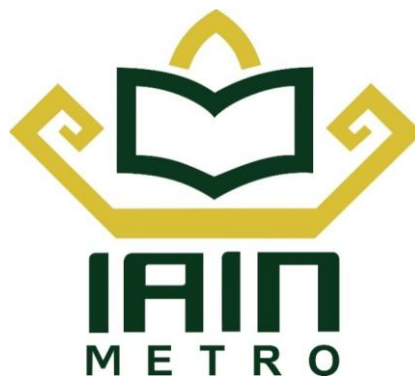# AN UNDERGRADUATE THESIS

THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS' READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

By:

MERINDA SARI
Student Number: 190150026

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC INSTITUTE OF METRO
1444 H/ 2023 M

**THE EFFECT OF PARTNER READING STRATEGY
ON STUDENTS' READING COMPREHENSION
OF THE OF THE FOURTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM AT IAIN METRO**

Presented as a partial Fulfillment of the Requirements for the Degree of Sarjana

Pendidikan (S.Pd) in English Education Study Program

**By :
MERINDA SARI
Student Number : 1901050026**

Tarbiyah and Teacher Training Faculty
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Sponsor :
Aisyah Sunarwan, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO
1444 H/ 2023 M**

APPROVAL PAGE

Title : THE EFFECT OF PARTNER READING STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

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APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

Head of English Education Study Program

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Metro, 23 Mei 2023
Sponsor

Aisyah Sunarwan, M.Pd
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah
of Merinda Sari**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Merinda Sari
Student Number : 1901050026
Study Program   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE EFFECT OF PARTNER READING STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Merinda Sari
NPM   : 1901050026
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : THE EFFECT OF PARTNER READING STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 23 Mei 2023
Pembimbing

Mengetahui,
Ketua Program Studi TBI

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v

KEMENTERIAN AGAMA
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RATIFICATION PAGE
No: B-3046/In.28.1/D/PP-00-9/06/2023

An Undergraduate thesis entitled: THE EFFECT OF PARTNER READING STRATEGY ON STUNDENTS` READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO . Written by: MERINDA SARI, Student Number 1901050026, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, May 30th, 2023 at 10.00 – 12.00 p.m.

BOARD OF EXAMINERS

Chairperson   : Aisyah Sunarwan, M.Pd   ....)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum   ....)

Examiner II   : Trisna Dinillah Harya, M.Pd   ....)

Secretary   : Leny Setyana, M.Pd   ....)
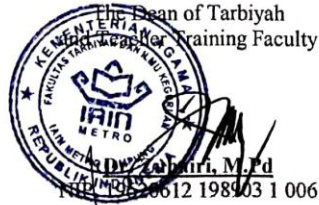
The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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THE EFFECT OF PARTNER READING STRATEGY
ON STUDENTS' READING COMPREHENSION
OF THE OF THE FOURTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM AT IAIN METRO

ABSTRACT

By :

MERINDA SARI

The purpose of this study was to determine the effect of using the Partner Reading Strategy on reading comprehension by fourth semester students of the English Study Program of IAIN Metro.

This research method is quantitative research. The subjects of this study were fourth semester students of the English Study Program of IAIN Metro. In collecting data, researcher used test and documentation.

Based on the results and discussion of this study were analyzed using the formula t-test, it can be said that the critical value $t_{obeserved} = 5.83$ is higher than the t_{table} with a significant level of 5% = 1.68 and a significant level of 1% = 2.41. Therefore, it can be concluded that Ha is accepted that there is a relationship between the Partner Reading Strategy and the reading comprehension mastery results of students in semester fourth of the English Study Program at IAIN Metro. The results of this study, there is a positive and significant effect of using the Partner Reading Strategy on students' reading comprehension of the fourth semester students' of english education study program at IAIN Metro.

Keywords : *Partner Reading Strategy, Reading Comprehension Mastery, Quantitative Research*

PENGARUH STRATEGI MEMBACA BERPASANGAN

PADA PEMAHAMAN MEMBACA

MAHASISWA SEMESTER EMPAT JURUSAN TADRIS BAHASA

INGGRIS IAIN METRO

ABSTRAK

Oleh :

MERINDA SARI

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Strategi Membaca Berpasangan terhadap pemahaman membaca mahasiswa semester empat Jurusan Bahasa Inggris IAIN Metro.

Metode penelitian ini adalah penelitian kuantitatif. Subyek penelitian ini adalah mahasiswa semester empat Jurusan Bahasa Inggris IAIN Metro. Dalam pengumpulan data, peneliti menggunakan test dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini dianalisis dengan menggunakan rumus t-test, dapat dikatakan bahwa nilai kritis yang akan disajikan = 5,83 lebih tinggi dari t_{tabel} dengan taraf signifikan 5% = 1,68 dan taraf signifikan 1% = 2,41. Oleh karena itu, dapat disimpulkan bahwa Ha diterima bahwa ada hubungan antara Strategi Membaca Berpasangan dengan hasil penguasaan pemahaman bacaan mahasiswa semester empat jurusan Bahasa Inggris di IAIN Metro. Hasil penelitian ini, terdapat pengaruh positif dan signifikan penggunaan Strategi Membaca Berpasangan terhadap pemahaman bacaan mahasiswa semester empat program studi pendidikan bahasa Inggris di IAIN Metro.

Kata Kunci : *Strategy Membaca Berpasangan, Penguasaan Pemahaman Membaca, Penelitian Kuantitatif*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name   : Merinda Sari

Student Number   : 1901050026

Study Program   : English Education Study Program (TBI)

Faculty   : Tarbiyah and Teacher Training

States that this undergraduate, thesis is originally the result of the researher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro,   April 2023

The writer

MERINDA SARI
Student Number 1901050026

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : Merinda Sari

NPM   : 1901050026

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan di sebutkan dalam daftar pustaka.

Metro,   April 2023

The writer

MERINDA SARI
Student Number 1901050026

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to :

1. My beloved parents, Mr. Mis Wanto and Mrs. Rosi Lasari thank you for all the pray, love, the great support and do everything for me to finish this thesis.

2. My lovely young Brother Muhammad Rafa Saputra who always cheer me up every time. May Allah grant our dreams and we can achieve success together.

3. Eka Anggonowati, Salma Salsabila Hermayani, Dinda Solehah, Resti Vionika, amd Fadiah Elbas thanks for our togetherness, hopefully our friendship will never end.

4. My beloved almamater State Islamic Institute of Metro.

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَا

Allah does not burden a person but according to his ability.

(Qs. Al-Baqarah 286)

ACKNOWLEDGEMENT

First of all, praise be to Allah, Lord of the worlds, who has given His loving and blessing so the writer could finish this Undergraduate Thesis entitled "*The Effect of Partner Reading Strategy on Students' Reading Comprehension of the Fourth Semester Students of English Education Study Program at IAIN Metro"*.

Prayer and peace of Allah SWT may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic religion.

This undergraduate thesis is arranged as a fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Program Study of IAIN Metro.

In the second place, the researcher would like to give thanks to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Rector of IAIN Metro, has been willing to give the opportunity, so the researcher could complete the study to take a Bachelor degree.

2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty.

3. Andianto, M. Pd as the Head of English Education Study Program of IAIN Metro, who a give permission researcher so that this undergraduate thesis can be arranged and also the time and direction which have been given.

4. Aisyah Sunarwan, M. Pd as the advisor, who has given many advices and suggestions so that this undergraduate thesis could be finished well.

5. All the lectures in English Education Study Program who always give support, motivation and knowledge to the writer during her study in IAIN Metro.

The researcher realizes this undergraduate thesis is far from perfect, but the researcher hopes that this research can give some benefits especially for all the readers and for all the knowledge seekers.

Metro,   May 2023

The Researcher

<u>Merinda Sari</u>
St. ID 1901050026

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the ability of humans to deduce and use sophisticated communication systems. One of the languages this course will look at is English. As a first or second language, English is practically spoken as a worldwide language in almost every nation. Additionally, English has long been accepted as a formal language on a global scale. Students are also aware that mastering English is essential for learning more advanced material and that failing to do so will cause them to lag behind and make it difficult for them to get jobs. They must learn the four skills of listening, speaking, reading, and writing.

Reading comprehension is a language comprehension that deals with decoding English word and enriching vocabulary[1]. Actually, reading comprehension is important after listening because reading comprehension can increase the knowledge, such as finding the main idea of the text[2]. Reading must be increased to increase the lack of vocabulary, the difficulty in finding the meaning, and felling bored in reading and understanding the text

The research did pre-survay at English Study Program of IAIN Metro, it found that the students had a low ability in reading and not interest to

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[1] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, 2nd ed, Applied Linguistics in Action* (Harlow, England ; New York: Longman/Pearson, 2011) p.3.
[2] 3David Nunan, ed*., Practical English Language Teaching*, 1st ed (New York: McGrawHill/Contemporary, 2003) p.69.

reading, and they usually feel bored in reading process that enable to persuade students' reading ability. The students had low motivation in reading activity because they had low capability in English so that the result was not good. Considering to the condition above, it is need to provide the strategy on teaching reading.

Based on the explanation, the researcher will be conducted a research by applying the strategy, that is Partner Reading Strategy through a reading text which help the students to improve their reading comprehension.

B. Problem Identification

Based on the background above, there are several student problems related to students' reading strategies in the Students Fourth semester at English Study Program of IAIN Metro . Thus the researchers formulated problem as follows:

1. The students still have low understanding in English reading text
2. The students had low motivation in reading English texts

C. Problem Limitation

For the researcher, limitation is incredibly useful in establishing the problem's focus point. As a result, this study will fulfill the required minimal quantity, suggesting that the elaborations will not be out of context.

In this situation, researchers are concentrating on the first, namely the students' still have low understanding in english reading text.

D. Problem Formulation

The writter formulates the reasearch problem as follows in light of the preceding background problem to:

"Isstheeeanyypositiveaandssignificanttinfluence of using Partner Reading Strategy on the students reading comprehension at the Students Fourth Semester at English Study Program of IAIN Metro ?"

E. Objective and Benefit of Research

1. Objective of research is :

    The objectives of this study isstoddetermineewhether there is a positiveeandd significantiinfluenceoooffUsing Partner Reading Strategy on the students reading comprehension of IAIN Metro ?

2. Benefits of the research are :

    This research has benefits not only for students, but also for English teachers and the other researchers:

    a. For the students

    This research was motivated to students in English learning by partner reading strategy skill in reading comprehension.

    b. For English teachers or lecturers

    As expected, this study would motivate English teachers or lecturers to increase students' reading comprehension. The teacher or

lecturers will make the students' more concentrated in the learning process by implementing the Partner Reading Strategy. Furthermore, the Partner Reading Strategy assists teachers or lecturers in reducing saturation or habits in the learning process

F. Prior Research

This research was conducted by considering several previous studies as a reference. The first previous research entitled Contribution of FLIP Strategy towards Students Reading Comprehension at Third Grade Students of SMP N 4 Batipuh, conducted by Mia Widya Rahma, uses classroom action research. The purpose of this research was to improve reading comprehension in narrative text. The sample of the research is The Third Grade Students of SMP N 4 Batipuh.

Furthermore, this research has similarities and differences with the second prior research. The similarities include the similarity of the research variables. The similarity of the research variables is due to the similarity in using the strategy FLIP in teaching reading. The difference lies in the method and purpose of the study. Research objectives. This study aims to see the contribution of FLIP to the achievement of students 'reading comprehension and to find out which texts are based on FLIP which improve students reading comprehension. While this research method uses a mixed research method

Moreover, the researcher uses the prior research entitled *The Use of Predictions* Strategy *in Improving Student's Reading* Comprehension by Rusli Sumirat, Cecep Fahmi Rahmat Padilah, and Acep Haryudin.The research used

quantitative method. In addition, the aim of the research is to improve students" reading comprehension on the seventh grade of students at SMP Darussurur Cimahi through the use of prediction strategy. The sample of the research isthe seventh grade of students at SMP Darussurur Cimahi.There are 194 students from 6 classes and the sample was 36 students from 1 class[3]. This research has similarities and differences with the first prior research.

The similarity addresses the same major area of inquiry, which is reading comprehension prediction. While the objectives, approaches, variables, and sample sizes of the two studies varied from one another. The study's objectives include examining the reasons of students' errors in prediction as well as potential solutions. Students' errors in prediction in reading comprehension will be examined. The first preceding study's goal, meanwhile, is to apply prediction approach to enhance students' reading comprehension in the seventh grade at SMP DarussururCimahi. The research sample is another area of difference. This is so because the sample for this study consisted of students in the eleventh grade.

Furthermore, another prior research is *Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy* by Desy Wulandari, Muhammad Sukirlan and Sudirman. The research used CAR (Classroom Action Research). The purpose of the research is to find out whether there was a statistically significant increase of comprehension after the students were taugh through prediction strategy and the students" response

---

[3] Rusli Sumirat, Cecep Fahmi Rahmat Padilah, and Acep Haryudin, "*The Use Of Predictions Strategy In Improving Students*" Reading Comprehension," PROJECT (Professional Journal of English Education) 2, no. 4 (July 4, 2019): 521

in the implementation of prediction strategy in reading. [4]Furthermore, this research has similarities and differences with the first prior research.

The similarity covers the same main research topic that is about prediction skill reading comprehension. Moreover, the difference between the two research lies in the purposes, methods, variables, and samples. The purposes of the research are to analyze the students" errors of prediction, to explore the causes of the students" errors of prediction, and to analyze the solution to solve the students" errors of prediction in reading comprehension. While the purpose of the first prior research is to find out whether there was a statistically significant increase of students" reading comprehension after the students were taught through prediction strategy and the students" response in the implementation of prediction strategy in reading. The sample of the research is the second grade students of SMP Negeri 18 Bandar Lampung. Another difference is related to the research sample. That is because the sample of this research is the eleventh graders students. While the first prior research is the second graders of SMP Negeri 18 Bandar Lampung.

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[4] Desy Wulandari and Muhammad Sukirlan, *"IMPROVING STUDENTS" READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING PREDICTION STRATEGY,"* n.d., 7

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. Concept of Reading

a. Definition of Reading

As indicated by David Nunan, reading is a bunch of abilities that includes seeming well and good and getting importance from the printed word.[5] It implies that reading is capacity of the perusers to take a significance from the content.

Furthermore, William Grabe and fredricka L. Stoller states reading is the capacity to draw significance from the printed page and decipher this data suitably[6]. In As such perusing is a capacity to get data that isn't written in the content

Reading is the process through which people learn facts and concepts from a wide variety of things, including books, newspapers, manuals, letters, contracts, advertising, and many more[7]. Reading is crucial. It is the method used by a range of items, including books, journals, manuals, letters, contracts, advertisements, and more, to collect information and ideas from people.

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[5] David Nunan, Practical *English language Teaching: Young Learners* (New York:McGraw- Hil ESL/ELT, 2005), p. 69

[6] William. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 3.

[7] Camille Blachowicz Donna Ogle., *Reading Comprehension,* (New York: THE Guilford Press, 2008)., 15.

Comprehension, or the process of constructing meaning, is reading. Readers construct meaning by participating in the text. It has been demonstrated through studies based on the schema theory how important past knowledge is to reading. The schema theory asserts that readers only understand what they read in the context of their prior knowledge. In other words, a person's level of understanding of a topic is influenced by what they already know about it. When reading, readers must infer the meaning of the text based on what they already know.[8]

According to the aforementioned definitions, reading is a technique used to make sense of the meanings a text is trying to express. It takes place as a result of the reader and the text haggling over meaning.

b. **Types of Reading**

There are two types of reading :

1) Extensive Reading

Brown makes it obvious that careful reading is necessary to fully comprehend a generally lengthy reading material (book, long article, or expositions, and so forth). Teachers advise children to select their own reading material for the sake of enjoyment and general language development.[9]

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[8]Anna P. Sweet, *Ten Proven Principles for Teaching Reading*, (U.S. Department of Education, 1993), P.5.
[9] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy.* (USA : Longaman, 2003) p. 313

Some associate it with the volume of information, while others refer to "skimming and scanning processes" when using it. According to Hedge, Krashen's concept about comprehensible input may or may not "increase intake" among SL students since "it is difficult to know exactly how every learner employs the input presented." Following are some advantages of regular use, according to Hedge:

In addition to enhancing their language abilities, students can also advance in their reading comprehension, gain more academic independence, learn about different cultures, boost their confidence, and develop a stronger desire to keep learning.

2) Intensive Reading

According to Brown, students who engage in deep reading usually focus on the phonetics or semantic specifics of a segment during study hall. By emphasizing linguistic patterns, discourse markers, and other surface structural intricacies, in-depth reading aids pupils in comprehending strict importance.[10]

Students frequently read a page during intensive (or creative) reading to explore the meaning and become familiar with the writing style. Hedge claims that more in-depth reading is the only way for pupils to get enough experience applying these skills independently on a range of topics. In intense reading activities,

---

[10] Ibid., P.312

students are frequently exposed to short texts that, among other things, are meant to show specific lexical, syntactic, or discursive systems[11].

There are two types of reading comprehension, comprehensive reading and intensive reading, which take into account the aforementioned theories. Every type possesses unique characteristics and differs from the others in different ways.

c. **Models of Reading**

1) Top-down

Top-down approaches prioritize the reader's input and these schemata's significance over the incoming material.

2) Bottom-up

In bottom-up approaches, the reader begins with the written word, recognizes graphic stimuli, decodes them to sound, recognizes words, and decodes meanings. Serial models are utilized in these bottom-up methods.

3) Interactive

In reality, neither the bottom-up nor the top-down approaches are adequate descriptions of the reading process. Instead, interactive models, in which each element of the reading process is capable of interacting with any other element, regardless

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[11] Thomas S. C. Farrel, *A Strategic Approach*., P. 142

of whether it is "higher up" or "lower down," are more appropriate.[12]

d. Indocator of Reading

The reading assessment are illustrated in the following table [13]:

Table 1
Indicator of Reading

	Indicator
1.	Main idea (topic)
2.	Expression/idioms/phrases in context
3.	Inference (implied detail)
4.	Grammatical features
5.	Detail (scanning for a specifically stated detail)
6.	Excluding facts not written (unstated details)
7.	Supporting idea(s)
8.	Vocabulary in context

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Understanding the meaning of a text after reading it is the process of reading comprehension[14]. Reading comprehension is the capacity to comprehend what is read. In addition to reading, pupils also need to comprehend what they have read.

Additionally, reading comprehension is a difficult task that necessitates numerous interactions between readers and what they provide to the text. When readers use their prior knowledge, a

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[12] 4J. Charles Alderson, *Assessing Reading*, (University Press : Cambridge, 2000) p.16-31

[13] H.Douglas Brown, *Language Assessment Principles an Classroom Practices*, (San Francisco State University, 2004), 206.

[14] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

method, and elements specific to the text itself, they are said to be reading comprehension.[15]

It implies that reading is a process that requires interaction between readers employing methods relevant to the text being read together with their past knowledge.

Additionally, since improving reading comprehension is a common objective of reading classes, we concentrated on it in this area. However, depending on the objectives of the course, achievement assessments may assess different reading strategies, reading speed, word recognition, guessing, or note-taking from reading.[16] It implies that different reading strategies can be tested as part of the process' overall goal.

Reading comprehension is an action to grasp the meaning of the text, which may then be translated into its own language, according to the definition given above.

b. **Assesment of Reading Comprehension**

The act of identifying and defining a student's knowledge, understanding, talents, and skills is known as assessment. It is a classroom exercise that promotes learning by gathering information and providing helpful criticism. [17]Assessment is a vital

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[15] Janette K. Klingner, Sharon Vaughn, and Alison Boardman.Graham. *Teaching Reading Comprehensio to Student with Learning Difficulties*. (New york: The Guilford Press, 2007), p.8.

[16] I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p.77.

[17] 19Madani Habib, "*Assessment of Reading Comprehension*", Revista Romaneasca Pentru Educatie Multidimensionala VIII, no. I (27 June 2016): 126.

process necessary to encourage learning and, ultimately, achievement. It is a part of classroom activities[18]. Assessment is the process of gathering and organizing data from intentional activities (such as performance or learning exams) in order to make conclusions about teaching and learning, as well as about individuals, frequently by comparing results to predetermined standards. [19]

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

There are several criterias generally used in indicating students" reading comprehension, those are :

1) Inference (implied detail)

2) Grammatical features

3) Detail (scanning for a specifically stated detail)

4) Vocabulary in context[20]

The preparation approach for the reading comprehension test must be evaluated in light of the aforementioned indicator as a whole.

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[18] 0Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) p.4.

[19] Iasonas Lamprianou and James A Athanasou*, A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009), p.3.

[20] H. Douglas Brown*, Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), p.206.

3. The Definition of Descriptive Text

Descriptive text is a text which describes person, places, mood, situation, and etc. According to Diane A. Wilbur said that descriptive writing is to create a clear picture or impression of person, place or object. [21] Fred D. White also said that descriptive text is drawing in words.[22]

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind is the description of particular thing, animal, person, or others, for instance. Descriptive text may also paint picture of the feeling the person, place, or thing invokes in the writer.

A. The Generic Structure of Descriptive Text

Descriptive text has structures as below :

1) Identification

In this generic structure induces to the subject of description.

2) Description

In this part give details of the characteristic feature of the subject, such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristics, size, physical appearance, ability, habit, daily live, etc.

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[21] Diane A. Wilbur, *Composition :Models and Exercises,* (New York:Harcourt, Brace & World, Inc.,1966),P.41
[22] Freed D. White, The Writer's Art ...,p.61

B. Text Feature of Description :

The text feature of description are [23]:

1) Description aims to show rather than tell the reader what something or someone is like.

2) Description relies on precisely chosen vocabulary with carefully chosen adjective and adverbs.

3) Sensory description what is seen, heard, smelled, felt, tasted, is used.

4) Precise use of adjectives, similes, metaphors to create images/ picture in the mind.

5) Description focuses on key details, powerful verbs, and precise nouns in order to put the reader' in the experience.

6) Use of simple present tenses.

7) Frequently use of epithets and classifiers in nominal groups.

8) Use of "be": is, are, for the identification and showing qualities.

9) Use of verb "have": have, has, and had, to give detailed description of the object's features.

10) Use of action verbs related to the topic, especially when describing behavior or personalities (for person)

11) Use of adjective in describing especially the qualities.

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[23] Virginia P. Rojas, Strategies for succes with english language learner, (2010), p.732

C. Kind of Descriptive Text

Kinds of descriptive text are [24]:

1) First, historical profile that provides an interesting accurate report of places, times or events.

2) Second, venture profile which deeply report about occupation or business.

3) Third, reporting from interview, field observation, and other research.

4) Fourth, a case study which tells about someone's experience in representing a cluster, such a sacrifice of disaster, immigrant community, and a personal research report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about a usual hobby, new technology, etc

D. Purposes of The Text

According to Barbara Fine Clouse, divides the objective of descriptive text into six[25], such as :

1) To entertain

2) To express feelings

3) To relate experience

4) To inform (for a reader unfamiliar with the subject)

5) To inform (to create a fresh appreciation for the familiar), and

6) To persuade

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[24] Anderson M, Text type in English 1-2, (Australia: McMillan Education Australia,2003), p.26
[25] Barbara Fine Clouse, Transition: From Reading to Writing, (New York: McGraw-Hill Humanities, 2014.p 143

B. **Concept of Partner Reading**

1. **Concept of Partner Reading Strategy**

Partner Reading Strategy is a learning strategy that involves two students as partners in one reading text. Each student has different assignments, some serve as readers and some serve as listeners by correcting and testing their friend's reading comprehension. They do this process in turns. This strategy is classified as a flexible strategy because it can be used in any reading context and any grade level.[26]

In addition, Partner reading is another engaging and successful instructional technique for fostering the growth of reading skill, because it can aid pupils in their reading comprehension, the partner reading technique was chosen. and the results of the partner reading strategy as well shows that students' reading comprehension is taught using the Partner Reading strategy higher than that taught using conventional methods. This means that partner reading strategy has a significant effect on students' reading ability understanding. In addition, due to statistical calculations, pair reading strategies can also have a positive effect on reading comprehension.[27].

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[26] Rahmayanti sri rezeki : Hasnawati Latief,& Radiah Hamid,"*The implementation of partner reading strategy in improving student's reading comprehension:English Language teaching Methodology.*"No.I/April 2021

[27] Yanti Kristina sinaga,herman & putri laura siahaan,"The Effect Of Partner Reading Strategy On Redaing Comprehension : Journal Of English Education and Teaching." JEET No.4/June (2020):208.

2. **The Function of Partner Reading Strategy**

There are several functions of partner reading strategy as follows:

a. Students' benefit from practice reading connected text and this approach ensures that students spend a significant amount of time reading aloud.

b. Partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading.

c. Children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently.[28]

3. **Procedure of Teaching Reading using Strategy Partner Reading**

The technique for teaching reading with the partner reading strategy is as follows:

a. The teacher or lecturers opened the class by greeting students' and provide an explanation of what will the inner class do the meeting by giving some pointers about the lesson first

b. Teacher or lecturers explain what is Partner strategy Reading itself, then the teacher or lecturers show a text to students'

c. The teacher or lecturers divides the students' into two part as student A and student B. Student A will be a partner for B student

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[28] Ibid., P.208-209

d. The teacher or lecturers gives an example application of this strategy to students'.

e. The teacher or lecturers assigns roles to student' pairs, with Partner A as stronger reader and Partner B as an over performing reader low.

f. The teacher or lecturers asks students' to read in rotation. Partner A reads text aloud, mimicking read fluently, for five minute. Partner B follows. Then Partner B reads the same text for five minute.

g. After reading, the teacher or lecturers gives 25 multiple choice questions to students'

h. After students' do the assignments from the teacher or lecturers, then the teacher or lecturers corrects and closes the class.[29]

C. TheoreticaliFrameworkiandiParadigm

1. TheoreticaliFramework

Theyaareatwo of the variablesainathis research. Theyyconsist of a dependent variable (Y) and an independent variable (X). Reading comprehension is the dependent variable (Y) and Partner Reading Strategy is the independent variable (X).

The fundamental language ability of reading comprehension is crucial since reading makes it simple to learn a lot of information. Text comprehension is challenging in reality, though. All language learners employ language learning strategy as they begin to process new

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[29] Ibid., P.212-214

informationnand complete assisgnment in the language classroom, whether they are doing it consciously or unconsciously.

For reading comprehension, a special learning strategy is needed. The Partner Reading learning strategy has teams answer questions by reading a text, and this collaborative strategy is highly organized but fun.

The author anticipates that if teachers use Strategy Partner Reading to teach reading comprehension, students will find it easy to fully participate in class. This assumption is based on the reasons given above. If Strategy Partner Reading is used properly, students' reading comprehension will be good; conversely, if the strategy is not used properly, there will be poor reading comprehension among students.

2. **Paradigmm**

The variables' correlation pattern under study is known as a paradigm. In addition, the writer stated the paradigm as follows based on the theoretical framework above;

Figure 1
The influence of using Partner Reading Strategy on the students Reading Comprehension

Partner Reading Strategy → Reading Comprehension → Grad Pair → HYPOTHESIS
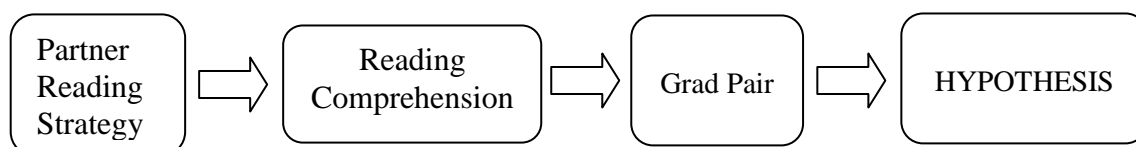
The use of Partner Reading Strategy has a good and significant influence on students' reading comprehension, as can be seen from the table above, where the use of Partner Reading Strategy is better and students' reading comprehension is better. Conversely, there is no substantial benefit or impact from using Strategy Partner Reading on students' reading comprehension if the technique is poor and their reading comprehension is poor.

D. Hypothesis

1. Hyphothesis Formulation

The hypotheses derived from observations, relevant literature, and/or the study's theory make up the research hypothesis. A research hypothesis outlines the connection that one anticipates the study will reveal.[30]

The following hypothesis can be developed for this study based on the aforementioned supposition:

a. An alternate hypothesis (Ha)

The Students' Fourth Semester at English Study Program of IAIN Metro benefit significantly and positively from adopting the Partner Reading Strategy to improve their reading comprehension.

b. Null Hypothesis (Ho)

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[30] Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cenggage Learning, 2010), 8th Edition, Page. 91

The use of the Partner Reading Strategy has no good or substantial effects on the reading comprehension The Students' Fourth Semester at IAIN Metro.

2. Statistical Hypothesis

Yogesh argues that in respect to the idea of a statistical hypothesis, "A hypothesis obtainable given in thennullnformnwhichnis an assertionnthatnno link orThere is no difference between or among the variables.. A statistical hypothesisnthat may be tested using the framework of probability theory is the form null hypothesis. Additionally, it is a non-directional type of hypothesis.[31] This assumption is regarded as being related to a population parameter.

In this study, statistical hypotheses were formulated as follows:

a. If $t_o > t_{observed}$ = HanisnacceptednandnHorisrrejected.

b. If $t_o < t_{observed}$ = HanisarejectednandnHoaisnaccepted

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[31]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), Page.61

CHAPTER III

RESEARCH METHOD

A. Research Design

Two well-known categories of research are quantitative research and qualitative research. The purpose of both quantitative and qualitative research is to gain a broader understanding of how the world works. Both categories of research make heavy use of visual tools. However, quantitative research is research that explains phenomena by collecting numerical data and analyzing them using mathematical methods (especially statistics).[32]

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.[33]

In this study, the researcher conducted an experimental design using two classes, namely fourth class B as the control class which did not receive treatment and fourth class A as the experimental class which would receive treatment which was taught by Partner Reading Strategy. The design is as follows:

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[32] Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.
[33] *Ibid*., P. 13

Figure 2
The Influence of Using Partner Reading Strategy
In Experimental and Control Group

Experimental Class Fourth A	Using Partner Reading Strategy	The Effect of Using Partner Reading Strategy on the Students Reading Comprehension
Control Class Fourth B	Without Using Partner Reading Strategy	
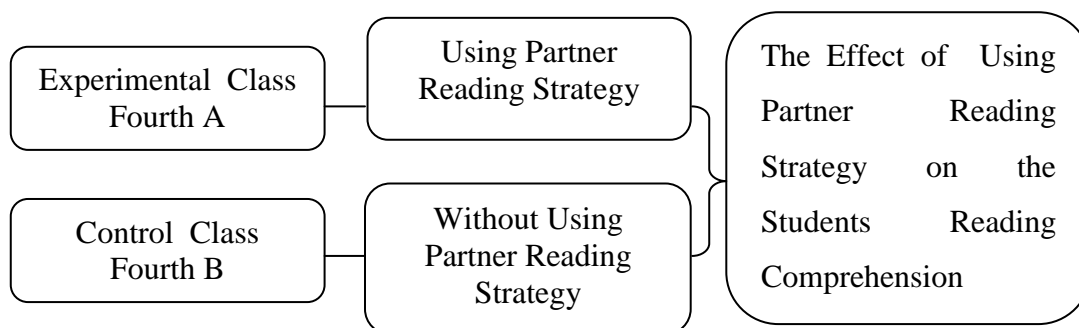
Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (Fourth A) got a treatment using partner reading strategy and control class (Fourth B) didn't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Partner Reading Strategy on the students reading comprehension. The description of sequence is:

Table 2
The Design of Experimental Method

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.[34]

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[34] *Ibid,* P. 18

B. **The Operational Definition of Variable**

1. **Operational Definition of Variables**

In this research, independent and dependent variables are both included. The dependent variable in this study is reading comprehension because it is one of the four language skills that students need to learn in order to understand the main idea of the text. The independent variable in this study is the Partner Reading Strategy, which will be utilized to improve students' reading comprehension. They may read and comprehend the content with remarkable understanding using this strategy.

a. Dependent Variable

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable.[35] Dependent variable of this research is reading comprehension that can be defined as knowledge of student in identification the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher given the test in form the explanation of the students

Table 3
The Measurement of Reading Comprehension

Number	Latter	Categories	Description Criteria
80 – 100	A	Very Good	1. A good reader would attempt to invest himself/herself in the

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[35] Ibid. P 23

			text and live the story in addition to having a thorough grasp of it.
			2. A good reader will allow their focus to flow naturally with the book, not just grasp its deeper meanings.
			3. A good reader demonstrates specific personality traits when reading in addition to being fluent.
			4. A good reader would like sharing what they have read, be always assured, devoted, and attentive, and be prepared to read aloud when necessary.
			5. A good reader must first understand the indicators of reading (Main idea (topic), Expression/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a

			specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context)
66-79	B	Good	1. A good reader will be able to put themselves into the text and strive to live the story in addition to having a solid comprehension of the material (an error).
			2. A good reader will allow their focus to meld with the book so that they may comprehend both the surface and deeper meanings of the material (an error).
			3. A good reader demonstrates specific personality traits while reading in addition to being fluent in the language.
			4. A good reader would enjoy sharing what they had read, and they would be willing to

			read it aloud if necessary. They would also be self-assured, devoted, and meticulous.
			5. A good reader must first understand the indicators of reading (Main idea (topic), Expression/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context)
55-65	C	Fair	1. A good reader will be able to immerse themselves in the text and attempt to live the story in addition to having a solid comprehension of it (an error).
			2. A good reader will allow their focus to meld with the book so that they can comprehend not only the text's surface

				meanings but also its deeper implications (an error).
				3. A good reader demonstrates specific personality traits while reading in addition to being fluent in the language.
				4. A good reader would enjoy sharing what they had read, and they would be willing to read it aloud if necessary. They would also be self-assured, devoted, and meticulous.
				5. A good reader must first understand the indicators of reading (Main idea (topic), Expression/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context)

40-55	D	Poor	1. A good reader will strive to experience the story, but they won't be able to fully immerse themselves in it. They will simply have a good understanding (an error).
			2. An good reader not only comprehends the deeper meanings of the text but also keeps their focus on the book (an error).
			3. A good reader will just be proficient in reading; he or she won't display certain personality traits when reading.
			4. A good reader would be eager to share what they have read, constantly self-assured, committed, and attentive, and willing to read aloud when necessary.
			5. A good reader must first understand the indicators of

			reading (Main idea (topic), Expression/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context)
30-39	E	Very Poor	1. A good reader will try to inhabit the tale and not only understand it (an error). 2. A good reader will focus on the book without letting their thoughts wander, and they will also comprehend the text's deeper implications (an error). 3. A good reader won't be fluent in reading, but he or she won't exhibit specific personality traits while reading. 4. A good reader is always self-assured, committed, and

			careful, and is willing to read back when necessary.
			5. A good reader must first understand the indicators of reading (Main idea (topic), Expression/idioms/phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details), Supporting idea(s), Vocabulary in context)

The following are indicators of the dependent variable (Y):

1) The ability of the students to locate some specific information;

2) The ability of the students to locate explicit (reference) and implicit (inference) information;

3) The ability of the students to locate interpretation of the words, phrases, or sentences in the text.

b. Independent Variable

Partner reading strategy is the independent variable in this study. partner reading strategy is a new cooperative learning strategy that encourages the participation of all students' in the educational process.

Additionally, there are various markers that can be used to determine whether pupils are using this strategy, including:

1) Students' can identify the main ideas of paragraphs.

2) Students' can find appropriate or in-depth information in the text.

3) Students' can infer meaning from context.

4) Students' are able to show textual evidence.

5) Students' can find words by referring meanings.

C. Population, Sample and Sampling Technique

1. Population

The Population is the group of individuals having one characteristic that distinguishes them from other groups.[36] Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population is all subject which presumed in this research.

Therefore, the population of this study were all fourth semester students of IAIN Metro, totaling four classes and consisting of 84 students.

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[36]John W. Creswell, *"Educational ResearchPlanning, Conducting and Evaluating Quantitave and Quaitative Research",* (United States of America:Pearson, 2012), Fourth Edition, P 381.

2. Sample

Sample is "the part of population that will be researched.[37] The sample is part of the population to be taken as a source of data can represent all population. Therefore, The researcher used the simple random sampling, and decide that class fourth A as an experiment class and class fourth B as a control class. The researcher choosed class fourth A as an experimental class because in this class the students got low score in reading result.

Based on the definition of research method above, this research used the quantitative research. In this research used experimental research. And the total of students' is presented bellow:

Table 4
Total Students' of Fourth A and Fourth B of IAIN Metro

No	Class	Gender		Total
		Male	**Famale**	
1	**Fourth A**	3	21	24
2	**Fourth B**	0	20	20

Experiment class as the class that uses Partner Reading Strategy in reading comprehension and control class as the class that does not use Partner Reading Strategy in reading comprehension and all of this action is to know whether Partner Reading Strategy has some influences on the students' reading comprehension.

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[37] L.R. Gay, *Educational Research-Competenccies for Analysis and Application,* (New York: Mc millan publishing company,1990), Second Edition, p. 102

3. **Sampling Technique**

Sampling refers to the process of selecting individuals to participate in research studies. In this study, researchers specifically analyze statistics using simple random samples. Random sampling is the process of selecting a sample so that all individuals within a defined population have an equal and independent chance of being selected for the sample.

Based on the statement above there are 2 classes as Sample. There were 24 fourth semester students as an experimental sample, and 20 fourth semester students as a control sample..

D. **Data Collecting Technique**

To collect precise data at IAIN Metro, the writer employed a technique. The writer employed techniques like:

1. **Test**

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[38] Test is a way that is used to measure a person ability or knowledge in a given domain.

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[38]DonalAry, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), Eight Editio, P. 67

a. Pre-Test

The pre-test was conducted in the first meeting prior to the treatment in order to ascertain the students'skills before beginning the action research.

b. Post-Test

Following treatments, a post-test was given at the most recent meeting to determine whether the treatments had any effect on the students' performance in class.

As a result, the writer used the test to gather information about the students' reading comprehension. Multiple choice questions were used in the reading comprehension test. The fourth students' students from IAIN Metro took this test.

2. Documentation

The researcher used the documentation of an English teacher with the requisite skills to gather data and obtain precise information regarding students' English results in reading comprehension among the fourth students' at IAIN Metro.

E. Research Instrument

The research instrument in this research is the tests which will be describe as follow :

1. Instrument Blueprint

Research instrument which was used in this research are:

a. The instrument which was used to measured students reading comprehension which has a person or group is test. Kind of test is multiple choice test there are consist of 25 questions.

b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students' and about the location sketch of IAIN Metro.

Table 5
Students Reading Comprehension

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Test
1.	Independent Variable (X) Partner Reading Strategy	a. The students are able to make a plans by setting their goals in reading a text. b. The students are able to monitor when they read a text. c. The students are able to make a problem-solving when they find a problem in a text. d. The students are able to evaluate what the	1-15	15	Multiple Choice

		problem in text.			
2.	Dependent Variable (Y) Reading Comprehension	a. Students can find some detailed information (specific information)	18-21	4	Multiple Choice
		b. Students can find information explicit (reference) and implicit (inference)	16,17,22	3	
		c. Students can find interpret words, phrases or sentences in the text	23-25	3	
	Total			25	

2. Instrument Calibration

In this research a test by using multiple choice. For reading comprehension test which consist of 25 items that use to comprehend of a text. Furthemore, several question to measure a Partner Reading Strategy the researcher was used test. The researcher used the instrument by using the pre-test and post-test. Pre-test used to got the score before treatment conducted. This test used to determine the student's knowledge in reading comprehension. The post-test used to got the score after the treatment

conducted. This test used to determine any significant before and after treatment. The researcher was used the objective tests.

F. Data Analysis Technique

In data analysis technique, the researcher will use two formulas. Fistly, to investigate whether there is any positive influence of using Partner Reading strategy on the students' reading comprehension at the fourth students' of IAIN Metro, the researcher will use the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:[39]

$$t = \frac{M_X - M_Y}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_Y}\right)}}$$

Where:

M   : The Mean of score each group

N   : Subjects in the sample

X   : Deviation of each X2 and X1

Y   : Deviation of each grade Y2 and YI[1].

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[39] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

a. The Brief History of IAIN Metro

State Institute for Islamic studies of Metro is located in Metro City, Lampung Province. The IAIN Metro was built on April 23rd to 25th, 1997 based on Decree of President RI No. 11, 1997 on March 21st, 1997. As an Islamic institute, which was one of the universities in Metro City, IAIN Metro had vision and missions. Its vision was to "become an innovative Islamic collage of education in socio-eco-techno-preneurship synergy based on Islamic values and Indonesian."

State Institute for Islamic studies of Metro had 4 faculties, which are divided into two campuses. Campus 1 is the main campus, which had a rectorate building, a postgraduate building, and two faculties, namely the Faculty of Tarbiyah and Teachers Training (FTIK) and the Faculty of Ushuluddin Adab and Da'wah (FUAD). Campus 2 is a wide campus with two other faculties, namely the Faculty of Islamic Economics and Business and the Faculty of Shariah. Not only that, the second campus of IAIN Metro had recently operated the Al-Hikmah Library and the Religious Moderation Monument.

Table 6
The Faculties and The Majors of IAIN Metro

NO.	The Faculty	The Majors
1.	FTIK	• Islamic Education Department (PAI) • English Education Department (TBI) • Arabic Language Education (PBA) • Elementary School Education Department (PGMI) • Islamic Childhood Education Department (PIAUD) • Mathematics Education Department (TMTK) • Biology Education Department (TBIO) • Social Education Department (TIPS)
2.	FUAD	• Language and Arabic Literature (BSA) • Communication and Islamic Broadcasting (KPI) • Islamic Extension Guidance (BPI)
3.	FEBI	• Shariah Economy (ESY) • Shariah Banking (PBS) • Islamic Accounting (AKS) • Pilgrimage Management (MHU)
4.	F.SYARIAH	• Islamic Law (AS) • Islamic Economy Law (HESY) • Islamic Constitutional Law (HTN)

b. The Profile of English Education Study Program of IAIN Metro

The English Education Study Program is a Study Program with Strata1, which was established in 2007. This department is an old one at IAIN Metro. The vision, mission and goals of the English education Study Program are as follows:

Table 7
Vision, Mission, and Goal of TBI

Vision	:	Making English study program highly qualified in educational insight and knowledge of English language and literature based on faith and ihsan as well as moral and ethical values of social and state life.
Mission	:	Creating an English language education program that is not only of high quality, but also beneficial for the Indonesian people to meet the needs of the real world of work, both in the field of education and in non-educational fields at the national and international levels.
Goal	:	The aims are to produce graduates who are knowledgeable, skilled, and qualified in teaching English or carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels.

c. The Facilities of IAIN Metro

In order to support lecturers and students, there are some facilities in state Islamic institute of metro, namely;

Table 8
Facilities in State Institute for Islamic Studies of Metro

NO	Facilities	Total
1.	Lecturers" room	4
2.	Computer laboratory unit & BMT	4
3.	Library unit	1
4.	Language laboratory unit	2
5.	Micro-Teaching laboratory	1
6.	Islamic development unit	1
7.	Classroom	38
8.	Mosque	1
9.	Futsal field	1
10.	Basketball field	1
11.	Wall climbing field	1
12.	Volley field	1
13.	Tennis field	1
14.	Auditorium	1
15.	Students activities unit	1
16.	Students committee office	1
17.	Canteen	1

d. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies

of Metro as follows :
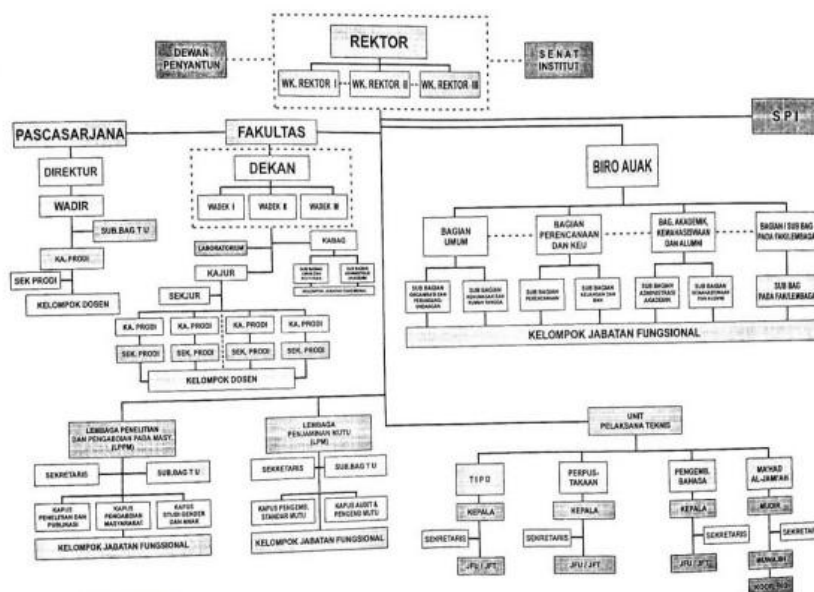
2. **Description of Result Data Research**

a. The Date of Variabel Reading Comprehension based on Pre-Test and Post-Test scores in the Experimental and Control class in English subjacts.

1) The Results of the Student's Pre-Test

The research conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The results of Student's Experimental Class Pre-Test can be identified as follows :

Table 9
The Pre-Test Results of the Experimental Class at the Fourth Semester Students' of IAIN Metro

No	Name	Category				
		Very Good 80-100	Good 66-79	Fair 56 -65	Poor 44-55	Very Poor 30-39
1.	AL			64		
2.	AE		68			
3.	AN			64		
4.	AF		72			
5.	AM			64		
6.	BF			60		
7.	DH			60		
8.	FL			60		
9.	HM			64		
10.	JR			64		
11.	KA			60		
12.	L			60		
13.	MA		72			
14.	MT			60		
15.	NE		68			
16.	QA		68			
17.	RP			56		
18.	RU			60		
19.	SD			60		
20.	SP		72			
21.	SA			60		
22.	SE		72			
23.	SS			64		
24.	WH			60		
Total						1 532
Average						63.8333333
The Highest Score						72
The Lowest						56
The Number of the Student's who got 75 or more						0

Source The Result of Students Experimental Class Pre-Test on April 11th, 2023

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

R   = the highest score – the lowest score

= 72 - 56

= 16

K $= 1 + 3.3 \log \text{in}$

   $= 1 + 4,55 = 5,55$

   $= 6$

P $= \dfrac{R}{K}$

   $= \dfrac{16}{6} = 2,6$

   $= 3$

After knowing the interval class, then the data is taken from

interval above was put on the table of frequency distribution as follows :

Table 10
Frequency Distribution as the Results of Experimental Class Pre-Test at the Fourth Semester Students' of IAIN Metro

Interval	Frequency	Category	Persentages %
56-58	1	Fair	4,2%
59-61	10	Fair	41,6%
62-64	6	Fair	25%
65-67	0	Good	0%
68-70	3	Good	12,5%
71-73	4	Good	16,7%
	24		100%

If the data put into a graphic, it can be seen as follow:

Graph 1
Frequency of Students' Score in Pre-Test
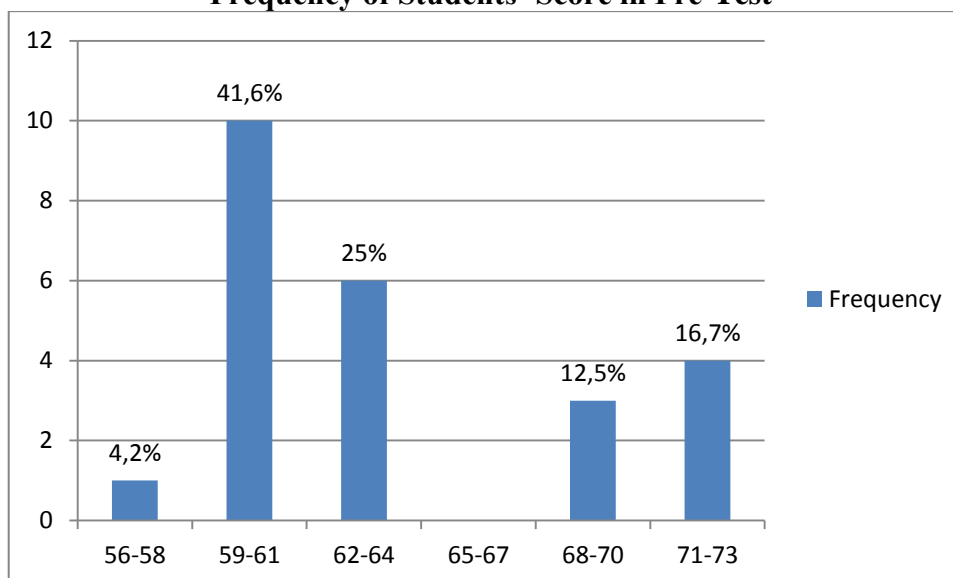
The graph of table frequency distribution above describe that the result of the students score of Pre-Test (experimental class). There was 1 (4,2%) students got score 56-58. Furthermore, there were 10 (41,6%) students who got score 59-61, 6 (25%) students who got score 62-64, 0 (0%) students' who got score 65-67, 3 (12,5%) students who got score 68-70, and 4 (16,7%) students who got score 71-73. From the data above, it can be seen that students' reading comprehension in pre-test was unsatisfactory.

Furthermore, the result of students' control class Pre-Test can be identified as follow.

Table 11
The Pre-Test Results of the Control Class at the Fourth Semester Students'
of IAIN Metro

No	Name	Category				
		Very Good 80-100	Good 66-79	Fair 56-65	Poor 44-55	Very Poor 30-39
1.	AD			60		
2.	AR		68			
3.	BR			60		
4.	DA			64		
5.	DP			60		
6.	FA			64		
7.	MA			60		
8.	ML			60		
9.	NF			64		
10.	NI		72			
11.	NA		72			
12.	PN		68			
13.	RC			56		
14.	PA			68		
15.	SU			64		
16.	SO			60		
17.	SM		68			
18.	SD		72			
19.	SH			64		
20.	YA			60		
Total						1284
Average						64,2
The Highest Score						72
The Lowest						56
The Number of the Students who got 75 or more						0

Source : The Results of Students Control Class Pre-Test on April 11th, 2023

Based on the table above, the researcher measured the class

interval using Sugiono's formula as follows :

R = the highest score − the lowest score

= 72 - 56

= 16

K = 1 + 3.3 log n

= 1 + 4,29 = 5,29

$$= 6$$

$$\mathrm{P} \qquad = \frac{R}{K}$$

$$= \frac{16}{6} = 2{,}6$$

$$= 3$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows :

Table 12
Frequency Distribution as the Results of Control Class Pre-Test at the Fourth Students' of IAIN Metro

Interval	Frequency	Category	Percentages %
56-58	1	Fair	5%
59-61	7	Fair	35%
62-64	5	Fair	25%
65-67	0	Good	0%
68-70	4	Good	20%
71-73	3	Good	15%
	20		100

If the data put into a graphic, it can be seen as follow:

Graph 2
Frequency of Students' Score in pre-test
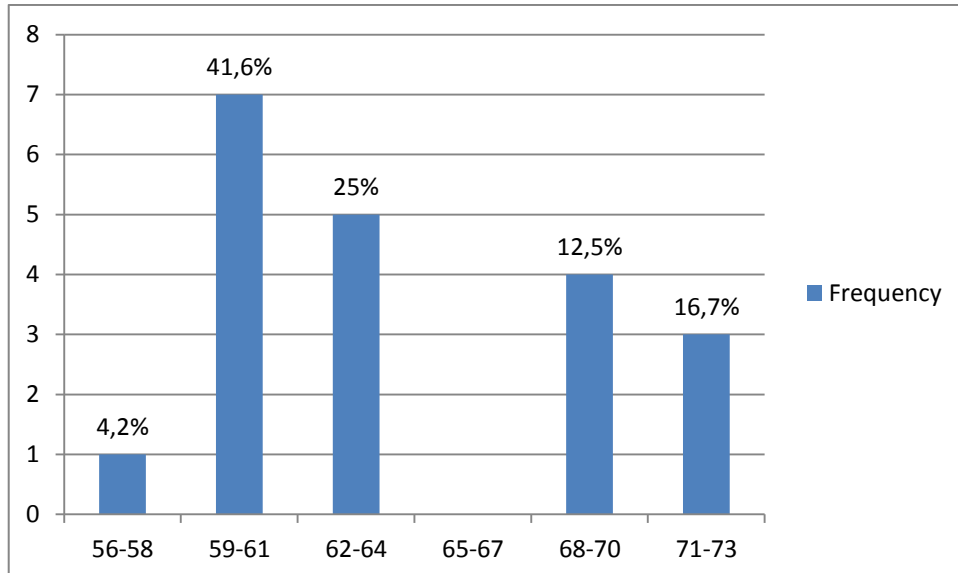
The graph of table frequency distribution above describe that the result of the students' score of Pre-Test (control class). There was 1 (5%) students' got score 56-58. Furthermore, there were 7 (35%) students who got score 59-61, 5 (25%) students who got score 62-64, 0 (0%) students who got score 65-67, 4 (20%) students who got score 68-70, and 3 (15%) students who got score 71-73. From the data above, it can be seen that students' reading comprehension in pre-test was unsatisfactory.

2) The Result of the Students Post Test

The research conducted post test in the last meeting of the research in order to compare the students' report reading comprehension before and after treatment given. And the data of post-test score at the Experimental class as follows :

Table 13
The Post-Test Results of the Experimental Class at the Fourth Semester
Students' of IAIN Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AL	84				
2.	AE	88				
3.	AN	84				
4.	AF	92				
5.	AM	80				
6.	BF	80				
7.	DH	88				
8.	FL	84				
9.	HM	80				
10.	JR	80				
11.	KA		76			
12.	L		72			
13.	MA	84				
14.	MT		76			
15.	NE	80				
16.	QA	80				
17.	RP		72			
18.	RU	80				
19.	SD	80				
20.	SP	88				
21.	SA	80				
22.	SE	84				
23.	SS	80				
24.	WH	80				
Total						1952
Average						81.3333333
The Highest Score						92
The Lowest						72
The Number of Students who got 75 or more						22

Source : The Results of Students Experimental Class Post-Test on April 11th , 2023

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows :

R　　= the highest score – the lowest score

　　　= 92 -72

$$= \ 20$$

$$K \quad = 1 + 3.3 \log n$$

$$= 1 + 4{,}55 = 5{,}55$$

$$= 6$$

$$P \quad = \frac{R}{K}$$

$$= \frac{20}{6} = 3.33$$

$$= 4$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows :

Table 14
Frequency Distribution as the Results of Experimental Class Post-Test at the Fourth Students' of IAIN Metro

Interval	Frequency	Category	Percentages %
72-75	2	Good	8,3%
76-79	2	Good	8,3%
80-83	11	Very Good	45,9%
84-87	5	Very Good	20,8%
88-91	3	Very Good	12,5%
92-95	1	Very Good	4,2%
	24		100

If the data put into a graphic, it can be seen as follow:

Graph 3
Frequency of Students' Score in Post-Test
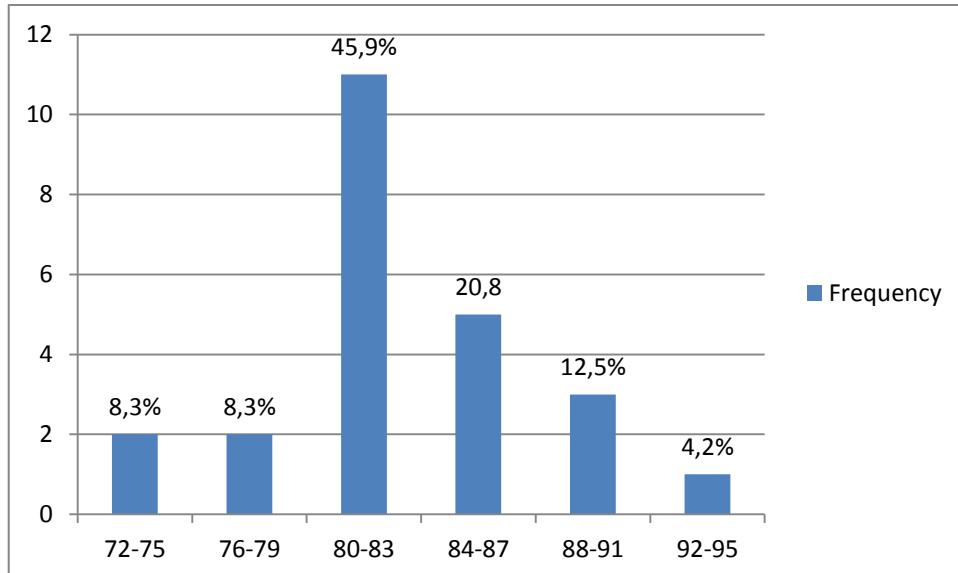
The graph of table frequency distribution above describe that the result of the students' score of Post-Test (experimental class). There were 2 (8,3%) students got score 72-75. Furthermore, there were 2 (8,3%) students who got score 76-79, 11 (45,9%) students who got score 80-83, 5 (20,8%) students who got score 84,87, 3 (12,5%) students who got score 88-91, and 1 (4,2%) students who got score 92-95. From the data above, it can be seen that students' reading comprehension in post-test was satisfactory.

Table 15
The Post-Test Results of the Control Class at the Fourth Semester Students'
of IAIN Metro

No	Name	Category				
		Very Good 80-100	Good 66-79	Fair 56-65	Poor 44-55	Very Poor 30-39
1.	AD		64			
2.	AR		68			
3.	BR		64			
4.	DA		64			
5.	DP		60			
6.	FA		64			
7.	MA		64			
8.	ML		68			
9.	NF		68			
10.	NI		72			
11.	NA		68			
12.	PN		72			
13.	RC		60			
14.	PA		72			
15.	SU		68			
16.	SO		64			
17.	SM		68			
18.	SD		72			
19.	SH		68			
20.	YA		64			
Total						1332
Average						66.6
The Highest Score						72
The Lowest						60
The Number of the Students who got 75 or more						0

Source : The Results of Students Control Class Post-Test on April 11th , 2023

Based on the table above, the researcher measured the class interval using

Sugiono's formula as follows :

R   = the highest score − the lowest score

$$= 72 - 60$$

$$= 12$$

K   = 1 + 3,3 log n

$$= 1 + 4,29 \ = 5,29 = 5$$

$$P \quad = \frac{R}{K}$$

$$= \frac{12}{5} = 2,4$$

$$= 3$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows :

Table 16

Frequency Distribution as the Results of Control Class Post-Test at the Fourth Students' of IAIN Metro

Interval	Frequency	Category	Percentages %
60-62	2	Fair	10%
63-65	7	Fair	35%
66-68	7	Good	35%
69-71	0	Good	0%
72-74	4	Good	20%
	20		100

If the data put into a graphic, it can be seen as follow:

Graph 4
Frequency of Students' Score in Post-Test
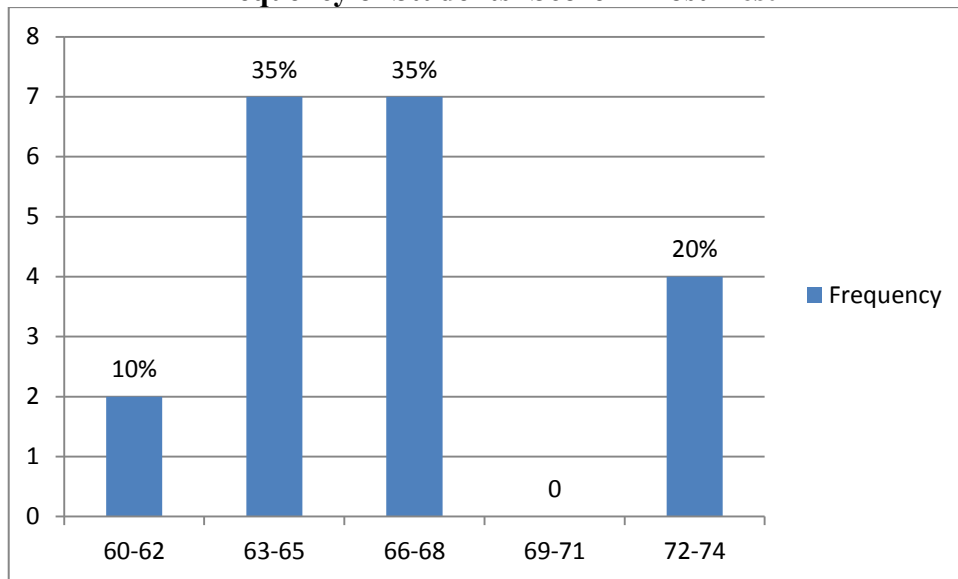
The graph of table frequency distribution above describe that the result of the students score of Post-Test (Control class). There were 2 (10%) students got score 60-62. Furthermore, there were 7 (35%) students who got score 63-65, 7 (35%) students who got score 66-68, 0 (0%) students who got score 0, and 4 (20%) students who got score 72-74. From the data above, it can be seen that students' reading comprehension in post-test was unsatisfactory.

3. **T-test**

Table 17
The Authentic Table of the Differences between Experimental Class and
Control Class at the Fourth Semester Students' of IAIN Metro

| NO | Control Classs | | | | | NO | Experimental Class | | | | |
	Subjact	Pre-Test (X1)	Post-Test (X2)	Difference (X)	X2		Subject	Pre-Test (Y1)	Pos-Test (Y2)	Difference (Y)	X2
1.	AD	60	64	4	16	1.	AL	64	84	20	400
2.	AR	68	68	0	0	2	AE	68	88	20	400
3.	BR	60	64	4	16	3.	AN	64	84	20	400
4.	DA	64	64	0	0	4.	AF	72	92	2160	400
5.	DP	60	60	0	0	5.	AM	64	80	20	256
6.	FA	64	64	0	0	6.	BF	60	80	20	400
7.	MA	60	64	4	16	7.	DH	60	88	28	784
8.	ML	60	68	8	64	8.	FL	60	84	24	576
9.	NF	64	68	4	16	9.	HM	64	80	16	256
10.	NI	72	72	0	0	10	JR	64	80	16	256
11.	NA	72	68	-4	16	11.	KA	60	76	16	256
12.	PN	68	72	4	16	12.	L	60	72	12	144
13.	RC	56	60	4	16	13.	MA	72	84	12	144
14.	PA	68	72	4	16	14.	MT	60	76	16	256
15.	SU	64	68	4	16	15.	NE	68	80	12	144
16.	SO	60	64	4	16	16.	QA	68	80	12	144
17.	SM	68	68	0	0	17.	RP	56	72	16	256
18.	SD	72	72	0	0	18.	RU	60	80	20	400
19.	SH	64	68	4	16	19.	SD	60	80	20	400
20.	YA	60	64	4	16	20.	SP	72	88	16	256
						21.	SA	60	80	20	400
						22.	SE	72	84	12	144
						23.	SS	64	80	16	256
						24.	WH	60	80	20	
The Result		1284	1332	$\sum x$ =48	$\sum x^2$ = 256			1532	1952	$\sum y = 420$	$\sum y^2$ = 7728

The procedures of calculation are as follow:

Firstly, the writer had to find the mean to gain the score from the

experimental class and the control class.

From the control class the researcher got :

$$M_x \quad = \frac{48}{20}$$

$$= 2,4$$

$$\sum_x 2 = \sum_x 2 - \frac{(\sum x)}{n}$$

$$= 256 - \frac{(48)}{20}$$

$$= 256 - \frac{2304}{20}$$

$$= 256 - 115,2$$

$$\sum_x 2 = 140,8$$

From the experimental class the researcher got :

$$M_y = \frac{420}{24}$$

$$= 17,5$$

$$\sum_y 2 = \sum_y 2 - \frac{(\sum y)}{n}$$

$$= 7728 - \frac{(420)^2}{24}$$

$$= 7728 - \frac{176.400}{24}$$

$$= 7728 - 7.350$$

$$\sum_y 2 \quad = 378$$

Then the researcher counted the research process by using the

formula of t-test as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum_X 2 + \sum_y 2}{n_x + n_y - 2}\right) - \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{2,4 - 17,5}{\sqrt{\left(\frac{140,8 + 378}{20 + 24 - 2}\right) - \left(\frac{1}{20} + \frac{1}{24}\right)}}$$

$$= \frac{15,1}{\sqrt{\left(\frac{140,8 + 378}{42}\right)\left(\frac{1}{20} + \frac{1}{24}\right)}}$$

$$= \frac{15,1}{\sqrt{149,8 \ x \ 0,0045}}$$

$$= \frac{15,1}{\sqrt{6,741}} = \frac{15,1}{2,59} = 5,83$$

Moreover, after putting the data above into formula t-test, the researcher got $t_{observed}$ is 5,83.

To know the critical value of t_{table}, the researcher firstly counted degrees of freedom (d.f), as follows :

$$d.f \quad = N_x + N_y -2$$

$$d.f \quad = 20 + 24 - 2$$

$$= 42$$

The degrees of freedom (d.f) was 42, the researcher find it in t-table. So, it is not done interpolation.

Table 18

Critical Value of$_{table}$

	5%	1%
d.f 42	1.65	2.41

Source : Junaidi,2010. *Titik presentase Distribusi t*, P.2

From all the data analysis above, it can be know that :

$t_{observed}$ = 5,83

t_{table} = 1.68 (5%) and 2.41 (1%)

The researcher hat formulated the null hypothesis (Ho) and alternative hypothesis (Ha) are as follows :

a. Null Hypotesis (Ho)

There is no positive and significant influence of using Partner Reading Strategy on the students' reading comprehension at the fourth semester of IAIN Metro.

Furthemore, after Ha and Ho has formulated, the researcher consulted $t_{observed}$ to t_{table} and f_o to f_h as follows :

1) If $t_{observed} > t_{table}$, So Ha is accepted and Ho is rejected

2) If $t_{observed} < t_{table}$, So Ha is accepted and Ho is rejected

It means that if the $t_{observed}$ is higher than t_{table} there is a positive influence, Ha is accepted and Ho is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} there is no a positive influence, Ha is rejected and Ho is accepted.

b. Alternative hypothesis (Ha)

The hypothesis applied in this present research is there is a positive influence of using Partner Reading Strategy on the students' reading comprehension at the fourth students' of IAIN Metro.

Furthermore, the data confirm that $t_{observed}$ is higher than t_{table}, or it can be written as 1.68<5,83>2.41. It means that there is a positive influence of using Partner Reading Strategy on the students' reading comprehension at the fourth students' of IAIN Metro.

B. **Discussion**

This research is a quantitative study with control and experimental classes to determine whether there is a positive and significant influence. To

get the data, the researchers used the control class and the experimental class. The experimental class is a class that is used to conduct research and here the researcher gives treatment to students using the Partner Reading Strategy method. While the control class is a class control to know whether or not there is influence of Partner Reading Strategy to students' reading comprehension.

Before the researcher gave treatment and determined the control class and the experimental class, the researcher gave a pre-test to find out students' reading comprehension. The researcher give 25 questions to students, and they answered the questions given. Based on the results of the pre-test in class A in semester IV, an average score of 63.8 was obtained, while in class B in semester IV, an average value was obtained of 64.2. Based on the test results, the researcher assigned class A as the experimental class and class B as the control class. The researcher chose class A as the experimental class because in this class students got low scores in reading results.

In the control class the researcher did not apply the treatment. While in the experimental class, the researcher gave the treatment, by giving a little explanation about Partner Reading Strategy and how to apply. Then the researcher gave a test of 25 questions to class A students', totaling 24 students'. Based on the results of implementing the partner reading strategy in class A, the average score was 81.33.

The calculation results from this experimental study show that the partner reading strategy is effective to be applied by the fourth semester students' of IAIN Metro. It is also ensured that the effectiveness is at a

significant level. Therefore, the processed data finally provides answers to questions at the beginning of the study. In addition, the results of the study are also consistent with previous researcher which revealed partner reading strategies as one of the readings effective strategy significantly in improving students' reading comprehension.

Overall, the results confirm previous research investigating partner reading strategies to assist in influencing reading comprehension. This is similar to the findings of the previous research about the influence of students' reading comprehension and making students more engaged with reading the text. Differences from previous research sample place, level of education, and type of text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data it can be concluded that there is positive and significant influence of the use partner reading strategy to students reading comprehension. It can be seen based on the result of data analysis, that alternative hypothesis (Ha) on this study was accepted,, alternative hypothesis (Ha) on this study was accepted, it this shown with the calculation, the researcher found that the critical value of $t_{observed}$ is 5,83 Then , considering the t_{table} by using df.42 , the researcher found it in the table. It can be known that the critical value of t_{table} for the 5 % level is 1.68 and for the 1 % level is 2.41. From those all of the data analysis , it can be seen that $t_{observed}$ (5,83) is higher than t_{table} (5 % -1.68 . 1 % -2.41) , or it can be written as ($1.68 < 5,83 > 2.41$).

Therefore , it can be inferred that Ha is accepted and Ho is rejected . It means that there is a positive and significant influence of using Partner Reading Strategy on the students reading comprehension at the fourth semester of IAIN Metro.

B. Suggestion

After the researcher had done the research to the fourth semester of the IAIN Metro, the researcher would like to give some suggestion as follows :

1. For the Students

    This research is expected to be useful for IAIN Metro students' specifically for English education ones. Through this research they are expected to improve their quality in English.

2. For the lecturers

    Lecturers are suggested to use Partner Reading Strategy to help students' improve reading comprehension.

3. For further researcher

    The researcher suggests the other researchers to develop this research with different data source and better strategy.

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APPENDICES

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0382/In.28/J/TL.01/02/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Andianto M.Pd INSTITUT AGAMA
ISLAM NEGRI METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**MERINDA SARI**
NPM	:	1901050026
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH DEPARTMENT OF IAIN METRO

untuk melakukan prasurvey di INSTITUT AGAMA ISLAM NEGRI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Februari 2023
Ketua Jurusan,
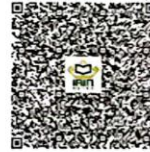
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SURAT KETERANGAN
Nomor: B-1293/In.28.1/J/TL.00/03/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : MERINDA SARI
NPM   : 1901050026
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH EDUCATION DEPARTMENT IAIN METRO"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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

Wassalamualaikum Wr. Wb

Metro, 21 Maret 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

RATIFICATION PAGE
No:

The Research Proposal entitled: THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH DEPARTMEN IAIN METRO, written by: Merinda Sari, Student Number: 1901050026, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, January 27th 2023 at 08:00-09.30 WIB.

BOARD OF EXAMINERS

Chairperson : Aisyah Sunarwan, M.Pd (.........................)

Examiner I : Drs. Umi Yawisah, M.Hum (.........................)

Examiner II : Yeasy Agustina Sari, M.Pd (.........................)

Secretary : Lenny Setiyana, M.Pd (.........................)

Head of English Education Department

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Nomor   : B-1333/In.28.1/J/TL.00/03/2023
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**MERINDA SARI**
NPM	:	1901050026
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH EDUCATION DEPARTMENT IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Maret 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor : B-1626/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1627/In.28/D.1/TL.01/04/2023, tanggal 06 April 2023 atas nama saudara:

Nama	:	**MERINDA SARI**
NPM	:	1901050026
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 April 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-1627/In.28/D.1/TL.01/04/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:
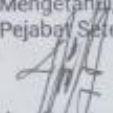
Nama	:	MERINDA SARI
NPM	:	1901050026
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 06 April 2023

Mengetahui,
Pejabat Setempat

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN
Nomor: B-1918/In.28.1/J/TL.00/05/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : MERINDA SARI
NPM   : 1901050026
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF THE STUDENTS FOURTH GRADES AT ENGLISH EDUCATION DEPARTMEN IAIN METRO"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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

Wassalamualaikum Wr. Wb

Metro, 2 Mei 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-246/In.28/S/U.1/OT.01/05/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	MERINDA SARI
NPM	:	1901050026
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP 19750505 200112 1 002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Merinda Sari
NPM   : 1901050026
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Mei 2023

Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari
NPM : 1901050026

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Thursday June 2, 2074		- Explain the Background of the study from the general to the specific - Explain the reason and the importance of your research	X
	Wednesday Juni 29, 2071		- the result of pra survey should be explained in detail - problem identify should be based on students problem that has been explained before	X

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari
NPM : 1901050026

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	monday 28 nov 22	✓	- paragraph should cast of 1 main idea and detail important - please add two prior research	
	wednesday nov 30, 2022	✓	- add indicators of reading on ch. II - please comprehend that how to get the score for the ready	
	wednesday dec 7, 2022	✓	- chapter II need to be revised - comprehend more about dependent & independent variable - inform if not suggest for available source - revise data collect techn	

Mengetahui
Ketua Jurusan TBI

Andianto M.Pd
NIP 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN 0207021301

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari   Jurusan : TBI
NPM : 1901050026   Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Friday Aug 9, 2022	✓	acc chapter 3 - 4] the proposal is ready for seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari Program Studi : TBI
NPM : 1901050026 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday April 5, 2013	✓	ACC for Instrument	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871110 2201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari
NPM : 1901050026

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Friday 5/5 2023	Aisyah	- Revise all the typos you have - Revise all note about grammar mistakes the sentences and paragraph you write must be cohessive and coherence! - Discussion must explore the data you have in control and experimental class - Delete the improved you have on p. 61 - Conclusion must answer the question you have on problem formulat	

Mengetahui
Ketua Program Studi TBI

Dosen Pembimbing

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari
NPM : 1901050026

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wesday 5/5 2023	Aisyah s	- Revise the explanat you wrote on Discussion - the discussion should start from content and data then continue to explain each class and the data	
	Friday 12/5 2013	Aisyah s	- continue revising about chapter IV especially for discussion - the explanation must be clear start from type of research, control experimental design, and calculation of data analysis	

Mengetahui
Ketua Program Studi TBI

Dosen Pembimbing

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Merinda Sari
NPM : 1901050026

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Tuesday 16/5/2023	Acc	- Acc for chapter IV-V - Bring your complete document of Undergrad thesis from cover until appendix	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

LESSON PLAN
(CONTROLL CLASS)

Campus Name   : IAIN METRO
Subjact / Skill   : English/Reading
Class / Semester   : B/Fourth
Material / Topic   : Descriptive Teks
Time Allocation   : 1x55 minutes (1x meeting)

A. Purpose And Objectives :

1. Student can identify general descripcions, specific and detailed information from descriptive text
2. Students can describe general descriptions and specific information from descriptive text
3. Students can the text social function, text structure, and linguistic elements from descriptive text
4. Students can answer qeustionts from descriptive texs
5. Students can read and understand descriptive text
6. Students can explain orally and in writing about the contens of desctiptive text

B. Teaching Method :

1. Direct Method :
   a. Definiton:
      Descriptive text *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*" **Or Is a text which used to describe something, someone, or place.**
   b. Function :
      The function of descriptive text is used to describe something, someone, or place.
   c. Generic Structure
      Descriptive text has two main parts :
      1) Identification This part identifies particular things to be described. What is the text about?
      2) Description This part describes the parts and characteristics.
   d. Language Feature of descriptive text are:
      - Specific participant: having a specific object, not general and unique (there is only one)

For example: bandengan beach, my house, borobudur temple, uncle Joko

- Adjective use to clarify noun (noun)
  For example: a beautiful beach, a handsome man, the famous place in Jepara etc
- Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
- Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:

Read the following text, and then answer the following questions

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

1. Comprehension Questions

Answer the following questions briefly.

   1. Who is being described in the text?
   2. How long have the writer and Dinda been friends?
   3. What does Dinda look like?
   4. What are her favourite clothes?
   5. What kind of t-shirts does she like?
   6. Describe Dinda's personality briefly.
   7. Why do many friends enjoy Dinda's company?
   8. What is Dinda's bad habit?
   9. What is Dinda's hobby?
   10. How does the writer feel about Dinda?

2. Teaching Strategy :
   a. QAR (Question Answer Relationship): The teacher gives several questions and students must answer them

C. **Material :**
   1. Whiteboard
   2. Paper

D. **Steps of the activities :**

Kind Of Activities	Description Of Activities	Time Allocation
Pre activities	**OPENING** • Greeting • The teacher explains to students about the material to be studied. • The teacher asks students about their readiness to learn 5-10 minutes • Prepare students for lessons	10 minutes
Main activities	**OBSERVING** • The teacher gives material • a detaile explanation of the descriptive text. • The teacher asks the students to read the descriptive text. **PRACTICING** • The teacher gives quesionts sourced from the text. • The teacher gives the opportunity to	40 minutes

		think, analyze and act without fear.	
Post activities	**CLOSING** • Together with students make a summary / conclusion of the lesson • Conduct an assessment or reflection on the activities that have been carried out	

E. Evaluation

Attitude Competency Assessment

Indicators : Students demonstrate cooperative behavior, polite, tolerant, responsive and proactive and wise as a manifestation of the ability to solve problems and make decisions.

No	Student Name	Work Together	Curiocity	Polite	Confident	Communicative
1.						
2.						
3.						

Column aspects of behavior filled with numbers that match the following criteria

4 = very good

3 = good

2 = fair

1 = poor

LESSON PLAN
(EXPERIMENTAL CLASS)

Campus Name : IAIN METRO
Subjact / Skill : English/Reading
Class / Semester : A/Fourth
 Material / Topic : Descriptive Teks
 Time Allocation : 1x55 minutes (1x meeting)

F. Purpose And Objectives :

7. Student can identify general descripcions, specific and detailed information from descriptive text
8. Students can describe general descriptions and specific information from descriptive text
9. Students can the text social function, text structure, and linguistic elements from descriptive text
10. Students can answer qeustionts from descriptive texs
11. Students can read and understand descriptive text
12. Students can explain orally and in writing about the contens of desctiptive text

G. Teaching Method :

2. Direct Method :
   f. Definiton:
      Descriptive text *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*"
      Or Is a text which used to describe something, someone, or place.
   g. Function :
      The function of descriptive text is used to describe something, someone, or place.
   h. Generic Structure
      Descriptive text has two main parts :
      3) Identification This part identifies particular things to be described. What is the text about?
      4) Description This part describes the parts and characteristics.
   i. Language Feature of descriptive text are:
      - Specific participant: having a specific object, not general and unique (there is only one)

For example: bandengan beach, my house, borobudur temple, uncle Joko
- Adjective use to clarify noun (noun)
    For example: a beautiful beach, a handsome man, the famous place in Jepara etc
- Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
- Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

j. Example:

Read the following text, and then answer the following questions
Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with

luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

1. Comprehension Questions
    Answer the following questions briefly.
    11. Where is Losari beach located?
    12. What attraction does Losari beach offer?
    13. Based on the text, how long is Losari beach?
    14. What is the name of the place where the children can play and run?
    15. How many hotels does the writer mention?
    16. According to the text, we may conclude that Losari beach is suitable for whom?
    17. What is the main idea of the text?
    18. This is a major attraction of people's coming to the Losari beach. (paragraph 1). The underlined word refers to….
    19. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean…. (paragraph 1). What does the underlined word mean?
    20. Long of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. (paragraph 2). The word "approximately" in line 7 is closest in meaning to....
2. Teaching Strategy :
    a) Partner Reading Strategy
    b) QAR (Question Answer Relationship): The teacher gives several questions and students must answer them

H. Material :
   3. Whiteboard
   4. Paper

I. Steps of the activities :

Kind Of Activities	Description Of Activities	Time Allocation
Pre activities	**OPENING** • Greeting • The teacher explains to students about the material to be studied. • The teacher asks students about their readiness to learn 5-10 minutes • Prepare students for lessons	10 minutes
Main activities	**OBSERVING** • The teacher gives material • a detaile explanation of the descriptive text. • the teacher explains how to apply the partner reading strategy • The teacher asks the students to read the descriptive text. **PRACTICING** • The teacher gives quesionts sourced from the text. • The teacher gives the opportunity to think, analyze and act without fear.	40 minutes
Post activities	**CLOSING** • Together with students make a summary / conclusion of the lesson • Conduct an assessment or reflection on the activities that have been carried out	

J.

K. Evaluation

Attitude Competency Assessment

Indicators : Students demonstrate cooperative behavior, polite, tolerant, responsive and proactive and wise as a manifestation of the ability to solve problems and make decisions.

No	Student Name	Work Together	Curiocity	Polite	Confident	Communicative
1.						
2.						
3.						

Column aspects of behavior filled with numbers that match the following criteria

4 = very good

3 = good

2 = fair

1 = poor

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   A. as an identification
   B. as an orientation
   C. as a thesis
   D. as a classification
   E. as an abstract

2. The text above is in form of…
   A. hortatory exposition
   B. Narrative
   C. Description
   D. Report
   E. Explanation

3. What is the communicative purpose of the text?
   A. to present two points of views about natural bridge national park
   B. to explain the bridge national park
   C. to describe the bridge national park
   D. to retell the bridge national park

E. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
    A. 110 kilometers from South of Brisbane
    B. 110 kilometers from Pacific Highway
    C. 110 kilometers from Numinbah Valley
    D. 110 kilometers from Lamington National Park
    E. 110 kilometers from Nerang

5. What the visitors will see in the night?
    A. a common glow worm
    B. the unique feature of the glow worms
    C. a great dark cave
    D. the unique rocks
    E. the fantastic bridge

6. The word 'luscious' in the text means……
    A. Succulent
    B. Dense
    C. Dull
    D. Dry
    E. Arid

Text 2 for No. 7-10

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large freeform swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the busness district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's granduer has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

7. The text mainly focuses on….
   A. Bangkok's grandeur
   B. Shangri-La Bangkok
   C. Bangkok's "River Kings"
   D. the water of the Chao Praya
   E. the majestic river in Bangkok

8. The type of text above is a/an……
   A. Report
   B. Recount
   C. Anecdote
   D. Narrative
   E. Descriptive

9. For how many people the meeting facilities are up to?
   A. 6000 people
   B. 4000 people
   C. 2000 people
   D. 5000 people
   E. 1000 people

10. The communicative purpose of this text is….

A. to describe Chao Praya

B. to retell events for entertainment

C. to present at least two points of view about an issue

D. to tell the luxury of Shangri-La Bangkok

E. to inform readers, listeners, or viewers about events of the day

Text 3 for No. 11-15

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

11. The text mainly focuses on….

A. Singapore

B. Orchard Plantation

C. Plaza and Mall

D. Orchard road as business and entertainment center

E. Shopping Center

12. Which statement is TRUE?

   A. At first Orchard Road is a crowded settlement

   B. Orchard road became business and entertainment center since 1974

   C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction

   D. Orchard road is infamous place at Singapore

   E. Orchard road is not surrounded by flower garden

13. In the third paragraph the writer describes about?

   A. The location of Orchard Road

   B. The things that we can see at orchard road

   C. The direction to get to Orchard Road

   D. The history of Orchard Road

   E. The distance of Orchard Road

14. Words "it" in line 4 refers to?

   A. The plantation

   B. Luxury branded things

   C. The plaza

   D. Singapore

   E. Suburban street

15. The word "satisfy" in line eighth has the closet meaning with?

   A. Pleased

   B. Free

   C. Frighten

   D. Threat

   E. Loved

Text 4 for No. 16-20

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates

the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

16. What is the text purpose?
    A. To inform readers about tourism in Kebumen
    B. To entertain reader about Petruk Cave
    C. To explain the reader about floors in Petruk Cave
    D. To Introduce The Local tourism in Kebumen
    E. To describe Petruk Cave

17. Why did Petruk cave named as one of character in Punokawan puppet?
    A. Because the cave is belong to Petruk
    B. Because Petruk is the first explorer of the cave
    C. Because Petruk is buried at the cave
    D. Because the cave's length is as long as Petruk's nose
    E. Because the cave's depth is as deep as Petruk's hair

18. Which part of Petruk Cave which used for place to put foods for ancestor?
    A. In the basic cave
    B. In petruk cave
    C. In Hindu cave
    D. In front of the cave
    E. Inside the cave

19. What is stalactites means?

A. A type of formation that hangs from the ceiling of caves

B. Types of formation that lay on the floor of caves

C. Types of food given to ancestor

D. Someone who guide the visitor in the cave

E. Kind of animals in the cave

20. What is "lead" means in paragraph 2?

A. Guide

B. Take

C. Bring

D. Put

E. Place

Text 5 for No. 21-30

The Island of Wingo

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, every day, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The biggloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

21. Fruji is the … on Wingo Island.

A. Name of a river

B. Name of a mountain

C. Name of an animal

D. Name of someone who lives

E. Name of a tree

22. What are the chairs and tables in that island made of?

   A. Iron

   B. Moss

   C. Trees

   D. Fruji trees

   E. Rock

23. What causes windstorms at Wingo?

   A. Moss

   B. The sand

   C. Animals

   D. The sea around Wingo

   E. The winds

24. Where do the people of the island live in?

   A. In the houses

   B. In the forest

   C. In the tree holes

   D. In the big-gloos

   E. In the Fruji trees

25. According to passage, which of the following is not true?

   A. Wingo is an island

   B. Many sharks are in Wingo island

   C. There are televisions in Wingo Island

   D. Rain always falls in Wingo Island

   E. The weather in Wingo Island is tropic all the time.

LEMBAR JAWABAN

Nama : Agilia Lupiani
Kelas : TBI A
NPM : 2101052002

1.	☒A	B	C	D	E
2.	A	B	C	D	☒E
3.	A	B	☒C	D	E
4.	☒A	B	C	D	E
5.	A	☒B	C	D	E
6.	A	B	C	☒D	E
7.	A	☒B	C	D	E
8.	A	B	C	D	☒E
9.	A	B	☒C	D	E
10.	A	B	C	☒D	E

11	A	B	C	D	☒E
12	A	B	☒C	D	E
13	A	B	☒C	D	E
14	A	B	C	D	☒E
15	A	B	☒C	D	E
16	A	B	C	D	☒E
17	A	B	C	☒D	E
18	A	B	C	☒D	E
19	☒A	B	C	D	E
20	A	☒B	C	D	E

21	A	B	C	D	☒E
22	A	B	C	☒D	E
23	A	B	☒C	D	E
24	A	B	C	☒D	E
25	A	B	C	☒D	E

B = 16

S = 9

LEMBAR JAWABAN

Nama   : Alvina Eka Fadilah

Kelas : TBIA

NPM   : 2101051002

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	D	~~E~~
9.	A	B	C	~~D~~	E
10.	A	B	~~C~~	D	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	D	~~E~~
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	~~C~~	D	E
19	A	~~B~~	C	D	E
20	A	~~B~~	C	D	E

21	A	B	~~C~~	D	E
22	A	B	C	~~D~~	E
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	~~D~~	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA : Annisa Nur Rizky

KELAS : A TBI

NPM : 2101052003

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	D	~~E~~
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11.	A	B	C	D	~~E~~
12.	A	B	~~C~~	D	E
13.	A	B	~~C~~	D	E
14.	A	B	C	D	~~E~~
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	~~D~~	E
18.	A	B	C	~~D~~	E
19.	~~A~~	B	C	D	E
20.	A	~~B~~	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

B = 16
S = 9

LEMBAR JAWABAN

Nama : Atika Fandela Sari

Kelas : TBI A

NPM : 2101052006

1.	~~A~~	B	C	D	E
2.	A	B	~~C~~	D	E
3.	A	B	C	~~D~~	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	A	~~B~~	C	D	~~E~~
8.	A	B	C	D	~~E~~
9.	A	~~B~~	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	D	~~E~~
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	D	~~E~~
18	A	B	~~C~~	D	E
19	A	~~B~~	C	D	E
20	~~A~~	B	C	D	E

21	A	B	C	D	~~E~~
22	A	B	C	~~D~~	E
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	~~D~~	E

B = 18

S = 7

LEMBAR JAWABAN

Nama : Ayuni ma'rifah

Kelas : TB1A

NPM : 21010500001

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

$B = 16$

$S = 9$

LEMBAR JAWABAN

NAMA   : Devina Husnul

KELAS   : A

NPM   : 2108105007

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	A	~~B~~	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	~~B~~	C	D	E

11.	A	B	C	D	~~E~~
12.	A	B	~~C~~	D	E
13.	A	B	~~C~~	D	E
14.	A	B	C	D	~~E~~
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	D	~~E~~
18.	A	B	~~C~~	D	E
19.	A	~~B~~	C	D	E
20.	~~A~~	B	C	D	E

21.	A	B	C	D	~~E~~
22.	A	B	~~C~~	D	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

$B = 15$

$S = 10$

LEMBAR JAWABAN

NAMA : FADHILLUTFI FEBRIYAN

KELAS : A

NPM : 2101052009

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	~~B~~	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	D	~~E~~
9.	~~A~~	B	C	D	E
10.	A	B	C	~~D~~	E

11.	A	B	C	D	~~E~~
12.	A	B	~~C~~	D	E
13.	A	B	~~C~~	D	E
14.	A	B	C	D	~~E~~
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	~~D~~	E
18.	A	B	~~C~~	D	E
19.	A	~~B~~	C	D	E
20.	A	~~B~~	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

B = 15

S = 10

LEMBAR JAWABAN

NAMA : Hesty Maysaroh

KELAS : A/TBI

NPM : 2101050011

1.	~~A~~	B	C	D	E
2.	A	~~B~~	C	D	E
3.	A	B	~~C~~	D	E
4.	A	B	~~C~~	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	D	~~E~~
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11.	A	B	C	~~D~~	E
12.	A	B	~~C~~	D	E
13.	A	B	C	~~D~~	E
14.	A	B	C	D	~~E~~
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	~~D~~	E
18.	A	B	~~C~~	D	E
19.	A	~~B~~	C	D	E
20.	A	~~B~~	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

B = 16

S = 9

LEMBAR JAWABAN

Nama : JULIA RAHMA SARI
Kelas : A (TBI)
NPM : 2101051019

1.	A̶	B	C	D	E
2.	A	B	C	D̶	E
3.	A	B	C̶	D	E
4.	A̶	B	C	D	E
5.	A	B̶	C	D	E
6.	A	B̶	C	D	E
7.	A	B̶	C	D	E
8.	A	B	C	D	E̶
9.	A	B	C	D̶	E
10.	A	B	C̶	D	E

11	A	B	C	D	E̶
12	A	B	C̶	D	E
13	A	B	C̶	D	E
14	A	B	C	D̶	E
15	A̶	B	C	D	E
16	A	B	C	D	E̶
17	A	B	C̶	D	E
18	A	B	C̶	D	E
19	A	B̶	C	D	E
20	A̶	B	C	D	E

21	A	B	C̶	D	E
22	A	B	C	D̶	E
23	A	B	C̶	D	E
24	A	B	C	D̶	E
25	A	B	C	D̶	E

$B = 16$
$S = 9$

NAMA : KURMA AZIZA

KELAS : A / TBI

NPM : 210105015

1.	**X**	B	C	D	E
2.	A	B	C	**X**	E
3.	A	B	**X**	D	E
4.	**X**	B	C	D	E
5.	A	B	**X**	D	E
6.	**X**	B	C	D	E
7.	A	**X**	C	D	E
8.	A	B	C	**X**	E
9.	A	B	**X**	D	E
10.	A	B	C	**X**	E

11.	A	B	C	D	**X**
12.	A	B	**X**	D	E
13.	A	B	**X**	D	E
14.	A	B	C	D	**X**
15.	A	**X**	C	D	E
16.	A	B	C	D	**X**
17.	A	B	C	**X**	E
18.	A	B	C	**X**	E
19.	**X**	B	C	D	E
20.	A	B	**X**	D	E

21.	A	B	C	D	**X**
22.	A	B	**X**	D	E
23.	A	B	**X**	D	E
24.	A	B	C	**X**	E
25.	A	B	C	**X**	E

B = 15

S = 10

LEMBAR JAWABAN

NAMA : Marila Arahadya

KELAS : A/A

NPM : 2101010016

1.	X B	C	D	E
2.	A	B	C	X	E
3.	A	B	X	D	E
4.	X	B	C	D	E
5.	A	X	C	D	E
6.	A	X	C	D	E
7.	A	X	C	D	E
8.	A	B	C	D	X
9.	A	B	C	X	E
10.	A	B	X	D	E

11.	A	B	C	X	E
12.	A	B	X	D	E
13.	A	B	X	D	E
14.	A	B	C	D	X
15.	A	X	C	D	X
16.	A	B	C	D	X
17.	A	B	C	X	E
18.	A	B	X	D	E
19.	A	X	C	D	E
20.	X	B	C	D	E

21.	A	B	C	X	E
22.	A	B	C	X	E
23.	A	B	C	X	E
24.	A	B	X	D	E
25.	A	B	C	D	X

B = 18

S = 7

LEMBAR JAWABAN

NAMA : Mar Elyatul Jaroh

KELAS : A (VI)

NPM : 210105021

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	~~B~~	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	B	~~C~~	D	E
14.	~~A~~	B	C	D	E
15.	~~A~~	B	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	~~D~~	E
18.	A	B	~~C~~	D	E
19.	~~A~~	B	C	D	E
20.	~~A~~	B	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA : Quraba A'yunin
KELAS : A TBI /smt-4
NPM : 2005 6021

1.	A̶	B	C	D	E
2.	A	B	C	D̶	E
3.	A	B	C̶	D	E
4.	A̶	B	C	D	E
5.	A	B̶	C	D	E
6.	A̶	B	C	D	E
7.	A	B	C̶	D	E
8.	A	B	C	D	E̶
9.	A	B	C̶	D	E
10.	A	B	C	D̶	E

11.	A	B	C	D	E̶
12.	A	B	C̶	D	E
13.	A	B	C̶	D	E
14.	A	B	C	D̶	E
15.	A̶	B	C	D	E
16.	A	B	C	D	E̶
17.	A	B	C	D̶	E
18.	A	B̶	C	D	E
19.	A̶	B	C	D	E
20.	A	B̶	C	D	E

21.	A	B	C	D	E̶
22.	A	B	C	D̶	E
23.	A	B	C̶	D	E
24.	A	B	C	D̶	E
25.	A	B	C	D̶	E

B = 17

S = 3

LEMBAR JAWABAN

NAMA : Retno pastui

KELAS : A TI / IV

NPM : 2101051072

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	A	B	C	~~D~~	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	D	~~E~~
9.	A	B	C	~~D~~	E
10.	A	B	~~C~~	D	E

11.	A	B	C	D	~~E~~
12.	A	B	~~C~~	D	E
13.	A	B	~~C~~	D	E
14.	~~A~~	B	C	D	E
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	C	D	~~E~~
18.	A	B	~~C~~	D	E
19.	A	~~B~~	C	D	E
20.	A	~~B~~	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	~~C~~	D	E
24.	A	B	C	~~D~~	E
25.	A	B	~~C~~	D	E

B = 14

S = 11

LEMBAR JAWABAN

NAMA : Riza Umami

KELAS : A

NPM : 210105023

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	A	~~B~~	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	D	~~E~~
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11.	A	B	C	D	~~E~~
12.	A	B	~~C~~	D	E
13.	A	B	~~C~~	D	E
14.	~~A~~	B	C	D	E
15.	A	~~B~~	C	D	E
16.	A	B	C	D	~~E~~
17.	A	B	~~C~~	D	E
18.	A	B	~~C~~	D	E
19.	A	~~B~~	C	D	E
20.	~~A~~	B	C	D	E

21.	A	B	C	~~D~~	E
22.	A	B	C	~~D~~	E
23.	A	B	C	~~D~~	E
24.	A	B	C	~~D~~	E
25.	A	B	C	D	~~E~~

B = 15

S = 10

LEMBAR JAWABAN

Nama : SABILA DEA PITALOKA
Kelas : A / IV
NPM : 2101050024

1.	~~A~~	B	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	~~D~~	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	D	~~E~~
9.	A	B	~~C~~	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	~~D~~	E
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	~~C~~	D	E
18	A	B	~~C~~	D	E
19	A	~~B~~	C	D	E
20	A	~~B~~	C	D	E

21	A	B	C	D	~~E~~
22	A	B	C	D	~~E~~
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	~~D~~	E

B = 15

S = 10

LEMBAR JAWABAN

NAMA : Shazkya Putri Devania
KELAS : A /TBI (Semester 4)
NPM : 2101051035

	A	B	C	D	E
1.	⊗	B	C	D	E
2.	A	B	C	⊗	E
3.	A	B	⊗	D	E
4.	⊗	B	C	D	E
5.	A	B	⊗	D	E
6.	⊗	B	C	D	E
7.	A	⊗	C	D	E
8.	A	B	C	D	⊗
9.	A	B	⊗	D	E
10.	A	B	C	⊗	E

	A	B	C	D	E
11.	A	B	C	D	⊗
12.	A	B	⊗	D	E
13.	A	B	⊗	D	E
14.	⊗	B	C	D	E
15.	⊗	B	C	D	E
16.	A	B	C	D	⊗
17.	A	B	C	⊗	E
18.	A	B	⊗	D	E
19.	A	⊗	C	D	E
20.	A	⊗	C	D	E

	A	B	C	D	E
21.	A	B	C	D	⊗
22.	A	B	C	⊗	E
23.	A	B	⊗	D	E
24.	A	B	C	⊗	E
25.	A	B	C	⊗	E

B = 18
S = 7

LEMBAR JAWABAN

Nama : Silmi Asyari Pradana
Kelas : TBI-A (4)
NPM : 210105036

1.	~~A~~	B	C	D	E
2.	A	B	C	D	~~E~~
3.	A	B	C	~~D~~	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	D	~~E~~
9.	A	B	C	~~D~~	E
10.	A	B	~~C~~	D	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	D	~~E~~
15	A	B	~~C~~	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	C	~~D~~	E
19	A	~~B~~	C	D	E
20	~~A~~	B	C	D	E

21	A	B	C	~~D~~	E
22	A	B	C	~~D~~	E
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	~~D~~	E

B = 15

S = 10

LEMBAR JAWABAN

Nama : Sinta Erika Putri
Kelas : A (TBI
NPM : 2101053009

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 18

S = 7

LEMBAR JAWABAN

NAMA   : S. Shifa Alawiyah N.A.

KELAS   : A / TBI SMT 4

NPM   : 210105 1091

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 16

S = 9

LEMBAR JAWABAN

Nama   : Ulldan Himi
Kelas   : A (TBI)
NPM   : 2610500029

1.	X	B	C	D	E
2.	A	B	C	X	E
3.	A	B	X	D	E
4.	A	B	C	X	E
5.	A	X	C	D	E
6.	X	B	C	D	E
7.	A	B	C	X	E
8.	A	B	C	D	X
9.	A	B	C	X	E
10.	A	B	X	D	E

11	A	B	C	D	X
12	A	B	X	D	E
13	A	B	X	D	E
14	A	B	C	D	X
15	A	X	C	D	E
16	A	B	C	D	X
17	A	B	C	D	X
18	A	B	X	D	E
19	A	X	C	D	E
20	X	B	C	D	E

21	A	B	X	D	E
22	A	B	C	X	E
23	A	B	X	D	E
24	A	B	C	X	E
25	A	B	C	X	E

B = 15

S = 10

LEMBAR JAWABAN

Nama : AFRIANI DWI WAHYUNI

Kelas : B

NPM : 2101052001

1.	A	B⊠	C	D	E
2.	A	B	C⊠	D	E
3.	A⊠	B	C	D	E
4.	A⊠	B	C	D	E
5.	A	B⊠	C	D	E
6.	A	B	C⊠	D	E
7.	A	B	C⊠	D	E
8.	A	B	C	D⊠	E
9.	A	B	C⊠	D	E
10.	A	B	C	D	E⊠

11	A	B	C	D⊠	E
12	A	B	C⊠	D	E
13	A	B	C⊠	D	E
14	A	B	C	D	E⊠
15	A⊠	B	C	D	E
16	A	B	C	D	E⊠
17	A	B	C	D⊠	E
18	A	B	C⊠	D	E
19	A	B⊠	C	D	E
20	A⊠	B	C	D	E

21	A	B	C	D	E⊠
22	A	B	C	D⊠	E
23	A	B	C⊠	D	E
24	A	B	C	D⊠	E
25	A	B	C	D	E⊠

B = 15
S = 10

LEMBAR JAWABAN

Nama   : Amalia Rahma Noviani

Kelas   : B⁴

NPM   : 2101051003

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 17

S = 8

Nama : Bela Rahma Dani

Kelas : TBI B

NPM : 8101051005

1.	A	B	C	D	E
2.	A	B	⊠C	D	E
3.	A	B	⊠C	D	E
4.	⊠A	B	C	D	E
5.	A	⊠B	C	D	E
6.	⊠A	B	C	D	E
7.	A	B	⊠C	D	E
8.	⊠A	B	C	D	E
9.	A	B	⊠C	D	E
10.	A	B	C	⊠D	E

11	A	B	C	D	⊠E
12	A	B	⊠C	D	E
13	A	B	⊠C	D	E
14	A	B	C	D	⊠E
15	⊠A	B	C	D	E
16	A	B	C	D	⊠E
17	A	B	C	⊠D	E
18	A	B	⊠C	D	E
19	A	B	⊠C	D	E
20	⊠A	B	C	D	E

21	A	B	C	⊠D	E
22	A	B	C	⊠D	E
23	A	B	C	⊠D	E
24	A	B	C	⊠D	E
25	A	B	C	D	⊠E

B - 15

S - 10

LEMBAR JAWABAN

Nama : Dui Arneta Putri

Kelas : B

NPM : 210105021

1.	~~A~~	B	C	D	E
2.	A	B	~~C~~	D	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	~~A~~	B	C	D	E
6.	A	~~B~~	C	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	D	~~E~~
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11	A	B	C	D	~~E~~
12	A	B	C	~~D~~	E
13	A	B	~~C~~	D	E
14	A	B	C	D	~~E~~
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	~~C~~	D	E
19	A	~~B~~	C	D	E
20	~~A~~	B	C	D	E

21	A	B	C	~~D~~	E
22	A	B	C	D	E
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

S = 9

B . 16

LEMBAR JAWABAN

Nama : Diah Pravita

Kelas : B

NPM : 210105100g

1.	A	B	C	D	~~E~~
2.	A	B	~~C~~	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	~~A~~	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	A	B	~~C~~	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	~~B~~	C	D	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	~~D~~	E
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	~~C~~	D	E
19	A	~~B~~	C	D	E
20	~~A~~	B	C	D	E

21	A	B	C	~~D~~	E
22	A	B	C	~~D~~	E
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 15

S = 10

Nama : Marchelia Anila

Kelas : AB

NPM : 2101050017

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 15

S = 10

Nama : Mia Lestari
Kelas : TBI - (a)
NPM : 2101051025

1.	A	B	C	D	~~E~~
2.	A	B	~~C~~	D	E
3.	A	~~B~~	C	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	~~A~~	B	C	D	E
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11	A	~~B~~	C	D	E
12	A	B	C	~~D~~	E
13	A	B	~~C~~	D	E
14	A	B	C	D	~~E~~
15	A	~~B~~	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	D	~~E~~
18	A	B	~~C~~	D	E
19	~~A~~	B	C	D	E
20	A	~~B~~	C	D	E

21	A	B	C	D	~~E~~
22	A	B	C	D	~~E~~
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 15
C = 10

Nama : Nur Faizah
Kelas : B.TBI. 4
NPM : 2101051028

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

S : 9
B : 16

LEMBAR JAWABAN

Nama : Novia Choirunnisa

Kelas : & TBI B

NPM : 21010051026

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

$S = 7$

$IS = 18$

Nama : NOVIFA ARIANI SAFITRI

Kelas : PBI B

NPM : 2101050019

1.	X	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	X	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	X	B	C	D	E
8.	A	B	C	D	X
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	X
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	X	E
15	X	B	C	D	E
16	A	B	C	D	X
17	A	B	C	X	E
18	A	B	C	D	E
19	A	X	C	D	E
20	X	B	C	D	E

21	A	B	C	D	X
22	A	B	C	D	X
23	A	B	C	X	E
24	A	B	C	X	E
25	A	B	C	D	X

S = 2

Q = 10

LEMBAR JAWABAN

Nama : Reka Cindy Silvia
Kelas : B
NPM : 2101051031

1.	A	~~B~~	C	D	E
2.	A	B	C	D	~~E~~
3.	A	~~B~~	C	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	~~A~~	B	C	D	E
7.	A	B	~~C~~	D	E
8.	~~A~~	B	C	D	E
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11	A	B	C	D	~~E~~
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	~~D~~	E
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	~~C~~	D	E
19	A	B	C	~~D~~	E
20	~~A~~	B	C	D	E

21	A	B	C	D	~~E~~
22	A	B	C	D	~~E~~
23	A	B	~~C~~	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

S = 11
B = 14

LEMBAR JAWABAN

Nama : Puri Astuti

Kelas : TBI B

NPM : 2101052015

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

S = 8

B = 17

LEMBAR JAWABAN

Nama   : Siska Ulum
Kelas   : TBI B
NPM   : 2101051039

1.	A	⊠	C	D	E
2.	A	B	⊠	D	E
3.	A	B	⊠	D	E
4.	⊠	B	C	D	E
5.	A	⊠	C	D	E
6.	A	B	C	⊠	E
7.	A	B	⊠	D	E
8.	A	B	C	D	⊠
9.	A	B	⊠	D	E
10.	A	B	C	⊠	E

11	A	B	C	⊠	E
12	A	B	⊠	D	E
13	A	B	⊠	D	E
14	A	B	C	D	⊠
15	⊠	B	C	D	E
16	A	B	C	D	⊠
17	A	B	C	D	⊠
18	A	B	⊠	D	E
19	A	⊠	C	D	E
20	⊠	B	C	D	E

21	A	B	C	D	⊠
22	A	B	C	⊠	E
23	A	B	⊠	D	E
24	A	B	⊠	D	E
25	A	B	C	D	⊠

B = #16
S = 9

LEMBAR JAWABAN

Nama : SITI Maksumah

Kelas : B

NPM : 2101051040

1.	A	B	C	D	~~E~~
2.	A	B	~~C~~	D	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	D	~~E~~
9.	A	B	~~C~~	D	E
10.	A	B	C	~~D~~	E

11	A	B	C	~~D~~	E
12	A	B	~~C~~	D	E
13	A	B	~~C~~	D	E
14	A	B	C	~~D~~	E
15	~~A~~	B	C	D	E
16	A	B	C	D	~~E~~
17	A	B	C	~~D~~	E
18	A	B	C	~~D~~	E
19	A	B	C	D	~~E~~
20	~~A~~	B	C	D	E

21	A	B	C	D	~~E~~
22	A	B	C	~~D~~	E
23	A	B	C	~~D~~	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

S = 8

B = 17

LEMBAR JAWABAN

Nama   : Sinta Devi Siswandari
Kelas   : TBI   B
NPM   : 2101050025

1.	A	B	C	**D**	E
2.	A	B	C	D	**E**
3.	A	B	**C**	D	E
4.	**A**	B	C	D	E
5.	A	**B**	C	D	E
6.	**A**	B	C	D	E
7.	A	B	**C**	D	E
8.	**A**	B	C	D	E
9.	A	B	**C**	D	E
10.	A	**B**	C	D	E

11	A	B	C	**D**	E
12	A	B	**C**	D	E
13	A	B	**C**	D	E
14	A	B	C	**D**	E
15	**A**	B	C	D	E
16	A	B	C	D	**E**
17	A	B	C	**D**	E
18	A	B	C	**D**	E
19	A	**B**	C	D	E
20	**A**	B	C	D	E

21	A	B	C	D	**E**
22	A	B	C	**D**	E
23	A	B	**C**	D	E
24	A	B	C	**D**	E
25	A	B	C	D	**E**

S = 7
B = 18

LEMBAR JAWABAN

Nama : Syfa Hanina Azka

Kelas : TBI B

NPM : 2101051092

	A	B	C	D	E
1.	A	B	C	D	⊗
2.	A	B	⊗	D	E
3.	A	B	⊗	D	E
4.	⊗	B	C	D	E
5.	A	⊗	C	D	E
6.	⊗	B	C	D	E
7.	A	B	⊗	D	E
8.	⊗	B	C	D	E
9.	A	B	⊗	D	E
10.	A	⊗	C	D	E

	A	B	C	D	E
11	A	B	C	⊗	E
12	A	B	⊗	D	E
13	A	B	⊗	D	E
14	A	B	C	D	⊗
15	A	B	C	⊗	E
16	A	B	C	⊗	E
17	A	B	⊗	D	E
18	A	B	⊗	D	E
19	A	B	⊗	D	E
20	⊗	B	C	D	E

	A	B	C	D	E
21	A	B	C	⊗	E
22	A	B	C	D	⊗
23	A	B	⊗	D	E
24	A	B	C	⊗	E
25	A	B	C	D	⊗

5 : 9

15 : 16

LEMBAR JAWABAN

Nama : Yeni Agustin
Kelas : B (TBI)
NPM : 2101052019

1.	A	⊠	C	D	E
2.	A	B	C	D	⊠
3.	⊠	B	C	D	E
4.	⊠	B	C	D	E
5.	A	B	C	⊠	E
6.	⊠	B	C	D	E
7.	A	B	⊠	D	E
8.	A	B	C	⊠	E
9.	A	B	⊠	D	E
10.	A	B	C	⊠	E

11	A	B	C	⊠	E
12	A	B	⊠	D	E
13	A	B	⊠	D	E
14	A	B	C	D	⊠
15	⊠	B	C	D	E
16	A	B	C	D	⊠
17	A	B	C	⊠	E
18	A	B	C	⊠	E
19	A	B	⊠	D	E
20	⊠	B	C	D	E

21	A	B	C	D	⊠
22	A	B	C	⊠	E
23	A	B	⊠	D	E
24	A	B	C	⊠	E
25	A	B	C	D	⊠

B = 15
S = 10

APPENDIX 3
INSTRUMENT OF POST-TEST
EXPERIMENTAL CLASS

Once upon a time there was a rose who was very proud of her beautiful looks. Her only disappointment was that she grew next to an ugly cactus. Every day, the rose would insult the cactus on his looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but she was too swayed by her own beauty.

One summer, the well present in the garden grew dry, and there was no water for the plants. The rose began to wilt. She saw a sparrow dip her beak into the cactus for some water. Though ashamed, she asked the cactus if she too could have some water. The kind cactus readily agreed and they both got through the tough summer as friends.

1. Where do the rose live?
   A. In the ice
   B. In the garden

C. In the jungle

D. In the zoo

E. In the home page

2. "She saw a sparrow dip her beak into the cactus for some water. Word "her" refer to?

A. Rose

B. Cactus

C. Sparrow

D. Writer

E. Perpetrator

3. What does the word "disappointment" in first paragraph mean in Bahasa? It means "...." In Bahasa.

A. Kecewa

B. Sedih

C. Senang

D. Terharu

E. Meangis

4. What are the characteristic of the rose?

A. She proud of her beautiful look

B. She proud of her ugly look

C. She look like a cactus

D. She look beautiful and friendly

E. She has a beautiful color

5. What happens during the summer based on the text?

A. A sparrow dip her beak into the rose for some water

B. The rose and cactus began to wilt

C. The cactus began to wilt

D. The rose began to wilt

E. A sparrow dip her beak into cactus for some water

6. What moral values are there in the text above?

A. Money and wealth do not bring happiness

B. Never judge someone by the they look

C. We can choose how to respond to a difficult situation

D. Keep being yourself on summer

E. Don't compare yourself with others

7. What is the main idea of the last paragraph?

A. The cactus kindness

B. The beautiful rose

C. The ugly cactus

D. The rose kindness

E. The beautiful cactus

8. They both got through the tough summer as friends. Word "they" refers to?

A. The rose and a sparrow

B. The rose

C. The cactus and a sparrow

D. The rose and the cactus

E. The cactus and a sparrow

9. The opposite of the word "wilt" is?

A. Bloom

B. Broke

C. Dry

D. Grow

E. Dead

10. Which of the following statement is true according to the text above?

A. One summer the rose will not wilt

B. The cactus disappointment grew next the rose

C. The rose and the cactus got through the tough summer as friends

D. The rose asks for water from the cactus for herself

E. The cactus asks for water from the rose for herself

Text 6 for No. 11-14

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

11. What is the text about?
A. The culture of Toraja b
B. The society of Toraja
C. The distinctive features of traditional houses
D. The description of a traditional houses of Toraja
E. The ethnic groups of southwest and central Sulawesi

12. "… and even today they build modern…" (paragraph 3) The underlined word refers to…
A. Raja
B. Rengnge
C. Society
D. Toraja people
E. Mountain regions

13. What are the ordinary people commonly called?

    A. Tongkonan

    B. Makaka

    C. Celebes

    D. Rengnge

    E. Kaunan

14. Which of the following does not symbolize a buffalo?

A. Status

B. Courage c

C. Strength

D. Cowardice

E. Fighting Spirit

Text 7 for No. 15-18

Cassava

Cassava is the staple food of millions of people in Africa, Asia and South and Central America its swollen tuberous root can be boiled and mashed or grated to produce a meal known as 'farinha' in Brazil and 'garri' in Nigeria, which can be cooked in small cakes. The root is also the source of the manufactured commodity, tapioca, a small field planted with cassava can be insurance against famine, because the crop can be left in the ground for two or three years without deterioration of the tubers. But recent findings suggests that cassava may be responsible for birth defects.

It has other serious disadvantages. The tubers consist almost entirely of starch and are particularly low in protein, so dependence on cassava leads to serious malnutrition. To make matters worse, some varieties, when grown under certain conditions of soil and climate, develop a high acid content and become extremely poisonous to people and livestock if eaten raw. These tubers have to be well-prepared for consumption by prolonged and repeated boiling.

The new danger has emerged over the past few years in Nigeria. Doctors have begun to suspect that cassava, if eaten in large amounts during pregnancy,

may cause deformities in the developing fate, there appears to be a correlation between the eating of cassava by pregnant women and the occurrence of various kinds of brain or other neuronal malformations in their babies.

15. People can rely on cassava in times of famine because a
A. cassava can grow in any climate throughout the year
B. the tubers can last for more than one years as long as they are not pulled out
C. characteristics of people consuming cassava
D. it is the most important food in many parts of the world
E. it can be stored for a long time without being rotten

16. Which of the following statements is NOT TRUE according to the text?
A. Farinha and garri are other names for cassava
B. Being low in protein, cassava may cause malnutrition
C. Some cassavas should not be eaten because they are poisonous
D. People consuming only cassava for long periods of time may endanger their health
E. Particular conditions of soil and climate can make cassava poisonous

17. It is likely that doctors will advise pregnant women not to eat too much cassava for fear that....
A. they will be deformed
B. the flutes will not develop
C. their bodies will become crippled
D. their babies' blood will be poisoned
E. their babies may have malformed brains

18. We may conclude that the writer....
A. suggests that cassava is a good alternative for staple foods
B. wants to tell people to stop eating cassava
C. shows how people in developing countries live
D. warns the readers of the danger of consuming too much cassava

E. explains the effect of food shortages in developing countries

Text 8 for No.19-21

Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl"and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham"and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

19. What did Victoria do before being a solo singer?

A. Married to David Beckham

B. Worked as fashion designer

C. Joined The Spice Girl

D. Created fashion style

E. Wrote many books

20. We found in the text that ....

A. Victoria named her fragrance by dVb style

B. Beckham is Victoria's autobiography

C. Beckham is Victoria's brand for her fragrance

D. Posh Spice is the title of her new album

E. Spice Girls is Victoria's label for her wardrobe

21. Based on the text, what do we know about Victoria?

A. She is an ordinary woman

B. She is a multi-talented woman

C. She designed The Spice Girls

D. She married to an ordinary person

E. She arranged many songs for The Spice Girls

Text 9 for No. 22-25

TajMahal

TajMahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. TajMahal is a Mausoleum that houses the grave of queenMumtazMahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings.

The Taj is at the farthest end of this complex, with the river Jamuna behind it. With the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements.Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

TajMahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamunariver.

22. What is the main topic of the text above ?

A. The faithfulness of a king for his beloved wife

B. Some parts of TajMahal"s architectural building

C. The beautiful architectural building of TajMahal

D. The chambers of TajMahal

E. The beautiful view of TajMahal seen from Jamuna River

23. "The Taj is at the farthest end of this complex, with the river Jamuna behind it" (1st sentence, paragraph 2). The word "it" refers to :
A. TajMahal
B. Jamuna River
C. The beauty of Islamic architecture
D. the eight wonders
E. MumtazMahal

24. "The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings" (the first paragraph, the last sentence). The underlined word has similar meaning to ….
A. great
B. huge
C. extensive
D. big
E. enormous

25. There are some main buildings in TajMahal, except …
A. Mosque
B. Gateway
C. Garden
D. a guest house
E. hot bathing place

LEMBAR JAWABAN

Nama   : Alvina Eka Fadilah
Kelas   : TB1A
NPM   : 2101051002

1.	A	**B**	C	D	E
2.	A	B	C	D	**E**
3.	**A**	B	C	D	E
4.	**A**	B	C	D	E
5.	A	B	C	**D**	E
6.	A	**B**	C	D	E
7.	**A**	B	C	D	E
8.	A	B	C	**D**	E
9.	**A**	B	C	D	E
10.	A	B	**C**	D	E

11	A	B	C	**D**	E
12	A	B	C	**D**	E
13	A	**B**	C	D	E
14	A	B	C	**D**	E
15	A	**B**	C	D	E
16	A	B	C	**D**	E
17	A	B	C	D	**E**
18	A	**B**	C	D	E
19	A	B	C	D	**E**
20	A	**B**	C	D	E

21	A	**B**	C	D	E
22	A	B	**C**	D	E
23	**A**	B	C	D	E
24	A	B	C	**D**	E
25	A	B	C	D	**E**

B = 22

C = 3

LEMBAR JAWABAN

Nama   : Annisa Nur Rizky

Kelas   : A TBI

NPM   : 2101052003

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	A	B	C	~~D~~	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	~~D~~	E
13	A	B	C	~~D~~	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	D	~~E~~
18	A	~~B~~	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~ ~~C~~		D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 21

S = 4

LEMBAR JAWABAN

Nama : Atika Fandera Sari
Kelas : TBI A
NPM   : 2101052006

1.	A	**B**	C	D	E
2.	A	B	**C**	D	E
3.	**A**	B	C	D	E
4.	**A**	B	C	D	E
5.	A	B	C	**D**	E
6.	A	**B**	C	D	E
7.	**A**	B	C	D	E
8.	A	B	C	**D**	E
9.	**A**	B	C	D	E
10.	A	B	**C**	D	E

11	A	B	C	**D**	E
12	A	B	C	**D**	E
13	A	B	C	**D**	E
14	A	B	C	**D**	E
15	A	**B**	C	D	E
16	A	B	C	**D**	E
17	A	B	C	D	**E**
18	A	**B**	C	D	E
19	A	B	**C**	D	E
20	A	**B**	C	D	E

21	A	**B**	C	D	E
22	A	B	**C**	D	E
23	**A**	B	C	D	E
24	A	B	C	**D**	E
25	A	B	C	D	**E**

B = 23

S = 2

LEMBAR JAWABAN

Nama : Ayuni Ma'rifah
Kelas : TBIA
NPM : 2101050001

1.	A	~~B~~	C	D	E
2.	A	B	~~C~~	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	D	~~E~~
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	~~A~~	B	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	D	~~E~~
18	A	B	~~C~~	D	E
19	A	B	~~C~~	D	E
20	A	B	~~C~~	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 20

S = 5

Nama : Bagas Ferdiansyah

Kelas : AT61

NPM : 2101052007

1.	A	B̶	C	D	E
2.	A̶	B	C	D	E
3.	A̶	B	C	D	E
4.	A̶	B	C	D	E
5.	A	B	C	D̶	E
6.	A	B̶	C	D	E
7.	A	B	C	D̶	E
8.	A	B	C	D̶	E
9.	A̶	B	C	D	E
10.	A	B	C̶	D	E

11	A	B	C	D	E̶
12	A	B	C	D̶	E
13	A	B̶	C	D	E
14	A	B	C	D̶	E
15	A	B̶	C	D	E
16	A	B	C	D̶	E
17	A	B	C	D	E̶
18	A	B	C̶	D	E
19	A	B	C̶	D	E
20	A	B̶	C	D	E

21	A	B̶	C	D	E
22	A	B	C̶	D	E
23	A̶	B	C	D	E
24	A	B	C	D	E̶
25	A	B	C	D̶	E

B = 20

S = 5

Nama   : Devina Husnul

Kelas   : A

NPM   : 210105 0007

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	~~A~~	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	~~B~~	C	D	E

11	A	B	C	~~D~~	E
12	A	B	C	~~D~~	E
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	D	~~E~~
18	A	B	C	~~D~~	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	D	~~E~~
25	A	B	C	D	~~E~~

B = 22

S = 3

LEMBAR JAWABAN

Nama   : FADHI LLUTHFI FEBRYAN

Kelas   : A

NPM   : 210105000?

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	A	B	~~C~~	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	~~D~~	E
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	~~D~~	E
18	A	~~B~~	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	D	~~E~~
25	A	B	C	D	~~E~~

B = 21

S = 4

LEMBAR JAWABAN

Nama   : Hesty Maysaroh

Kelas   : A/TBI

NPM   : 210105011

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	~~B~~	C	D	E
6.	A	~~B~~	C	~~D~~	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	D	~~E~~
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	~~D~~	E
18	A	~~B~~	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	D	~~E~~
25	A	B	C	D	~~E~~

S = 5

B = 20

LEMBAR JAWABAN

Nama : KURNIA AZIZA
Kelas : A / TBI
NPM : 210105015

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	~~C~~	D	E
13	A	~~B~~	C	D	E
14	A	B	~~C~~	D	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	D	~~E~~
18	A	B	~~C~~	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	B	C	~~D~~	E
22	A	B	~~C~~	D	E
23	A	B	C	D	E
24	~~A~~	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 19

S = 6

LEMBAR JAWABAN

Nama : Lynshy.

Kelas : A / TBI

NPM : 2101051021

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 18

S = 7

LEMBAR JAWABAN

Nama : Mareda Anatasya

Kelas : A/4

NPM : 2101050006

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	~~B~~	C	D	E

11	A	B	C	~~D~~	E
12	A	B	C	~~D~~	E
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	~~D~~	E
18	A	~~B~~	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	~~D~~	E
25	A	B	C	D	~~E~~

B = 21

S = 4

LEMBAR JAWABAN

Nama : Nur Elyatul janah

Kelas : A (IV)

NPM : 2101050021

1.	A	B̶	C	D	E
2.	A̶	B	C	D	E
3.	A̶	B	C	D	E
4.	A̶	B	C	D	E
5.	A	B̶	C	D	E
6.	A	B̶	C	D	E
7.	A̶	B	C	D	E
8.	A	B	C	D̶	E
9.	A	B	C̶	D	E
10.	A	B	C̶	D	E

11	A	B	C	D̶	E
12	A	B	C	D	E̶
13	A	B̶	C	D	E
14	A	B	C	D̶	E
15	A	B̶	C	D	E
16	A	B	C	D̶	E
17	A	B	C	D	E̶
18	A	B̶	C	D	E
19	A	B	C̶	D	E
20	A	B̶	C	D	E

21	A	B̶	C	D	E
22	A	B	C̶	D	E
23	A̶	B	C	D	E
24	A	B	C	D	E̶
25	A	B	C	D̶	E

B = 20

S = 5

LEMBAR JAWABAN

Nama   : Qurrata A'yunun
Kelas   : A TBI /smt.4
NPM   : 20050022

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	D	~~E~~
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	D	~~E~~
18	~~A~~	B	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	~~D~~	E
25	A	B	C	~~D~~	E

B = 20
S = 5

LEMBAR JAWABAN

Nama   : Retno paelian
Kelas   : A TBI / IV
NPM   : 210105022

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 18
S = 7

LEMBAR JAWABAN

Nama : Riza Umami

Kelas : A

NPM : 2101090028

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 20

S = 5

LEMBAR JAWABAN

Nama : SABILA DEA PITALOKA
Kelas : A / IV
NPM : 21010S0024

1.	A	B̶	C	D	E
2.	A̶	B	C	D	E
3.	A̶	B	C	D	E
4.	A̶	B	C	D	E
5.	A	B	C	D̶	E
6.	A	B̶	C	D	E
7.	A̶	B	C	D	E
8.	A	B	C	D̶	E
9.	A̶	B	C	D	E
10.	A	B	C̶	D	E

11	A	B	C	D̶	E
12	A	B	C	D	E̶
13	A	B̶	C	D	E
14	A	B	C	D̶	E
15	A	B̶	C	D	E
16	A	B	C	D	E̶
17	A	B	C	D	E̶
18	A	B̶	C	D	E
19	A	B	C̶	D	E
20	A	B̶	C	D	E

21	A	B̶	C	D	E
22	A	B	C̶	D	E
23	A̶	B	C	D	E
24	A	B	C	D̶	E
25	A	B	C	D̶	E

B = 20

S = 5

LEMBAR JAWABAN

Nama : Shazkya Putri Devania
Kelas : A /TBI (Semester 4)
NPM : 2101057085

No	A	B	C	D	E
1.	A	☒	C	D	E
2.	☒	☒	C	D	E
3.	☒	B	C	D	E
4.	☒	B	C	D	E
5.	A	☒	C	D	E
6.	A	B	☒	D	E
7.	☒	B	C	☒	E
8.	A	B	C	☒	E
9.	☒	B	C	D	E
10.	A	B	☒	D	E

No	A	B	C	D	E
11	A	B	C	☒	E
12	A	B	C	☒	E
13	A	☒	C	D	E
14	A	B	C	☒	E
15	A	B	☒	D	E
16	A	B	C	☒	E
17	A	B	C	D	☒
18	A	☒	C	D	E
19	A	B	☒	D	E
20	A	☒	C	D	E

No	A	B	C	D	E
21	A	☒	C	D	E
22	A	B	☒	D	E
23	☒	B	C	D	E
24	A	B	C	D	☒
25	A	B	C	☒	E

B = 22

S = 3

Nama : Silmi Aryani Prestania
Kelas : 3 SI AA 4
NPM : 2101021036

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

B = 20

S = 5

LEMBAR JAWABAN

Nama : Sinta Erika Putri
Kelas : A (TBI)
NPM : 2101053009

1.	A	B̶	C	D	E
2.	A	B	C	D	E̶
3.	A̶	B	C	D	E
4.	A̶	B	C	D	E
5.	A	B	C	D̶	E
6.	A	B̶	C	D	E
7.	A̶	B	C	D	E
8.	A	B	C	D̶	E
9.	A̶	B	C	D	E
10.	A	B	C	D̶	E

11	A	B	C	D̶	E
12	A	B	C	D	E̶
13	A	B̶	C	D	E
14	A	B	C	D̶	E
15	A	B̶	C	D	E
16	A	B	C	D̶	E
17	A	B	C	D	E̶
18	A	B̶	C	D	E
19	A	B	C̶	D	E
20	A	B̶	C	D	E

21	A	B̶	C	D	E
22	A	B	C̶	D	E
23	A̶	B	C	D	E
24	A	B	C	D	E̶
25	A	B	C	D̶	E

B = 21

S = 9

LEMBAR JAWABAN

Nama : S. Shipa Alawiyah N.A.
Kelas : A/ TBI SMT 9.
NPM : 2101051091.

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E

B = 20

S = 5

LEMBAR JAWABAN

Nama : Mildan Himi

Kelas : A (TBI)

NPM : 2101050029

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	B	C	D	~~E~~
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11	A	B	C	~~D~~	E
12	A	B	C	D	~~E~~
13	A	~~B~~	C	D	E
14	A	B	C	~~D~~	E
15	A	~~B~~	C	D	E
16	A	B	C	~~D~~	E
17	A	B	C	~~D~~	E
18	A	~~B~~	C	D	E
19	A	B	~~C~~	D	E
20	A	~~B~~	C	D	E

21	A	~~B~~	C	D	E
22	A	B	~~C~~	D	E
23	~~A~~	B	C	D	E
24	A	B	C	D	~~E~~
25	A	B	C	~~D~~	E

B = 20

S = 5

APPENDIX 4
INSTRUMENT OF POST-TEST
CONTROL CLASS

LEMBAR JAWABAN

NAMA   : AFRIANI DWI WAHYUMI
KELAS   : B
NPM   : 2101052001

1.	A	~~B~~	C	D	E
2.	A	B	~~C~~	D	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11.	A	B	C	~~D~~	E
12.	A	B	C	~~D~~	E
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	D	~~E~~
18.	A	~~B~~	C	D	E
19.	A	B	~~C~~	D	E
20.	A	~~B~~	C	D	E

21.	A	~~B~~	C	D	E
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	D	~~E~~
25.	A	B	C	D	~~E~~

B = 16

S = 9

NAMA : Amalia Rahma Moviani

KELAS : B

NPM : 2101051003

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA : Bela Rahma Dani

KELAS : TBI B

NPM : 210105005

1.	A	~~B~~	C	D	E
2.	A	B	~~C~~	D	E
3.	A	~~B~~	C	D	E
4.	A	B	~~C~~	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	B	~~C~~	D	E
14.	A	B	C	~~D~~	E
15.	A	B	~~C~~	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	D	~~E~~
18.	A	~~B~~	C	D	E
19.	A	B	~~C~~	D	E
20.	A	B	C	~~D~~	E

21.	A	B	C	~~D~~	E
22.	A	B	~~C~~	D	E
23.	A	~~B~~	C	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	D	~~E~~

B = 16
S = 9

NAMA : Fitri Annisa

KELAS : TRI B

NPM : 2191050010

1.	A	~~B~~	C	D	E
2.	A	B	~~C~~	D	E
3.	A	~~B~~	C	D	E
4.	A	~~B~~	C	D	E
5.	A	B	C	~~D~~	E
6.	A	~~B~~	C	D	E
7.	A	~~B~~	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	C	~~D~~	E

11.	A	B	C	~~D~~	E
12.	A	B	C	D	~~E~~
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	~~D~~	E
18.	A	~~B~~	C	D	E
19.	A	B	C	~~D~~	E
20.	A	B	C	~~D~~	E

21.	A	~~B~~	C	D	E
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	~~D~~	E
25.	A	B	C	~~D~~	E

B = 16

S = 9

LEMBAR JAWABAN

NAMA   : Marchelia Anila

KELAS   : R

NPM   : 2101050017

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 16

S = 9

LEMBAR JAWABAN

NAMA : Mia Lestari

KELAS : TRI - (A)

NPM : 26105023

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA   : Nur Faizah

KELAS   : B.TBI.4

NPM   : 2101051028

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA : Novla Ichoirunnisa

KELAS : TBI B

NPM : 2101051026

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 18

S = 7

LEMBAR JAWABAN

NAMA   : NOVIKA ARIANI SAFITRI

KELAS   : TBI B

NPM   : 210105019

1.	A	~~B~~	C	D	E
2.	A	B	C	~~D~~	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	C	D	~~E~~
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	C	~~D~~	E

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	D	~~E~~
18.	A	~~B~~	C	D	E
19.	A	B	C	~~D~~	E
20.	A	B	C	D	~~E~~

21.	A	B	C	D	~~E~~
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	D	~~E~~
25.	A	B	C	~~D~~	E

B = 17

S = 8

LEMBAR JAWABAN

NAMA : PUTRI NOVITA SARI

KELAS : TBI²

NPM : 2101052016

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 18

S = 7

LEMBAR JAWABAN

NAMA : Reka Cindy Silvia

KELAS : 3

NPM : 2101051031

1.	A	B̸	C	D	E
2.	A	B	C	D̸	E
3.	A̸	B	C	D	E
4.	A̸	B	C	D	E
5.	A	B	C̸	D	E
6.	A	B̸	C	D	E
7.	A̸	B	C	D	E
8.	A	B	C	D̸	E
9.	A	B	C	D	E̸
10.	A	B	C	D̸	E

11.	A	B	C	D̸	E
12.	A	B	C	D	E̸
13.	A	B̸	C	D	E
14.	A	B	C	D̸	E
15.	A	B̸	C	D	E
16.	A	B̸	C	D	E
17.	A	B	C	D̸	E
18.	A̸	B	C	D	E
19.	A	B	C̸	D	E
20.	A	B̸	C	D	E

21.	A	B	C̸	D	E
22.	A	B	C̸	D	E
23.	A	B	C	D̸	E
24.	A	B	C	D	E̸
25.	A	B	C	D̸	E

B = 15

S = 10

LEMBAR JAWABAN

NAMA : Puti Astuti

KELAS : TBI B

NPM : 2101052015

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 18

S = 7

LEMBAR JAWABAN

NAMA : 8 Siska Ulum

KELAS : TBI B

NPM : 210105103g

1.	A	✗	C	D	E
2.	A	B	C	✗	E
3.	✗	B	C	D	E
4.	✗	B	C	D	E
5.	A	B	C	✗	E
6.	A	B	✗	D	E
7.	✗	B	C	D	E
8.	A	B	C	✗	E
9.	A	B	C	✗	E
10.	A	B	✗	D	E

11.	A	B	C	D	✗
12.	A	B	C	✗	E
13.	A	✗	C	D	E
14.	A	B	C	✗	E
15.	A	✗	C	D	E
16.	A	B	C	✗	E
17.	A	B	C	✗	E
18.	A	✗	C	D	E
19.	A	B	✗	D	E
20.	A	B	✗	D	E

21.	A	B	C	D	✗
22.	A	B	✗	D	E
23.	✗	B	C	D	E
24.	A	B	C	D	✗
25.	A	B	C	✗	E

$B = 17$

$S = 8$

NAMA : Sindi Aselasari

KELAS : TBI / B

NPM : 2101051031

1.	A	~~B~~	C	D	E
2.	A	B	C	~~D~~	E
3.	~~A~~	B	C	D	E
4.	~~A~~	B	C	D	E
5.	A	B	~~C~~	D	E
6.	A	B	C	~~D~~	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	~~A~~	B	C	D	E
10.	A	B	~~C~~	D	E

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	~~D~~	E
18.	A	B	~~C~~	D	E
19.	A	B	C	~~D~~	E
20.	A	~~B~~	C	D	E

21.	A	B	C	D	~~E~~
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	D	~~E~~
25.	A	B	C	~~D~~	E

B = 16

S = 9

LEMBAR JAWABAN

NAMA   : Siti maksumah

KELAS   : B

NPM   : 2101051090

1.	A	~~B~~	C	D	E
2.	A	B	C	~~D~~	E
3.	A	B	~~C~~	D	E
4.	~~A~~	B	C	D	E
5.	~~A~~	B	C	D	E
6.	A	~~B~~	C	D	E
7.	~~A~~	B	C	D	E
8.	A	B	~~C~~	D	E
9.	~~A~~	B	C	D	E
10.	A	B	C	D	~~E~~

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	~~D~~	E
18.	A	B	C	D	~~E~~
19.	A	B	~~C~~	D	E
20.	A	~~B~~	C	D	E

21.	A	~~B~~	C	D	E
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	D	~~E~~
25.	A	B	C	~~D~~	E

$B = 17$

$S = 8$

LEMBAR JAWABAN

NAMA : Sinta Devi Siswandari

KELAS : TBI B

NPM : 2101050025

1.	A	~~B~~	C	D	E
2.	A	B	C	D	~~E~~
3.	~~A~~	B	C	D	E
4.	A	~~B~~	C	D	E
5.	A	B	C	~~D~~	E
6.	A	B	C	~~D~~	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	C	~~D~~	E
10.	A	B	~~C~~	D	E

11.	A	B	C	D	~~E~~
12.	A	B	C	~~D~~	E
13.	A	~~B~~	C	D	E
14.	A	B	C	~~D~~	E
15.	A	~~B~~	C	D	E
16.	A	B	C	~~D~~	E
17.	A	B	C	~~D~~	E
18.	A	~~B~~	C	D	E
19.	A	B	~~C~~	D	E
20.	A	~~B~~	C	D	E

21.	A	~~B~~	C	D	E
22.	A	B	~~C~~	D	E
23.	~~A~~	B	C	D	E
24.	A	B	C	D	~~E~~
25.	A	B	C	~~D~~	E

B = 18

S = 7

LEMBAR JAWABAN

NAMA : Syfa Hanina Azka

KELAS : TBI B

NPM : 2101051092

1.	A	**B**	C	D	E
2.	A	B	C	D	**E**
3.	**A**	B	C	D	E
4.	**A**	B	C	D	E
5.	A	B	C	**D**	E
6.	A	B	C	**D**	E
7.	A	**B**	C	D	E
8.	A	B	C	**D**	E
9.	**A**	B	C	D	E
10.	A	B	C	D	**E**

11.	A	B	C	D	**E**
12.	A	B	C	**D**	E
13.	A	**B**	C	D	E
14.	A	B	C	**D**	E
15.	A	**B**	C	D	E
16.	A	B	C	**D**	E
17.	A	B	C	D	**E**
18.	A	B	**C**	D	E
19.	A	B	**C**	D	E
20.	A	**B**	C	D	E

21.	A	B	C	D	**E**
22.	A	B	**C**	D	E
23.	**A**	B	C	D	E
24.	A	B	C	D	**E**
25.	A	B	C	**D**	E

$B = 17$

$S = 8$

LEMBAR JAWABAN

NAMA : Yeni Agustin

KELAS : B (TBI)

NPM : 2101052019

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E

B = 16

S = 9

THE DOCUMENTATION OF EXPERIMENTAL CLASS

Pre-Test

Treatment

Post-Test using Partner Reading Strategy

THE DOCUMENTATION OF CONTROL CLASS

Pre-Test

Post-Test

CURRICULUM VITAE

The author's name is Merinda Sari. She was born in Setia Bumi, 19 May 2001. She is the first daughter of Mr. Mis Wanto and Mrs. Rosi Lasari. He attended SD Negeri 02 Gunung Agung. Shortly thereafter, he went on to junior high school at SMP Negri 1 atap 1 Gunung Terang. He continued his studies at SMA Negeri 1 Pagar Dewa. It was a long journey for him to find his dream. After graduating from high school, he decided to study at the Department of English Education at IAIN Metro. Hopefully, he can do his best to improve and apply his knowledge wisely.