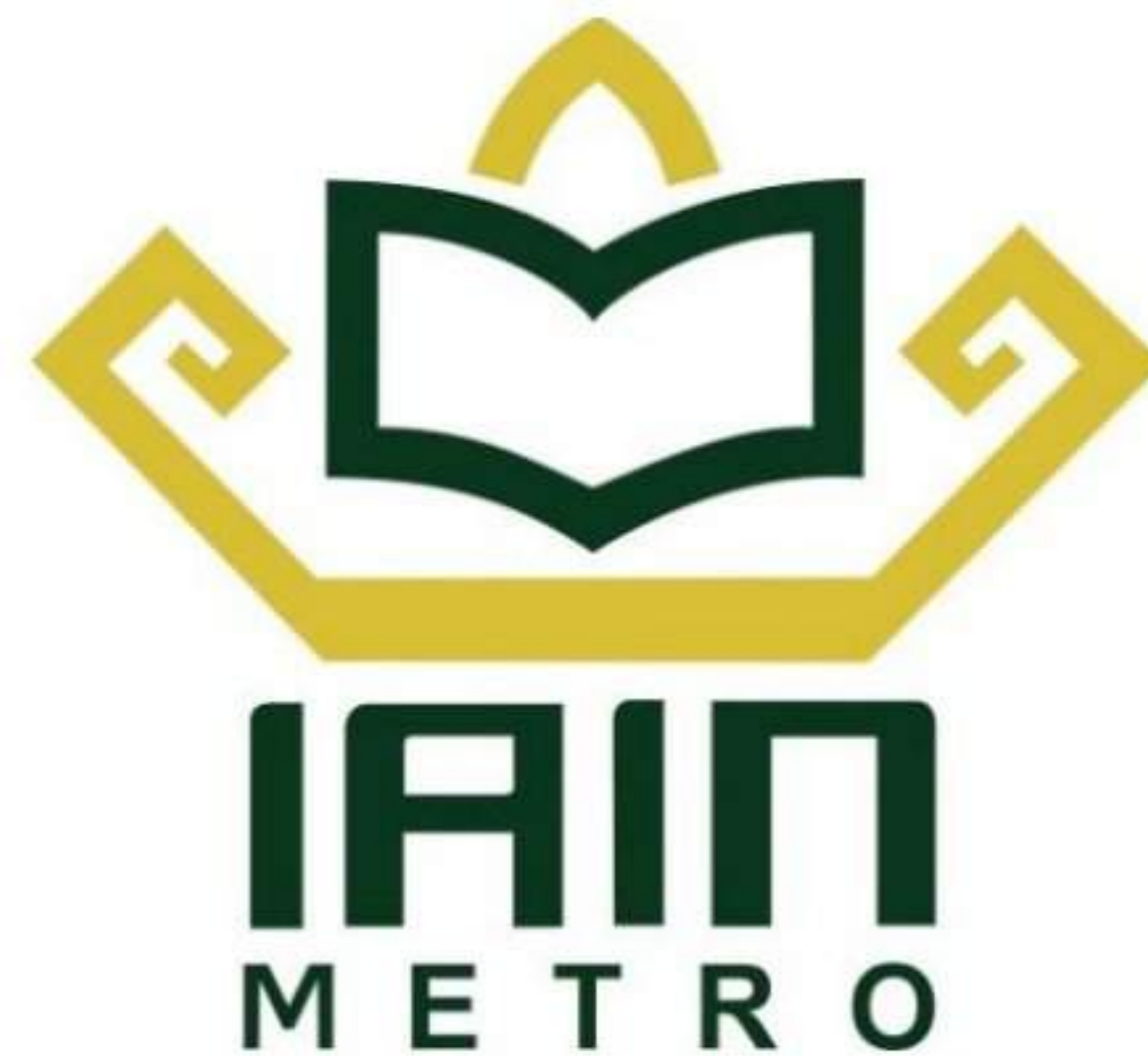AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1444 H / 2023 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

Presented as a Partial Fulfilment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Departement

By :

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1444 H / 2023 M

THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

ABSTRACT
By:
CANDRA AYU SETYONINGSIH

The objective of this research is aimed at knowing whether there is a positive and significant influence of using Quiz-Quiz Trade Technique on the Students' Reading Comprehension at The Eleventh Graders of SMA Negeri 1 Punggur. Reading is the process of combining information from text with previous knowledge to determine meaning. In teaching and learning process, the teacher should choose the suitable technique way to teach student. Quiz-Quiz Trade Technique is interaction between student with the aim of obtaining information and knowledge with enjoy games by using card. Quiz-Quiz Trade Technique help the students or the reader in identify the main idea in the text, thus they can effectively comprehend the text. Hence, it makes them easier in reading comprehension.

This research was quantitative research. The population of this research was the eleventh grader students. The sample were 49 students established through the simple random sampling technique. The researcher used observation, test and documentation as the data collecting technique. In order to analyze the data, the researcher used Independent Sample t-test by using SPSS 23.0.

In this research, the result of normality test was post-test Sig. = 0.272. Then the result of homogeneity test was Sig. = 0.155. The result of t-test that has been calculated using Independent Sample T-test formula which is significant level (2-tailed) was 0.000 which is less than the alpha 0.05. Based on these condition Ho is rejected, it means that there was a positive and significant influence of using Quiz-Quiz Trade Technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur

Keyword: Comprehension, Quiz-Quiz Trade, Teaching, Technique.

**PENGARUH PENGGUNAAN TEKNIK PERTUKARAN KUIS
TERHADAP PEMAHAMAN MEMBACA SISWA KELAS SEBELAS DI
SMA NEGERI 1 PUNGGUR**

ABSTRAK
Oleh:
CANDRA AYU SETYONINGSIH

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan penggunaan Teknik Quiz-Quiz Trade terhadap Pemahaman Membaca Siswa Kelas XI SMA Negeri 1 Punggur. Membaca adalah proses menggabungkan informasi dari teks dengan pengetahuan sebelumnya untuk menentukan makna. Dalam proses belajar mengajar, guru harus memilih teknik yang ccook untuk mengajar siswa. Teknik Pertukaran Kuis adalah interaksi antar siswa dengan tujuan memperoleh informasi dan pengetahuan dengan cara permainan yang menarik dengan menggunakan kartu. Teknik pertukaran kuis membantu siswa atau pembaca dalam mengidentifikasi gagasan utama dalam teks, sehingga mereka dapat memahami teks secara efektif. Jadi, itu membuat mereka lebih mudah dalam pemahaman membaca.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas XI. Sampel berjumlah 49 siswa ditetapkan melalui teknik simpel random sampling. Peneliti menggunakan observasi, tes dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, penulis menggunakan Independent Sample T-test dengan menggunakan SPSS.

Dalam penelitian ini, hasil uji normalitas adalah: post-test Sig. = 0,272. Kemudian hasil uji homogenitasnya adalah Sig. = 0,155. Hasil uji-t yang telah dihitung menggunakan rumus Independent Sample T-test yang merupakan level signifikan (2-tailed) adalah 0,000 lebih kecil dari alpha 0,05. Berdasarkan kondisi ini maka Ho ditolak, artinya ada pengaruh positif dan signifikan penggunaan Teknik Pertukaran Kuis terhadap pemahaman membaca siswa kelas XI di SMA Negeri 1 Punggur.

Kata kunci: Membaca, Mengajar, Pemahaman, Pertukaran Kuis, Teknik..

APPROVAL PAGE

Title : INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

Name : Candra Ayu Setyoningsih

Student Number : 1901050007

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 25 May 2023
Sponsor

Dr. Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

v

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah
                of Candra Ayu Setyoningsih**

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   : Candra Ayu Setyoningssih
Student Number   : 1901050007
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING QUIZ-QUIZ TRADE
                    TECHNIQUE ON THE STUDENTS' READING
                    COMPREHENSION AT THE ELEVENTH GRADERS OF
                    SMA NEGERI 1 PUNGGUR

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

Metro, 25 May 2023
Sponsor

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dr. Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Candra Ayu Setyoningsih

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   : Candra Ayu Setyoningsih
NPM   : 1901050007
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE
                  ON THE STUDENTS' READING COMPREHENSION AT THE
                  ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

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

Wassalamu'alaikumWr.Wb.

Metro, 25 May 2023
Pembimbing

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dr. Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE
No. B-3478/ln-28-1/D/PP-00-9/06/2023

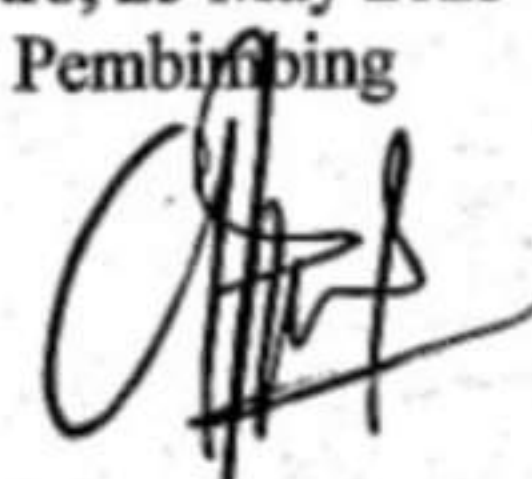An Undergraduate thesis entitled: "THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR", written by Candra Ayu Setyoningsih, student number 1901050007, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, June, 13th 2023 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson   : Dr. Ahmad Subhan Roza, M.Pd   (.....................)

Examiner I   : Dr. Aria Septi Anggaira, M.Pd   (.....................)

Examiner II : Yeni Suprihatin, M.Pd   (.....................)

Secretary   : Rika Dartiara, M.Pd   (.....................)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Zuhairi, M.Pd
NIP. 19620612 198993 1 006

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : CANDRA AYU SETYONINGSIH

Student Number : 1901050007

Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

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

Metro, 24 May 2023
The Researcher,

Candra Ayu Setyoningsih
NPM. 1901050007

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : CANDRA AYU SETYONINGSIH

NPM : 1901050007

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 24 Mei 2023
Peneliti,

Candra Ayu Setyoningsih
NPM. 1901050007

MOTTO

فَإِنَّ مَعَ لْعُسْرِ ا يُسْرًا

"Indeed, there are difficulties in addition to ease of"

(Q.S. Al-Insyirah 94;5)

Great things are not done by impulse, but by a series of small things brought together."

(Vincent van Gogh)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Mr. Munirul Ikhwan and Mrs. Siti Muslikah and my

beloved brother Muhamad Gilang Ramadan who always support, protect and

advice for my life and my study, thank you for your everlasting love.

Secondly, my beloved partner Gama Vallerie and my beloved friends SIZCAL

(Inatarisa Nurlisa, Nurulita Lutfiana, Siti Aminatur Ro'azah, Suci Haerani)

Thanks for your inspiration, motivation, loving, praying, always give support for

me until finished this thesis.

Finally, my beloved almamater IAIN Metro

ACKNOWLEDGEMENT

First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this undergraduate thesis. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. "The Influence of Using Quiz-Quiz Trade Technique On The Students' Reading Comprehension At The Eleventh Graders Of SMA Negeri 1 Punggur" is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

The second, on this nice occasion, the researcher would like to profound honor, She would like to gratitude for:

1. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Metro.

2. Mr. Andianto, M.Pd as the Head of English Education Department.

3. Dr. Ahmad Subhan Roza, M.Pd., as the sponsor who has motivated the researcher to finish this research as soon as possible, and spent the available time to guide and give a good suggestion for the researcher.

4. All my lecturer, who has given me knowledge and information.

5. All of the staff in English Education Department, who helped the researcher in processing of administration.

6. SMA Negeri 1 Punggur, that given me opportunity to conducted this

research.

7. My beloved family, that never tired to pray and support for the good of the researcher.

8. All of my beloved partner and beloved friend who always supports and help one another.

Finally, researcher realized that this undergraduate thesis still has weakness. The researcher would like to apologize from the deep of her heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestions and also criticisms for the perfect research.

Metro, 24 May 2023
The Researcher,

Candra Ayu Setyoningsih
NPM. 1901050007

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CHAPTER I

INTRODUCTION

A. Background of Study

In communicating, language is one of the important instruments in exchanging information with each other. One of the thousand languages in the world, English is designated as an international language as a means of communication between nations. English in Indonesia is considered a foreign language that needs to be learned. Because mastery of English is very important in facing today's global era, English has covered various fields of life. Therefore, students are required to master English.

There are four skills in English that need to be mastered, namely listening, speaking, reading and writing. Furthermore, in the four skills, reading is an important thing that supports students in the learning process. Reading is also very necessary because in reading students can get a variety of important information.

Reading is one of the skills that must be mastered by students who learn English, students learn to have good reading comprehension. Comprehension is one of the ways to make the readers get understanding when they are reading something. Comprehension has the real correlation in reading, because in comprehension we get the point from what we read. Good reading comprehension is needed, because if students have difficulty

understanding what they read, students have difficulty and make students hampered in learning. On the other hand, if they have good reading comprehension, they can have a better chance of succeeding in their studies.

In addition, without realizing it, reading is not easy to master. There are many obstacles faced by students. The concept of reading is to determine the main ideas and supporting ideas in the text. In that case, students have difficulty in translating and understanding the texts they read, because of their limited vocabulary. Especially when students are faced with long English texts, students also feel burdened, because students do not know the meaning of the words. Therefore, students' motivation in reading long texts is very low. The longest text makes them difficult to find the main idea of the text. In fact, it makes students lazy to be active when in the learning process. For those reasons they are not interested in reading text.

Reading comprehension in students is a little worrying. Even though it is the first step, from reading students can find out the message or main idea of the text they read. Of course, it can affect the continuation of the learning process. Because students do not understand at the beginning, students find it could be difficult to follow the next learning steps.

In line with reading problems, researcher also found related reading problems at the eleventh grade of SMA Negeri 1 Punggur. The researcher had done a pra-survey on November 14th, 2022 and the researcher got the following results:

Figure 1.1

Data of Pra-Survey Result

Reading comprehension among the Eleventh Graders

at SMA Negeri 1 Punggur
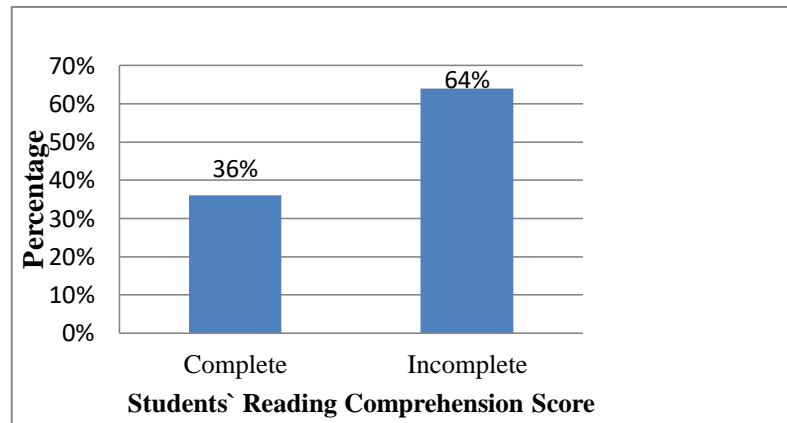
Based on the figure above, it can be seen that the percentage of students that achieve complete criteria in reading comprehension are 36%, while the students who have incomplete criteria in reading comprehension are 64%. The result of the pra survey above are represented in the following table:

Table 1.1

The Classification of the Students' Reading Comprehension

at SMA Negeri 1 Punggur

No	Grade	Students` Reading Comprehension Score	Frequencies	Percentage
1	≥ 75	Complete	9	36 %
2	< 75	Incomplete	16	64 %
	Total		25	100 %

Source: The result of the teacher archives.

There are 25 students of the eleventh graders of SMA Negeri 1 Punggur. The English minimum passing grade in this school is 75. Based on the result above, there are 9 students who got score $\geq$ 75 or 36%, while there are 16 students who got score $\leq$ 75 or 64%. This means that the students who got the score under 75 don't pass the test. It can be concluded that the students reading comprehension is still low.

For this reason, techniques are needed that can support students to easily master reading skills. One of the possible and plausible ways to cope the problems above is by using Quiz-Quiz Trade technique in order to help the students' reading comprehension. Quiz-Quiz Trade is a technique that aims to improve reading comprehension. This technique focuses on structured interaction between students with the aim of obtaining information and knowledge with enjoy games by using cards. With the Quiz-Quiz Trade Technique, it is hoped that it can provide a way out of the problems faced by students. The existence of this technique can increase student motivation, student confidence and reading comprehension in English.

Related to the statement above, the researcher conducted a research entitled: The Influence of Using Quiz-Quiz Trade Technique on The Students' Reading Comprehension At The Eleventh Graders Of SMA Negeri 1 Punggur.

B. Problem Identification

1. The students have difficulties to understand the meaning of the text.
2. Limited vocabulary possessed the students.

3. Most of students have difficulties in reading comprehension.

4. The students have low score in reading comprehension.

5. The students are lazy to read long texts in English.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that analyzed. Hence, this research could be of standard the maximum of quantity that means the elaborations are not out of the context.

Based on the identification of problem, the researcher would like to limit the problem only to "Most of students have difficulties in reading comprehension".

D. Problem Formulation

Based on the background problem limitation above, the researcher formulates the problem as follows:

"Is there any positive and significant influence of using Quiz-Quiz Trade Technique on the Students' Reading Comprehension At The Eleventh Graders Of SMA Negeri 1 Punggur?"

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of this research is aimed at knowing whether there is a positive and significant influence of using Quiz-Quiz Trade Technique on the Students' Reading Comprehension at The Eleventh Graders Of SMA Negeri 1 Punggur.

2. Benefit of the Study

a. For the students

   As a motivation for the students' in reading comprehension.

b. For the teacher

   By implementing this research, it is expected that English teachers can use this as alternative effective technique in teaching reading.

c. For the Headmaster

   This research can be used an information to facilitate learning English process in future.

F. Prior Research

There are three prior research that have relation to this research. As a comparison of this research, here is a study on The Influence of Using Quiz-Quiz Trade Technique On The Students' Reading Comprehension At The Eleventh Graders Of SMA Negeri 1 Punggur.

The first prior research based on the research journal of Merintah Diah Purwaningrum, Budi Eko Soetjipto and Sri Untari (2017)[1] with the title "The Implementation of Cooperative Learning Model Quiz-Quiz Trade And Inside-Outside Circle to Improve The Students' Social Skills And Learning Outcomes", it was found that students increased their social skills because of Quiz-Quiz Trade and Inside-Outside Circle. Through the use of this technique

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[1] Merintah Diah Purwaningrum, Budi Eko Soetjipto and Sri Untari, *The Implementation of Cooperative Learning Model Quiz-Quiz Trade And Inside-Outside Circle to Improve The Students' Social Skills And Learning Outcomes,* (International Journal of Academic Research in Business and Social Science, No. 6 (2017)P.473

can improve social skills. Second, implementation of this learning models can improve students' learning outcomes. It can be seen from the achievement of the students where the score of cycle was higher.

This research and the first prior research have similarities and differences. The similarities between this research and the first prior research are the same topic about Quiz-Quiz Trade. The differences between the first prior research and this research is the skill. The focus skill of first prior research is social skill while this study focuses on students` reading skills.

In addition, the second prior research is done by Rafidah Abd Karim (2018)[2] in her article entitled, "The Implementation of 'Vocabulary Quiz-Quiz Trade Cards' In The Teaching And Learning Vocabulary Among Intermediate Level Primary School Students" it was found that Quiz-Quiz Trade Cards can enhance one's knowledge in vocabulary and communication skills.

This research and the second prior research have similarities and differences. The similarities between this research and the second prior research is the same topic about Quiz-Quiz Trade. The different between the second prior research and this study is dependent variable (Y). Dependent variable (Y) of this study is reading comprehension.

The third prior research relevant with this study is that had been done by Habidi (2017) entitled The Implementation of Cooperative Learning Model

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[2] Rafidah Abd Karim (2018), *"The Implementation of 'Vocabulary Quiz-Quiz Trade Cards' In The Teaching And Learning Vocabulary Among Intermediate Level Primary School Students"* dalam www.researchgate.net diunduh 22 November 2022

Quiz-Quiz Trade and Inside-Outside Circle to Improve the Students' Communicative Skill and Learning on Social Science Lesson. The result of Habidi's study showed that the implementation of Quiz-quiz Trade and Inside-Outside Circle cooperative learning model is positively improved students' communicative skill and social science learning outcome.[3]

This research and the third prior research have similarities and differences. The similarities between this research and the third prior research are the same topic about Quiz-Quiz Trade. The differences between the third prior research and this research are the skill. The focus skill of third prior research is communication skill while this study focuses on students` reading skills.

Based on the description above, it can be concluded that all prior researches have positive result. The first prior research with Quiz-Quiz Trade can improve social skills and students' learning outcomes. In addition, the second prior research with Quiz-Quiz Trade Cards can enhance one's knowledge in vocabulary and communication skills. Then, the third prior research with Quiz-quiz Trade positively improved students' communicative skill and social science learning outcome. Therefore, the researcher used this technique to know whether there is a positive and significant influence of using Quiz-Quiz Trade Technique on the Students' Reading Comprehension At The Eleventh Graders Of SMA Negeri 1 Punggur.

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[3] Habidi,Utami Widiati, Budi Eko Soetjipto, *"The Implementation of Cooperative Learning Model Quiz-Quiz Trade And Inside-Outside Circle to Improve The Students' Communicative skill And Learning Outcomes,"* (International Journal of Academic Research in Business and Learning on Social Science Lesson, (2017)P.67

CHAPTER II

THEORETICAL REVIEW

A. **The Concept of Reading Comprehension**

1. **The Concept of Reading**

   a. **The Definition of Reading**

   Reading is one in all four skills in English that we need to grasp, due to the fact through reading we can easily find out many information. Definition of reading from Karen Tankersley is a complex process made up several interlocking skills and process. Accumulation end result of process that includes of integration among skills and process.[1]

   Reading is a ability that is continuously growing, like any skill, we get higher at reading with practice and vice versa. If we do not practice, we do not get better and our skills decrease.[2] Further, reading is conceptualized as a dynamic, interactive, constructive process that requires thought and elaboration on the part of the reader. Reading is comprehending, that is, the construction of meaning. Readers construct meaning by interact-ing with the text.

   Anthony and H. Pearson defines that reading is a dynamic interaction between existing knowledge and readers to build meaning through information from written language to the context in reading

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[1] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), P. 2.
[2] Andrew p. Johnson, *Teaching reading and writting*, (New york: United kingdom 2008), P.4

situations.[3]

Reading is the process of combining information from text with previous knowledge to determine meaning. Comprehension is the goal of reading, where strategic reading means that readers can use various strategies to achieve that goal. When faced with difficulties, good readers know what to do to overcome them. Fluent reading is defined as the ability of the reader to be seen based on a level that corresponds to adequate reading comprehension.[4]

Based on some definition above, it can be concluded that reading is a very important skill to master because in reading we can get various information. Reading is a process consisting of skills that continues to develop with practice, requires thought and elaboration from the reader. Then, in reading combining information from text with previous knowledge to determine meaning.

b. **The Types of Reading**

There are some types of reading, it can be differentiated into Intensive Reading, Extensive Reading, Aloud Reading and Silent Reading.[5]

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[3] Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), P. 137

[4] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), First Edition, P. 68

[5] Dr. M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), p.117-124

1) Intensive Reading

Intensive reading is reading progress by focusing more on vocabulary and idioms. this will make students gain mastery of the language in terms of speaking and writing.

2) Extensive Reading

Extensive reading is the process of reading without the help of a teacher in the target language to train students to read directly and fluently. Extensive reading is also reading for pleasure when the reader wants to know something.

3) Aloud Reading

In teaching English, reading aloud is very important, because in it there is a basic pronunciation of words which when it is ignored, it will be difficult to continue to the next level.

4) Silent Reading

One of the important reading skills in English is silent reading. This happens because when reading silently, students can read without experiencing difficulties and the reading process will be more focused.

c. The Purpose of Reading

The purpose of reading states by William Grabe and Fredika L. Stoller includes :[6]

---

[6] William Grabe and Fredika L. Stoller. *Teaching and Researching Reading.* (Pearson Education Limited. 2011). P.6

1) Reading to search for simple information.

2) Reading to skim quickly.

3) Reading to learn from texts.

4) Reading to integrate information.

5) Reading to write or search information needed for writing.

6) Reading to critique texts.

7) Reading for general comprehension.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to Douglas Brown, reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies.[7]

Comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader.

Reading comprehension is an important skill in enhancing the development of students' various academic tasks.[8] Because the activities in it include decoding text, analyzing, explaining, and then

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[7] H. Doughlas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), P. 306.

[8] Abbas Pourhosein G. Narjes Banou S. *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*, (International Journal of English Linguistics; Vol. 6, No. 5; 2016) P.180

expressing ideas.

From her book, Jannette defines that reading comprehension involves much more than readers responses to text. Next her state that reading comprehension is multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself.[9]

b. The Strategies for Reading Comprehension

There are some strategies for reading comprehension, such as:[10]

1) Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something.

2) Use graphemic rules and patterns to aid in bottom-up decoding.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have come aquainted with oral language and have some difficulty learning English spelling conventions.

3) Use efficient silent reading techniques for relatively rapid comprehension.

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[9] Janette K.Klinger, Sharo Vaogis and Allison Brandman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (USA : The Guilford Press, 2007), P. 8

[10] H. Doughlas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco : State University, 2001), P. 306.

Intermediate to advance level student don't need be speed readers, but they must increase efficiency, the teacher can help by teaching a few silent reading rules.

4) Skim the text

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gis. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

c. **The Concept of The Indicator of Reading Comprehension**

Reading Comprehension Assessment is to compare students' comprehension levels to those of students in a norming sample. Assessment is very important to know the ability of students, and also measure their potential in study. The purposes of a test are several, for example to diagnose a student's strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program.

To know the students' comprehension in reading, the teacher should assess it with the indicators of reading comprehension. According to Westphal in Khairunnas, there are some indicators of reading comprehension:

1) The students' ability to identify the main idea. Main idea is the most important or central thought of a paragraph or larger section of text. Hence, in this indicator the students are able to determine what central to a paragraph is what the writer most values or wants to emphasize.

2) The students' ability to find out the meaning of vocabulary. Vocabulary is the words of a language. Thus, in this indicator the students are able to understand and find out the meaning of specific words used in the text.

3) The students' ability to identify the references.

   The students are able to find and understand certain words or phrases that refer to a specific meaning or subject.

4) The students' ability to identify detailed information. The students are able to find and understand the specific information contained in the text.

5) The students' ability to identify the topics and purpose of the text. Also the students can comprehend the format of the text.

   Based on the opinion above, the writer took some indicators of reading comprehension for her research; they are:

1) The students' ability to find out the topics and the purpose of the text.

2) The students' ability to comprehend the format of the text.

3) The students' ability to find out the main idea and detaild information form the text.

4) The students' ability to identify the meaning of vocabulary in the text.

d. The Rubric of Scoring Reading Comprehension

The Rubric of Scoring Reading Comprehension according to Brown, as follows:[11]

Table 2.1

The Rubric of Scoring Reading Comprehension

No	Score	Criteria
1	90-100	Excellent: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
2	70-89	Good: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
3	50-69	Average: topics, purpose, main ideas and

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[11] H. Doughlas Brown in *Students' Attitude On Reading Classroom* (Jurnal Ilmiah Wahana Pendidikan) Vol 6, No 4, Desember 2020. P.852

		type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
4	30-49	Poor: topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.

B. The Concept of Narrative Text

1. The Definition of Narrative Text

Accroding to Anderson and Anderson, narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches it is high point in the middle. The ending resolves the problem.

In addition, Rebecca explain that a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explained that a

narrative is a text that tells a story and, in doing so, entertains the audience.[12]

Based on the definition of expert, we can conclude narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of method used to communicate the narrative through a process narration.

2. **Generic Structure of Narrative Text**

Generic structure is the structure in text which is usually used by learners in target language. Generics structure is divided into four elements, they are:

a. Orientation

It is here that the writer sets the scene for the story, informing the reader of the time, place and main character of the story. (Usually this section contains character introduction, setting of place/background, time.

b. Complication

Complication is the second step in a narrative, where the story is interrupted in some way. This usually involves a main character and one or more minor characters. Contains the initial problems and conflicts experienced by the main character.

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[12] Rebecca J.L, A Critical Handbook of Children's Literature, (Massachuset: Pearson Education, 2003), p. 37.

c. Resolution

As the term implies, therein lies the problem or complication resolved. (contains the resolution of the problem of the conflict that occurred.

d. Re-Orientation

This is where the problem or complication is resolved. It tells what the story has told or tells again the character and contains the message of moral value to the readers.

C. The Concept of Quiz-Quiz Trade Technique

1. Definition of Quiz-Quiz Trade Technique

According to Kagan, Quiz-Quiz Trade is a learning technique that involves students in pairs, where students are given time to ask each other questions and answer quizzes on cards that have been prepared, then switch again to repeat the activity with a new partner. This technique focuses on structured interaction between students with the aim of obtaining information and knowledge with enjoy games by using cards.[13] Quiz-quiz Trade is a great way to master content knowledge. With this technique can be one of alternative for attract students to learn and become a positive energy in the classroom.

Quiz-Quiz-Trade is the result of a combination of cooperative learning with the Time Pair Share model and cooperative learning with the Flash Card model where this technique is used for all subjects and all

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[13] Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.32

levels. In this way all students get the opportunity to present ideas, insights and listen to other students.

Quiz-Quiz-Trade technique is a good technique to make a competition in class. It shows when partner A throw the question and partner B answer the question. It looks like an attractive and fun model of learning.

Quiz-Quiz Trade is an activity that get students moving as they actively participate in their learning. But, not only that, they also can interact with each other. The students take turns reading questions by card and answering said questions. This technique also helps students review key information and practice problem solving quickly and efficiently.

2. **Structure that Emphasizes in Quiz-quiz Trade Technique**

Quiz-quiz Trade Technique emphasizes the structure, as follows:

a. Class building.

Building a class in a good classroom atmosphere will certainly increase the enthusiasm of students to take part in the teaching and learning process. Teacher-teacher interactions, students with students, and students with teachers also greatly affect the classroom atmosphere. In this case, learning activities using Quiz-quiz Trade technique, will make the class more fun and effective.

b. Social Skills.

Social skills are skills to interact with other people in a social context in a certain way that is acceptable to society.

In this structure, of course students will be trained in terms of interacting with their classmates, where this can foster a social spirit in students.

c. Knowledge building.

Building knowledge refers to the process of creating new cognitive elements (knowledge) as a result of shared goals, group discussions and developing ideas.

d. Communication skills.

Communication skills is a person's ability to convey information to the other person.

e. Thinking Skills.

Thinking skill is a person's ability to use his thinking ability to solve various problems from the problem-solving process to existing problems. in this case students will practice solving the questions given.[14]

3. **The Steps of Quiz-Quiz Trade Technique**

Before applying the Quiz-Quiz Trade Technique, the teacher have to explain the material related to the cards to be used in this technique. The Quiz-Quiz Trade Technique can be applied in class as follow:

a. The teacher prepares the card to be used. Then the teacher shares it with the students. The card folded two sides. One side contains questions and the other answer. Cards are distinguished by color,

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[14] Spencer Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 6.24

then students are instructed to pair up with friends who has the same color card.

b. Students stand up and raise their hands to find a partner that matches the color of the card they have. After finding their partner, they give each other a high five as they pair up.

c. One of the students become Partner A, and the other student become Partner B. Partner A asks Partner B the question on his/her card. Partner B answer the question from Partner A.

d. Partner A opens the card to show the correct answer. If Partner B answered correctly, Partner A praises their Partner, such as "Excellent work!" or "Good Job". But if Partner B answered incorrectly, Partner A should help by giving a clue or coaches Partner B.

e. Switch roles: After that, Partner switch roles. Partner B now asks the question on his/her card, Partner A answer the question and offers praise or coaches Partner A.

f. Partner Trade Cards: After the students have finished asking and answering questions, they will exchange cards and find a new partner. To start the game again, student must exchange the cards, so they have a new card for each new pair.

g. The students will ask the new partner questions from the previous partner. Students are encouraged to remember the answers from the previous round.

h. Then did the steps again as above until the teacher instruct the game to be finished.

i. After the game finished, the teacher review again about the questions and answers, so that students can more understand about the material that given by the teacher.

4. **Strenght and Weakness of Quiz-Quiz Trade Technique**

Honestly, no one technique that is perfect. Automatically, they brought their own advantages and disadvantages. According to Afian, the Strenght and Weakness of using Quiz-Quiz Trade technique can be mentioned are as follows:[15]

a. The Strenght

1) To train students to work together with their partners, help each other who cannot understand the subject matter, and share pride when they understand the subject matter.

2) It can be a solution to make students more interest in learning process because it has character semi game.

3) It can gives good opportunity to the students to participate fully in the class by join the game.

b. The Weakness

1) It takes a lot of time, so it is less effective if done in a few hours of study.

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[15] Merintah Diah Purwaningrum, Budi Eko Soetjipto and Sri Untari, "*The Implementation of Cooperative Learning Model Quiz-Quiz Trade And Inside-Outside Circle to Improve The Students' Social Skills And Learning Outcomes,*" (International Journal of Academic Research in Business and Social Science, No. 6 (2017) P.475

2) This technique may makes class little noisy.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Every research activity has 2 variables, namely the independent variable (X) and the dependent variable (Y). In this study, the independent variable (X) is the Quiz-Quiz Trade technique, and the dependent variable (Y) is reading comprehension.

Reading is one of the four important basic skills that must be mastered by students. Many students think that reading is a reading skill that is difficult to learn, this is because reading requires the reader to know the main ideas and supporting ideas in the text.

Besides that, reading is very necessary because in reading students can get a variety of important information. The problem faced in class is that students have difficulty translating and understanding the texts they read, because of their limited vocabulary. Especially when students are faced with long English texts, students will also feel burdened, because students do not know the meaning of the words.

Actually, there are many techniques in teaching reading comprehension. In this study, the researcher used the Quiz-Quiz Trade technique to teach reading comprehension which focused on class XI students of SMA N 1 Punggur. The researcher assumes that if the teacher uses the Quiz-Quiz Trade technique in teaching reading comprehension, it

will be easier for students to convey and exchange information and participate fully in class.

If the quiz-quiz trade technique is effective for teaching reading comprehension, it will have a positive effect on students' reading comprehension. However, if the Quiz-quiz trade technique is not effective, it will not affect students' reading comprehension.

2. **Paradigm**

Paradigm is the pattern of relationship between variables to be studied. Then, based on the theoretical framework above, the researcher explains the paradigm as follows:

Figure 2.1

The Description of Research Paradigm
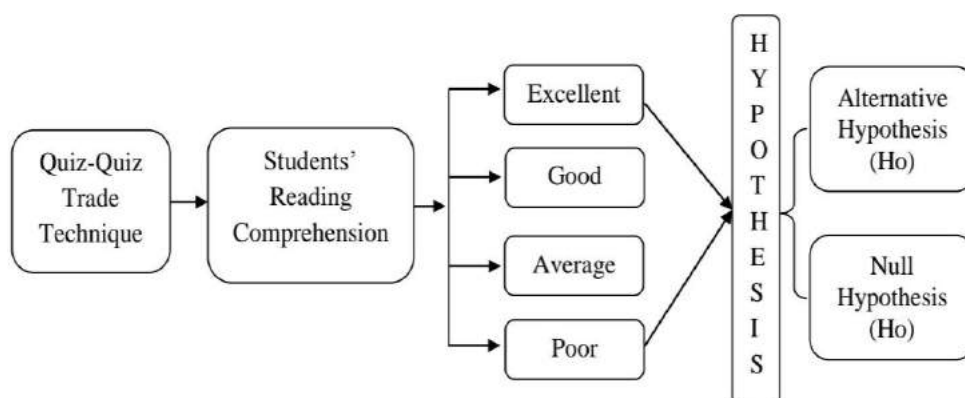
Based on the explanation in the figure above, if the Quiz-quiz Trade Technique is high students' reading comprehension is Excellent/Good, then there is a positive and significant influence of using Quiz-Quiz Trade Technique on students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

Conversely, if the Quiz-Quiz Trade Technique is low students' reading comprehension is Average/Poor, then there is no positive and significant influence of using Quiz-Quiz Trade Technique on students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

E. Hypothesis

1. Hypothesis Formulation

The research hypothesis is the hypothesis developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.[16]

Hypothesis are predictions made by researchers about the expected relationships between variables in quantitative research.[17] There are two kinds of hypothesis, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Quiz-Quiz Trade Technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

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

[17] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using Quiz- Quiz Trade Technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

2. Statistical Hypothesis

Regarding the statistical hypothesis concept, Yogesh defines that "A hypothesis can be stated in the null form which is a statement that there is no relationship or no difference between or between variables. This form of the null hypothesis is a statistical hypothesis that can be tested within the framework of probability theory. This is also a form of undirected hypothesis."[18] This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

1. If the probability or Sig. < α (0.05), then the *null hypothesis* (Ho) is rejected.

2. If the probability or Sig. > α (0.05), then the *null hypothesis* (Ho) is accepted.

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

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher used a quantitative design to investigate whether there is any positive and significant influence of using Quiz- Quiz Trade Technique On The Students' Reading Comprehension At The Eleventh Graders of SMA Negeri 1 Punggur.

To investigate whether there is a positive and significant effect of using the Quiz-Quiz Trade Technique on students' reading comprehension, in this study the researcher used a quantitative design. Quantitative is the research which explaining phenomena by collecting numerical data that would analyze by using mathematically based on methods (in particular statistics).[1]

There are two types of quantitative research designs, namely experimental designs and non-experimental designs. Tests under controlled conditions made to demonstrate a known truth or check the validity of a hypothesis are the definition of experimental design.[2]

In this research, the researcher conducted the experimental design that used two classes. As a control class, XI IPA 5 do not receive the treatment and as an experimental class, XI IPA 3 which received treatment taught by using Quiz- Quiz Trade technique. The design is follows:

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

Figure 3.1

The Influence of Using Quiz- Quiz Trade Technique

In Experimental and Control Class
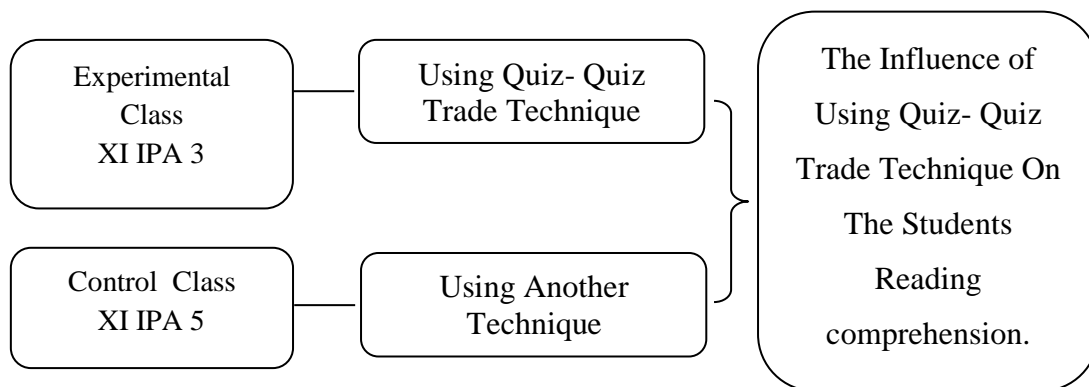
Firstly, both of classes received the pre-test before doing a treatment. Secondly, the experimental class (XI IPA 3) got a treatment using Quiz- Quiz Trade technique and control class (XI IPA 5) doesn't got a treatment. Thirdly, both of classes received the post-test with the same instrument in the pre-test. Finally, it found the influence of using Quiz- Quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

The description of sequence is:

Table 3.1

The True Experiment Design

Class	1. Pre-test	2. Treatment	3. Post-test
Experimental class	X	X	X
Control class	X		X

Following the post-test, the analysis of statistical were carried out to see whether the treatment has had an effect for experimental class.[3]

B. Population, Sample and Sampling Technique

1. Population

The Population was the group of individuals having one characteristic that distinguishes them from other groups.[4] Based on his book, Jack R. Fraenkel defines that the term *population* refers to all the members of a particular group. It was the interesting group that was to be generalized by researcher in the result of study. It means that population was all members of group such as people, objects, or events that was determined in a research.

In this research, the population was all of eleventh graders of SMA Negeri 1 Punggur. There are 311 students at the eleventh graders of eleventh graders of SMA Negeri 1 Punggur.

2. Sample

Sample was "the part of population that researched". The sample was 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 XI IPA 3 as an experimental class which consist 26 students and class XI IPA 5 as a control class which consist 23 students. So, there were 49 students as the sample. The researcher choose class XI

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[3] *Ibid.,* p. 18
[4] John W. Creswell, "*Educational ResearchPlanning, Conducting and Evaluating Quantitave and Quaitative Research",* (United States of America:Pearson, 2012), Fourth Edition, P 381.

IPA 3 as an experimental class because in this class the students got low score in reading result.

3. **Sampling Technique**

Sampling refers to the process of selecting the individuals who participated in a research study.[5] In this research, the researcher used simple random sampling to analyze the statistic specific. Random sampling was the process of selecting sample in such an away that all individuals in the defined population have an equal and independent change of being selected for the sample.[6]

C. **Variable and Operational Definition of Variable**

In determining how variables would be measured in research, quantitative research used operational definitions. Because with that, researcher could continue the investigation that might not be done. There are two kinds of variables, namely:

1. **Independent Variable**

Independent variables are variables that the researcher believes are in some way related to or influencing the dependent variable. So it can be concluded that these variables are the main variables, selected, manipulated and measured by the author.

The independent variable (X) of this research is the Quiz-quiz Trade technique. Quiz-Quiz Trade is a technique that aims to improve reading comprehension. This technique focuses on structured interaction

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[5] *Ibid.*
[6] *Ibid*., P. 104

between students with the aim of obtaining information and knowledge with enjoy games by using cards.

Then the researcher determines several indicators that must be achieved by students in the Quiz-Quiz Trade technique (independent variables) as follows:

a. Students are able to work on assignments in pairs.

b. Students are able to communicate and interact with each other.

c. Students can contribute and share ideas.

d. Students can be more confident in participating.

2. Dependent Variable

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.[7] In other words, dependent variable is the outcomes or result of observations and measurements of the influence of the independent variables.

The dependent variable (Y) of this study is reading comprehension which can be defined as students' knowledge in identifying texts such as; main idea, topic, etc. To measure students' reading comprehension, the researcher gave an exercise.

The students got the reading comprehension test. The student answered reading comprehension question based on the text. It was a simple test as a sample to know about the students' reading comprehension ability.

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[7] Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), Eight Editio, p. 37

The indicators of a reading test in this variable are:

a. Students are able to identify the topics and purpose of the text.

b. Students can comprehend the format of the text.

c. Students are able to determine the main idea and detail information of the text.

d. Students are able to know the meaning of vocabulary provided in the text.

D. Data Collecting Technique

The researcher used some technique to obtain the accurate data at SMA Negeri 1 Punggur. In collecting the data, the writer used the technique such as:

1. Observation

Observation is activity when something around us is obervation. It can be place, condition of students, etc. The researcher uses the observation as a data collecting method from students' individual scoring to know the capability of ecah student. Hence, it can be added to the assesment when the test result analyze.

2. Test

A set of stimuli given to an individual to explicit a response on the basis of a numerical score that can be assigned is called a test.[8]. Tests are used to measure a person's ability or knowledge in a particular field.

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[8]*Ibid,*. P. 67

a. Pre-test

The pre-test held in the first meeting before doing treatment in order to know the ability of the students before doing the action research.

b. Post-test

The post-test held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class.

Therefore, the researcher is use the test to get the data of the students reading comprehension. The reading comprehension test is written test that consist of 20 questions. Those are in multiple-choice form. This test is given to the eleventh graders of SMA Negeri 1 Punggur.

3. Documentation

Documentation is a method used to find data about things or variables needed during research. The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, and the organization structures of SMA Negeri 1 Punggur.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. **Instrument Blueprint**

To get the data needed by researcher to collect information in the field, blueprints can be used. In the instrument contains a test. The type of test used is a written test. Those are in multiple-choice form. The correct answer is score 5 and the wrong answer is score 0. The instrument used to measure the students' reading comprehension as bellow :[9]

Table 3.2

The Instrument Blueprint of Pre-Test and Post-Test

	No	Indicators	Item Test	Total
P R E - T E S T	1	The students can identify the purpose of the text	2	
	2	The students are able to know what type of the text	1, 17, 19	
	3	The student are able to analyzing vocabulary provided in the text	5,6,8, 18, 20	
	4	The student are able to determine the main idea	10, 14	
	5	The student are able to know the detail information of the text	3,4,7,9, 11, 12, 13, 15, 16	20
P O S T - T E S T	1	The students are able to know what type of the text	6	
	2	The student are able to analyzing vocabulary provided in the text	5,8	
	3	The student are able to determine the main idea	3, 11, 12, 17, 20	
	4	The student are able to know the detail information of the text	2,4,7,9,10, 13, 14, 15, 16, 18 ,19	
	5	The students can identify the purpose of the text.	1	

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[9] H. Doughlas Brown. *Teaching by Principles: An Interactive Approach to Language Pedadogy* The United States of New York: Longman, 2001.P.306-310

2. **Instrument Calibration**

Scale of measurement which used to examination of instrument items that made by researcher. The researcher used objective test. The researcher designs the instrument based on the subject matter content which researched. The instrument that was designed represents the subject that has been measured. The test which was given to the students was written test.

F. **Data Analysis Technique**

Furthermore, to investigate whether there is the influence of using Quiz-quiz Trade technique on the students' reading comprehension, the researcher analyzed the data by using *Independent Sample T-Test* with SPSS 23 *for windows* with the hypothesis as followed;

Ho: There is no positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

Ha: There is positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

Independent Sample T-Test Guidelines;

1. If the probability or Sig. < α (0.05), then the *null hypothesis* (Ho) is rejected.

2. If the probability or Sig. > α (0.05), then the *null hypothesis* (Ho) is accepted.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

The description about research location was as the complementary data. It was subjectively concerned on the condition of school such as the brief of history school, vision and mission, school identity, condition of teacher and buildings,

a. The Brief History about the Establishment of SMA Negeri 1 Punggur

SMA Negeri 1 Punggur is the only pone state senior high school in Punggur District it is located on Raya Nunggalrejo Street Punggur Central Lampung which was built on April 24, 2002 on land donated by the people of Kampung Nunggal Rejo with the Deed of Land Grant Number: 04/PGR/2002. With the Punggur 1 Public High School in Nunggal Rejo village, it is hoped that it will a positive effect on increasing the quality of education and income of the people of Nunggal Rejo village, Punggur District.

At the beginning of its acceptance, SMA Negeri 1 Punggur began to open and accept new student registration based on the decision of the Head of the Central Lampung Regency Arts and Culture Tourism Education Office Number: 420/003/05/D.8/2003

dated March 17 2003, thus Learning Activities and Teaching at SMA Negeri 1 Punggur began in the 2003/2004 academic year.

The first time of the leadership, management and coaching of SMA Negeri 1 Punggur it was carried out by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, M.M). Because SMA Negeri 1 Punggur did not yet have definitive teachers and administration, the Principal of SMA Negeri 1 Kotagajah assigned one of the vice principals of SMA Negeri 1 Kotagajah (Drs. Sontang Simanjuntak) to manage Punggur 1 SMA. The teachers come from several public schools and administrative staff as honorary staff from the Nunggal Rejo village community.

b. Vision and Mission of SMA Negeri 1 Punggur

1) Vision

Faithful, knowledgeable and virtuous character.

Indicators:

a) Excel in faith and God-Fearing.

b) Excellent in the mastery of Science and Technology.

c) Excellent in achieving national final exam scores.

d) Being able to compete in the selection of new student admissions

e) Active in youth scientific work activities.

f) Respond quickly.

g) Excellent in sports achievements.

h) Highly disciplined and of commendable character.

2) Missions

a) To form the students who fear God Almighty.

b) Creating innovative, creative and fun learning activities.

c) Form students who have the knowledge and skills.

d) Preparing students to continue on to higher education.

e) Develop a polite, ethical and high aesthetic attitude and personality.

c. School Identity of SMA Negeri 1 Punggur

School Statistic   : 301120208048

Number of School   : 10801962

Name of School   : SMA Negeri 1 Punggur

Address   : Street   : Jl. Raya Nungggal Rejo

                     Sub-distric   : Nunggal Rejo

                     Distric   : Punggur

                     City/Regency   : Lampung Tengah

                     Province   : Lampung

Postal Code   : 34152

Phone   : 0725 47413

Website   : www.sman1punggur.sch.id

Email   : sman1punggur@yahoo.com

Status School   : Public School

Accreditation   : A

d. The Conditions of SMA Negeri 1 Punggur

1) Condition of Teacher and Official Employees

Table 4.1

Condition of Teacher and official Employees

NO	NAME	POSITION
1	Didi Nuryadi, M.Pd	Headmaster
2	Hasan Mahfud, S.Pd	Mathematics Teacher
3	Harnanto, S.Pd	Mathematics Teacher
4	Drs. Haryanto	Sociology Teacher
5	Drs. Tri Hartoto, M.Pd	History Teacher
6	Dra. Ade Nani Suryani	Bahasa Teacher
7	Dra. Suparno	History Teacher
8	Dra. Maizarni	Guidance Counseling
9	Dra. Meridawati	Bahasa Teacher
10	Drs. Indrajaya	Civic Education Teacher
11	Dra. Tuti Supriyati	Economy Teacher
12	Purwati, S.Pd	Economy Teacher
13	Dra. Trias Saminar	Biology Teacher
14	Noto Margianto, S.Pd	Mathematics Teacher
15	Peni Asih, S.Pd	English Teacher
16	Drs. Hery Subagiyo	Geography Teacher
17	Titin Sumiarti, S.Pd	Bahasa Teacher
18	Karmidi, S.Pd	Biology Teacher
19	Elva Yuli Susanti, S.Sos	Sociology Teacher
20	Apriliani Dwi K., S.Ps	English Teacher
21	Hendro Budoyo, S.Ps	Physics Teacher
22	Patimah, S.Pd	Economy Teacher
23	Nurul Ekawati, S.Pd.I	Islam Teacher

24	Nurhayati, S.Ag	Islam Teacher
25	Suprapti, S.Pd	Bahasa Teacher
26	Dra. Lilyi Firnis	History Teacher
27	Drs. Tugimin	Bahasa Teacher
28	Lilis Surianti, S.Sos	Sociology Teacher
29	Budi Santoso, S.Pd	Economy Teacher
30	Sani Aris Duati, S.Pd	Physics Teacher
31	Megawati Ciptaning, S.Si	Biology Teacher
32	Zulhana, S.Pd	Biology Teacher
33	Enik Windayati, S.Pd	Chemistry Teacher
34	Titin Suriati, S.Sos	Sociology Teacher
35	Sri Lestari, S.Pd	Bahasa Teacher
36	Prastiwi, S.Pd	Chemistry Teacher
37	Budi Hardiantoro, S.Si	Chemistry Teacher
38	Pendi Hartanto, S.Pd.	Geography Teacher
39	Tri Wahyuningsih, S.Si	Mathematics Teacher
40	Rini Sulistyowati, S.E	Geography Teacher
41	Rantinita Saputra, S.Pd	Economy Teacher
42	Deliana Wardhani W, S.Pd	English Teacher
43	Sri Indah Merdekawati, S.Pd	Economy Teacher
44	Mustika Herlina, S.Pd	Civic Education Teacher
45	Sri Susilowati, S.Pd	History Teacher
46	Arie Alfia Aristha, S.Pd	English Teacher
47	Retno Dwi Hastuti, S.Si	Mathematics Teacher
48	Novita N. Widi, S.E.	Economy Teacher
49	Bayu Sedyoko W., S.Pd.Keor.	Physical Teacher
50	Yuni Ekawati, S.Si	Chemistry Teacher
51	Muslimatun Nisa', S.Si	Mathematics Teacher
52	Lusy Marlina, S.Si	Chemistry Teacher
53	Ani Rahmawati, S.Kom	Computer Teacher

54	Heroyogi Sulendra, S.Kom	Computer Teacher
55	Rissa Fitria Sari, S.Pd	Biology Teacher
56	Liska Oktaviana, S.IP	Guidance Counseling
57	Intan Permata Kesuma, S.Pd	History Teacher
58	Rusli Haikal Afandi, S.Pd	Physics Teacher
59	Wijil Priyono, S.Pd	Physics Teacher
60	Drs. Eko Maratiningsih	Guidance Counseling
61	Andi Sujarwoko, S.Pd	Physical Teacher
62	In Putu Yuli Wiraningsih	Hindu Teacher
63	Andreas Pujiono, S.Pd.K	Protestan Teacher
64	Mita Setyaning P, S.Pd.	Physical Teacher

Source : Documentation of SMA Negeri 1 Punggur

2) The Building of SMA Negeri 1 Punggur

Table 4.2

The Buildings of SMA Negeri 1 Punggur

NO	BUILDINGS	TOTAL	CONDITION
1	Class	26	Good
2	Physics Lab	1	Good
3	Biology Lab	1	Good
4	Chemistry Lab	1	Good
5	Language Lab	1	Good
6	Social Lab	1	Good
7	Library	1	Good
8	Infirmary room	1	Good
9	Computer room	1	Good
10	Cooperative store	1	Good
11	Counseling room	1	Good
12	Headmaster room	1	Good
13	Teacher room	1	Good

14	Clerical room	1	Good
15	OSIS room	1	Good
16	Teacher rest room	4	Good
17	Student rest room	5	Good
18	Green house	1	Good
19	Mosque	1	Good
20	Canteen	1	Good

Source : Documentation of SMA Negeri 1 Punggur

2. Description of Research Data

a. The Result of the Students' Pre-Test

The researcher 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 Result of Students' Control Class Pre-Test can be identified as follows:

Table 4.3

Frequency Distribution as the Pre-Test Result of Control Class

Interval	Frequency	Percentages %
30-37	5	21,8 %
38-45	2	8,6 %
46-53	6	26,08 %
54-61	5	21,8 %
62-69	-	
70	5	21,8 %
	26	100 %

Table 4.4
Descriptive Statistic of Pre-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreTest Control	23	40	30	70	1170	50.87	2.926	14.033	196.937
Valid N (listwise)	23								

Based on the table descriptive statistic, could be identified that total students (N) = 23, range score = 40, minimum score = 30, maximum score 70, total score and mean 1170 and 50.87. The standard deviation = 14.033, variance = 196.937.

Based on the table of frequency distribution above, it can be inferred there was zero (0) student who passed from 75 as minimum the passing grade. Therefore, it can be concluded that the students reading comprehension is very low.

Furthermore, the Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 4.5

Frequency Distribution as the Result Pre-Test of Experimental Class

Interval	Frequency	Percentages %
30-36	12	46,15 %
37-43	5	19,23 %
44-50	3	11,54 %
51-57	1	3,85 %

58-64	-	-
65-71	4	15,38 %
72-78	1	3.85 %
	26	100%

Table 4.6

Descriptive Statistic of Pre-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PreTest Experimental	26	45	30	75	1125	43.27	2.731	13.924	193.885
Valid N (listwise)	26								

Based on the table descriptive statistic, could be identified that total students (N) = 26, range score = 45, minimum score = 30, maximum score 75, total score and mean 1125 and 43.27. The standard deviation = 13.924, variance = 193.885.

Based on the table of frequency distribution above, it can be inferred there was one (1) student who passed from 75 as minimum the passing grade. Therefore, it can be concluded that the students reading comprehension is very low.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading

comprehension before and after a treatment was given. The Result of

Students' Control Class Post-Test can be identified as follows:

Table 4.7

Frequency Distribution as the Result Post-Test of Control Class

Interval	Frequency	Percentages %
30-37	5	21,8 %
38-45	2	8,6 %
46-53	6	26,08 %
54-61	5	21,8 %
62-69	-	
70	5	21,8 %
	23	100 %

Table 4.8

Descriptive Statistic of Post-Test (Control Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostTest Experimental Valid N (listwise)	26 26	35	50	85	1805	69.42	1.502	7.659	58.654

Based on the table descriptive statistic, could be identified that

total students (N) = 23, range score = 40, minimum score = 30,

maximum score 70, total score and mean 980 and 42.61. The standard

deviation = 10.646, variance = 113.340.

Based on the table of frequency distribution above, it can be inferred there was zero (0) student who passed from 75 as minimum the passing grade. Therefore, it can be concluded that the students reading comprehension is very low.

The researcher also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 4.9

Frequency Distribution as the Result of Experimental Class

Interval	Frequency	Percentages %
50-55	3	11.54 %
56-61	4	15.38 %
62-67	2	7.7 %
68-73	8	30.76 %
74-79	7	26.92 %
80-85	2	7.7 %
	26	100 %

Table 4.10

Descriptive Statistic of Post-Test (Experimental Class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PostTest Experimental	26	35	50	85	1805	69.42	1.502	7.659	58.654
Valid N (listwise)	26								

Based on the table descriptive statistic, could be identified that total students (N) = 26, range score = 35, minimum score = 50, maximum score 85, total score and mean 1805 and 69.42. The standard deviation = 7.659, variance = 58.654.

Based on the table of frequency distribution above, it can be inferred there was 9 students (34.6 %) who passed from 75 as minimum the passing grade. Therefore, it can be concluded that the students' reading comprehension in post test was increased or good.

3. Hypothesis Testing

As soon as the researcher applied the series of research activities using using quiz-quiz trade, the researcher analyzed the data with Paired sample t-test by using SPSS 23 *for windows*. The researcher analyzed the data in order to prove whether there is a positive and significant influence of using quiz-quiz trade on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

a. Prerequisite Test

1) Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 23 *for windows* with;

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality Test Guidelines;

1. If the probability or Sig. *(Shapiro-Wilk)* > α (0.05), then the null

   hypothesis (Ho) is rejected.

2. If the probability or Sig. *(Shapiro-Wilk)* < α (0.05), then the null

   hypothesis (Ho) is accepted..

Tabel 4.11

The Result of Normality Tests by Using SPSS

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Result of Reading Comprehension	Post-Test Experimental (Quiz-Quiz Trade)	.184	26	.024	.953	26	.272
	Post-test Control	.191	23	.029	.892	23	.017

a. Lilliefors Significance Correction

Based on the table, could be seen that all the probability or

Sig. number *(Shapiro-Wilk)* from the whole 2 classes were 0.272,

0.017 Since the probability or Sig. number *(Shapiro-Wilk)* > than

the α (0.05), hence the Ho is rejected and the Ha is accepted. It

means, the whole data that has been collected was normally

distributed. It can be seen from interpretations table as followed;

Table 4.12

The Interpretation Table of Normality Test

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	0.272	>0.05	Normal
2	Post-Test Control Class	0.017	>0.05	Normal

2) **Homogeneity Test**

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

1) If the probability or Sig. *(Based on Mean)* > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Based on Mean)* < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.13

The Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Result of Reading Comprehension	Based on Mean	2.091	1	47	.155
	Based on Median	1.305	1	47	.259
	Based on Median and with adjusted df	1.305	1	41.947	.260
	Based on trimmed mean	2.021	1	47	.162

Based on the table it could be concluded that based on mean the Sig. number 0.155 > 0.05. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

b. Independent T-test

Hypothesis testing was done to know whether there was a significant influence or not of variable X *(Quiz-Quiz Trade)* to variable Y *(students' Reading Comprehension)*. There were several ways to test the hypothesis, such as T-test *(manually)* or computerize T-test *(using SPSS application).*

Based on the normally test and the homogeneity test, it could be seen that the data was normal and homogeneous. So that, the hypothesis testing using Independent Sample T-test with SPSS 23 *for windows* could be applied, with the hypothesis as followed;

1) Ho: There is no positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

2) Ha: There is positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

Independent Sample T-Test Guidelines;

1) If the probability or Sig. number < α (0.05), then the null hypothesis (Ho) is rejected and (Ha) is accepted.

2) If the probability or Sig. number > α (0.05), then the null hypothesis (Ho) is accepted and (Ha) is rejected.

Table 4.14

The Result of Independent T-test by Using SPSS

Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Experimental (Quiz-Quiz Trade) XI IPA 3	26	69.42	7.659	1.502
	Post-Test Control XI IPA 5	23	42.61	10.646	2.220

Through the result, could be defined that there were significant differences between the reading comprehension in Post-Test score from the experimental class and the control class where the post-test score of the experimental class was higher. It could be identified that the average score of the experimental class is 69.42, whereas on the control class is 42.61. Therefore, the average score of the experimental class was higher than the control class.

Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	5.059	.029	10.205	47	.000	26.814	2.627	21.529	32.100
	Equal variances not assumed			10.004	39.474	.000	26.814	2.680	21.395	32.234

Based on the table, it could be seen that the probability number *Sig. (2-tailed)* was 0.000. As a result, since the probability or Sig number *(2-tailed)* was < 0.005, hence the *null hypothesis* Ho is rejected and the *alternative hypothesis* (Ha) is accepted.

It means, there was a positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

B. Discussion

In general, before conducted the research, the researcher gave pre-test in order to find out the prior knowledge of the students' reading comprehension before the treatment was given. After got the treatments, it could be identified that there were significant differences between the post-test score of the experimental and the control class.

Based on the result of Independent Sample T-Test using SPSS 23 *for windows*, it could be seen that the average of the experiment class was 69.42. It was higher than the control class that was 42.61. Hereafter, the probability or Sig number (2-tailed) was 0.000 which less than the α (0.005), so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means, there is a positive and significant influence of using Quiz-quiz Trade technique on the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur.

This research observed at the students' reading comprehension at the eleventh graders of SMA Negeri 1 Punggur. The researcher used this class

because the students in this class still have difficulties in reading comprehension such as they have difficulties to understand the meaning of the text, students' were lazy to read English long text and the students have low score in reading comprehension. Based on the problems the researcher applied Quiz-Quiz Trade Technique to help students in reading comprehension.

The researcher assumed that learning reading comprehension by using Quiz-Quiz Trade Technique could help the students more easily identify the topics and the purpose also main idea from the text. Therefore, this technique can make students active participate in learning process by sharing their ideas and knowledge to the other.

In conclusion, based on the discussion above, the researcher concluded that using Quiz-Quiz Trade Technique could be the solution for the students to encouraged and helped them in learning reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that conducted, the researcher can conclude that using Quiz-Quiz Trade Technique had a positive and significant influence. Through the result, could be defined that there were significant differences between the reading score from the experimental class and the control class where the post-test score of the experimental class was higher. It could be identified that the average score of the control class is 42.61, whereas on the experimental class is 69.42. Therefore, the average score of the experimental class was higher than the control class. It means, there was a positive and significant influence of using Quiz-Quiz Trade Technique on the students' reading comprehension.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the Teacher

The teacher should choose an interesting technique in teaching English especially in reading comprehension in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by an interesting technique in teaching and learning, it can automatically improve the student motivation in

learning process and try the best effort to accepting the material that is taught by the teacher.

2. For the Students

a. It is suggested to the students to be more encouraged to learn English, specially reading comprehension.

b. The students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

3. For the Headmaster

The headmaster in supervising the English teacher to take advantages of the technique in order to help students to learn English, so that the students can be more excited in learning English.

C. Implications

Implications are drawn from th eresearch findings. The study came up with the finding that there was a significant diffrences in students' reading comprehension between students who were taught by using the Quiz-Quiz Trade Technique and other who were taught using usual technique by the teacher subject.

Considering the conclusions drawn above, it implied that the use of Quiz-Quiz Trade Technique can affect to the improvement of students' reading comprehension which can be seen form the progress of students' reading scores after being given treatment using the Quiz-Quiz Trade Technique. It is hoped that teachers are highly recommended to utilize the

Quiz-Quiz Trade Technique in the process of teaching reading in order to improve students' reading comprehension.

Students are motivated and enjoy the process of learning and to read when they are taught using the Quiz-Quiz Trade Technique. Therefore, this implied that the use of Quiz-Quiz Trade Technique can maintain student interest and help them understand the contents of the text and increase knowledge about the material that has been read in the narrative text that given by the researcher.

In short, the use of Quiz-Quiz Trade Technique during research can improve student achievement in their reading comprehension. Therefore, the application of Quiz-Quiz Trade Technique needs to be applied continuously to teach reading. Because the use of Quiz-Quiz Trade Technique can be an effective technique to help students in the process of understanding a text enjoyable. In addition, it can help the learning process so that the competency standard of learning process can be the achieved.

Not only for the student of SMA Negeri 1 Punggur, it is hoped the the use of Quiz-Quiz Trade Technique can also be used may variously levels of school and university, especially IAIN Metro. Because basically learning based on cooperative learning, namely Quiz-Quiz Trade Technique can make students feel enjoy and happy during the learning process.

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APPENDICES

OBSERVATION GUIDANCE

Observation about the students' reading comprehension including :

1) The students' ability to find out the topics and the purpose of the text.

2) The students' ability to comprehend the format of the text.

3) The students' ability to find out the main idea and detaild information form the text.

4) The students' ability to identify the meaning of vocabulary in the text.

The Instrument Blueprint of Pre-Test and Post-Test

<table>
<tr><td></td><td>No</td><td>Indicators</td><td>Item Test</td><td>Total</td></tr>
<tr><td rowspan="5">P R E - T E S T</td><td>1</td><td>The students can identify the purpose of the text</td><td>2</td><td rowspan="10">20</td></tr>
<tr><td>2</td><td>The students are able to know what type of the text</td><td>1, 17, 19</td></tr>
<tr><td>3</td><td>The student are able to analyzing vocabulary provided in the text</td><td>5,6,8, 18, 20</td></tr>
<tr><td>4</td><td>The student are able to determine the main idea</td><td>10, 14</td></tr>
<tr><td>5</td><td>The student are able to know the detail information of the text</td><td>3,4,7,9, 11, 12, 13, 15, 16</td></tr>
<tr><td rowspan="5">P O S T - T E S T</td><td>1</td><td>The students are able to know what type of the text</td><td>6</td></tr>
<tr><td>2</td><td>The student are able to analyzing vocabulary provided in the text</td><td>5,8</td></tr>
<tr><td>3</td><td>The student are able to determine the main idea</td><td>3, 11, 12, 17, 20</td></tr>
<tr><td>4</td><td>The student are able to know the detail information of the text</td><td>2,4,7,9,10, 13, 14, 15, 16, 18 ,19</td></tr>
<tr><td>5</td><td>The students can identify the purpose of the text.</td><td>1</td></tr>
</table>

Documentation Sheet

No	Aspects of documentation	Availability	
		Available	Unavailable
1	The history of school	✓	
2	The condition of teacher and official employees at SMA Negeri 1 Punggur	✓	
3	Organization structure of SMA Negeri 1 Punggur	✓	
4	The facilities in SMA Negeri 1 Punggur	✓	
5	The sketch of location of SMA Negeri 1 Punggur	✓	
6	Syllabus, Lesson Plan, Research Instrument	✓	

SILABUS

Satuan Pendidikan	: SMA Negeri 1 Punggur
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Semester	:
Tahun Pelajaran	:
Kompetensi Inti	:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menafsirkan fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk **poem**, lisan dan tulis dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya 4.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk	1. **Unsur kebahasaan** - Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. - Penggunaan *nominal singular dan plural* secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. 2. **Topik**	**Mengamati** • Menyimak dan menirukan beberapa model teks khusus dalam bentuk poem. • Membaca dengan cermat teks khusus dalam bentuk poem dengan intonasi, ucapan, dan ejaan yang benar **Mempertanyakan (questioning)** • Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. **Mengeksplorasi** • Siswa membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk poem dari sumber lain.	**Sikap** • Observasi (Jurnal) • Penilaian Diri • Penilaian Antar Teman **Pengetahuan** • Tes Tertulis • Uraian/esai • Tes Lisan • Tes lisan pemaparan materi dari pemahaman siswa. **Keterampilan** • Proyek, pengamatan, wawancara, • Mempelajari buku teks dan sumber lain tentang	32 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	- Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih - Ulasan atau komentar umum (reorientasi), opsional. 3. **Unsur kebahasaan** - Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal. - Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal - Semua jenis adverbia. - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan 4. **Topik** Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan	lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain. **Mengkomunikasikan** • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana. • Melakukan refleksi tentang proses dan hasil belajarnya.	tayangan/demo tentang materi pokok • Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi • Portofolio / unjuk kerja • Laporan tertulis individu/ kelompok		

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
poem terkait kehidupan remaja	Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	**Mengasosiasi** • Siswa membaca dan mendiskusikan contoh tabel analisis isi teks khusus dalam bentuk poem yang sedang dipelajari. • Siswa mempelajari cara mempresentasikan hasil analisis tersebut. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mempresentasikan hasil analisis secara lisan di depan kelompok lain.	• materi pokok • Menyimak tayangan/demo tentang materi pokok • Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi • Portofolio / unjuk kerja tertulis • Laporan individu/ kelompok		
3.2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks naratif** lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya 4.2. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek	**1. Fungsi sosial** Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb. **2. Struktur text** (gagasan utama dan informasi rinci) - Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita. - Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. - Krisis yang terjadi terhadap tokoh utama (komplikasi)	**Mengamati** • Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek. • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. **Mempertanyakan (questioning)** • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. **Mengeksplorasi** • Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Membahas cara mempresentasikan hasil analisis tersebut. **Mengasosiasi** • Mempresentasikan hasil analisis secara	**Sikap** • Observasi (Jurnal) • Penilaian Diri • Penilaian Antar Teman **Pengetahuan** • Tes Tertulis • Uraian/esai • Tes Lisan • Tes lisan pemaparan materi dari pemahaman siswa. **Keterampilan** • Proyek, pengamatan, wawancara' • Mempelajari buku teks dan sumber lain tentang materi pokok • Menyimak	40 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet

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Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	perilaku yang termuat dalam KI.				

Mengetahui,
Guru Mata Pelajaran

Apriliani Dwi Kurniasih, S.Pd.
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Punggur,15 Mei 2023
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 1 Punggur
Kelas / Semester : XI
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : x 45 Menit
Pertemuan Ke :

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

(3.2) Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tertulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.

(4.2) Menangkap makna kontekstual terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif, lisan dan tertulis terkait cerita pendek.

C. Tujuan Pembelajaran

Siswa dapat membedakan dan menangkap makna kontekstual terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif, lisan dan tertulis terkait cerita pendek.

D. Materi Pokok

Definisi Teks Naratif

Teks narasi adalah karangan yang menyajikan peristiwa berdasarkan urutan waktunya. Teks naratif dapat dikatakan sebagai cerita narasi yang bercerita tentang petualangan, legenda, saga, fabel, dongeng, cerita rakyat, roman, fiksi ilmiah, mitos, dll.

Fungsi sosial Teks Naratif

Teks ini bertujuan untuk menghibur pembaca atau pendengar.

Ciri-ciri Teks Narasi

1) Teks berisi tentang cerita, kisah, dan peristiwa tertentu yang menggunakan gaya bahasa naratif.

2) Cerita memiliki aluro yang jelas dari awal hingga akhir cerita.
3) Terdapat soatu peristiwa maupun konflik.
4) Memiliki unsur-unsur pembentuk berupa tema, latar, alur, karakter, dan sudut pandang

Struktur text (gagasan utama dan informasi rinci)

A. Orientasi

Di sinilah penulis mengatur adegan untuk cerita, menginformasikan pembaca waktu, tempat dan karakter utama cerita. (Biasanya bagian ini berisi tentang pengenalan tokoh, setting tempat/ latar, waktu.

B. Komplikasi

Komplikasi adalah langkah kedua dalam sebuah narasi, di mana ceritanya terganggu dalam beberapa cara. Ini biasanya melibatkan karakter utama dan satu atau lebih karakter minor. (Berisi tentang awal terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

C. Resolusi

Seperti yang tersirat dari istilahnya, di situlah letak masalah atau komplikasinya terselesaikan. (berisi tentang penyelesaian masalah dari konflik yang terjadi.

D. Re-Orientasi

Seperti yang tersirat dari istilahnya, di situlah letak masalah atau komplikasinya terselesaikan.

Unsur kebahasaan

1) Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi
2) Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek
3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
4) Semua jenis adverbia.
5) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan

Topik

Contoh Teks Naratif 1

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart.

This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it.

Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

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

In the chicken house there are four old chickens. They were for Sunday's dinner.

The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped.

He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano or I'll kill you!

Contoh Teks Naratif 2

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, ... eghr ... could you be the most beautiful princess in this forest. Eghr, ... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked disappointed.

When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

E. **Metode Pembelajaran/Teknik :**
   Teknik   : Quiz-quiz Trade

F. **Sumber / Alat / Media**
   a. Alat   : White board, marker.
   b. Media   : Contoh teks naratif dan kartu soal
   c. Sumber   : Internet dan buku yang relevan

G. **Kegiatan Pembelajaran**
   1. **Kegiatan Pendahuluan**
      a) Membuka pembelajaran dengan salam dan meminta peserta didik berdoa. Lalu mengecek kehadiran peserta didik
      b) Memberi motivasi belajar kepada para siswa.
      c) Melakukan Apersepsi: Mengaitkan materi teks naratif dengan kehidupan siswa sehari-hari atau prior knowledge.
      d) Siswa mengajukan pertanyaan yang terkait dengan pembelajaran yang akan dilakukan.
      e) Menjelaskan tujuan pembelajaran / KD / cakupan materi dll

2. Kegiatan Inti

Planning :		
Mengamati	Guru memberikan beberapa siswa untuk teks narrative pada kertas yang telah dibagikan.	Siswa menganalisa teks narrative yang terdapat pada lembar untuk menemukan informasi-informasi yang terdapat dalam teks tersebut seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam narrative.	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada narrative.
Monitoring		
Mengekplorasi	Guru memberikan pengarahan tentang materi narrative yang membuat siswa untuk berfikir lebih keras. Guru membantu memberikan informasi yang dibutuhkan	Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam narrative serta strategi yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks. Siswa menyimak penjelasan dan mulai menyiapkan strategi yang tepat ketika mengalami kesulitan dalam berlatihmenemukan gagasan pokok, informasi tertentu, dan informasi rinci dari narrative
Mengasosiasi	Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal. Guru memantau perkembangan pengetahuan siswa.	Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari narrative pada lembar kegiatan yang telah disediakan oleh guru. Siswa memperoleh balikan (feedback) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.
Refleksi		

3. **Kegiatan Penutup**
   a) Peserta didik dan guru mereview pembelajaran
   b) Evaluasi akhir
   c) Peserta didik diminta mengerjakan soal-soal yang telah di berikan oleh guru.
   d) Peserta didik melakukan refleksi kesimpulan kegiatan hari ini.
   e) Peserta didik diberikan penghargaan untuk kelompok yang memiliki kinerja dan kerjasama yang baik.
   f) Peserta didik melakukan analisis kelebihan dan kekurangan kegiatan pembelajaran.
   g) Berdoa dan memberi salam

H. Penilaian
1. **Teknik Penilaian**
   a. **Sikap**
   b. **Pengetahuan**
      1) Tes Tertulis : Pilihan Ganda
         Kriteria penilaian   :

Kriteria	Skor
Jawaban Benar	5
Jawaban Salah	0

   Teknik Penskoran   = Jumlah Jawaban Benar x 5
   = 20 x 5 = 100
   c. **Keterampilan**
      1) Portofolio / Unjuk Kerja
         ➢ Laporan tertulis individu / kelompok

2. **Instrumen Penilaian**
   Terlampir

I. Rubrik Penilaian

No	Score	Criteria
1	90-100	Excellent : topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
2	70-89	Good : topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
3	50-69	Average : topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.
4	30-49	Poor : topics, purpose, main ideas and type of the text, vocabulary and details information from the text accurate, all connected to each other and to task sufficient to support.

Guru Mata Pelajaran

Apriliani Dwi Kurniasih, S.Pd
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Punggur, 15 Mei 2023
Mahasiswa

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Contoh Soal Teks Naratif 1

Choose the best answer by crossing a, b, c, d or e (based on the text of "The Story of the Smart Parrot") !

1. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Paris
   e. Buenos Aires

2. What is the word that the parrot cannot say?
   a. Catano
   b. Tacano
   c. Canato
   d. Nacato
   e. Tocana

3. How often did the owner teach the bird how to say the word?
   a. Always
   b. Every minutes
   c. Everyday
   d. Many times
   e. Every second

4. Which statement is true according to the text?
   a. The parrot could say Catano
   b. At last the parrot could say Catano
   c. The story takes a place in paris.
   d. Catano was the name at the parrot
   e. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place?
   a. The man give the bird to his friend
   b. The man ate the bird.
   c. The man sold the bird.
   d. The man killed the bird.
   e. The man taught the bird

6. It is most likely that ....
   a. The bird killed the three chickens.
   b. The three chickens killed the bird.
   c. The bird played with the chicken.
   d. The chicken played with the man.
   e. The bird killed one of the three chickens.

7. What is the story about?
   a. A parrot and a cat
   b. A parrot and a chicken
   c. A parrot and the owner
   d. A parrot, the owner, and chickens
   e. A chicken and the man.

8. "It was very, very smart" The underlined word refers to ....
   a. The man
   b. The bird
   c. The man's wife.
   d. The chicken
   e. The man's friend.

9. "The parrot was very, very smart" The word 'smart' means ....
   a. Stupid
   b. Stubborn
   c. Clever
   d. Beautiful
   e. Nice

10. "The parrot was screaming at the fourth chickens" What does the underlined word mean?
    a. Smiling
    b. Crying
    c. Talking
    d. Shouting
    e. Laugh

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Contoh soal Teks Naratif 2

Choose the best answer by crossing a, b, c, d or e (based on the text of " The Fox and The Crow")!

1. What kind of text is it?
   a. Narrative
   b. Discussion
   c. Hortatory Exposition
   d. Recount
   e. Descriptive

2. What is the writer's main purpose of the text?
   a. To persuade readers to do something
   b. To tell past events for the purpose of informing
   c. To guide the readers
   d. To amuse the readers with funny stories
   e. To explain the way fox and crow communicate

3. The text tells the story of...
   a. Crow
   b. Cow
   c. Crow and Fox
   d. Bird
   e. Fox

4. Which statement is true according to the text..
   a. Crow buy the meat.
   b. The fox found a meat in the street.
   c. Crow fly to house to enjoy the meat.
   d. The fox get meat from the crow and run away.
   e. Fox wants to eat the meat together with the crow.

5. "The crow was very glad to hear, but she kept quiet." The underlined means...
   a. Stop
   b. Enough
   c. Noisy
   d. Sad
   e. Silent

6. "The fox said slowly and looked disappointed". The antonym of the underlined word is..
   a. Gently
   b. Merely
   c. Quickly
   d. Simply
   e. Carefully

7. To tell the story, the writer uses...
   a. Perfect tenses
   b. Simple past tenses
   c. Present perfect
   d. Simple present tenses
   e. Present continues tenses

8. "The fox said politely to her" the underline word means..
   a. Smile
   b. Gently
   c. Respectful
   d. Cry
   e. Angry

9. The crow was very angry when the fox said..
   a. "Oh, sorry you can't, because you can't sing a song"
   b. "But, ... eghr ... could you be the most beautiful princess in this forest. Eghr,.... oh, very sorry,"
   c. "I can!"
   d. "Oh, Miss Crow. How beautiful you are, what lovely feathers you have!"
   e. "Oh.. you're so beautiful"

10. At the end of story, fox...
    a. Fall in love with the crow
    b. Hitting by the crow
    c. Crying
    d. Got the meat and run away
    e. Disappointed

Directions :

1. Write your name on your answer sheet.
2. Read the text, then answer the questions carefully.
3. You may not cheat with your friends.
4. Check your answer before submitting.

Read the text and answer the question by crossing (X) a, b, c, d or e on your paper correctly!

Text for question number 1 to 10

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, ... eghr ... could you be the most beautiful princess in this forest. Eghr, ... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!".. Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

1. What kind of text is it?
   a. Narrative
   b. Discussion
   c. Hortatory Exposition
   d. Recount
   e. Descriptive

2. What is the writer's main purpose in writing the text?
   a. To persuade readers to do something
   b. To tell past events for the purpose of informing
   c. To guide the readers
   d. To amuse the readers with funny stories
   e. To explain the way fox and crow communicate

3. The text tells the story of....
   a. Crow
   b. Cow
   c. Crow and Fox
   d. Bird
   e. Fox

4. Which statement is true according to the text....
   a. Crow buy the meat.
   b. The fox found a meat in the street.
   c. Crow fly to house to enjoy the meat.
   d. The fox get meat from the crow and run away.
   e. Fox wants to eat the meat together with the crow.

5. "The crow was very glad to hear, but she kept quiet." The underlined means....
   a. Stop
   b. Enough
   c. Noisy
   d. Sad
   e. Silent

6. "The fox said slowly and looked disappointed". The antonym of the underlined word is..
   a. Gently
   b. Merely
   c. Quickly

d. Simply
e. Carefully

7. To tell the story, the writer uses....
   a. Perfect tenses
   b. Simple past tenses
   c. Present perfect
   d. Simple present tenses
   e. Present continues tenses

8. "The fox said politely to her" the underline word means….
   a. Smile
   b. Gently
   c. Respectful
   d. Cry
   e. Angry

9. The crow was very angry when the fox said….

a. "Oh, sorry you can't, because you can't sing a song"
b. "But, …. eghr … could you be the most beautiful princess in this forest. Eghr,…. oh, very sorry,"
c. "I can!"
d. "Oh, Miss Crow. How beautiful you are, what lovely feathers you have!"
e. "Oh.. you're so beautiful"

10. What is the main idea of the last paragraph....
    a. The Fox fall in love with the crow
    b. Hitting by the crow
    c. Crying
    d. The Fox got the meat by tricking The Crow and run away
    e. The Fox disappointed

Text for question number 11 to 20

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blocked the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turned out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

11. Who is in the name of the prince story?
    a. Peter
    b. Franklin
    c. Jonathan
    d. Mark
    e. Piper

12. What kind of person was Prince Jonathan?
    a. Coward
    b. Constrained
    c. Strong
    d. Weak
    e. Intrepid

13. Who were Prince Jonathan's friends?
    a. Mark and Dani
    b. Bobby and Diego
    c. Mark
    d. Peter and Franklin
    e. Piper and Dani

14. What happened when the Prince and his two friends were walking in the forests?
    a. They were attacked by bandits
    b. They entered the old house
    c. They were attacked by Franklin
    d. They were lost
    e. They met a lion

15. Where they were attacked by bandits?
    a. Palace
    b. School
    c. Forest
    d. Market
    e. Mall

16. Why did Franklin persuade the prince to surrender?
    a. He was afraid
    b. Because he was terrified
    c. Because he is Bandits
    d. Because he is handsome
    e. He is brave

17. What is the type of the text above?
    a. Descriptive
    b. Report
    c. Recount
    d. Narrative
    e. Exposition

18. He was loved, and adored by his people. Word of "He" refers to….
    a. The Prince
    b. Peter
    c. Bandits
    d. Franklin
    e. Dani

19. What is the generic structure of "Once upon a time…." ?
    a. Identification
    b. Complications
    c. Orientation
    d. Resolution
    e. Re-orientation

20. The word "back" means….
    a. Walk
    b. Want
    c. Go
    d. Bring
    e. Return

THE RESEARCH INSTRUMENT
POST-TEST

Directions :

1. Write your name on your answer sheet.
2. Read the text, then answer the questions carefully.
3. You may not cheat with your friends.
4. Check your answer before submitting.

Read the text and answer the question by crossing (X) a, b, c, d or e on your paper correctly!

Mantu's Little Elephant

Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opies' ear that someday he would become the biggest, strongest, and bravest elephants in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephants with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snakes, the elephants screeched and off they go thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

1. Where did little Mantu live?
   a. Home.
   b. Village.
   c. In the jungle.
   d. In village deep in the jungle.
   e. His town.

2. Who was his best friend?
   a. Men.
   b. Monkey.
   c. Opie.
   d. Elephants.
   e. Mantu.

3. What is the main idea of second paragraph?
   a. The other elephant laugh because hearing what Mantu whispered to Opie
   b. The other elephant become the biggest, strongest, and bravest elephants.

   c. Opie was just a baby.
   d. The other elephant was big and tall.
   e. The huge elephant run away.

4. What made the huge elephant run away?
   a. Mantu looked at them.
   b. After hearing the word snakes.
   c. Opie whispered to snakes.
   d. Mantu whispered to Opie.
   e. Foolish elephant.

5. Who is Opie?
   a. Amen
   b. Brother's in-law
   c. His Father
   d. Big elephant
   e. An elephant

6. What type of text is the above text? It is...
   a. Descriptive text

b. Recount text
c. Hortatory exposition text
d. Narrative text
e. Report text

7. What kind of sentences?
   a. Simple present tense
   b. Present present continuous
   c. Simple past tense
   d. Present perfect tense
   e. Past perfect tense

8. The word "Noises" means….
   a. Loud
   b. Happy
   c. Went
   d. Silent

e. Go

9. In the jungle where elephants help............with their work.
   a. Mantu
   b. The men
   c. Other elephant
   d. Their friend
   e. Opie

10. The word "Go" means….
    a. Will
    b. Back
    c. Went
    d. Silent
    e. Return

Text for question number 11 to 15

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

11. What is the story above ?
    a. Cinderella
    b. Snow white
    c. Aladin
    d. Bawang merah and bawang putih
    e. Mermaid

12. What is the main idea from the paragraph 2 ?
    a. Cinderella get married
    b. Cinderella went to the invitation
    c. Cinderella did not go to the invitation
    d. Cinderella lived happy
    e. Cinderella was sick

13. Which of the following is a conclusion that can be drawn from the story?
    a. Cinderella and her stepsister lived happily
    b. Cinderella went to forest and live happily
    c. Cinderella not fell in love with the prince

d. Cinderella married but she is not happy
e. Cinderella married and lived happily

14. Who does help Cinderella to get to the ball ?
    a. Her stepsister
    b. Her mother
    c. Her sister
    d. The fairy godmother
    e. The prince

15. Which of the following is not true according to the text?
    a. Cinderella lived happily with her stepsister
    b. Cinderella felt happy with her husband
    c. Cinderella had to do all the homework

d. Cinderella felt annoyed with her stepsister

e. Cinderella was helped by a fairy to get to the ball

Text for question number 16 to 20

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down to the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey," Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me, "said the monkey, "I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of the tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

16. The monkey asked to help the crocodile because....
    a. He wanted to cross the river.
    b. He wanted to fool the crocodile.
    c. He wanted to eat apple near at the river
    d. He wanted to help the crocodile.
    e. He wanted to jump onto the crocodile.

17. What is the main idea of the second (2nd) paragraph?
    a. The monkey felt hungry.
    b. The crocodile ate monkey's heart.
    c. The crocodile was sick.
    d. The crocodile's father was sick.
    e. The crocodile lied to the monkey.

18. The crocodile swam back to the river bank because ....
    a. The crocodile was hungry.
    b. The crocodile was tired.

    c. The monkey wanted to climb the tree.
    d. The monkey wanted to eat the liver.
    e. The crocodile did not want to help the monkey.

19. If the crocodile was not lying to the monkey,...
    a. The monkey would not jump onto his back.
    b. The monkey would not ask him to the river.
    c. The monkey would not give him a snack.
    d. The monkey would not trick him.
    e. The monkey would give his heart.

20. What is the best title for the story above?
    a. The Smart Monkeys
    b. The Monkey Fooled The Crocodile
    c. The Monkey and The Crocodile
    d. The Poor Crocodile
    e. The Tricked by The Monkey

ANSWER KEY

ANSWER KEY

Research Instrument PRE-TEST

Contoh soal Teks Naratif 1

1. A	11. C	1. B	
2. D	12. E	2. A	
3. C	13. D	3. D	
4. D	14. A	4. B	
5. E	15. C	5. E	
6. C	16. B	6. A	
7. B	17. D	7. C	
8. C	18. A	8. B	
9. A	19. C	9. C	
10. D	20. E	10. D	

Research Instrument POST-TEST

Contoh soal Teks Naratif 2

1. D	11. A	1. A	
2. C	12. C	2. D	
3. B	13. E	3. C	
4. B	14. D	4. D	
5. E	15. A	5. E	
6. D	16. A	6. C	
7. C	17. E	7. B	
8. A	18. B	8. C	
9. B	19. D	9. A	
10. C	20. C	10. D	

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Nomor   : B-3643/In.28/J/TL.01/07/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**CANDRA AYU SETYONINGSIH**
NPM	:	1901050007
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING QUIZ QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION

untuk melakukan prasurvey di SMA NEGERI 1 PUNGGUR, 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, 21 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

80

PEMERINTAH PROVINSI LAMPUNG
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Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 423 / 567 / V.01 / SMA / 2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**CANDRA AYU SETYONINGSIH**
NPM	:	1901050007
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Akan mengadakan Penelitian pada tahun pelajaran 2022 – 2023 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **" THE INFLUENCE OF USING QUIZ QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION "**. Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-3643/IN.28/J/TL.01/07/ 2022, tertanggal : 21 Juli 2022 perihal permohonan izin Penelitian.
Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 08 Desember 2022
Kepala SMA Negeri 1 Punggur,

DIDI NURYADI, M.Pd.
NIP. 19681108 199101 1 002

Nomor   : B-2061/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2062/In.28/D.1/TL.01/05/2023, tanggal 09 Mei 2023 atas nama saudara:

Nama	:	**CANDRA AYU SETYONINGSIH**
NPM	:	1901050007
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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SURAT TUGAS
Nomor: B-2062/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **CANDRA AYU SETYONINGSIH**
NPM   : 1901050007
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR".

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   : 09 Mei 2023
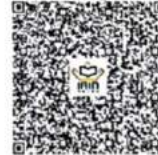
Mengetahui,
Pejabat Setempat

Endro Budoyo, S.Pd
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Wakil Dekan Akademik dan
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SURAT KETERANGAN
No : 420 / 218 / SMAN01PGR. 01 / 2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**CANDRA AYU SETYONINGSIH**
NPM	:	1901050007
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Akan mengadakan Observasi/Survey pada tahun pelajaran 2022 – 2023 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE INFLUENCE OF USING QUIZ QUIZ TRADE TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR"**.
Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2062/In.28/D.1/TL.01/05/ 2023, tertanggal : 09 Mei   2023 perihal permohonan izin Observasi/Survey.
Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 12 Mei 2023
Kepala SMA Negeri 1 Punggur,

NURYADI, M.Pd.
NIP. 19681108 199101 1 002

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

Nama : Candra Ayu Setyoningsih
NPM : 1901050007

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 16 November 2022	Dr. Ahmad Subhan Roza, M.Pd	Konsultasi proposal Bab 1,2,3	
2.	Senin, 21 November 2022	Dr. Ahmad Subhan Roza, M.Pd.	Revisi bagian penulisan, margin, grammar.	
3.	Selasa, 6 Desember 2022	Dr. Ahmad Subhan Roza, M.Pd	Revisi bagian teknik, dan Prior research.	
4.	KAMIS, 15 Desember 2022	Dr. Ahmad Subhan Roza, M.Pd		

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Nama : Candra Ayu Setyoningsih   Jurusan   : TBI

NPM : 1901050007   Semester   : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan Dosen
1.	Senin, 8 Mei 2023	*(tulisan tangan)*	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing,

Dr. Ahmad Subhan Roza, M.Pd
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Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**CANDRA AYU SETYONINGSIH**
NPM	:	1901050007
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING QUIZ-QUIZ TRADE TECHNIQUE ON THE STUDENTS` READING COMPREHENSION AT THE ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR

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, 03 Mei 2023
Ketua Jurusan,

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Nama : Candra Ayu Setyoningsih   Jurusan   : TBI

NPM : 1901050007   Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Jum'at, 19 Mei 2023	Grammar Chapter 4 & 5	
2	Senin, 22 Mei 2023	Penulisan sub bab Chapter 4 & 5	
3	Selasa, 23 Mei 2023	Appendices, abstract statement of originality	
4	Kamis, 25 Mei 2023	Ba Munaqosah,	

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

Nama	: CANDRA AYU SETYONINGSIH
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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 1901050007

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, 31 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Candra Ayu Setyoningsih
NPM   : 1901050007
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, 25 Mei 2023
Ketua Prodi TBI

Andianto. M.Pd
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BAGAN STRUKTUR ORGANISASI UNIT PELAKSANA TEKNIS
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KEPALA PERPUSTAKAAN
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UKS / PARAMEDIS
UUT RINAYANTI

GURU BK
1. Dra. MAIZARNI
2. LISKA OKTAVIANI, S.IP, S.Pd
3. Dra. EKO M, M.Pd.
4. ARDY PRATAMA, S.Pd

DEWAN GURU

SISWA

WALI KELAS X
X.1 : LUSY MARLINA, S.Si
X.2 : RETNO DWI HASTUTI, S.Si
X.3 : NURUL EKAWATI, S.Pd.I.
X.4 : RANTINITA SAPUTRA, S.Pd.
X.5 : RISSA FITRIASARI, S.Pd
X.6 : MUSTIKA HERLINA, S.Pd.
X.7 : NURHAYATI, S.Ag. M.Pd.I
X.8 : INTAN PERMATA KESUMA, S.Pd.
X.9 : MEGAWATI CIPTANING, S.Si.
X.10 : ARIE ALFIA ARISTHA, S.Pd.

WALI KELAS XI
XI.IPA 1 : SANI ARIS DUATI, S.Pd
XI.IPA 2 : DELIANA WARDHANI, S.Pd.
XI.IPA 3 : PRASTIWI, S.Pd
XI.IPA 4 : APRILIANI Dk, S.Pd.
XI.IPA 5 : LILIS SURIANTI, S.Sos.
XI.IPA 6 : ANI RAHMAWATI, S.Kom
XI.IPS 1 : TITIN SURIATI,S.Sos
XI.IPS 2 : PENDI HARTANTO, S.Pd
XI.IPS 3 : ELVA YULI SUSANTI, S.Sos
XI.IPS 4 : SRI SUSILOWATI, SPd

WALI KELAS XII
XII.IPA 1 : Drs. TUGIMIN
XII.IPA 2 : ZULHANA, S.Pd.
XII.IPA 3 : Drs. INDRA JAYA
XII.IPA 4 : ENIK WINDAYATI, S.Pd
XII.IPA 5 : MUSLIMATUN NISA, S.Si
XII.IPS 1 : TITIN SUMIARTI, S.Pd.
XII.IPS 2 : BUDI SANTOSO, S.Pd.
XII.IPS 3 : SRI INDAH MERDEKA WATI, S.Pd.
XII.IPS 4 : Drs. SUPARNO

SKETCH OF LOCATION OF SMA NEGERI 1 PUNGGUR
KABUPATEN LAMPUNG TENGAH

ANSWER SHEET PRE-TEST

NAME   : MElysa Agustin
CLASS   : XI IPA 3

(65)

Please give the cross (X) to the right answer !

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~~

B : 13 X 5

93

NAME : Meizai Safalat

CLASS : XI IPA 5

(40)

Please give the cross (X) to the right answer !

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

B: 8 x 5

94

ANSWER SHEET POST-TEST

NAME : MElysa Agustn

CLASS : XI IPA 3

B : 15 × 5 = 75

Please give the cross (X) to the right answer !

1	A	B	C	D̶	E
2	A	B	C̶	D	E
3	A̶	B	C	D	E
4	A	B̶	C	D	E
5	A	B	C	D	E̶
6	A	B	C	D̶	E
7	A	B	C	D̶	E
8	A̶	B	C	D	E
9	A	B̶	C	D	E
10	A	B	C̶	D	E
11	A̶	B	C	D	E
12	A	B	C̶	D	E
13	A	B	C	D	E̶
14	A	B	C	D̶	E
15	A̶	B	C	D	E
16	A̶	B	C	D	E
17	A	B	C	D̶	E
18	A̶	B	C	D	E
19	A̶	B	C	D	E
20	A̶	B	C	D	E

NAME : Meizal Safaiat

CLASS : XI IPA 5

B: 6x5. (30)

Please give the cross (X) to the right answer !

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

ATTENDANCE LIST OF STUDENTS

CLASS: XI IPA 3 ⟨Experimental Class⟩

NO	NAME	PRE-TEST		TREATMENT		POST-TEST	
1	FITRI DWI SETIYANI	1.		1.		1.	
2	ZUHROTUL AULIA		2.		2.		2.
3	OCHA BUDI ANDINI	3.		3.		3.	
4	ISTI KOMARIYAH		4.		4.		4.
5	MARIA CAROLINA	5.		5.		5.	
6	MELYSA Agustin		6.		6.		6.
7	Roikha Robbani	7.		7.		7.	
8	Karel Hasiah		8.		8.		8.
9	RAFI ADRIAN AL-IRSAD	9.		9.		9.	
10	ADIE SETIAWAN		10.		10.		10.
11	Deksa Agentri Sorocha	11.		11.		11.	
12	RADITYA DWI YANTO		12.		12.		12.
13	M-Iqbal Pratama	13.		13.		13.	
14	DIDA REISHA ALLIANANDA		14.		14.		14.
15	Pramesti Sabila A'	15.		15.		15.	
16	Muhammad Khaironi		16.		16.		16.
17	ALYA NUR CANTIKA	17.		17.		17.	
18	Martiza Nuzuliana Putri		18.		18.		18.
19	PINA AGUSTINA	19.		19.		19.	
20	RIDHA AULIA		20.		20.		20.
21	ALISA D.P	21.		21.		21.	
22	RASYA RAMADHANI		22.		22.		22.
23	Ananda Amalia Putri	23.		23.		23.	
24	SEPVI OLDAVINNY SAPUTRI		24.		24.		24.
25	APOSTOLOS Palem S	25.		25.		25.	
26	APRIYANDA P.M.		26.		26.		26.
27		27.		27.		27.	
28			28.		28.		28.
29		29.		29.		29.	
30			30		30		30

ATTENDANCE LIST OF STUDENTS

CLASS: XI IPA 5 〈Control Class〉

NO	NAME	PRE-TEST		TREATMENT		POST-TEST	
1	Moizal Safalat	1.		1.		1.	
2	Anggun May zahra		2.		2.		2.
3	Abel reshya prasetya	3.		3.		3.	
4	Adinda Prameswari		4.		4.		4.
5	Arya Wiramada	5.		5.		5.	
6	Dini Safitri		6.		6.		6.
7	Dina SAPUTRI	7.		7.		7.	
8	YOSEF MAHENDRA		8.		8.		8.
9	ADAM FIRMANSYAH	9.		0		9.	
10	TOMI YUSRIL M		no.		10.		10.
11	Fahronia Firmansxih	11.		11.		11.	
12	Bagas Saputra		12.		12.		12.
13	Apandi femando	13.		13.		13.	
14	Rejaleb tiotoma El.N		14.		14.		14.
15	DINO ureno	15.		15.		15.	
16	HEDI NOVIAN		16.		16.		16.
17	IRFAN NUR ARFI	17.		17.		17.	
18	SYILVIA LOURENZA.		18.		18.		18.
19	Zakiatul lu'u' anisa	19.		19.		19.	
20	INDRI NURHIDAYATI		20.		20.		20.
21	EVI YULIYANTI	21.		21.		21.	
22	ERIKA NUR AFNI		22.		22.		22.
23	Fherdyan Dwi A.	23.		23.		23.	
24			24.		24.		24.
25		25.		25.		25.	
26			26.		26.		26.
27		27.		27.		27.	
28			28.		28.		28.
29		29.		29.		29.	
30			30		30		30

The Result of Post-Test
EXPERIMENTAL CLASS

No	Name	Score	Criteria			
			Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)
1	FDS	70		√		
2	ZA	70		√		
3	OCA	70		√		
4	IK	70		√		
5	MC	80		√		
6	MA	75		√		
7	RR	65			√	
8	KH	60			√	
9	RAA	70		√		
10	AS	60			√	
11	DAS	70		√		
12	RDY	70		√		
13	MIP	50			√	
14	DRA	65			√	
15	FS	60			√	
16	MK	65			√	
17	ANC	85		√		
18	MNP	65			√	
19	PA	70		√		
20	RA	80		√		
21	ADP	75		√		
22	RR	75		√		
23	AAP	75		√		
24	SAS	75		√		
25	AP	75		√		
26	APM	60			√	
Total		1780				
The Highest Score		85				
The Lowest		30				
The Number Of Student who got 75 or more		9				

The Result of Pre-Test
CONTROL CLASS

No	Name	Score	Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)
1	MS	40				√
2	AMZ	50			√	
3	ARP	50			√	
4	AP	50			√	
5	AW	60			√	
6	DS	55			√	
7	DiS	55			√	
8	YM	60			√	
9	AF	35				√
10	TY	45				√
11	FF	35				√
12	BS	60			√	
13	AF	50			√	
14	RTGN	35				√
15	DZ	30				√
16	HN	50			√	
17	INA	30				√
18	SL	70		√		
19	ZLA	70		√		
20	IN	70		√		
21	EY	70		√		
22	ENA	70		√		
23	FD	30				√
Total		1170				
The Highest Score		70				
The Lowest		30				
The Number of Student who got 75 or more		0				

The Result of Pre-Test
EXPERIMENTAL CLASS

No	Name	Score	Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)
1	FDS	30				√
2	ZA	30				√
3	OCA	40				√
4	IK	30				√
5	MC	70		√		
6	MA	65			√	
7	RR	45				√
8	KH	30				√
9	RAA	40				√
10	AS	45				√
11	DAS	35				√
12	RDY	40				√
13	MIP	35				√
14	DRA	35				√
15	FS	30				√
16	MK	35				√
17	ANC	30				√
18	MNP	35				√
19	PA	40				√
20	RA	65			√	
21	ADP	75		√		
22	RR	55			√	
23	AAP	65			√	
24	SAS	50			√	
25	AP	40				√
26	APM	35				√
Total		1125				
The Highest Score		75				
The Lowest		30				
The Number Of Student who got 75 or more		1				

The Result of Post-Test
CONTROL CLASS

No	Name	Score	Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)
			Criteria			
1	MS	30				√
2	AMZ	30				√
3	ARP	50			√	
4	AP	40				√
5	AW	70		√		
6	DS	50			√	
7	DiS	40				√
8	YM	50			√	
9	AF	30				√
10	TY	30				√
11	FF	35				√
12	BS	40				√
13	AF	35				√
14	RTGN	50			√	
15	DZ	35				√
16	HN	40				√
17	INA	30				√
18	SL	50			√	
19	ZLA	50			√	
20	IN	55			√	
21	EY	55			√	
22	ENA	50			√	
23	FD	35				√
Total		980				
The Highest Score		95				
The Lowest		30				
The Number Of Student who got 75 or more		1				

THE DOCUMENTATION OF RESEARCH

1. **Pre-Test Activity**

2. Treatment Activity

3. Post-Test Activity

CURRICULUM VITAE

Candra Ayu Setyoningsih was born in Metro on July 27 2001. She comes from simple and harmonic family. The researcher is the first daughter of Mr. Munirul Ikhwan and Mrs. Siti Muslikah. She has a young brother named Muhammad Gilang Ramadan.

The researcher completed her formal education at SDN 1 Purwodadi from 2007-2013. At the next level, the researcher continued her education at the Middle School level at SMPN 1 Trimurjo from 2013-2016, then she continued her study at SMA Negeri 1 Punggur from 2016-2019. After graduated from senior high school, the researcher continues to carry out higher education at IAIN Metro Lampung with English Education Department. Currently the researcher is completing her final project to fulfill the requirements to get a bachelor's degree. With the aim to get useful knowledge and the researcher can practice it on others. All this could not have been separated from the prayers and support of both parents and the people around the researcher. For this reason, the researcher expresses many thanks and Pgratitude to Allah SWT. for the blessings and mercy so that the researcher can finish this undergraduated thesis.