skills are very important in human life.

Hand'S On Learning Activity is a learning prepared to provide students with experience in seeking information and asking about something that is not yet known, doing activities and finding, combining data and describing and making their own conclusions. Students are given the freedom to create independent understanding during learning activities that involve students in

the learning process, such as activities in the learning process, finding new information, collecting data and making their own conclusions about learning materials.⁶Through this method, students are expected to find information directly on the objects being studied. In this method, students do not only see and listen to the teacher when explaining the material, but in this learning, students directly identify the objects being studied. As in reading skills that encourage students to understand for themselves about the text being read. As is the case, the use of narrative text is expected to increase the effectiveness of reading skills at MA Darul Hikmah Bondowoso.

Based on the description above, the researcher will further examine students the Hands On Learning Activity has an effect or not improving narrative text reading skills at MA Darul Hikmah by conducting a study, the title is:

"The Effect of Using Hand's On Learning Activity on Narrative Text Reading Skills at Second Grade MA Darul Hikmah Bondowoso"

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⁶Kurniawan, W., CE, & W. S, The Influence of Hands On Minds On Activity on Learning Outcomes Through Guided Inquiry, (Jakarta: Sinar Grafika, 2017), 127.

B. Research Question

Based on the background above, researchers can formulate research problems, namely:

Can the Hands On Learning Activity influence the narrative text reading skill ability of students in class XI MA Darul Hikmah Bondowoso?

C. Research Objective

In accordance with the formulation of the problem above, the aim of this study is

To find out whether or not there is an influence of the Hands On Activity method on reading skills using narrative text of class XI students of MA Darul Hikmah Bondowoso.

D. Research Significance

1. Theoretical Significance

The results of this study are expected to strengthen and confirm the theory, contribute ideas, and serve as guidelines and references for further research related to the influence of the Hands On Learning Activity on reading skills using narrative text.

2. Practical Significance

a. For Students

It is hoped that this research can improve students' reading skills by using narrative text.

b. For Teachers

It is hoped the Hands On Learning Activity in this study is expected to be adopted and applied in class by teachers during English learning, especially when practicing narrative text reading skills. And it is expected that the learning outcomes using this method can be used as a reference by teachers to determine students' narrative text reading skills.

c. For Researchers

It is hoped that this will be useful for researchers to have experience in conducting quantitative studies and not only understand theory but also field practice.

d. For Other Researchers

It is hoped that this research can be used as a reference by other researchers for further research that is the same but with a different design.

E. Scope of Research

1. Research Variables

There are two variables in this study to determine the amount of its relationship. The effectiveness of the hands on learning activity is the first variable as well as the independent variable, while reading skills are the second variable as well as the dependent variable. Both were taken from MA DARUL HIKMAH BONDOWOSO, where second grade students were the subjects of the study. This study was conducted in the first semester of the 2024/2025 academic year.

2. Variable Indicator

The indicators of this study are obtained from the theory of large variables. The first is the theory of the hands on learning activity , namely The hands on learning activity learning model in the process students do not only see and listen to the teacher explaining, but in this learning students observe, do and identify directly on the objects being studied. In the implementation of hands-on activity, students are given the freedom to construct thoughts and findings during the activity so that students do it themselves without burden, fun and high motivation.⁷

Then the second theory is about reading skills according to Crawley and Mountain "reading is essentially a complex thing that involves many things, not just pronouncing writing, but also involving visual, thinking, psycholinguistic and metacognitive activities"⁸

F. Definition Of Key Terms

These are some definitions of important words in this study to avoid misunderstandings.

1. Hands On Activity

Hands On Learning Activity is a learning model that involves students in hands-on activities, in activities, finding or digging up information, collecting data, analyzing and making their own conclusions.

⁷Kartono, Hands On Activity in School Geometry Learning as a Performance Assessment, (Creative-Innovative Mathematics Journal, FMIPAUNNES, 2010), 30.

⁸WB Nunung, & Haryanto, Development of Comic Media to Improve Learning Motivation and Reading Comprehension Skills of Grade IV Students, (Bandung: Mizan Media Utama, 2006), 233 - 242.

Through the hands on learning activity is a learning model, students can observe, identify and find directly on the objects being studied.

Hands on learning activity is a learning model in the process students do not only see and listen to the teacher explaining, but in this learning students observe, do and identify directly on the objects being studied. In the implementation of hands on activity, students are given the freedom to construct thoughts and findings during the activity so that students do it themselves without burden, fun and high motivation.⁹

2. Reading Skills

Reading skills are meaningful skills for the development of knowledge, as well as a means of communication in everyday life. It is said to be meaningful for the development of knowledge because the provision of knowledge is carried out in full through reading activities. Reading is a skill for making an interpretation of the material being read. According to Crawley and Mountain, reading is essentially a complicated thing that involves many things, not only reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities.¹⁰

⁹Kartono, Hands On Activity in School Geometry Learning as a Performance Assessment, (Creative-Innovative Mathematics Journal, FMIPAUNNES, 2010), 30.

¹⁰WB Nunung, & Haryanto, Development of Comic Media to Improve Learning Motivation and Reading Comprehension Skills of Grade IV Students, (Bandung: Mizan Media Utama, 2006), 233 - 242.

3. Narrative Text

Narrative text is a type of genre used to entertain and deal with actual experiences or experiences in different ways. Narrative text is a story with complications or problematic events and tries to find a resolution to solve the problem. The important part of narrative text is narrative mode, a set of methods used to communicate the narrative through the process of narration. The purpose of narrative text is to show the moral value of the story which is expected that the story will help change social attitudes or opinions.¹¹

G. Hypothesis

This section explains about statistical hypothesis. It is used to decide the result of hypothesis.

1. If H_0 is rejected and alternative hypothesis (H) is accepted. This means that there is a significant difference in the achievement of students' mastery of reading narrative text between students who are taught using the hands on learning activity and students who are taught without using the hands on learning activity .
2. If H_0 is accepted and alternative hypothesis (H) is rejected. This means that there is no significant difference in the achievement of students' mastery of reading narrative text between students who are taught using the hands on learning activity and students who are taught without using the hands on learning activity

¹¹JOEY: English Journal Ibrahimy 1(1)2022

H. Discussion Systematics

The systematic discussion is used to provide a global overview of the contents of this research from each chapter so that it will make it easier to review its contents. The format for writing the systematic discussion is in the form of narrative description, not like a table of contents. The topics to be discussed are presented in outline so that the research flow that will be carried out from beginning to end is visible. The systematic discussion in this research is as follows:

Chapter 1 is the introduction. This chapter consists of research background, research problem, research objective, significances of the research, research variables, definition of key terms, research assumptions, hypothesis, systematics of the research.

Chapter II is literature review. This chapter consists of previous study and theoretical framework. The point of previous study describes about the several previous research which deal with current research. Meanwhile the theoretical framework explains about various theories to support the current research

Chapter III Is research methodology. This chapter consists of research design, population and sample, research instrument, and data collection method, research participants and data analysis technique.

Chapter IV is research findings and discussions. This chapter presents data description, data analysis, hypothesis testing, and discussion based on the results of this research study.

Chapter V is conclusion and suggestion. This chapter consists of the conclusion of the research study and suggestions for teachers, students and future researchers.



CHAPTER II

LITERATURE REVIEW

Chapter II consists of previous study and theoretical framework. Point of previous study describes about the several previous research which deal with the current research. Meanwhile, the theoretical framework explains about various theories to support the current research.

A. Previous Study

1. Maya Risnawati (2020) COLLASE (Creative Learning Students Elementary Education) with the title "Improving students' reading skills through the HOA (Hand's On Activity) method for grade 4 students at Cibabat Mandiri 5 Elementary School".

This study is based on the importance of students' reading comprehension skills. The method used in this study is a quantitative approach with an experimental method in the form of a pretest-posttest. The population of the study was grade IV students of SDN Cibabat Mandiri 5, Cimahi City, while the sample used was 28 students with a convenience sampling technique. The results of this study are by comparing students' reading comprehension skills in group A and group B. The researcher concluded that the Hands On Activity (HOA) Method has an effect on students' reading skills.¹²

¹²Maya Risnawati, Improving students' reading skills through the HOA (Hand's On Activity) method for students (Thesis: IAIN Jember, 2020), 14.

2. Kurniati, Rodiah, Galih Dani Septiyan Rahayu COLLASE (Creative of Learning Students Elementary Education) 2 (1), 33-42, 2019 with the title "The Effect Of The Hands On Activity Method On The Beginning Reading Ability Of First Grade Elementary School Students"

Based on the author's teaching experience where there is no separate hour in early reading learning for students with early reading skills that are lagging behind the theme in their class, the author feels the need for a learning method that can improve students' early reading skills. The study used a quasi-experimental method with a research design, namely Nonrandomized pretest-posttest control group design, with a research population of 239 first-grade students of the Cigugur cluster, Parongpong District, 2018/2019 academic year, the sample of this study was the first grade of SDN Panyairan with 26 students of class 1A as the experimental class and 26 students of class 1B as the control class.

The purpose of this study was to determine whether the Hands On Activity method can improve the early reading skills of first-grade students of Panyairan State Elementary School, Parongpong District, West Bandung Regency.¹³ The data collection instruments were the initial reading ability test and observation sheets, the data were analyzed using parametric and non-parametric statistical methods. Then the data were presented in quantitative descriptive form, from the results of the data analysis obtained

¹³Kurniati, Rodiah, Galih Dani Septiyan Rahayu, The Influence of the Hands On Activity Method on the Beginning Reading Ability of First Grade Elementary School Students, (Thesis: IAIN Jember, 2019), 33-34.

the difference in the average N-Gain score of the initial reading ability test data between the experimental class and the control class, it was known that the N-Gain score of the experimental class was 0.50 which was classified as a moderate category, and the control class was 0.35 and was still classified as a moderate category. Although with the same category, when viewed from the results of the Mann Whitney test, the pretest and posttest data obtained a Mean Rank difference of 16.42 with the experimental class 34.71 and the control class 18.29. This shows that learning with the Hands On Activity method has a greater influence than conventional methods.

3. Maya Risnawati Published July 17, 2020 with the title "Improving Students' Reading Comprehension Skills Through The Hoa (Hands On Activity) Method In Grade 4 Students At Sd Negeri Cibabat Mandiri 5"

This study is based on the basis of seeing the importance of students' reading comprehension skills to sharpen students' understanding. The method used in this study is a quantitative approach with an experimental method in the form of a pretest-posttest. The population of the study was grade IV students of SDN Cibabat Mandiri 5, Cimahi City, while the sample used was 28 students with a convenience sampling technique. The results of the study were by comparing the reading comprehension skills of students in group A better than Group B. The researcher concluded that the Hands On Learning activity had an effect on students' reading skills.¹⁴

¹⁴Maya Risnawati, Improving Students' Reading Comprehension Skills Through the Hoa (Hands On Activity) Method in Grade 4 Students at Cibabat Mandiri 5 Public Elementary School, (Thesis: IAIN Jember, 2020), 17.

Table 1.1 Analysis of Previous Research

No	Researcher's name	Research title	Similarities	Difference
1	Maya Risnawati (2020)	Improving students' reading skills through the HOA (Hand's On Activity) method for grade 4 students at Cibabat Mandiri 5 Elementary School	a. Using the Hands On Activity method b. Using a quantitative approach	This study focuses on the effect of using the HOA method on reading skills and previous studies focused on improving reading skills using the HOA method.
2	Kurniati, Rodiah, Galih, Dani Septiyan Rahayu (2019)	The influence of the hands on activity method on the initial reading skills of first grade elementary school students	a. Using the Hands On Activity method b. Using a quantitative approach	a. Research object b. Research subjects
3	The Last Supper (2018)	The Effectiveness of Error Elimination Techniques in Improving Students' Writing Skills in Recount Texts in Class VIII MTs Tarakan	a. Use error elimination techniques b. Use a quantitative approach	a. This study focuses on grammar mastery and previous studies focused on writing skills. b. This study uses narrative text and previous research used recount text.

B. Theoretical Framework

1. Hands On Learning Activity

a. Understanding Hands On Learning Activity

Hands on activity is a learning model that involves students in hands-on activities, in activities, finding or digging information, collecting data, analyzing and making their own conclusions. Through the hands on activity learning model, students can observe, identify and find directly on the objects being studied.

Hands on activity is a learning strategy designed to involve students in four main components, namely: digging for information and asking questions, being active and finding, collecting data and analyzing and making their own conclusions. Through the hands on activity learning strategy, students will gain knowledge directly through their own experiences.

The hands on activity learning model in the process students do not only see and listen to the teacher explaining, but in this learning students observe, do and identify directly on the objects being studied. In the implementation of hands on activity, students are given the freedom to construct thoughts and findings during the activity so that students do it themselves without burden, fun and high motivation.¹⁵

The hands on activity learning model is defined as a learning model that involves activities and direct experiences with natural phenomena or

¹⁵Kartono, Hands On Activity in School Geometry Learning as a Performance Assessment, (Creative-Innovative Mathematics Journal, FMIPAUNNES, 2010), 30.

educational experiences that actively involve students in observing an object to gain knowledge or understanding. The advantages of using hands on activity learning can provide interesting and enjoyable learning for students and provide meaning.¹⁶

Here are the definitions and understandings of hands-on activity from several book sources and references:

- 1) According to Kartono, hands on activity is an activity designed to involve students in exploring information and asking questions, being active and finding, collecting data and analyzing it, and making their own conclusions.¹⁷
- 2) According to Gloria and Lestari, hands on activity is a learning model where students do not only see and listen to educators explaining, but in this learning students observe, do and identify directly on the objects being studied. This learning model can make students have direct experience, so that it can overcome student learning problems such as difficulty remembering lesson materials.¹⁸
- 3) According to Samanta, hands on activity is a learning activity that focuses on the core of the concept that introduces students to build a thinking process and encourages them to ask questions and seek

¹⁶Gloria, RY, and Lestari, FA, Implementation of Hands On Activity to Improve Students' Science Process Skills in Basic Competence of Environmental Pollution in Class X of SMAN 1 Gresik, (Jurnal Scientiae Education, 2012), 42.

¹⁷Kartono, Hands On Activity in School Geometry Learning as a Performance Assessment, 31

¹⁸Gloria, RY, and Lestari, FA 2012. Implementation of Hands On Activity to Improve Students' Science Process Skills on Basic Competence of Environmental Pollution in Grade X of SMAN 1 Gresik. Jurnal Scientiae Education, Vol.1, Issue 2.

answers that can increase their knowledge and thus students gain their understanding.¹⁹

4) According to Daniah, hands on activity is a learning activity that is based on hands on activity where students are actively involved in the activity, determining, collecting data and making their own conclusions.²⁰

5) According to Riyanti, hands on activity is a learning model that forms an appreciation and experience to establish an understanding (appreciation) because it is able to simultaneously teach psychomotor abilities (skills), understanding (knowledge) and affective (attitudes) which usually use media.laboratory and or the like.²¹

b. Steps in Hands On Learning Activity

1) Initial activity

a) Teachers prepare students psychologically and physically to participate in the learning process.

b) Apperception as an exploration of students' initial knowledge of the material to be taught.

c) The teacher conveys the learning objectives and main points of the material to be studied.

¹⁹Samanta. 2010. Hands On Is Minds On. Journal of Physics Education, Vol.3, No.2.

²⁰Daniah, Nia. 2016. Biology Learning Based on Hands On Activity to Improve Students' Generic Science Skills on Ecosystem Material at SMA Negeri 1 Dukupuntang.

²¹Riyanti. 2009. Biology Learning with Group Investigation Through Hands On Activities and E-Learning Reviewed from Students' Creativity and Learning Styles. Surakarta: Sebelas Maret University.

- d) Formation of heterogeneous learning groups (learning communities) to overcome low student cooperation activities in learning.

2) Core activities

- a) Students work in groups to solve problems posed by the teacher.
- b) The teacher provides modeling on how to conduct experiments (modeling and inquiry), namely learning is carried out by providing modeling on how to conduct experiments and continuing with experimental activities (inquiry) observing real problems that exist in the school environment.
- c) Students in groups complete the worksheets submitted by the teacher. The teacher circulates to observe, motivate, and facilitate cooperation.
- d) Student representatives from each group present the results of their group's work and other groups respond to the results of their group's work.
- e) By referring to students' answers through questions and answers, the teacher and students discuss the appropriate way to solve the problem.
- f) The teacher conducts reflection by asking students about things they feel, material that they have not understood well, impressions and messages during the learning process.

3) Final Activities

- a) Student performance assessment (authentic assessment) is carried out during learning by the teacher to increase student activity in paying attention to information, presentations and collaboration.
- b) Teachers and students draw conclusions about how to solve problems in the material being taught.²²

c. Advantages and Disadvantages of Hands On Activity

Each learning model usually has its own advantages and disadvantages, as well as the hands-on activity learning strategy. The advantages and disadvantages of the hands-on activity learning model are as follows:

1) Advantages

The advantages or benefits of the hands-on activity learning strategy are:

- a) It can encourage students' curiosity in greater depth, thus tending to encourage students to conduct research to gain observations and experience in the scientific process.
- b) It can strengthen memory, overcome learning difficulties, avoid misunderstandings, get feedback from students, connect the concrete and the abstract, create good cooperation in each group, and train competitiveness between groups to solve problems given by the teacher.

²²Hendriyan. 2013. Analysis of Students' Psychomotor Abilities in Hands on Learning Challenge Exploration Activity Technique. Jakarta: UIN Syarif Hidayatullah.

- c) Inform students about the mistakes they have made and their solutions. This will enable students to carry out the next problem-solving process better.

2) Disadvantages

The shortcomings or weaknesses of the hands on activity learning strategy are:

- a) It is difficult to create good cooperation between students in a group because each group member has a different character.
- b) It is difficult to manage all groups to solve problems within a specified time frame.

To overcome the weaknesses of the hands-on activity model, things that teachers need to do include:

- a) Make the best possible preparations, so that the problems created by the teacher are meaningful and can be easily understood by students.
- b) Make the best possible preparations, so that the problems created by the teacher are meaningful and can be easily understood by students.
- c) Sufficient time estimate, so that the teacher can provide good information to students.²³

²³Kartono. 2010. Hands On Activity in School Geometry Learning as a Performance Assessment. Journal of Creative-Innovative Mathematics FMIPAUNNES.

2. Reading Skills

a. Understanding Reading Skills

1) Reading

According to the Big Indonesian Dictionary (KBBI), reading is seeing and understanding the contents of what is written (by speaking or pronouncing it. Reading is essentially something complicated that involves many things, not only reciting writing but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is the process of translating written symbols (letters) into spoken words. As a thinking process, reading includes the activities of word recognition, literal understanding, interpretation, critical reading and creative understanding.

Reading is a process of understanding and reconstructing the meaning contained in the language of reading. The message or meaning contained in the reading text is a reciprocal interaction, active interaction, and dynamic interaction between the basic knowledge possessed by the reader and the sentences, facts and information contained in a reading. The information contained in the reading is visible information or can be called a source of visual information.²⁴

Based on the opinions about reading above, it can be concluded that reading is a process carried out and used by readers to obtain

²⁴<http://dwicahyadiwibowo.blogspot.co.id/2014/04/membaca.html> on october 04, 2024

messages that the author wants to convey through written language words. From a linguistic perspective, reading is a process of re-encoding and decoding (connecting words that have meaning in spoken language which includes changing writing or printing into meaningful sounds). So reading is understanding patterns

2) Understanding Reading Skills

Reading skills are the basis for students that they must master in order to be able to participate in all activities in the education and learning process. Reading should have a purpose, because someone who reads with a purpose tends to understand better than someone who does not have a purpose. In the context of learning above, the role of the teacher in the reading process includes creating experiences that introduce, maintain or expand students' abilities to understand texts. Reading skills are receptive written language skills, reading as an interactive activity to extract and understand the meaning or meaning contained in written language, reading as a process carried out and used by readers to obtain messages that are intended to be conveyed through the media of words/language or writing.

According to the opinion above, it can be concluded that reading skills are an activity carried out by someone to obtain messages/information conveyed by the author through written language media

3. Narrative text

a. Definition of narrative text

Narrative text is a type of genre used to entertain and deal with actual experiences or experiences in different ways. Narrative text is a story with complications or problematic events and tries to find a resolution to solve the problem. The important part of narrative text is narrative mode, a set of methods used to communicate the narrative through the process of narration. The purpose of narrative text is to show the moral value of the story which is expected that the story will help change social attitudes or opinions.²⁵

b. Generic structure of narrative text

The steps to construct a narrative text are:

1) Orientation

This section contains the opening paragraph where the characters are introduced. It sets the scene: where and when the story takes place and introduces the participants in the story: who and what is involved in the story.²⁶

2) Complications

In this complication section, the problem part of the story begins to develop. Problems begin to appear or begin to occur and begin to

²⁵ <http://www.blogpetang.com/2013/01/narrative-text.html> on October 04, 2024

²⁶ <http://www.smansax1-edu.com/2015/03/pengertian-narrative-text-dan-cepatnya.html> on October 04, 2024

develop. Telling the beginning of the problem that leads to the crisis (climax) of the main characters.

3) Resolution

The problem part of the story has begun to be resolved, whether it ends with a happy ending or a sad (tragic) ending.

4) Reorientation/coda (optional)

This section explains the lesson or moral value that can be learned from the story. Usually at the end of the story but there are also some that are not conveyed in the story.

c. Language features

The characteristics of the language used in narrative texts are:

1) Adverb of time

This is used to clarify when the story takes place. That way, you can better understand the setting of the story. For example once upon a time, today, one day, long ago, etc.

2) Time conjunctions

The use of time conjunctions has the function of indicating the time of two events that occur simultaneously or sequentially. Time conjunctions can help to more easily understand the relationship between two events related to the time of their occurrence. For example when, then, suddenly, after, before, etc.

3) Action verbs

The use of action verbs is very important because it can show that the subject is performing an action. Example verbs denoting an action killed, walked, stayed, climbed, etc.

4) Direct speech

In narrative texts, dialogue or direct conversation is also often used. Usually there is dialogue between characters in the story. In order for the story to be more alive, these dialogues are certainly needed. In addition, the presence of dialogue makes it easier for readers to imagine the atmosphere and relationships that occur between characters. Example: Putri says “My name is Putri”.²⁷

5) Past time

Past tense is a sentence that describes an event that has passed. Hornby states that past tense is things that happened in the past, past events, or past memories.²⁸ The simple past tense is a grammatical form that places an action or situation in the past. It is a verb form (the second principal part of the verb) that indicates an action that occurred in the past and that does not continue into the present. It often occurs with adverbs or adverbial phrases and past tense.²⁹ Simple past tense is used for completed actions that occurred at a specific time in the past.³⁰

²⁷EF English Center for Adults (2021)

²⁸Hornby, Oxford Advanced Learner's Dictionary, New York: Oxford University Press, 1995.

²⁹Gelatik & Martin. High School English Grammar and Composition (New Delhi: Rajendra Ravindra, 1996).

³⁰Michael A. Pyle. TOEFL Preparation Guide (New Delhi: Nice Printing Press, 2005).

CHAPTER III

RESEARCH METHODOLOGY

Chapter III illustrates the process of analyzing the research data. This chapter contains research design, research population and sample, research instruments, data collection methods, and data analysis techniques.

A. Research Design

In this study, the researcher use a quantitative approach. This study is an experimental study in the form of a pre experimental design. It is called a true experimental design because researcher can control all external variables that affect the experiment.³¹ In pre experimental design there are two designs. They are pretest-posttest design as suggested by Cohen, Manion, & Morrison, pretest-posttest control group design can be represented as follows:

Table 3.1 Pretest-posttest design

Pre test post test	R O1 X	O2
Pre test post test	R O3	O4

Source: Sugiyono, 2018³²

Notes:

R : Random allocation

O1 : Pretest 1

O2 : Posttest 1

O3 : Pretest 2

³¹Mubarok, Language Education Research: An Introduction for Beginners. Yogyakarta: Linggar Media, 2015.

³²Sugiyono, Quantitative Research Methods (Bandung: Alfabeta, 2018), 122

O4 : Posttest 2

X : Exposure of a group to an experiment by providing treatment using the hands on activity learning activity

B. Population and Sample

1. Population

Population is a unit of objects or subjects that have certain qualities and characteristics that are studied by researchers to then draw conclusions.³³The population of this study was 20 students of second grade MA Darul Hikmah Bondowoso.

2. Sample

A sample is a subset of the quality and characteristics of a population.³⁴In this study, the researcher use probability sampling in population sampling. The researcher use population sampling because each individual has the same opportunity to be a sample. The sampling technique uses the formation of two steps, pre test and post test. Both steps will be given the same material with different learning. Steps 1 as the experimental class be taught using the hands on learning activity and steps 2 as the experimental class be taught without using the hands on learning activity.

C. Data Collection Techniques And Instruments

Data collection is an important thing in this research. In this research, the researcher use a test to collect data. A test is a learning to measure a person's

³³Mubarok, Language Education Research: An Introduction for Beginners. Jogjakarta: Linggar Media, 2015:38.

³⁴Mubarak, 39

ability, knowledge, or performance in a particular domain.³⁵ The test is used to measure students' ability in learning. The type of test is essay. The test is divided into pre-test and post-test. In addition, pre-test and post-test will be given to both groups in the experimental class. Pre-test and post-test are explained as follows:

1. Test

a. Pre-test

A pre-test given before the treatment to determine students' understanding of the material before the teacher gives the treatment. In this study, the researcher give a pre-test to the experimental with the same questions. This is about the ability to read narrative text. The test questions consist of 1 sheets of narrative text with an interesting story. This given to the experimental class

b. Post-test

Post-test given after the treatment to determine students' understanding of the material after the researcher gave the treatment. In this study, the researcher gave a post-test to both groups. In the experimental class. Post-test given after the treatment to determine students' progress in reading narrative text after the researcher applied the hands on learning activity in the experimental class and without using the hands on learning activity.

³⁵Brown "Principles of Language Assessment and Classroom Practices." California: Longman, 2003.

In this study, to calculate the learning test results scores obtained by students, the formula according to Ainur Rofiq was used:³⁶

$$S = \frac{B}{N} \times 100$$

Notes:

B : Number of correct questions

N : Number of questions

2. Experimental Instruments

Before conducting the pre-test, the researcher conducted a trial of the instrument to determine the validity and reliability of the test. The trial instrument be applied to other groups except the research sample. The trial instrument will be given one class students totaling 20 students. This is used to determine the validity and reliability of the instrument.

a. Validity

Validity focuses on ensuring that what the instrument “claims” to measure is actually what it measures. In other words, validity indicates the accuracy of the instrument.³⁷ A test instrument is said to be good if the instrument gets a score higher than table. This means that the instrument is valid. When the instrument gets a score lower than rtable, it means that the instrument is not valid. In this study, the researcher used the product

³⁶Zainal Arifin, Learning Evaluation (Bandung: PT Remaja Rosdakarya Offset, 2017), 229

³⁷Lodico, Spaulding, & Voegtle, Educational Research Methods. United States: Jossey-Bass A Wiley Imprin, 2006: 87.

moment correlation formula to determine the validity of the instrument as follows:³⁸

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} : Validity test items

N : Number of respondents

X : Total score of each item

Y : Individual total score

X^2 : Sum of squares for each item

Y^2 : Total square of individual total scores

(X^2) : The square of the total score for each item

(Y^2) : The square of the individual total score

The validity criteria as stated by Arikunto are as follows:³⁹

Table 3.2 Validity Criteria

Results	Validity level
0.801 – 1.00	Very high
0.601 – 0.800	Tall
0.401 – 0.600	Enough
0.201 – 0.400	Low
0.00 – 0.200	Very low

Based on these criteria, the test items that can be used are items that have a sufficient minimum correlation coefficient.

b. Reliability

³⁸Fathor Rochman Utsman, Guide to Educational Statistics (Yogyakarta: Diva Press, 2013), 116

³⁹Suharsimi Arikunto, Basics of Educational Evaluation (Jakarta: Bumi Aksara, 2012)

Reliability refers to the consistency of scores which is the ability of an instrument to produce "approximately" the same score for an individual during repeated testing or across different raters. A test instrument is said to be good if its reliability score is higher than r_{table} . This means that the instrument is reliable. When the instrument score is lower than r_{table} . This means that the instrument is not reliable. In this study, the researcher used the KR.21 formula to determine the reliability of the instrument. The formula is as follows:⁴⁰

$$r_{11} = \left(1 - \frac{k}{k-1} \frac{k(k-M)}{kV_t}\right)$$

Note : r_{11} : reliability instrument.

k : a number of items or questions.

m : average score.

V_t : total variance

The classification of reliability coefficients according to Guilford is as follows:⁴¹

Table 3.3 Classification of reliability coefficients

Reliability coefficient	Interpretation
$0.80 \leq r_{11} \leq 1.00$	Very high
$0.60 \leq r_{11} < 0.80$	Tall
$0.40 \leq r_{11} < 0.60$	Enough
$0.20 \leq r_{11} < 0.40$	Low
$0.20 \leq r_{11} < 0.40$	Very low

D. Data Analysis Techniques

Data analysis techniques are important in this study. Researchers use techniques to analyze and find out the results of data analysis. Furthermore,

⁴⁰Suharsimi Arikunto, 115.

⁴¹Rostina Sundayana, Educational Statistics Research (Bandung: Alfabeta, 2014), 70

researchers use t-tests to analyze the data. According to Arikunto, the t-test formula is as follows:⁴²

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notice : M :Average score obtained by each group.N

: Number of students

x :Deviation of each score X2 and X1

y :Deviation of each Y2 score from the mean of Y1

To obtain the t-test calculation, there are several steps that must be taken in this study. The steps are explained as follows:



⁴²Suharsimi Arikunto, Research Procedures: A Practical Approach (Jakarta: Rineka Cipta), 354-355

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the research object, data description, data analysis, hypothesis testing, and discussion based on the results of this research.

A. Research Object

This research was conducted in class XI MA Darul Hikmah Bondowoso located at Jl. Tamanan, Koncer Kidul Village, Tenggarang District, Bondowoso Regency, East Java. This research was conducted for 6 meetings including pre-test, treatment, and post-test, starting on October 17, 2024 and ending on November 14, 2024. A more detailed explanation can be seen in the research journal attachment 1.

B. Research Description

Data description is the result of research conducted by researchers on reading skills using narrative text of second grade MA Darul Hikmah Bondowoso. This research was conducted by researchers in one class, namely the experimental class. Both classes were given a pre-test by the researcher with the aim of finding out how far the students' understanding of reading skills was. In the pre-test, the researcher gave the questions provided. After conducting the pre-test, the researcher gave treatment in the class.

At the time of treatment, both classes were given different treatments. In the experimental class, the researcher gave reading skills treatment using narrative text. During the treatment, students in the experimental class were asked to form small groups consisting of 3-4 students and then asked to read

the narrative text that had been given by the researcher. If each group had read the narrative text, they had to read it well and according to the pronunciation in English. And next treatment the researcher gave conventional treatment. The researcher asked students to read without using narrative text.

After conducting the treatment, the researcher gave a post-test to students from both classes collected. Then, two tables were made from the data obtained.

1. The Data Of Experiment Class

Table 4.1 score of experimental class

No.	Subject	Pre-test		Post-test	
		Score 1	Score 2	Score 1	Score 2
1.	AW	70	70	80	90
2.	ATN	70	60	90	90
3.	ADU	60	60	80	80
4.	AHJL	80	60	90	80
5.	CTR	70	70	80	90
6.	DRPW	80	70	90	90
7.	IM	70	70	80	80
8.	KRN	60	60	80	80
9.	KAR	70	60	80	80
10.	MAW	80	60	90	80
11.	MZMS	60	70	80	90
12.	MDO	80	60	90	80
13.	MR	70	70	80	80

14.	MFAY	70	80	90	80
15.	MK	60	70	80	80
16.	NIM	60	60	80	90
17.	NSCH	60	60	80	90
18.	NZR	70	70	90	90
19.	NHTSF	70	80	90	90
20.	SAZ	80	80	80	90
Total		1390	1340	1680	1700
Average			68.952381		88

C. Data Analysis

After collecting the pre-test and post-test scores, The researcher used SPSS version 25 software to evaluate the above data based on the research findings conducted during 4 meetings. At MA Darul Hikmah Bondowoso. And the results are as follows:

1. Descriptive Analysis

The researcher performed data calculations at this stage using SPSS Version 25 software by combining pre-test score data and pre-test and post-test scores for the experimental class and control class. Here are the data results:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
pretest experiment	20	40	92	68.95	16,621
Posttest experiment	20	82	96	88.00	4.290
Pre test control	20	16	72	47.14	14,661
Post test control	20	46	68	57.79	6,696
Valid N (listwise)	21				

The data displayed above is the result of descriptive analysis data which includes minimum score, maximum score, average value, and standard deviation. By looking at the data above, we can find out the average pre-test and post-test scores in the experimental class. The post-test results of the experimental class have a significant difference with the pre-test results. These results indicate that the application of the Hands On Learning Activity has an effect on the reading skills of second grade students of MA Darul Hikmah Bondowoso in the 2024-2025 academic year.

2. Normality Test

Normality test is the second step in the data analysis process. In this study, the normality test is conducted to verify the absolute before statistical analysis. The normality test is used to determine whether the data is normally distributed or not. the results of the normality test indicated that the pre-test experiment class's significance value was 0.051 > 0.05, the post-test experiment class's significance value was 0.0200 >

0.05, the pre-test significance value was $0.200 > 0.05$, and the post-test significance value was $0.200 > 0.05$.

3. Homogeneity Test

This section performs a homogeneity test to determine the homogeneity or heterogeneity of the post-test data both the experimental class Homogeneity test is one of the requirements to carry out an independent sample t-test is homogeneous data. These are the outcomes:

Table 4.3 Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
students learning Outcome	Based on Mean	3.313	1	47	.075
	Based on Median	3.145	1	47	.083
	Based on Median and with adjusted df	3.145	1	39,602	.084
	Based on trimmed mean	3.254	1	47	.078

The significance base on mean is known to be $0.075 > 0.05$ based on the outcomes of the mentioned data. Therefore, it could be said that the post-test results for the experimental class were homogeneous. As a result, one of the prerequisites for the independent sample t-test has been completed.

4. Independent sample T-Test

To determine whether there were any significant average differences between the two sample groups, and independent sample t-test was used. The two samples are those are experimental class. The data was calculated from the results of post test in experimental class which

were examined in order to determine whether the independent sample t-test criterion had been met. These are the outcomes

Table 4.4 Group Statistics

	Class	N	Mean	Std.Deviation	Std. Error Mean
student learning outcomes	Experimental class	20	88.00	4.290	.936

Table 4.5 Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
student learning outcomes	Equal variances assumed	3.313	.075	18.059	47	.000	30,214	1,673	26,849	33.580
	Equal variances not assumed			19.195	46,027	.000	30,214	1,574	27,046	33.383

The significance sig. (2 tailed) for the above data is $0.000 < 0.05$.

The average post-test data in experimental class then is different. Based on the results it can be concluded that there is a significant difference

between student learning outcomes in the experimental class which is taught by Hands On Learning Activity and without Hands On Learning Activity.

After calculating the independent sample T-test, the research calculated the paired sample T-test to examine the effect of Hands On Learning Activity using narrative text. In this research paired sample t-test is used to calculate the mean of a different test of two paired samples. Paired sample t-test can be done if the data owned are normally distributed. In this research the data was calculated are mean of pre-test and post-test of experimental class, the outcomes are:

Table 4.6 Paired Sample test

	Mean	Std. Deviation	Std. Error of Mean	Paired Differences		t	df	Sig.(2-tailed)
				95% Confidence Interval of the Difference	Lower Upper			
Pair1 pretest-Posttest	-19,048	13,995	3,054	-25,418	-12,677	-6,237	20	.000

Paired sample t-test was conducted to determine the difference in the average of two paired samples. Based on the output above, the result of the Sig table (2-tailed) is $0.000 < 0.05$. Then it can be concluded that there are differences in the value of reading skills in the experimental class before and after treatment.

D. Hypothesis Testing

1. If $t_{count} < t_{table}$ with the significance level 0.005 or if the sig (2-tailed) > 0.05 then the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that the scores of experimental class were higher than the score of experimental class. It can be indicated that the use of Hands on learning activity on Reading skills at second grade MA Darul Hikmah Bondowoso academic year 2024/2025.
2. If $t_{count} > t_{table}$ with a significance level of 0.05 or if sig (2-tailed) < 0.05 , then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that the experimental class. So, it can be shown that the use of the hands on learning activity on the reading skills of second grade MA Darul Hikmah Bondowoso in the 2024/2025 academic year is effective.

Based on the results of the Independent Sample T-test which showed a 2-tailed significance value of 0.05, it means that H_0 is rejected and the results show that students who are taught using the hands on learning activity have better reading skills compared to students who are taught using other learning strategies.

The results of the paired T-test have a 2-tailed significance value < 0.05 so it can be concluded that there is a significant influence between students who use the hands on learning activity method on reading skills because H_0 is rejected.

E. Discussion

This study aims to determine the effect of the hands on learning activity on the reading skills of students at second grade MA Darul Hikmah in the 2024/2025 academic year. The researcher used tests, especially reading skills tests, to collect data. The tests were given to second grade students in the experimental class. To compare the scores received by students before and after the treatment (hands on learning activity), the researcher distributed pre-tests and post-tests in the experimental class. The researcher used conventional teaching techniques to teach the material.

Based on the descriptive test of data taken from 20 students in the experimental class it shows that the average pre-test and post-test scores in the experimental class are differences. In the experimental class the average pre-test score before using the hands on learning activity to teach the class was 68.95, with the minimum score of students being 60 and their maximum being 90. This shows that the average or mean data is still quite low. After the researcher used the hands on learning activity to teach, the analysis of the post-test data obtained an average score of 88. The post-test has a minimum score requirement of 82 and a maximum score requirement of 90. Meanwhile in the class without hands on learning activity the average pre-test score was 47.14 with the minimum score of students being 16 and their maximum being 72, This shows that the average or mean data is still very low. Then the analysis of the post-test data obtained an average score of 57.79. It can be concluded that the use of the hands on learning activity has a positive effect on students'

reading skills. This is proven by the results obtained from students' pretest and posttest scores.

After analyzing the data using descriptive tests, the next test is the normality and homogeneity test. Based on table 4.5, it shows that the experimental class data are normally distributed. The pre-test significance value of the experimental class is $0.051 > 0.05$, the post-test significance value of the experimental class is $0.200 > 0.05$, the pre-test significance value of the class without hands on learning activity is $0.200 > 0.05$, the post-test significance value of the control class is $0.200 > 0.05$. Meanwhile, table 4.6 shows the results of data homogeneity based on the mean is $0.075 > 0.05$ which means the data has the same variance. And the last analysis is the T-test. In table 4.8 and table 4.9 shows the results of the independent sample T-test the result is $0.000 < 0.05$ which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on Sinaga, Herman and Pasaribu stated that their research was successful because the t-count is higher than the t-table so it can be concluded that hands on learning activity have a significant effect, so it can be concluded that, the hands on learning activity method is a very efficient learning to help students improve their reading skills. As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, as stated in the hypothesis test. Therefore, the hands on learning activity helps students while training students' focus and improving their reading skills.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and suggestions of the research are presented in this chapter. Discussions that are directly related to the research questions and research objectives that have been presented in the previous chapter are summarized in the conclusion, while suggestions refer to the research findings, discussions, and overall conclusions of the research.

A. Conclusion

Based on the results of the study that have been discussed in the data analysis, hypothesis testing and discussion in the previous chapter, it can be concluded that students who are taught with hands on learning activity have better reading skills to students who are taught with other strategies. This statement is supported by the results of the independent sample T test calculation on SPSS version 25 software which shows a 2-tailed significance value of $0.00 < 0.05$.

Then there is a significant influence of the use of the hands on learning activity on the reading skills at second grade of MA Darul Hikmah Bondowoso in the 2024/2025 academic year. This influence triggers students to improve their reading skills with narrative text. This statement is reinforced by the results of the paired t-test calculation on SPSS version 25 software which shows a 2-tailed significance value of $0.00 < 0.05$. The statement above is also proven by the average pre-test score obtained in the experimental class of 68.95 and without hands on learning activity of 68.95. 47.14. After the

researcher gave treatment using hands on learning activity in the experimental class, the average score of the post-test results in the experimental class increased from 68.95 to 88 while the post-test results of the class showed that the average score of the control class was 57.79.

From the previous statement, it means that there is a difference in scores between the experimental class after being treated using the hands on learning activity and which was given conventional treatment. The increase in the scores of students in the experimental class on the post-test means that the triggers for students to increase their interest in reading skills have also increased. This can be seen from the post-test that has been conducted by the researcher. The researcher assessed that students can read better along with the hands on learning activity. Therefore, the use of the hands on learning activity has an influence on students' reading skills, especially for students to increase their interest in reading

B. Suggestions

The results of the study indicate that the hands on learning activity has a positive influence on the reading skills second grade at MA Darul Hikmah Bondowoso. academic year 2024-2025. The researcher provides suggestions to teachers, students, and further researchers as follows:

1. To English teachers

Researchers suggest that English teachers use methods that are more interesting to students and involve more students to facilitate the teaching and learning process, especially the hands on learning activity to help

students facilitate and understand reading skills. Because the hands on learning activity is not only beneficial for students' enthusiasm in class, but also makes them more independent in practicing reading skills.

2. To the students

When teachers use the hands on learning activity to train students in the reading process, students can improve their reading skills more independently and enjoy the class.

3. To further researchers

The researcher suggests to use the result of this study as a source and information in further research on related subjects. Because it allows further researchers to collect important data on the influence of hands on learning activity on students' narrative text reading skills.



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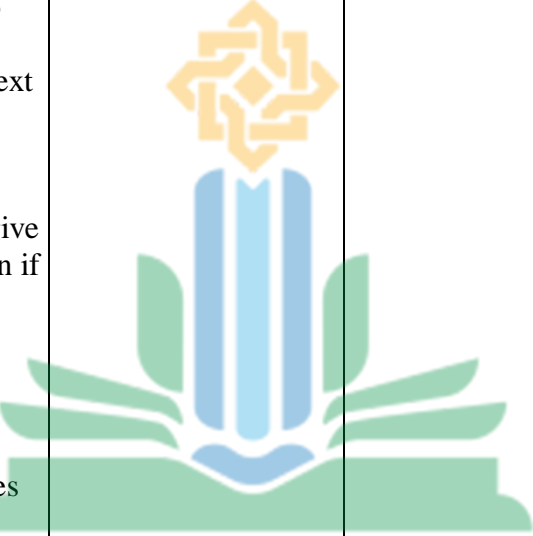


Appendix 1 Matrix of Research

Matrix of research

Title	Variable	Indicator	Data source	Research method	Research problem	Hypothesis
The Effect of Using Hand's On Learning Activity on Narrative Text at Second Grade MA Darul Hikmah Bondowoso	1. Student reading ability 2. Hand's On Learning	1. Identifying some of the information contained in the text Steps of Hand's On Learning 1. Teacher Involve students in the learning process (Hand's On Learning activity) 2. The teacher divides students into two groups to facilitate the learning	1. Primary data - Second grade students - Test Pre test Post test 2. Secondary data - Headmaster - English teacher - TU Staff - Documentation	1. Quantitative research approach 2. Types of pre-experimental research 3. Using saturated sampling with One group pretest-posttest design O1 X O2 Ket: X : Experimen O1 : prettest score O2 : posttest score	1. Whether Using Hands On Learning method can improve student's reading ability . effective or not?	1. H0 Hands On Learning on students' reading ability of narrative text is in effective 2. H1 Hands On Learning on reading ability of narrative text is effective

		<p>proses</p> <ol style="list-style-type: none"> 3. Teacher distributes a narrative text to students 4. The teacher gives an example of how to read properly and correctly 5. After the teacher reads the text the teacher asks students to read again the text that the teacher has read first 6. Teacher give some input to students about readings mistake 7. After 				
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		<p>students correct the mistake, teacher and students together to read the narrative text</p> <p>8. Teacher review important points or give axplanation if necessary</p> <ul style="list-style-type: none"> - Simple past - Adverb of time - Noun phrases - Action verb - Time conjunction 	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>			
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Appendix 2 Research permit application letter from UIN KHAS Jember State Islamic University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://wik.uinkhas-jember.ac.id](http://wik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-8626/In.20/3.a/PP.009/10/2024
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA DARUL HIKMAH BONDOWOSO
 Jl. Tamanan Dusun Jatian RT 25 Desa Koncer Kidul Kecamatan
 Tenggarang Kabupaten Bondowoso

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20196060
Nama	: LATIFAH
Semester	: Semester Sebelas
Program Studi	: Tadris Bhs. Inggris

untuk mengadakan Penelitian/Riset mengenai "The Effect of using HOA (Hands on Activity) on Narrative Text Reading skills at second grade MA DARUL HIKMAH BONDOWOSO" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu MA DARUL HIKMAH BONDOWOSO

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.



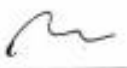





Jember, 15 Oktober 2024
 an Dekan,
 Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 3 Journal Of Research

Journal Of Research

No	Time	Activity	Paraf
1	Tuesday 15 Oktober 2024	Hadhded a letter to research	
2	Thursday 17 October 2024	Observation	
3	Tuesday 22 Oktober 2024	Pre Test experiment class	
4	Friday 25 Oktober 2024	Treatment experiment class	
5	Tuesday 29 Oktober	Treatment experiment class	
6	Friday 01 November 2024	Pre Test control class	
7	Tuesday 05 November 2024	Treatment control class	
8	Friday 08 November 2024	Post Test Control class	

UNIVERSITAS ISLAM Negeri
KIAI HAJI ACHMAD SYAFI
J E M B E
Bondowoso, 08 November 2024
Head of School

Hokimah S.Pd.I M.Pd.I

Appendix 4 Certificate Of Completion Of Research From State Senior High School Darul Hikmah Bondowoso



KABUPATEN BONDOWOSO
YAYASAN PENDIDIKAN DARUL HIKMAH
MADRASAH ALIYAH DARUL HIKMAH KONCER KIDUL
KECAMATAN TENGGARANG
TSM : 133215110038 TSPSU : 80788008
Jl. Tarmaman Koncer Kidul Telp. 081 249 260 86 Kode Pos. 68281
Email :

SURAT KETERANGAN

Nomor: 031.1/YPL.DH/MA.DH/SK.P/XI/2024

Yang bertanda tangan di bawah ini Kepala MAS Darul Hikmah Bondowoso menerangkan bahwa :

Nama : Latifah
NIM : T20196060
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Bahasa
Prodi : Tadris Bahasa Inggris

Telah menyelesaikan penelitian di MAS Darul Hikmah Bondowoso dalam kurun waktu tanggal 15 Oktober – 11 November 2024 dengan judul "The Effect of Using (Hand's Or Activity) on Narrative text Reading Skills at second Grade MAS Darul Hikmah Bondowoso".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Bondowoso, 11 November 2024

Kepala MAS Darul Hikmah

HOKIMAH, S.Pd.I, M.Pd.I
NIP.

Appendix 5 Learning Implementation Plan



KABUPATEN BONDOWOSO
YAYASAN PENDIDIKAN DARUL HIKMAH
MADRASAH ALIYAH DARUL HIKMAH KONCER KIDUL
KECAMATAN TENGGARANG
NSM : 131235110038 NPSN : 69788068
Jl. Tamanan Koncer Kidul Telp. 081 249 260 89 Kode Pos. 68281
Email : darulhikmah17@yahoo.com

RPP EXPERIMENT CLASS

A. Identitas sekolah

Nama Sekolah : MAS Darul Hikmah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Ganjil
Alokasi Waktu : 2 x 45 menit

B. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa Ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori

C. Kompetensi Dasar (KD)

- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.

- 4.5 Menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait legenda rakyat/cerita fabel, dengan memperhatikan struktur dan unsur kebahasaan.

D. Tujuan Pembelajaran

Peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dalam narrative text.
2. Menganalisis isi teks naratif (contoh: legenda atau fabel).
3. Menyusun teks naratif secara lisan dan tulisan sesuai struktur yang tepat.

E. Materi Pembelajaran

1. Pengertian Narrative Text: Teks yang bertujuan untuk menghibur dan menyampaikan pesan moral melalui cerita.
2. Struktur Teks: Orientation, Complication, Resolution
3. Unsur Kebahasaan:
 - Simple Past Tense
 - Time connectors (e.g., once upon a time, suddenly, then)
 - Action verbs, adjectives, adverbs
4. Contoh Teks: "The Legend of Toba Lake", "The Legend of Roro Jonggrang"

F. Metode dan Model Pembelajaran

1. Pendekatan: Saintifik
2. Metode: Hands On Activity

G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan (10 menit)
 - Salam, presensi, apersepsi
 - Mengaitkan materi dengan pengalaman siswa
 - Menyampaikan tujuan pembelajaran
2. Kegiatan Inti (70 menit)
 - Mengamati: Siswa membaca teks naratif.
 - Menanya: Siswa bertanya tentang kosakata dan struktur teks.

- Menalar: Guru membimbing analisis struktur dan unsur kebahasaan.

- Mencoba:

- * Individu: Menjawab pertanyaan tentang teks

- Mengomunikasikan: Presentasi hasil teks naratif siswa.

3. Penutup (10 menit)

- Refleksi pembelajaran bersama siswa

- Guru memberikan umpan balik dan penegasan materi

H. Penilaian Pembelajaran

1. Pengetahuan: Tes tertulis tentang isi dan struktur teks
2. Keterampilan: Penilaian menulis dan membaca dan presentasi naratif
3. Sikap: Observasi sikap kerja sama dan tanggung jawab



Appendix 6 Table Of Specifications

TABLE OF SPECIFICATIONS PRE TEST AND POST TEST

MAPEL: BAHASA INGGRIS

KELAS : XI

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Pencapaian Kompetensi	Indikator soal	Bentuk Soal	No Soal
KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	3.1 Memahami struktur narrative text (orientasi, komplikasi, dan resolusi).	Narrative Text	1. Memahami struktur narrative text 2. Mengidentifikasi tokoh, setting, dan plot dalam narrative text 3. Menganalisis konflik dan resolusi dalam narrative text 4. Menentukan makna dan tujuan narrative text	1. Disajikan sebuah text narrative, siswa dapat memahami struktur narrative text 2. Disajikan sebuah text narrative, siswa dapat mengidentifikasi tokoh, setting dan plot dalam narrative text. 3. Disajikan sebuah text narrative, siswa dapat menganalisis konflik dan resolusi dalam narrative text. 4. Disajikan sebuah text narrative, siswa dapat menentukan makna dan tujuan narrative text	Essay	• 1, 2, 3, 4, 5

<p>KI 3 : Memahamipengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa Ingintahunyatentan gilmupengetahuan, teknologi, seni, budayaterkaitfeno mena dankejadian tampak mata</p> <p>KI 4 : Mencoba, mengolah, danmenyajidalamra nahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai</p>						
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dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori						
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Soal Pre Test Experiment Class

Narrative Text for number 1-5

The Legend of Toba Lake

Once upon a time, in North Sumatera, there lived a young farmer named Toba. One day, while fishing in the river, e caught a magical golden fish. To his surprise, the fish spoke and begged him to let her go. Toba agreed, and suddenly, the fish transformed into a beautiful woman. The woman revealed that she had been cursed and because of the toba's kindness, she could become human again. They fell in love and got married, but she made him promise no to ever tell anyone that she was once a fish, toba agreed. Years passe, and they had a son named samosir was a kind boy but often disobeident. One day, he made a big mistake, and toba frustrated and angry, called him " the son of a fish". His wife heard it and was heart broken. Because toba broke his promise , she and their son dissapeared. Heavy rain poured down and flooded the land, forming what is now known as lake toba, with samosir island in the middle.

Question:

1. What is the main idea of the story?
2. Who are the character in the story?
3. Where does the story take place?
4. Why is it toba lake?
5. What life lessons can we learn from the story above?

Answer:

1. .
2. .
3. .
4. .
5. .



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J E M B E R

Soal Post Test Experiment Class

The Legend of Roro Jonggrang

Once upon a time in central java, there was powerful and cruel king named Prabu Baka. He ruled a kingdom called prambanan. Despite his strength, he was feared by neighboring kingdoms because of his thirst for war and conquest. One day, he attacked a smaller kingdom called pengging. The king of pengging, who was wise and kind, was killed during the battle, and his only son prince bandung bondowoso swore revenge. Bandung Bondowoso was not only brave but also possessed magical power. He gathered an army and attacked prambanan to avenge his father's death. After a fierce battle, prabu baka was killed, and the kingdom of prambanan fell into the hands of Bandung Bondowoso.

Soon after, bandung saw roro jonggrang the daughter of prabu baka. She was so beautiful that bandung fell in love with her and asked her to marry him. Roro jonggrang was devastated she hated bandung for killing her father, but she couldn't refuse him directly because he now ruled the kingdom. To avoid the marriage, she came up with a clever plan. "I will marry you," she said "only if you can build me 1000 temples in one night." Bandung agreed and used his magical power to summon spirits to help him. As dawn approached, 999 temples had been completed. She quickly woke the village women and ordered them to start pounding rice and lighting fires to make it seem like morning had come. The spirits, thinking the sun was rising, fled in fear. Bandung was furious when he realized he had been tricked. In his anger, he cursed roro jonggrang and turned her into stone, it is said that the statue of roro jonggrang now stands in the northern chamber of the prambanan temple complex.

Question :

1. What do you think about the legend of roro jonggrang?
2. Why did roro jonggrang not want to marry bandung bondowoso?
3. What condition did roro jonggrang give to bandung bondowoso to delay the marriage?
4. Where does the story take place?
5. What life lessons can we learn from the story above?

Answer:

1. .
2. .
3. .
4. .
5. .

TABLE OF SPECIFICATIONS PRE TEST AND POST TEST

MAPEL: BAHASA INGGRIS

KELAS : XI

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Pencapaian Kompetensi	Indikator soal	Bentuk Soal	No Soal
KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya. KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa	3.1 Memahami struktur narrative text (orientasi, komplikasi, dan resolusi).	Narrative Text	5. Memahami struktur narrative text 6. Mengidentifikasi tokoh, setting, dan plot dalam narrative text 7. Menganalisis konflik dan resolusi dalam narrative text 8. Menentukan makna dan tujuan narrative text	5. Disajikan sebuah text narrative, siswa dapat memahami struktur narrative text 6. Disajikan sebuah text narrative, siswa dapat mengidentifikasi tokoh, setting dan plot dalam narrative text. 7. Disajikan sebuah text narrative, siswa dapat menganalisis konflik dan resolusi dalam narrative text. 8. Disajikan sebuah text narrative, siswa dapat menentukan makna dan tujuan narrative text	Essay	• 1, 2, 3, 4, 5

<p>Ingintahunyatentangilmu pengetahuan, teknologi, seni, budayaterkaitfenomena dankejadian tampak mata KI 4 : Mencoba, mengolah, danmenyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori</p>						
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UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Soal Pre test Control class

The Story of Malin Kundang

Once upon a time, in a small village in west sumatera, indonesi there lived a young boy named Malin Kundang. He was a kind and hardworking boy who lived with his mother. Malin kundang fathers had passed away when he was still young. One day, malin kundang decided to leave his village to seek fortune in big city. His mother was sad to see him go, but she supported his decision. Malin kundang worked hard and eventually beacme rich.

Years later, malin kundang returned tho his village but he didn't recognize his mother. He was ashamed of his poor mother and refused to acknowledge her his mother was heartbroken. The mother prayed to the god to punish malin kundang for his ingrattitude. Suddenly, a big storm came and malin kundang was turned into stone.

Question :

1. What is title of the above story?
2. Who are the character in the story?
3. Where does the legend come from?
4. What happened to malin kundang at the end of the story?
5. What life lessons can we learn from the story above?

Answer:

1. .
2. .
3. .
4. .
5. .

Soal Post Test Control Class

The Legend of Roro Jonggrang

Once upon a time in central java, there was powerful and cruel king named Prabu Baka. He ruled a kingdom called prambanan. Despite his strength, he was feared by neighboring kingdoms because of his thirst for war and conquest. One day, he attacked a smaller kingdom called pengging. The king of pengging, who was wise and kind, was killed during the battle, and his only son prince bandung bondowoso swore revenge. Bandung Bondowoso was not only brave but also possessed magical power. He gathered an army and attacked prambanan to avenge his father's death. After a fierce battle, prabu baka was killed, and the kingdom of prambanan fell into the hands of Bandung Bondowoso.

Soon after, bandung saw roro jonggrang the daughter of prabu baka. She was so beautiful that bandung fell in love with her and asked her to marry him. Roro jonggrang was devastated she hated bandung for killing her father, but she couldn't refuse him directly because he now ruled the kingdom. To avoid the marriage, she came up with a clever plan. "I will marry you," she said "only if you can build me 1000 temples in one night." Bandung agreed and used his magical power to summon spirits to help him. As dawn approached, 999 temples had been completed. She quickly woke the village women and ordered them to start pounding rice and lighting fires to make it seem like morning had come. The spirits, thinking the sun was rising, fled in fear. Bandung was furious when he realized he had been tricked. In his anger, he cursed roro jonggrang and turned her into stone, it is said that the statue of roro jonggrang now stands in the northern chamber of the prambanan temple complex.

Question :

1. What do you think about the legend of roro jonggrang?
2. Why did roro jonggrang not want to marry bandung bondowoso?
3. What condition did roro jonggrang give to bandung bondowoso to delay the marriage?
4. Where does the story take place?
5. What life lessons can we learn from the story above?

Answer:

1. .
2. .
3. .
4. .
5. .

Appendix 7 Documentation Of Research

DOCUMENTATION

The researcher observes students who are reading narrative text



Students are reading narrative text



Researchers are giving directions to students regarding narrative text



Students are reading narrative text



Appendix 8 Declaration Of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Latifah
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Declare that the thesis entitled "The Effect Of Using (Hands On Activity) on Narrative Text Reading Skilss at Second Grade MA Darul Hikmah Bondowoso" is truly my own work. I do not create or take the results of other people's research, except those mentioned in the quotations and bibliography. I declare that I am the only person responsible for this thesis if there is a claim from another party,

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*Appendix 9 Curriculum Vitae***CURRICULUM VITAE**

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2	SDN Koncer 01	2007-2013
3	MTs Darul Hikmah Bondowoso	2013-2016
4	MA Darul Hikmah Bondowoso	2016-2019

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