AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING
STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE
ON THE STUDENTS' READING COMPREHENSION ABILITY
AMONG THE EIGHTH GRADE AT SMP DARUL ISTIQOMAH
MATARAM BARU

By:

SUTRIYANI
Student Number : 14122227

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
1440 H/ 2019 M

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MATARAM BARU**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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Title : **THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE EIGHT GRADE AT SMP DARUL ISTIQOMAH MATARAM BARU**

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Perihal   : **Pengajuan Munaqosyah**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADE AT SMP DARUL ISTIQOMAH MATARAM BARU

ABSTRACT

By:
SUTRIYANI

Reading is an active activity of getting the meaning from text or passage and of getting the information from the write. Whether to know the meaning of the text. Student Team Achievement Division (STAD) is one of cooperative learning technique that teaches to learn English as a foreign language in reading comprehension ability by using learning group.

This research is quantitative, in the form of experiment research; the characteristic of the writer is correlated at eighth grade of SMP Darul Istiqomah Mataram Baru. The sample of this research consists of 30 students. And the sample is of the class VIII grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 26,67% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 51. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 56,67% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 66. it means that there is a significant influence of using students team achievement division on the the students reading comprehension ability at the eighth graders of SMP Darul Istiqomah Mataram Baru academic year of 2018/2019.

Keywords: *Reading Comprehension Ability, Students Team Achievement Division.*

**PENGARUH PENGGUNAAN
STUDENTS TEAM ACHIEVEMENT DIVISION
TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DI KELAS DELAPAN DI SMP DARUL ISTIQOMAH
MATARAM BARU**

ABSTRAK

**Oleh:
SUTRIYANI**

Membaca Merupakan aktivitas untuk mendapatkan arti/makna dari sebuah teks atau cerita pendek dan untuk mendapatkan informasi dari penulisnya. Untuk dapat mengerti tentang maksud suatu wacana. Students Team Achievement Division (STAD) merupakan salah satu teknik dalam cooperative learning yang dapat digunakan dalam pembelajaran Bahasa Inggris sebagai bahasa asing dalam membaca pemahaman dengan menggunakan suatu kelompok belajar.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas VIII SMP Darul Istiqomah Mataram Baru. Sampel dalam penelitian ini berjumlah 30 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII. teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang utama. Sebelum melakukan tes penulis mengajar terlebih dahulu pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa dari hasil pre-test hanya 26,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 51. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil nilai post-test ada 56,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum dengan nilai rata-rata 66. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan Students Team Achievement Division teknik terhadap kemampuan membaca siswa pada kelas VIII di SMP Darul Istiqomah Mataram Baru tahun ajaran 2018/2019.

Kata Kunci : *Kemampua Pemahaman Membaca, Students Team Achievement Division*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

    Name   : SUTRIYANI

    Student id   : 14122227

    Study Program   : English Education Department

    Department   : Tarbiyah

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

Metro,   Juni 2019

Writer,

SUTRIYANI

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Yang bertanda tangan dibawah ini :

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Fakultas : Tarbiyah

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

Metro, Juni 2019

Menyetakan,

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MOTTO

وَقَٰتِلُواْ فِى سَبِيلِ ٱللَّهِ وَٱعْلَمُوٓاْ أَنَّ ٱللَّهَ سَمِيعٌ عَلِيمٌ ﴿٢٤٤﴾

"And you go battle on the way of Allah, and know that Allah is sami'un and al'amin". (Al-Baqarah : 244)

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DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this undergraduate thesis to :

My beloved parents Mr Suyud and Mrs Sutirah for giving their endless love.

My beloved older sister Watini and My beloved young brother Rizki Ferdiansyah

My beloved big family and all of my friends whom I love.

My beloved Almamaters State Institute for Islamic Studies of Metro

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Bismillahirrahmaanirrahim

All praises be to Allah SWT the all merciful the lord of the word and thanks to Allah who has given usthe mercy and blessing especially to thewriter so that the writer able to accomplish this undergraduate thesis by the title; "*The Influence of Using Students Team Achievement Division Technique On The Students' Reading Comprehension Ability Among The Eight Grade At Smp Darul Istiqomah Mataram Baru* ". Peace and solutation to our prophet Muhammad saw who the man of true goodness of everything, he has lead us from the darkness of the lightness of Islam.

The writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the writer would like to express her gratitude thanks to :

1. Mrs. Prof. Dr. Enizar, M.Ag as the Rector IAIN Metro.

2. Mrs. Dr. Akla, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.

3. Mr. Ahmad Subhan Roza, M.Pd as the Head of English Education Department.

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6. Headmaster, Teacher, staff and students of the SMP Darul Istiqomah Mataram Baru, who gives permission to the writer to conduct the research in this school.

7. Mr. Suyud and Mrs. Sutirah, as my beloved parent, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Hopefully, this undergraduate thesiscan be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro,   2019
The Writer,

SUTRIYANI
NPM: 14122227

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are listening, speaking, writing, and reading. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquire, consistently. The habit of reading also helps readers to explain new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as this from the days of yore and makes us sensitive to global issues.

In addition, Reading is not a natural part of human development. There are many different purpose for reading. Sometimes we read a text to learn material, sometimes we read for pure pleasure, and sometime we need to follow a set of directions, As a student, many of reading text will be learnt

assigned material, we get information from everything we read and yet we do not read everything for the same way or at the same rate.

In SMP Darul Istiqomah Mataram Baru, reading is the main activities. Most of the material in SMP is about discourse or text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension ability and a teacher should choose a good and appropriate method.

STAD technique is one of the cooperative learning technique in teaching English by dividing class into five or four groups. The main idea of this technique is to making the students to supports each other in comprehending the material that taught by the teacher. If the team wants to be the winner, they have to help his teammates to be able to do their best, valuable and fun. Using this technique, the students are the center. They will be in the teams that consist of various good and weak students (heterogenic team).

Moreover, an observation has conducted among the eighth grader of SMP Darul Istiqomah Mataram Baru. The researcher got the data of Reading comprehension ability at the eighth grader of SMP Darul Istiqomah Mataram Baru. (1) The students have no more motivation to read an English text. (2)

The students have lack of vocabularies. (3) The students have difficulties to comprehend a text. (4) The lack of using strategies in learning process. Below the data score in reading comprehension ability at the SMP Darul Istiqomah Mataram Baru East Lampung.

Based on the result of interview with English teachers at eight graders of SMP Darul Istiqomah Mataram Baru, they said that the level of students reading comprehension ability is low, because either teacher or student have not used yet the problem based learning technique in teaching learning process, especially to teach reading. This statement corroborate by the result of pre survey at the eight graders of SMP Darul Istiqomah Mataram Baru, only 20 % the students who passed for the material of reading and 80 % the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) for English is 65, the data can be shown as follows:

Table 1
The Result Data of Reading Comprehension Ability among the Eighth Graders at SMP Darul Istiqomah Mataram Baru in The Academic Year of 2018/2019

No	Name	Score	Explanation
1	AA	40	Uncomplate
2.	AH	40	Uncomplate
3	AH	50	Uncomplate
4	AY	50	Uncomplate
5	A S	30	Uncomplate
6	AS	70	Complate
7	AD	80	Complate
8	DS	70	Complate
9	DA	30	Uncomplate
10	DP	20	Uncomplate
11	FS	50	Uncomplate
12	FU	60	Uncomplate
13	IA	20	Uncomplate
14	IF	60	Uncomplate

15	MA	60	Uncomplate
16	NE	40	Uncomplate
17	PP	70	Complate
18	RA	20	Uncomplate
19	RK	50	Uncomplate
20	RA	70	Complate
21	RF	40	Uncomplate
22	S	50	Uncomplate
23	TA	40	Uncomplate
24	TI	50	Uncomplate
25	UM	50	Uncomplate
26	UB	40	Uncomplate
27	UK	60	Uncomplate
28	WS	50	Uncomplate
29	YS	30	Uncomplate
30	ZA	40	Uncomplate

Source: *Take on July 24th 2018.*

Table 2
The Data of Pre-survey on the Reading Test at the Eight Graders of
SMP Darul Istiqomah Mataram Baru

No	Grade	Explanation	Frequencies	Percentage
1	< 65	Uncomplate	25	80
2	≥ 65	Complate	5	20
		Total	30	100 %

Source: The result of Pre-Survey at the eighth Grader of SMP Darul Istiqomah Mataram Baru on July 24th 2018.

Based on the data above, many students failed in reading test. Its means that they do not have good readings' comprehension of the text. From the result of pre survey it can seen that just 5 students from 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.

To solve these problem above, the researcher interest to conduct the research with the other technique in the same skill. That is about The influence of Using Student Teams Achievement Division (STAD) Technique towards Students' Reading Comprehension Ability Achievement. The writer

hopes that this technique can give the better impact to teach reading in the classroom.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students have not more motivation to read a English text.

2. The students have lack vocabulary.

3. The students have the difficulties to comprehend a text.

4. The lack of using strategies in learning process.

C. Problem Limitation

In line with the problem of limitation above, the research focuses on the students have the difficulties to comprehend a text and the researcher used Student Team Achievement Division technique in this research.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem as follows : is there any Influence of Using Student Team Achievement Division (STAD) Technique on the Students' Reading Comprehension Ability among the Eight Graders at SMP Darul Istiqomah Mataram Baru In The Academic Year of 2018/2019?

E. Objective and Benefit of the study

1. Objective of the Research

The objective of this research is to find out whether there is an Influence of Using Student Team Achievement Division (STAD) Technique on the Students' Reading Comprehension Ability among The Eighth Graders at SMP Darul Istiqomah Mataram Baru In the Academic Year of 2018 / 2019.

2. Benefits of the study

a. For the Students

The researcher hopes that the Student Team Achievement Division (STAD) technique will be able to make the students active in the teaching learning process, enjoy and interest in the subject when the teacher applies the STAD Technique.

b. For the Teachers

Furthermore, this research can inspire the English teacher of SMP Darul Istiqomah Mataram Baru to teach reading subject especially for procedure text by using STAD technique.

c. For the school

The result from this study also can give the positive influence to increase the quality of learning and the student's Reading Comprehension Ability in SMP Darul Istiqomah Mataram Baru and to give information that teaching English by using this technique is very interesting.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to Seravallo, reading is the process of thinking and understanding to get the information from the printed language.[1] Furthermore, Praveen and Patel say that reading is most useful and important skill for people. This skill is more important than speaking and writing.[2] It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

In other hand Karen Tankersley reading is a complex process made up of several interlocking skills and processes.[3] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

Jane states that "Reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you

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[1] Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instruction For Building Strategic, Independent Readers*, (USA: Heineman, 2010), p. 43.

[2] M.F. Patel and Praveen M. Jain, *English Language Teaching,*(Jaipur:Sunrise Publishers and Distributors,2008), p. 113

[3] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

already know, and then organizing all the ideas so you can remember and use them".[4] It means that reading is an activity that used to understand something by written or printed word and the way to know more about something to get information from organizing the ideas of the passage.

Moreover, Thomas say that Reading is receipted skill. It is a skill to comprehend a piece of information in the written language.[5] In other word, to gain the messages conveyed by writer in the text, the reader must read them well.

Based on the quotation above, the writer conclude that reading is the act or activity or activity of reading aloud written to get the meaning or what the writer wants and to get the information of the text. Reading used to ease people get information from the text, book, magazine, newspaper, and other.

Reading is one of the main skill that students must acquire in the process of mastering a foreign language in school. Through reading students get a lot information from the text and also reading can improve students skill in learning English exactly.

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[4]McGrath, Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p.1.
[5] Thomas S.C Farrell, *Planning Lesson for a Reading Class*, (Singapore :SEMEO Reagional Language Centre, 2002), p.1.

According to Harris and Edward, Comprehension is the power of understanding, an aimed improving testing, ones understanding of a language.[6]

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[7] In other word, knowledge of the word gave a role play to expression and understanding the reading text.

Then, according to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.[8] It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Meanwhile, according to McNamara "…comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".[9] In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to

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[6] Harris J, Albert. Edward R. Supayat, *How to Increase Reading Ability*, (New York & London, 1985),p. 234

[7] Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension,*(Australia:Stenhouse Publishers,2005), p. 14

[8] Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

[9] Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies,* (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Moreover, Judi Moreillion define reading comprehension is strategies tools that proficient readers use to solve the comprehension problems they encounter in texts.[10] It means that, reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively.

Jean Wallace Gillet And Charles Tample in his book *Understanding Reading Problem* explained that "reading is the first of all a language ability and should be taught in close and meaningful connection with the whole spectrum of language abilities, including talking, listening, writing and thinking".[11] In other word, reading is the basic skill to understanding whole language abilities.

According, Jean Wallace Gillet explains that reading comprehension is the search of meaning actievly using our knowledge of the word and of the text to understand each new thing we read.[12]

Based on the statement above, it can be concluded that reading comprehension ability is the quality of being able to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

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[10] Judi Moreillion, *Collaborative Strategies For Teaching Reading Comprehension*, (American Library Association: Chicago,2007)p. 10

[11] Jean Wallace Gillet And Charles Tample.*Understanding Reading Problem*(New York:Harper Collins College,1994).p.3

[12] Jean Wallace Gillet And Charles Tample: p. 40

b. The Models of Reading

There some models of reading :

1) The Top-down Model

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detaileds elements together to build up a whole.[13] In other words, Buttom-up is processing of the readers understand the linguistics signals.

c. Kinds of Reading Comprehension Ability

Pearson and Nicholos in Vila Panton Smith categorized reading comprehension in four categories namely literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.[14]

1) Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teacher do not need special help on this. It is as the skill of getting

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[13] Jeremy Hermer, *The Practice of English Language Teaching,* Longman : Longman, p.201

[14] Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC University of Southern California, 2003), p. 9

the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type of meaning question: "What did little brother want to eat?" giving the answer question no thinking because there are the exact words given in the book. Practicing in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used: (1) fact question based directly on the text, (2) true-false statements, (3) completion sentence, (4) multiple-choice exercise.

2) Interpretative Reading Comprehension Ability.

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension. It is concerned with supplying meanings not directly stated in the text. For example, the type of question, "Why was the cocky jar kept on the basement steps?" Interpretative involves a cluster of several different kinds of thinking skills, such as: (1) making generalizations (2) reasoning cause and effect, (3) anticipating endings, (4) making comprehension, (5) sensing motives, (6) discovering relationships.

3) Critical Reading Comprehension Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read. For example, the type of question, "Did mother do the right thing in leaving the children alone?" these skills should not be included under interpretation.

4) Creative Reading Comprehension Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. For example, the type of question, "How would you have solved this problem?" creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency. We can't expect this higher type of creative reading to happen in the classroom very often, unless the teacher does something to develop it.

Based on the explanation above, the student of Junior High School include in interpretation reading comprehension ability because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly state in the text.

d. Strategies for Reading Comprehension

There are some strategies which can be used by the readers are :

1) Activating prior knowledge

Serravallo assert that before reading, the good readers are connected ideas about the information relate to the text's structure and topic, beside that they make connection of the text to their lives, various written source and the world, finally they connected these ideas after finishing in reading the text.[15] In other words, before reading the readers should active their prior knowledge to think about what information that they find from the topic to make them easier in understanding the text.

2) Predicting

Prediction is a process to make expectation about what will happen in the text based on what is discovered from reading the text by involving the readers' previous knowledge. It means that

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[15] Jennifer Seravallo, *Teaching Reading*., p. 43

before the readers read the text , the readers should guess what the content of the text. [16]

e. **The Importance of Learning Reading Comprehension**

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

f. **Measurement of Reading Comprehension**

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

1) Pronominal Question, Imperatives

The questions equire learners to make a written answer which can range in length from a single word to several

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[16]Judi Moreillion,*Collaborative Strategies.,*p. 76

paragraphs. Ussully for comprehension, short answers are required and these forms of questions are called short answer question.

2) True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions the answer is contained within the questions or intructions. Multople-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[17]

g. **The Scoring of Reading Comprehension**

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:[18]

Table 3
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

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[17] I.S.P. Nation, *TeachingESL/EFL Reading and Writing,* New York : Routledge, 2009, p.77-79

[18] Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book,* (USA: Cambridge University Press, 1994), p.34.

2. **Concept of Student Team Achievement Division (STAD) Technique**

   a. **Definition of Student Team Achievement Division (STAD) Technique**

   Slavin states that Student Team Achievement Division (STAD) is a type of cooperative learning method which is simplest and flexible, it can be applied in second until eleventh grader for various subject namely: math, language art, social studies, and science.[19] It means STAD are suitable to be applied in diverse grades and subjects.

   Meanwhile, Alijanian defines Student Team Achievement Division (STAD) is one of the most significant cooperative learning types that effectives to be used in divers grades and subjects.[20] It means that, STAD can be carried out to multiple subject and grades.

   In conclusion, STAD is one technique in teaching learning process which is done by grouping the students in teams that consist of four or five students. By this technique, the students can increase their understanding about the material that delivered by their teacher. Each members help one another to present their best performance, and then the teacher gives reward to the best team.

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[19] Robert E.Slavin, *Cooperative Learning: Teori, Riset dan Praktik*, translated by Narulita Yusron from Cooperative Learning: Theory, Research and Practice, (Bandung: Nusa Media, 2005), p. 143

[20] Alijanian, Ehsan. *"The Effect Of Student Team Achievement Division Technique on English Achievement of Iranian EFL Learners"*, Finland: ACADEMY PUBLISHER Manufacture, ISSN 1799-2591, Vol. 2, No. 9, September 2012. P . 1971

b. The Components of Student Team Achievement Division (STAD)

According to Slavin, Student Team Achievemnt Division (STAD) consist of five main components. There are: [21]

1) Class Presentation

The material in STAD is first introduced in the presentation in the classroom. This is the direct teaching as it is often done or discussion lesson led by a teacher; but could also incorporate audiovisual presentation.

The difference is the class presentation with regular teaching is that the presentation should be totally focused on the unit STAD. In this way the students will realize that they have to really pay close attention during class presentations, as it would greatly help them do quizzes, and their quiz scores determine the team score.

2) Team

Team consist of four our five students representing all parts of the class in terms of acadamic performance, gender, race and elected toreally learn, and more specsically is to prepare its members to be able work well quiz. After teachers deliver the material, the team assembled to study the activity sheet or other material.

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[21] *Ibid*, p. 143-146

The most common, learning that involves the discussion of the problems together, compare answers, and correcting any errors of understanding if there are team members who made the mistake.

3) Quiz

After about one or two priods after the teacher gave a presentation and about one or two teams practice priod, the students will work individual quiz in answering the quiz. Thus, each individual student is responsible for understanding the material.

4) Score Individual Progress

The idea behind the scores of individual progress is to give to each student's performance goals will be achieved if they work harder and provide better performance before. Every students can contribute to the team maximum points in this scoring system, but there is no student is given a score of "early", which is derived from the average of the student's performance earlier in the same quiz. Students will then collect points for their team based on the rate of increase in their quiz scores compared with their initial scores.

5) Recognition Team

The team will get a certificate or other from of reward when the average score they reach a certain. Students team scores can also be used to determine the twenty percent of their rank.

c. The Steps of Student Team Achievement Division (STAD) Technique

There are four steps of Student Team Achievement Division (STAD) for implementation in the classroom: [22]

1) Teaching in which the teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation.

2) Team study in which heterogeneous team members cooperate on wok sheets designed to extend and help boost the material taught by the teacher.

3) Test are individual quizzes students take on the assigned materials. Teammates are not allowed to help one another during these quizzes.

4) Team Recognition stage where quiz score are juxtaposed to past averages; points are given based improve from past performance, High-scoring teams are awarded by gifts or putting their names on bulletin board or by granting certificates to them.

d. The Advantages and Disadvantage of STAD Technique

Every technique is used in teaching learning activity has some advantages and disadvantages.

1) The advantages of using Student Team Achievement Division (STAD) technique are :

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[22] *Ibid*, p. 1971

a) Motivating the students to encourage and help each other in mastering skill presented by the teacher.

b) Increasing the number of friendship among the students from different level of performance, gender, and ethnicity.

c) Increasing students' achievement and rising students' self-esteem.

d) Learning how to make a good partnership, appreciate each other and work cooperatively.

e) The condition of learning is more relax and fun.

2) The disadvantages of using Student Team Achievement Division (STAD) technique are :

a) Taking much time, because students need to adapt with their teammates firstly before discussing the material.

b) The class situation becomes noisy. When students work in a group, they have to interact with their teammates to discuss the tasks are given.

c) Wasting instructional time. Teacher has to stated clear instruction, sometime teacher has to repeat it often because students prefer concern with their teammates than to teacher.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; there are independent variable (X) and dependent variable (Y). The dependent variable is

Student Team Achievement Division and dependent variable is students'

procedure text Reading Comprehension ability.

2. **Paradigm**

Based on the theoretical framework above the researcher describes

the paradigm as follows:

Figure 1

The influence of Using

Student Team Achievement Divisison toward Procedure Text

Reading Comprehension Ability
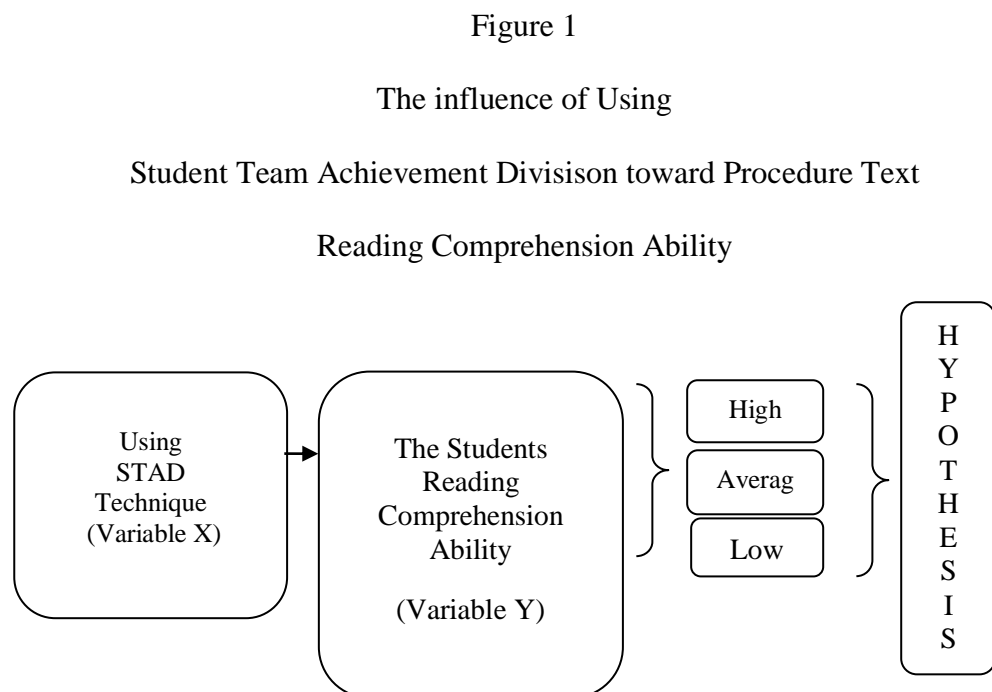
Based on the paradigm above, the researcher concluded that if the

grade of the students by using Student Team Achievement Division

(STAD) in Reading Comprehension Ability a Procedure Text is high,

Student Team Achievement Division effective in reading comprehension a

proceduretext. Moreover, if the grade of the students by using Student

Team Achievement Divisionin reading comprehension a procedure text is

low so Project Based Learning is not effective in reading Comprehension a

procedure text.

C. Research Hypothesis

Based on the frame of theory and assumption, the writer formulated hypothesis as follows:

1. Hypothesis Formulation

a) H_a (Alternative Hypothesis):

There is positive and significant influence of using Student Team Achievement Division on the students reading comprehensionability at the eighth grader of SMP Darul Istiqomah Mataram Baru.

b) H_o (Null Hypothesis):

There is not positive and significant influence of using Student Team Achievement Division on the students reading comprehension ability at the eighth grader of SMP Darul Istiqomah Mataram Baru.

D. Statistical Hypothesis

If $= F_o > F_t$, H_a is accepted and H_o is rejected.

If $= F_o < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted at SMP Darul Istiqomah Mataram Baru. In this research, the writer investigated the eighth class students of SMP Darul Istiqomah Mataram Baru.

The research is quantitative. Donald Ari defined that quantitative research is analysis with statistical analysis of numeric data.[23] Moreover, quantitative research is based on the measurement of quantity or amount.[24] Therefore, the writer concludes that this research is quantitative research because the research will use the numerical data that taken from the students. Since it is a true experimental research which applying pre-test, post-test control group design. Jhon W. Best stated that "Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition."[25] There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is using Student Team Achievement Division (STAD) and the dependent variable (Y) is Reading Comprehension Ability. In conducting the research, the writer used pre-experimental design with one group pre-test and post-test.

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[23] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education,* (USA: Wadsworth, Cengage Learning, 2010), p.25

[24] CRKathori, *Research Methodology Methods and Technique, Second Revised Edition* (New Delhi: New Age international publisher. 2004), p. 3.

[25] Yogesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, New Delhi, New Age International (P) Limited, 2006), p. 134.

The pre-test is given before the experimental treatment and the post-test was carrying out after the experimental treatments. This research investigate whether there is a positive and significant influence using Student Team Achievement on the students' Reading Comprehension Ability.

B. The Operational Definitions of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[26] In other hand, Creswell explain that variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.[27]

Based on the quotation above, the operational definition of this research variable as follows:

1. Independent Variable

Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher.[28] Independent variable of this research is using Student Team Achievement Division as variable (X).

The researcher used the quantitative research, which pre test and post test design. In this design, the pre test and post test intended to investigate whether using Student Team Achievement Division (STAD)

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[26] Mark And Peter, *Introduction Quantitative Research Methods,* (New Delhi: Sage Publications, 2001), p. 46

[27] John W. Creswell, *Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach (fourth edition),* (USA: Pearson, 2012)*,* p. 13

[28] Yogesh Kumar Singh, p. 63

Technique can be uses to influence Reading Comprehension ability. Student Team Achievement Division (STAD) is a type of cooperative learning method which is simplest and flexible, it can be applied in second until eleventh grader for various subject namely: math, language art, social studies, and science.

2. **Dependent Variable**

Singh defines dependent variable is that factor which is observed and measured to determine the effect of the independent variables.[29] Dependent variable of this research is Reading Comprehension Ability as variable (Y). This variable can be measured by using Reading Comprehension Ability.

The test has been given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. The test is choose one of correct answer of multiple choice. The writer also establish the measurement of a good reading comprehension.

C. **Population, Sample and Sampling Technique**

1. **Population**

According to, Donald Ary et.al a population is defined as all members of any well-defined class of people, events, or objects.[30] Moreover, Singh population or universe means the entire mass of observation, which is the parent group from which a sample is to be

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[29] *Ibid*, P.63

[30] Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 148.

formed.[31] It means that population is all member subject of the research which will be observed.

The population of this research is the students of the eight class of SMP Darul Istiqomah Mataram Baru . The total population in this research is 25 students.

2. Sample

According to, Creswell that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[32] It means that sample is small unit of population to generalizing about the target population.

The samples of the research as respondent is students who have eighth graders of High School Darul Istiqomah that the number of 25 students.

3. Sampling Technique

Marczyk et.al defined that sample was representative of the population as a whole.[33] in other words, the sample is a part of the population that have been concerned the population of whole. The researcher used total sampling in this research.

Total population sampling is a type of purposive sampling technique where you choose to examine the **entire population** (i.e., the

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[31] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 82

[32] John W. Creswell, *Educational Research Methodology: 4thEditionn,* p. 142.

[33] Geoffrey marczyk, *Essential of Reseach Design and Methodology,* (New Jersey: John Willey & Sons,Inc. 2005), p.83

total population) that have a particular set of **characteristics**.[34] So that, the researcher take samples from the entire population.

D. Data Collected Method

Here, the researcher was used the data as the following :

1. Test

Anderson with Arsenault decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[35] Meanwhile, this research is a true experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure both of variable. The researcher measures teaching reading comprehension through Students Team Achievement Division by pre-test, treatment, and post-test.

a. Pre-test

The pre-test is giving before treatments. It is essay test form. The pre-test is done to measure the students' reading comprehension before giving experimental treatments about using Student Team Achievement Division. The researcher tested the students by ask them to doing test exercise multiple choice.

b. Post-test

At last, the researcher gives the post-test to know the students' reading comprehension by using Students Team Achievement

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[34] http://dissertation.laerd.com/total-population-sampling.php on Saturday, 21st April 2018 at the 14.00 pm

[35] Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, (USA: Falmer Press, 2005), p. 94.

Division. After doing pre-test, the researcher ask to the students about the difficulties in answering the exercise and give more explanation about the reading and Students Team Achievement Division technique until the students understand. Finally the researcher give the post-test.

2. Documentation

According to Donal Ary, "Documentation be of written or text-based artifacts (textbooks, novels, journals, etc.)[36] In getting the information, the researcher is getting three kind of source such us: paper, place, and people. Moreover, the researcher using this method to get the data about eighth graders of Junior High School of Darul Istiqomah.

E. Research Instrument

Creswell defined instrument is a tool for measuring, observing, or documenting quantitative data. Identiying before the researchers collect data, the instrument may be a test, questionnaire, tally sheet, log, observational, checklist, inventory, or assessment instrument.[37] The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher design with indicators which have been decided. Moreover, the researcher

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[36] Donald Ary, et.al, p.442

[37] John W. Creswell, *Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach (fourth edition),* (USA: Pearson, 2012), p.151.

used Pre-test and Post-test instrument for the experimental class and the control class.

Because of the research about reading comprehension, so the research instrument which is used in present research is in the form of reading test or composing reading comprehension.

2. Instrument calibration

Instrument calibration is screening or examination of items of instrument that made by the researcher.[38] Its mean that instruments calibration is scale of measurement which has used to screening or examination of items instrument that made up by researcher.

Validity has three distinct aspects; they are content validity, creation validity and construct validity. Also, in this research the writer used logical validity in the form of content validity which the writer composed the test instrument based on the subject matter content of the syllabus of this grade. Moreover, the writer was used test instrument to take the scale of instrument which the standard of the score reading test.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the problem based learning strategy on reading comprehension among the eight graders of SMP Darul Istiqomah Mataram Baru, the researcher

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[38] Pedoman penulisan karya ilmiah, STAIN Jurai Siwo Metro, 2010, p. 33

analyzes the data by using t-test. According Donal Ary the formulation of t-test as follows:[39]

$$t = \cfrac{\overline{D}}{\cfrac{\sum D^2 - \cfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}$$

Notes :

t   = t value for correlation sample

D   = (difference), difference between pre-test score with post-test score.

D^2 = Square of D

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[39] Donal Ary *et.al*, *Introduction to Research.*, h. 177

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **General Description**

1. **Description of Research Location**

   a. **The History of SMP Darul Istiqomah Mataram Baru**

      SMP Darul Istiqomah Mataram Baruis the state that is SMP Darul Istiqomah located at Kebon Damar street, Mataram Baru, East Lampung. It was built in 2003. At the beginning of accepting new students, SMP Darul Istiqomah Mataram Baru accepted 3 class. At first establishment, SMP Darul Istiqomah Mataram Baru swas led by Mr Dadang Faturoji, S.Pd in academic year 2003. The name of the principles of SMP Darul Istiqomah Mataram Baru.

      In addition, SMP Darul Istiqomah Mataram Baru have guided by 3 principles as follows:

      1) Dadang Faturoji, S.Pd (in the period of 2003 – 2008)

      2) Hadin Turmudi, M.Pd (in the period of 2009 – 2014)

      3) Edin Suloyo, S.Pd.,I.,MM (in the period of 2014 – Now)

   b. **The Profile of SMP Darul Istiqomah Mataram Baru**

Nama Satuan	:	SMP DARUL ISTIQOMAH
NPSN	:	10806047
Bentuk Pendidikan	:	SMP
Status Sekolah	:	Swasta
Status Kepemilikan	:	Yayasan
SK Izin Operasional	:	420/194/15/SK/2004

Tanggal SK	:	2004-03-24
Alamat	:	Jl. Poros 3 Kebon Damar
Desa/Kelurahan	:	KEBON DAMAR
Kecamatan	:	Mataram Baru
Kabupaten/Kota	:	Kabupaten Lampung Timur
Propinsi	:	Lampung
RT/RW	:	3/5
NamaDusun	:	2
KodePos	:	34199
Lintang/Bujur	:	-5.2505000/105.7936000
Layanan Keb. Khusus	:	Tidak ada
SK Pendirian	:	420/194/15/SK/2004
Tanggal SK	:	2004-03-24
Rekening BOS	:	3990301014809
Nama Bank	:	BANK LAMPUNG
Nama KCP/Unit	:	SUKADANA
Atas Nama	:	SEKOLAH MENENGAH PERTAMA DARUL ISTIQOMAH
MBS	:	Ya
Tanah Milik	:	2322m
Tanah Bukan Milik	:	0m
Nomor Telepon	:	081369041751
Nomor Fax	:	Null
Email	:	smp_darul_istiqomah@yahoo.co.id
Website	:	Null

c. **Vision and Mission of SMP Darul Istiqomah Mataram Baru**

1) **Vision of School**

Excellent the academic accomplishment and non academic based on foundations faith and belief.

2) **Mission of School**

a) Doing the learning and guidance effectively.

b) Bring everyone to take part teachers and educators in coaching of upgrading education quality.

c) Increasing the enthusiasm accomplishment intensive all member of school.

d) Increasing the comprehension and implementing of religion.

e) Creating human resources of good teacher

f) Completing the infrastructures

Moreover, The orientation of SMP Darul Istiqomah Mataram Baruthe official management. The school consists of three classes, teacher room, official employee room, library, computer laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Darul Istiqomah Mataram Baru is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

d. Structure of Organization

The structure of organization of SMP Darul Istiqomah Mataram

Baru is stated below:

Figure 2
The Structure Organization of SMP Darul Istiqomah Mataram Baru

The School Comitte	Headmaster
Sunarto, S.Pd	**Edi Suloyo, S.Pd. I., MM**
	The Chief Administration
	Mahmudi

Vice Curriculum Section	Vice Student Section
Siswanto, S.E	**Istigno**

TEACHER

Public Relation Section	Osis Guider
Muadim, S.Pd	**Ali Afandi, S.Pd**

THE STUDENTS
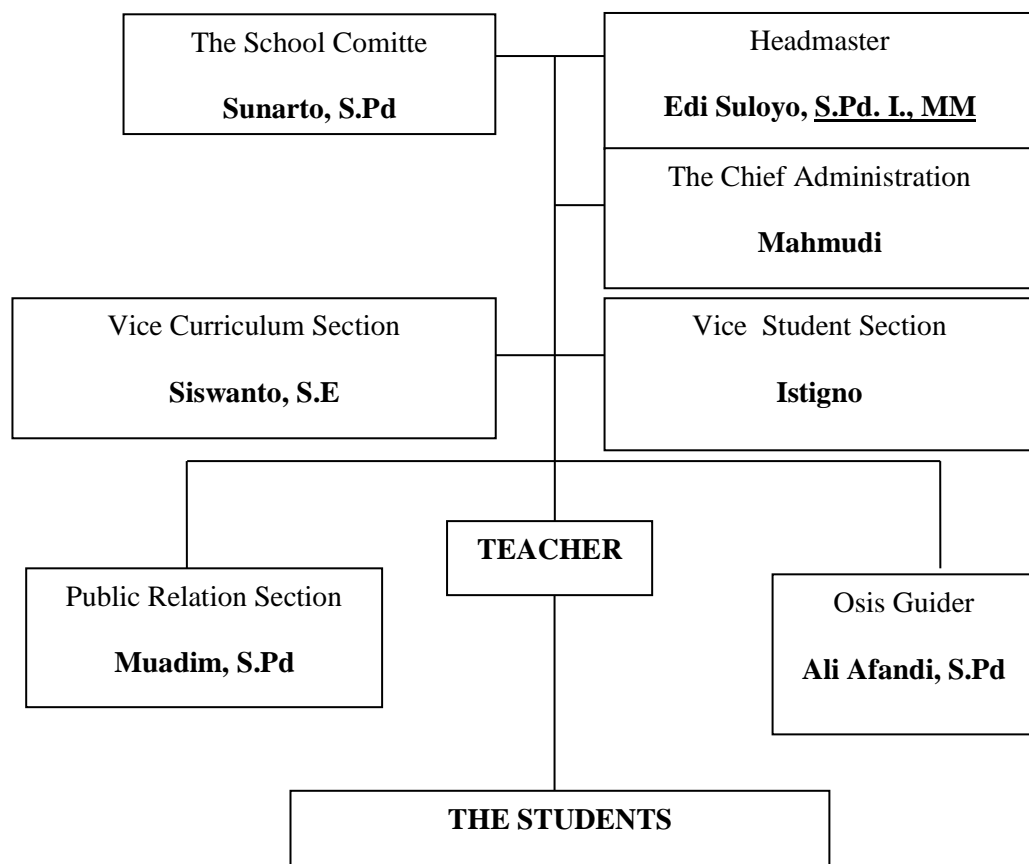
Sources : Documentation Result in SMP Darul Istiqomah Mataram Baru on 19th April, 2018.

e. **The Condition of Teacher and Official Employers at SMP Darul Istiqomah Mataram Baru**

The condition of the teachers and employers in SMP Darul Istiqomah Mataram Baru is stated below:

Table 4
Condition of Teachers and Employers

NO	N A M A	MENGAJAR MATA PELAJARAN
1	Arief Adrian, SE	Penjaskes
2	Sugeng	PPKN
3	Mahmudi	Sosial Sains
4	Kaharudin	TIK
5	Ngatoilah, S.Pd.I	Pendidikan Agama Islam
6	Arif Efendi, S.Hi	Art and Culture
7	Siti Zubaidah, S.Pd	IPA
8	Roykhanatul Muntadhiroh, S.Pd	English
9	Siswanto, SE	Bahasa Indonesia
10	Ali Afandi, S.Pd	Math
11	Ayu Lestari	Math
12	AgusYulianto	Bahasa Lampung
13	Kaharudin	Prakarya
14	Bahroni	Fiqih
15	Mualim	Taklim Mutaalim
16	Syahrul Munir	Nahwu Sorof
17	Zaini	Qur'an Hadist dan Bahasa Arab

Source: Documentation of SMP Darul Istiqomah Mtaram Baru on 19th, April 2019.

f. **Condition of Students**

The condition of students in SMP Darul Istiqomah Mataram Baru is stated as follows:

Table 5
Recapitulation of Students in SMP Darul Istiqomah Mataram Baru

No	Classes	Sex		Total
		Male	Female	
1	Class VII	15	17	32
2	Class VIII	20	10	30
3	Class IX	20	10	30
	Total	55	37	92

Source: *Documentation of SMP Darul Istiqomah Mtaram Baru on 19th, April 2019.*

2. Description of The Research Data

a. Pre-test Result

The researcher conducted pre-test on 19th, April 2018. It was done to find out the students' basic knowledge towards descriptive text in multiple chooise reading comprehension before giving treatment. The result of preliminary test could be seen as follows:

Table 6
The students' pre-test result towards reading comprehension in descriptive text at the Eight graders of SMP Darul Istiqomah Mataram Baru

No	Codes of Respondents	Pre-test Scores
1	AA	50
2	AH	60
3	AH	70
4	AY	50
5	A S	70
6	AS	50
7	AD	20
8	DS	40
9	DA	60
10	DP	60
11	FS	30
12	FU	50
13	IA	20
14	IF	80

15	MA	30
16	NE	70
17	PP	50
18	RA	60
19	RK	50
20	RA	50
21	RF	20
22	S	70
23	TA	20
24	TI	30
25	UM	70
26	UB	70
27	UK	50
28	WS	60
29	YS	70
30	ZA	50
	Total	1530
	Average	51

Source: *Documentation of pre-test result of reading comprehension in descriptive text gathered on 19th, April 2019.*

From the data above, it could be found that the highest scores was 80 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 3,3 x 1,477

K = 1 + 4,77

K = 5, 77 = 6

R = the highest scores − the lowest scores

R = 80 - 20

R = 60

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

$$I = \frac{60}{6}$$

I = 10

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

      The total of interval class (I) in this research was 10. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 7

Table of frequency distribution of students' pre-test result towards reading comprehension in descriptive text at the eight graders of SMP Darul Istiqomah Mataram Baru

No	Interval Classes	Frequencies	Percentages
1	71 – 80	1	3,33%
2	61 – 70	7	23,33%
3	51 – 60	5	16,67%
4	41 – 50	9	30%
5	31 – 40	1	3,33%
6	20 – 30	7	23,33%
	Total	30	100%

Graph 1
The result of students' pre-test towards reading comprehension in descriptive
text at the eight graders of SMP Darul Istiqomah Mataram Baru
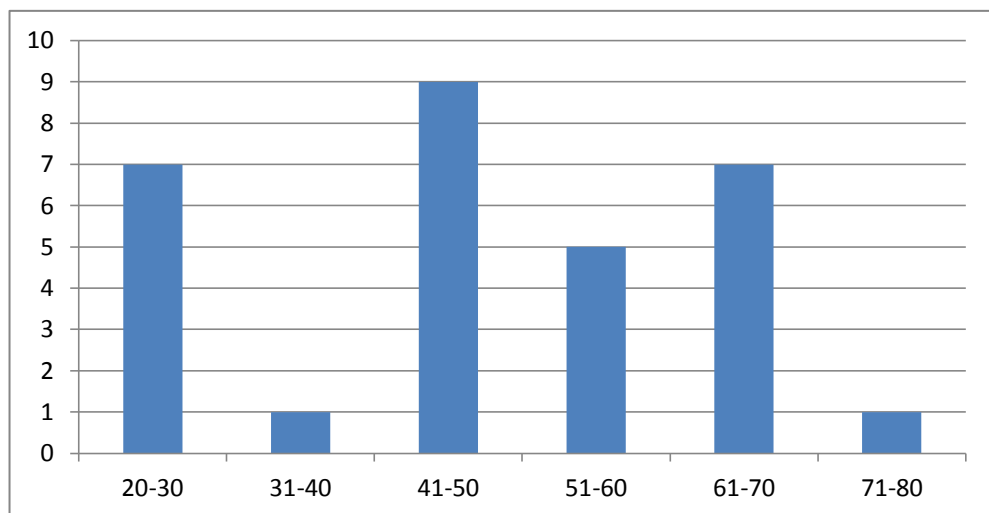
Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just for about 1 students who had got the score similar to or higher than PBL, which is 80. The data revealed that 7 students got the score between 20 – 30 or as many as 23.33%. Next, there were 1 students got the score between 31 – 40 or as many as 3,33%. There were 9 students who got the score between 41 – 50 or in the other words, as many as 30%. Besides, there were 5 students who got the score between 51 - 60 and 7 students got the score between 61 - 70 in percentage of 16,67% and 23,33% of each. The last, there were 1 students who got the score between 71 – 80 or as many as 3,33%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective strategy in teaching

learning process. As a result, most of the students got the scores lower than STAD.

b. Post-test Result

After considering the pre-test result of descriptive text in multiple chooise reading comprehension, the researcher conducted the treatment of concept mapping to help the students getting better understanding of descriptive text. Beware of that, the researcher identified the students' difficulty in multiple chooise reading comprehension and offered concept Student Team Achievement Division technique to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept Student Team Achievement Division techniqueand they had understood already, the researcher gave the post-test to measure their descriptive text in multiple chooise reading comprehension. The result of post-test could be seen below:

Table 8
The students' post-test result towards reading
comprehension in descriptive text at the eight graders of
SMP Darul Istiqomah Mataram Baru

No	Codes of Respondents	Post-test Scores
1	AA	70
2	AH	70
3	AH	50
4	AY	100
5	A S	60
6	AS	50
7	AD	60
8	DS	70

9	DA	70
10	DP	70
11	FS	60
12	FU	50
13	IA	70
14	IF	50
15	MA	80
16	NE	60
17	PP	40
18	RA	80
19	RK	60
20	RA	90
21	RF	50
22	S	40
23	TA	70
24	TI	80
25	UM	80
26	UB	90
27	UK	70
28	WS	70
29	YS	50
30	ZA	70
	Total	1980
	Average	66

Source: *Documentation of post-test result of descriptive text in multiple chooise reading comprehension gathered on 19th, April 2019.*

From the data above, it could be found that the highest scores was 100 and the lowest scores was 40. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 +3,3 x 1,47

K = 1 +4,87

K = 5, 87 = 6

R = the highest scores − the lowest scores

R = 100 – 40

R = 60

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

$$I = \frac{60}{6}$$

I = 10

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9
Table of frequency distribution of students' post-test result towards reading comprehension in descriptive text at the eight graders of SMP Darul Istiqomah Mataram Baru

No	Interval Classes	Frequencies	Percentages
1	91– 100	1	3.33%
2	81– 90	2	6,67%
3	71 – 80	4	13,33%
4	61 – 70	10	33,33%
5	51 – 60	5	16,67%
6	40 – 50	8	26,67%
	Total	30	100%

Graph 2
The result of students' post-test towards reading comprehension in
descriptive text at the eight graders of SMP
Darul Istiqomah Mataram Baru
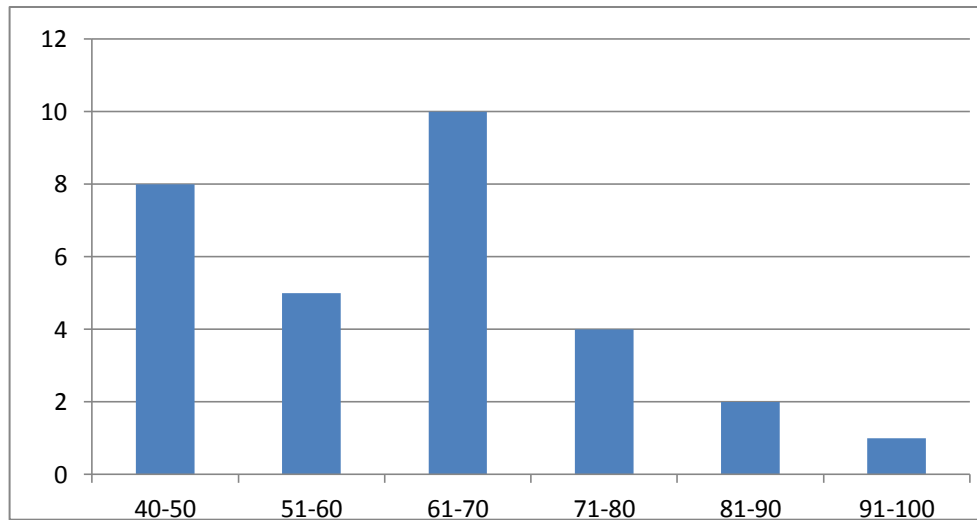
Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of this research, there were 1 students got the score similar to or higher than STAD, which is 100. To be known, there were 8 students who got the score between 40-50 or as many as 26.67%, and there were 5 students who got the score between 51-60 or as many as 16,67% and there were 10 students who got the score between 61-70 or as many as 33.33%. In addition, there were 4 students who got the score between 71 – 80 or as many as 13,33% and there were 2 students who got the score between 81-90 or as many as 6.67%. The last, there were 1 students who got the score between 91-100 or as many as 3,33%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on Student Team

Achievement Division techniqueon the students reading comprehension, but on the whole, there was certain influence to help the students get better understanding.

B. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of using Student Team Achievement Division techniqueon the students reading comprehension in descriptive text at the eight graders of SMP Darul Istiqomah Mataram Baru, as follows:

1. Getting the data into the formula of chi-square (χ^2)

After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of Student Team Achievement Division techniqueon students' reading comprehension in descriptive text at the eight graders of SMP Negeri02 Pubian as stated below:

$$x^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 10
The Contingency Table of The Expected Frequencies of The Result of
Students' Pre-test and Post-test

Variables	Categories					Total
	Excellent	Good	Fair	Poor	Failed	
Pre-test	1 0	2 6	3 12	4 10	5 2	$r_n = 30$
Post-test	6 3	7 15	8 10	9 2	10 0	$r_n = 30$
Total	$c_n = 3$	$c_n = 21$	$c_n = 22$	$c_n = 12$	$c_n = 2$	$n = 60$

Hypothesis testing by using chi-square was analyzed as follows:

Table 11
Testing of The Data

Sel:	f_o	$f_e = \dfrac{c_n x \, r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\dfrac{(f_o - f_e)^2}{f_e}$
1	0	$\dfrac{3 \, x \, 30}{60} = 1.5$	-1.5	2.25	1.5
2	6	$\dfrac{21 \, x \, 30}{60} = 10.5$	-4.5	20.25	1.928
3	12	$\dfrac{22 \, x \, 30}{60} = 11$	1	1	0.195
4	10	$\dfrac{12 \, x \, 30}{60} = 6$	4	16	0.090
5	2	$\dfrac{2 \, x \, 30}{60} = 1$	1	1	1
6	3	$\dfrac{3 \, x \, 30}{60} = 1.5$	1.5	2.25	1.5
7	15	$\dfrac{20 \, x \, 30}{60} = 10$	5	25	2.5
8	10	$\dfrac{23 \, x \, 30}{60} = 11.5$	-1.5	2.25	0.195
9	2	$\dfrac{12 \, x \, 30}{60} = 6$	-4	16	2.667
10	0	$\dfrac{2 \, x \, 30}{60} = 1$	-1	1	1
Total	$n = 60$	$f_t = 60$			$X^2 = 15.047$

Accordingly, the value of chi-square was 15,72. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1)(r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

df = (5-1)(2-1)=4

Table 12
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
df4	9.488	13.227

a. The critical value of x^2 table for 5% level was 9.488.

b. The critical value of x^2 table for 1% level was 13.227.

From all data analysis above, it could be known that:

1) x^2 observed = 15.72

2) x^2 table or expectacy = 5% (9.488) and 1% (13.227)

The degrees of freedom is 4. Therefore, the values of x^2 table on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between Fo and Ft was: 9.488<15.72>13.227 in the level of significant of 5% and 1%. It meant that the alternative hyphothesis (Ha) which explained "there is a positive and significant influence of using Student Team Achievement

Division techniqueon the students' reading comprehension in descriptive

text" was accepted and Ho was rejected.

2. **Getting the data into the formula of t-test**

To find whether there was positive and significant influence of

Student Team Achievement Division techniqueon the students' reading

comprehension in descriptive text at the eight graders of SMP Darul

Istiqomah Mataram Baru. The researcher used the t-test formula. The

researcher prepared the table and put the data into the formula of t-test

below to get t_observed.

Table 13
The Scores of Pre-Test and Post-Test Result of Reading
Comprehension in Descriptive Text at The Eight Graders of SMP
Darul Istiqomah Mataram Baru

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	AS	50	70	20	400
2	ASA	60	70	10	100
3	AM	70	50	-20	400
4	AH	50	100	50	2500
5	AP	70	60	-10	100
6	ASP	50	50	0	0
7	AA	20	60	40	1600
8	APS	40	70	30	900
9	AU	60	70	10	100
10	AI	60	70	10	100
11	AS	30	60	30	900
12	AGP	50	50	0	0
13	AP	20	70	50	2500
14	AH	80	50	-30	900
15	ADD	30	80	50	2500
16	AK	70	60	-10	100
17	AOH	50	40	-10	100
18	BYA	60	80	20	400
19	AND	50	60	10	100
20	BP	50	90	40	1600
21	BRM	20	50	30	900

22	BJ	70	40	-30	900
23	BS	20	70	50	2500
24	DN	30	80	50	2500
25	DA	70	80	10	100
26	DF	70	90	30	900
27	DA	50	70	20	400
28	DS	60	70	10	100
29	DWY	70	50	-20	400
30	DY	50	70	20	400
		$\sum X_1 = 1530$	$\sum X_2 = 1980$	$\sum D = 460$	$\sum D^2 = 24400$

Average of D = 813,33

Therefore, the data was put into the formula of t-test then calculated

it. It could be calculated by using the formula below:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(D)^2}{N}}{N\,(N\text{-}1)}}}$$

$$t = \frac{813,33}{\sqrt{\dfrac{23100 - \dfrac{(430)^2}{30}}{30\,(30\text{-}1)}}}$$

$$t = \frac{813,33}{\sqrt{\dfrac{23100 - 6163,33}{30\,(30\text{-}1)}}}$$

$$t = \frac{813,33}{\sqrt{\dfrac{16936,67}{870}}}$$

$$t = \frac{813,33}{\sqrt{19,47}}$$

$$t = \frac{813,33}{4,41}$$

$$t = 184,43$$

To be known, $t_{observed}$ was 184,43 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of df $= N - 1$. N is the number of research population:

df $= N - 1$

$= 30 - 1$

$= 29$

After considering the t_{table} by using df which was 29. The critical value of t_{table} was as follows:

Table 14
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 29	2.045	2.756

To df 29 with the level of significant in 5% was 2.045 and in 1% was 2.756 by $t_{observed}$ was 4.951. Then, the data confirmed that t_{table} 2.045 < $t_{observed}$ 4.951 > t_{table} 2.756.

C. Interpretation

1. Interpretation of $\chi^2{}_{observed}$

   a. If $\chi^2{}_{observed} > \chi^2{}_{table}$, Ha is accepted and Ho is rejected.

   b. If $\chi^2{}_{observed} < \chi^2{}_{table}$, Ha is rejected and Ho is accepted.

   The critical value of $\chi^2{}_{observed}$ was 15.047 which meant that Ha was accepted and Ho was rejected. To conclude, the use of concept mapping

strategy could influence students' grammatical cohesion in essay writing at the eleventh grade of SMP Darul Istiqomah Mataram Baru.

2. Interpretation of $t_{observed}$

   a. If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

   b. If $t_{observed}, t_{table}$, Ha is rejected and Ho is accepted.

   Finally, the data confirmed that $t_{observed} = 4.951$ was higher than t_{table} 2.045 in the level of 5% and 2.756 in the level of 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that "there was a positive and significant influence of using Student Team Achievement Division techniqueon the students' reading comprehension in descriptive text at the eight graders of SMP Darul Istiqomah Mataram Baru".

D. **Discussion**

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) Student Team Achievement Division technique and dependent variable (Y) on the students reading comprehension. Based on the data analysis, the researcher concluded that Student Team Achievement Division technique was an alternative strategy that had influence on the students' reading comprehension. On account for this, it could be seen by the result of pre-test and post-test. Students of the eight graders of SMP Darul Istiqomah Mataram Baru, particularly VIII had done pre-test and post-test whereby before holding the

post-test, the researcher gave them certain treatment that consisted of Student Team Achievement Division technique.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 51. Meanwhile, the average score of class in the post-test was 66. In conclusion, the result of this research was $t_{observed} > t_{table}$ (2.045 < 4.951 > 174,6) which revealed that Ha was accepted and Ho was rejected. In other words, there was a positive and significant influence of using Student Team Achievement Division techniqueon the students' reading comprehension in descriptive text at the eight graders of SMP Darul Istiqomah Mataram Baru.

To be exact, through Student Team Achievement Divisionas an alternative strategy, the students learnt such make a descriptive text in learning English. More precisely, there is a positive and significant influence of using Student Team Achievement Division technique on the students' reading comprehension in descriptive text after treatment. The fact showed that there was a change at the amount of the students who got lower scores.. At the end, they were able to implement their result of descriptive text especially reading comprehension.

Lastly, Student Team Achievement Division technique could be a solution for teaching learning process especially in reading because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this technique, teaching and learning process was more interesting, enjoyable and fun because it included

visual capability and creativity among students so that they might take part better during learning process.

E. Limitation

This research was conducted only at the eighth graders of SMP Darul Istiqomah Mataram Baru with the purpose to see whether there was any positive and significant influence of using Student Team Achievement Division technique on the students' reading comprehension ability. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstance.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. **CONCLUSION**

Student Team Achievement Division is one of the technique in learning reading. To understand the text easier and faster, the reader need Student Team Achievement Division technique. Based on the analysis and result of the research, the researcher can conclude that the Student Team Achievement Division technique has a positive influence toward the students reading comprehension ability. It can be used as the technique in learning reading comprehension ability and it can improve in reading comprehension ability. It can be seen from the result of critical value "t $_{observed}$" is 184,43 and "t$_{table}$" is 2.045. The data confirmed that "t $_{observed}$" is higher than "t$_{table}$". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is an influence of using Student Team Achievement Division technique on the the students' reading comprehension in narrative text at the eight graders of SMP Darul Istiqomah Mataram Baru in the Academic Year of 2018/2019.

B. **SUGGESTIONS**

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Teachers

   a. The teacher are suggested to give the guidance to the students in reading the text.

b. The teacher are suggested to teach reading comprehension, using problem based learning strategy. So, the students can understand Reading comprehension easier and faster

2. For the Students

   a. The students are suggested to study hard in analyzing the reading text.

   b. The students are suggested to be accustomed to read the text.

   c. The students are suggested to try to read the text using problem based learning strategy

3. For the Headmaster

   a. The headmaste is suggested to complete the facilities to support learning process.

   b. The headmaster is suggested to observe the teacher in learning process.

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APPENDICES I

Nomor   : B-1347/In.28.1/J/TL.00/04/2018
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP DARUL ISTIQOMAH MATARAM BARU
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**SUTRIYANI**
NPM	:	14122227
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE ON STUDENTS READING COMPREHENSION ABILITY AT THE EIGHT GRADE OF SMP DARUL ISTIQOMAH MATARAM BARU

untuk melakukan *pra-survey* di SMP DARUL ISTIQOMAH MATARAM BARU.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 April 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor : B-4166 /In.28.1/J/PP.00.9/12/2018   19 Desember 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Sutriyani
NPM   : 14122227
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Influence Of Using Student Team Achievement Division Technique On The Students' Reading Comrehension Ability Among The Eight Grade At SMP Darul istiqomah Mataram Baru

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

S U R A T   T U G A S

Nomor: B-0656/In.28/D.1/TL.01/03/2019

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

Nama	:	**SUTRIYANI**
NPM	:	14122227
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP DARUL ISTIQOMAH MATARAM BARU, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING STUDENT TEAM ACHIEVEMENT DIVISION TECHNIQUE ON THE STUDENTS` READING COMPREHENSION ABILITY AMONG THE EIGHT GRADE AT SMP DARUL ISTIQOMAH MATARAM BARU".

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 keiancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 21 Maret 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Nomor   : B-0682/In.28/D.1/TL.00/03/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP DARUL ISTIQOMAH
MATARAM BARU
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0656/In.28/D.1/TL.01/03/2019, tanggal 21 Maret 2019 atas nama saudara:

Nama	:	**SUTRIYANI**
NPM	:	14122227
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP DARUL ISTIQOMAH MATARAM BARU, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING STUDENT TEAM ACHIEVEMENT DIVISION TECHNIQUE ON THE STUDENTS` READING COMPREHENSION ABILITY AMONG THE EIGHT GRADE AT SMP DARUL ISTIQOMAH MATARAM BARU".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Maret 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN
Nomor : 43/SMP.DI/VII/2019

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro Lampung. Nomor B-0682/In.28/D.1/TL.00/03/2019 pada tanggal 21 Maret 2019 Perihal Permohonan Izin Research ata:

Nama   : SUTRIYANI

NPM   : 14122227

Jurusan : Pendidikan Bahasa Inggris

Judul   : THE INFLUENCE OF USING STUDENT TEAM ACHIEVMENT DIVISION (STAD) TECHNIQUE ON STUDENTS READING COMPREHENSION ABILITY AT THE EIGHT GRADE OF SMP DARUL ISTIQOMAH MATARAM BARU

Maka dengan ini yang bersangkutan akan melaksanakan Penelitian Research di SMP Darul Istiqomah Mataram Baru untuk keperluan penyelesaian tugas akhir/skripsi.

Demikian surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Kebon Damar, 17 April 2019
Kepala Sukolah,

Edi Suloyo, S.Pd., I ., MM

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : SUTRIYANI
NPM : 14122227
Fakultas : Tarbiyah dan Ilmu keguruan
Angkatan : 2014
Telah menyerahkan buku berjudul : Effective Speaking
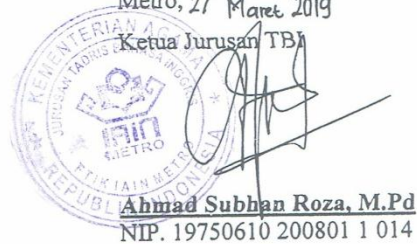
Metro, 27 Maret 2019
Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : SUTRIYANI
NPM : 14122227
Fakultas : Tarbiyah dan Ilmu keguruan
Angkatan : 2014
Telah menyerahkan buku berjudul : Effective Speaking

Metro, 27 Maret 2019
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-193/In.28/S/OT.01/03/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
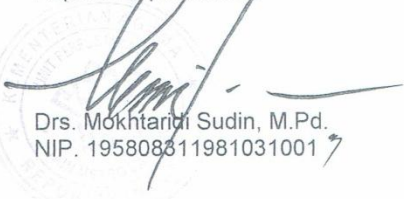
Nama	:	Sutriyani
NPM	:	14122227
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122227.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Maret 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

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

Nama : Sutriyani   Jurusan   : TBI
NPM : 14122227   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 3/7 2019	✓		- Revisi Cover - Abstract - Table 6 - Chapter III & IV - Dedication page - Acknowledgement - location Sketch	
2.	Jum'at 5/7 -19	✓		- Revision is OK - ACC for munaqosyed	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

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

Nama : SUTRIYANI
NPM : 14122227

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	26/12-18			acc for the Instrument	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama .: SUTRIYANI
NPM : 14122227

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 07/11/2018	✓		- Revise Cover - Acknowledgment - Table of Contents - Chapter I, II, & III - Bibliography	
2.	Jum'at 9/11-18	✓		acc for seminar	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

Nama : Sutriyani   Jurusan : TBI
NPM : 14122227   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 15/05 2019		✓	- Revise table 4 - Revise data analysis	
2	Rabu 22/05 2019		✓	Revise Table 6 Revise location Sketch	
3	Rabu 19/06 2019		✓	- Revise grammar - Revise Conclussion. - Revise Bibliography.	
4.	Jum'at 28/06 2019		✓	Acc ch. 1 $\overline{IV}$, 3 $\overline{V}$	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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

Nama .: SUTRIYANI
NPM : 14122227

Jurusan/Fakultas : TBI/FTIK
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 11 - 12 - 2018		V	Revise IPD	
2	Selasa 18-12-2018		V	Acc IPD Continue to 1st Advisor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SUTRIYANI Jurusan/Fakultas : TBI/FTIK
NPM : 14122227 Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 6/11-18		V	Acc ch. (I) Continue to 1st Adviser	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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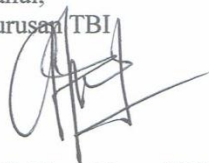## IAIN METRO

Nama : SUTRIYANI   Jurusan/Fakultas : TBI/FTIK
NPM : 14122227   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 1/10-18		V	Revise ch. II.	
	Senin 8/10-18		v	Acc ch II continue to ch. III	
	Selasa 16/10-18		V	Elaborate more Data Collecting technique.	
	Selasa 30/10-18		V.	Revise ch. IV.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
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KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama .: SUTRIYANI
NPM   : 14122227

Jurusan/Fakultas : TBI/FTIK
Semester   : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 13/8-18		✓	Revise ch. I. Revise Background of study. Please Insert the problem!	
2.	Senin 10/09-18		✓	Make a simple Problem Formulation	
3.	Senin 17/09-18		✓	Acc ch. I, Continue to ch. II,	
4	Selasa 25/10-18.		✓	Revise Foot note Revise space.	

Mengetahui,
Ketua Jurusan TBI

Dosen Pembimbing II

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

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

APPENDICES II

SILABUS PEMBELAJARAN

Mata Pelajaran   : **BAHASA INGGRIS**

Kelas   : **VIII**

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 menunjukkan 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 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, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• **Fungsi Sosial** Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • **Struktur Teks** Dapat mencakup:	**Mengamati** • Siswa menyimak berbagai contoh teks naratif cerita legenda yang diberikan guru, sambil dilibatkan dalam tanya jawab tentang isi dalam teks • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format ide gagasan pokok yang mereka buat • Ketepatan dalam	4 X 40 Menit	• Buku teks yang relevan • Laptop • LKS Bahasa Inggris • Lembar Cerita

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	- Orientasi - Komplikasi - Resolusi - Orientasiulang ● **Unsur Kebahasaan** - Kalimat-kalimatdalam*simple past tense, past continuous*, danlainnya yang relevan - Kosa kata: terkaitkarakter, watak, dan setting dalamlegenda - Adverbiapenghubun gdanpenujukwaktu - Ucapan, tekanan kata, intonasi, ejaan, tandabaca, dantulisantangan ● **Topik** Cerita legenda yang dapatmenumbuhkanperil aku yang termuat di KI.	pokok, informasi rinci dan informasi tertentu dari teks naratif **Mempertanyakan (questioning)** ● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain ide gagasan pokok, struktur teks, dan unsur kebahasaan dari cerita tersebut ● Siswa mempertanyakan mengenai informasi rinci dan informasi tertentu dalam teks naratif **Mengeksplorasi** ● Siswa mencari beberapa teks naratif dari berbagai sumber. ● Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks ● Siswa berlatih menyusun kalimat-kalimat menjadi gagasan pokok dari materi teks naratif. **Mengasosiasi** ● Siswa menganalisis teks naratifdengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. ● Siswa menulis gagasan pokok, informasi rinci dan informasi tertentu dari teks. ● Siswa memperoleh balikan	menjawab soal **Cara Penilaian** **Unjuk kerja** ● Kelengkapan ide gagasan pokok yang telah mereka buat ● Kesesuaian dalam menggunakan struktur teksdan unsur kebahasaan dalam teks naratif **Pengamatan (observation):** - kesantunan saat melakukan tindakan - perilaku tanggung jawab,peduli, kerjasama, dan cinta damai, dalammelaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** ● Kumpulan catatan kemajuan belajar siswa.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		(*feedback*) dari guru dan teman tentang hasil analisis yang telah dibuat. **Mengkomunikasikan** • Siswa mengerjakan soal yang diberikan guru dan menggunakan ide gagasan pokok yang telah merrka buat untuk mengerjakan soal tersebut.	• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		

Mataram Baru,   Desember 2018

Mengetahui,
Kepala SMP Darul Istiqomah

Guru Pengampu,

Edi Suloyo, S.Pd. I., MM

Roykhanatul Muntadhiroh, S.Pd

LESSON PLAN

Sekolah   : SMP Darul Istiqomah Mataram Baru

Matapelajaran   : BAHASA INGGRIS

Kelas/Semester   : VIII/1

Materi Pokok   : *Narative Text*

Sub Tema   : Teks tertulis dan lisan

Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti (KI):

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1. KOMPETENSI DASAR:

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan pada guru dan teman perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri serta responnya sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalandiri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. **Indikator Pencapaian KD**

Dimensi	Indikator
Sikap dan Perilaku	Menunjukkan Keantusiasan
	Menunjukkan Kesantunan
	Menunjukkan Kepedulian
Pengetahuan tentang struktur teks unsur kebahasaan.	Menggunakan struktur teks yan tepat sesuai fungsinya.
	Memilih kata yang tepat sesuai dengan konteksnya.
	Menentukan tekanan kata yang benar.
Keterampilan	Berkomunikasi menggunakan ungkapan sapaan dengan lancar, akurat dan berterima.

C. **Tujuan Pembelajaran**

Siswa berkomunikasi dalam bahasa Inggris untuk menjalin hubungan interpersonal dengan guru, teman-temannya, dan orang-orang disekitarnya melalui sapaan secara bersungguh-sungguh, santun dan peduli dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

E. Metode Pembelajaran

Student Team Achievement Division (STAD).

F. Langkah-langkah Pembelajaran

Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
b. Guru memberikan motivasi belajar siswa.
c. Guru menanyakan pengalaman siswa dalam berbahasa Inggris.
d. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Inti

Eksplorasi

➢ Siswa menyimak dan mendengarkan materi yang dijelaskan oleh guru.

Elaborasi

Dalam kegiatan elaborasi, guru:

➢ Melibatkan siswa untuk aktif dalam diskusi secara berkelompok untuk saling membantu menentukan character, setting, problem, and solution dalam cerita.

➢ Perwakilan dari beberapa siswa mempresentasikan hasil diskusi mereka di depan kelas.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

➢ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi siswa tentang narrative teks seperti; mengoreksi *spelling* dan *grammar*, kelengkapan element dari narrative teks seperti character, setting, problem, and solution.

➢ Guru memeriksa latihan tersebut dan membahas bersama-sama.

➢ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

Penutup

➢ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat kesimpulan / rangkuman pelajaran.

➢ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

➢ Memberikan umpan balik terhadap proses dan hasil pembelajaran.

➢ Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. **Media Pembelajara**

1. LKS yang terkait dengan topik
2. Buku yang terkait dengan topik
3. Laptop

H. **Sumber Belajar**

➢ **Buku Bahasa Inggris "When English Rings the Bell"**

I. Penilain Hasil Pembelajaran

1. Rubrik penilaian

   a. Sikap (Dengan lembar pengamatan)

   b. Pengetahuan (Dengan lembar pengamatan)

   c. Keterampilan (Dengan lembar pengamatan)

RUBRIK PENILAIAN

A. Penilaian Dari Aspek Pengetahuan (knowledge)

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan   :

Nama Siswa   :

No	Aspek yang dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Kelancaran (Fluency)	
3	Pengucapan (Pronounciation)	
4	Pemahaman (Understanding)	

Kosa Kata (vocabulary)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

a. Kelancaran

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Pengucapan

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

B. Penialaian dari segi sikap (attitude)

Format Penilaian Individu

Nama Kegiatan   :....................................

Tanggal Pelaksanaan   :....................................

Nama Siswa   :....................................

No	Aspek yang dinilai	Nilai
1	Jujur	
2	Disiplin	
3	Tanggung Jawab	
4	Toleransi	
5	Gotong Royong	
6	Santun	
7	Percaya Diri	

    a. Jujur

       5 = Sempurna

       4 = Ada kesalahan tetapi tidak mengganggu makna

       3 = Ada kesalahan dan mengganggu makna

       2 = Banyak kesalahan dan mengganggu makna

       1 = Terlalu banyak kealahan sehingga sulit dipahami

    b. Disiplin

       5 = Sempurna

       4 = Ada kesalahan tetapi tidak mengganggu makna

       3 = Ada kesalahan dan mengganggu makna

       2 = Banyak kesalahan dan mengganggu makna

       1 = Terlalu banyak kesalahan sehingga sulit dipahami

    c. Tanggung Jawab

       5 = Sempurna

       4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalau banyak kesalahan sehingga sulit dipahami

d. Toleransi

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. Gotong Royong

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Santun

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sulit dipahami

g. Percaya Diri

5 = Sempurna

4 = Ada kesalahan tetapi tidak menggnggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

C. Penilaian dari segi keterampilan

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan   :

Nama Siswa   :

No	Aspek yang dinilai	Nilai
1	Melakukan tindak komunikasi (communicative action)	
2	Kerja sama (team work)	

a. Melakukan tindak komunikasi (communicative action)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kerja sama (team work)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

Metro,   Desember 2018

Guru Mata Pelajaran

Researcher

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SUTRIYANI
14122227

Mengetahui,

Kepala SMP Darul Istiqomah

TERAKREDITASI

Edi Suloyo, S.Pd. I., MM

Soal-soal pre-test

Read the following text to answer questions number 1 to 3.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears? "The other friend replied, "He advised me not to believe a false friend.

1. What can we get from the story?
   A. We have to save ourselves
   B. We have to learn how to climb
   C. Bear will not harm a dead man
   D. True friend always stand by us in ups and downs

2. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
   A. The bear   C. The friend who cannot climb
   B. The dead man   D. The friend who climb the tree

3. Where do you think the story happened?

A. In the river   C. In the woods

B. In the park   D. In the zoo

Read the following text to answer questions number 4 to 8 .

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

4. What type of text is the above text? It is …
   A. a narrative text   C. a description text
   B. a recount text   D. an expository text

5. What destroyed the homes of all rats?
   A. a group of mice did   C. elephant hunter did
   B. the hunter did   D. a group of elephant did

6. What helped the elephant's herd free ?
   A. The elephant hunter did   C. entire group of rats did
   B. The hunters did   D. a group of king did

7. What is generic structure of "once upon a time there lived a group of mice under a tree in peace" ?
   A. Identification   C. Complication
   B. Orientation   D. Description

8. At the end of the story, how was the elephant's herd ?

   A. Angry   C. Happy

   B. Sad   D. Dead

Read the following text to answer questions number 9 to 12 .

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

9. What did the wolf ask when he saw the goat grazing at the edge of a high cliff ?

   A. To be his friend   C. To climb up higher

   B. To graze on the level ground D. To be his dinner

10. "Aren't you cold up there in the wind?"

    The word 'there' refers to ….

    A. A high cliff   C. Grass

    B. Sheltered area   D. Ground

11. What can we learn from the story above?

    A. Don't look down to other creatures

B. Don't easily believe in well behaved creatures

C. Don't judge others by their appearance

D. Don't easily beat other creatures

12. From the story we know ….

A. he goat was very hungry

D. The wolf was eager to eat the goat

B. The wolf was a helpful animal

C. The wolf was going to fight with

the wolf

Read the following text to answer questions number 13 to 16 .

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became

the best mother anyone could wish to have, and of course they lived happily ever after.

13. The story is about a stepmother who ….
    A. Cried every night   C. begged a witch for money
    B. Planned to eat her children   D. Saved her children from a witch

14. Which statement is TRUE about the stepmother?
    A. She was the witch's friend   C. She hit the witch with a broom.
    B. She loved her stepchildren.   D. She locked her children in a cage

15. "The witch fell into the oven and the stepmother shut the door ….
    The underlined word can be replaced by the word.
    A. Closed   C. Painted
    B. Opened   D. Marked

16. How did the witch die ?
    A. She was burnt in the oven   C. She was hit with a broom
    B. She was trapped in a cage   D. She was locked in her house

Read the following text to answer questions number 17 to 20 .

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?" "No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up." I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

17. What did they feel on their way to find a big city

    A. Happy   C. Sad

    B. Glad   D. Tired

18. Why did one of the frogs climb on the other's back?

    A. It felt tired   C. It could not see the city

    B. It was a hot day   D. It thought it was worthwhile

19. " ...at last they <u>set off</u> to see the city." (Paragraph 2)

The underlined word means ....

    A. Left   C. Decided

    B. Gave Up   D. Stopped

20. What is the moral value of the text?

    A. Never do something useless with your friends

    B. Never trust within a single opinion without other evidences

    C. We have to accept whatever information we receive

    D. We can always ask someone's opinions for anything

Answer Sheet of Pre-Test

Name : Friska Ulandari

Class : VIII

No. Absen : ....

Score:

50

Cross 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

Answer Sheet of Pre-Test

Name : Faisal Saputra

Class : VIII

No. Absen : ....

Score:

30

Cross 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

Answer Sheet of Pre-Test

Name : AHMAD ALIAN H

Class : VIII

No. Absen : ....

Score:

50

Cross the right answer!

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

Soal-soal post-test

Name   :................................
Class   :................................
No. Absen   :................................

Read the following text to answer the questions number 1 to 4!

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

1. What is the purpose of the text?

    A. To entertain the readers

    B. To persuade the readers that something should or should not be the case

    C. To inform the readers about the events of the day which are considered newsworthy

    D. To explain something

2. What is the moral value of the text?

    A. Don't look at someone because of his clothes

    B. It is best for prepare for the days of necessity

    C. Common people may prove great ones

    D. United we stand, divided we fall

3. Paragraph three mainly tells us that

    A. The little mouse asked for forgiveness

    B. The hunters carried the lion alive to the King

    C. The lion was tied to a tree by the hunters

    D. The little mouse could prove that he could help the lion

4. What did the little mouse do to prove his words?

    A. He would never forget the lion

    B. He tried hard to help the lion free

    C. He ran up and down upon the lion

    D. He asked for apology to the king of the beast

Read the following text to answer the questions number 5 to 9!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

5. What separated between one village to another a long time ago in the New Territories ?

    A. Another village   C. Forests

    B. Mountains   D. Hills .ve towers and logs

6. Who was Ah Tim ?

   A. The young woman's brother

   B. The young woman's son

   C. The young woman's brother and nephew

   D. The young woman's brother's son

7. Who walked in front when they were in the forest ?
   A. Ah Tim   C. Her brother's nephew
   B. The woman   D. The baby and his mother

8. How could the wolves catch Ah Tim ?
   A. He was afraid   C. The woman cried
   B. He was stumbled by a stone D. The wolves were good
      runners

9. The woman gave her son to the wolves because
   A. She loved her nephew than her son.
   B. She thought about how her brother would be
   C. She wanted her son was eaten by the wolves
   D. She kept a grudge on his brother

Read the following text to answer questions number 10 to 13!

The Story of Two Roosters

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

10. From the text we know that ....
    A. Only one rooster can rule the roost
    B. The roosters are fighting to flap their wings
    C. The eagle had watched them all day
    D. The farm needs a new king

11. Why the roosters were fighting fiercely ?
    A. To be the king   C. To get feeds
    B. To get the hen   D. To trained the muscles

12. What is the main idea of paragraph 3?
   A. An eagle watching the rooster from a distance
   B. The loosing rooster came out from its hiding place
   C. The eagle took the winning rooster as its prey
   D. The winning rooster celebrates its winning proudly

13. What can we learn from the story?
   A. There's always a bigger enemy in this life
   B. There's always a bigger enemy in this life
   C. Always grab an opportunity before you
   D. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 13 to 17.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh.. I hate this branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached   the   edge   of   the   river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of

one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

14. Why did mouse deer want to go across the river?
     A. Because he was very hungry
     B. Because he wanted to cheat Mr. Crocodile
     C. He wanted to eat some dying trees
     D. He was afraid of the current of the river

15. How many crocodiles were there in the story above?
     A. Three crocodiles   C. Thirteen crocodiles
     B. Ten crocodiles   D. Not mentioned

16. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with ....
     A. Accurately   C. Definitely
     B. Objectively   D. Obviously

17. After reading the text, we may conclude that the mouse deer was ....
     A. Very greedy animal   C. Dumb animal
     B. Cunning animal   D. Frightened animal

Read the following text to answer questions number 18 to 20.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

18. What can we get from the story?
     A. We have to save ourselves
     B. We have to learn how to climb
     C. Bear will not harm a dead man
     D. True friend always stand by us in ups and downs

19. "<u>He</u> advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
    A. The bear climb
    B. The dead man tree
    C. The friend who cannot
    D. The friend who climb the

20. Where do you think the story happened?
    A. In the river
    B. In the park
    C. In the woods
    D. In the zoo

Answer Sheet of Post-Test

Name : Titi Irmawati

Class : VIII

No. Absen : ....

Score: 80

Cross 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

Answer Sheet of Post-Test

Name : SELVIYA

Class : VIII

No. Absen : ....

Score:

40

Cross 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

Answer Sheet of Post-Test

Name   : AJI SETIAWAN

Class   : VIII

No. Absen : ....

Score: 60

Cross 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

ABSEN SISWA

SMP DARUL ISTIQOMAH MATARAM BARU

NO	NAME	SIGNATURE
1	Ahmad Alifan Harmando	1.
2	Ahmad HasanAs'ari	2.
3	Ahmad Husain Edi N	3.
4	Ahmad Yahya	4.
5	Aji Setiawan	5.
6	Angga Saputra	6.
7	Anggun Dwi Cahyani	7.
8	Dedi Setiawan	8.
9	Dimas AdiSaputra	9.
10	Dio Pratama	10.
11	Faisal Saputra	11.
12	Friska Ulandari	12.
13	Ikhwan Al-Gufron	13.
14	Indah Fatma Sari	14.
15	Masmud Ardiyanto	15.
16	Nikolas Erdiansah	16.
17	Prayoga Pangestu	17.
18	Rina Alfiana	18.
19	Riski Kurniawan	19.
20	Rizki Ariyanto	20.
21	Rizki Ferdiansyah	21.
22	Selviya	22.
23	Tias Asrolani	23.
24	Titi Irmawati	24.
25	Umi Mahfiroh	25.
26	Usnan Abidin	26.
27	Uswatun Khasanah	27.
28	Wati Suharni	28.
29	Yuda Setiawan	29.
30	Zafiro Afiani	30.

The Measurement Rubrics of Reading Skill

Table 3.2 List of Assessment Criteria

No	Aspect	Score	Category	Criteria
1. LEGIBILITY	1.1	$8,00 \leq 10$	Very Good	Exactly and Very
		$7,50 \leq 8,00$	Good	Clearly.
		$3.75 \leq 7,50$	Less	Exactly and Very
		$0,00 \leq 3,75$	Very Less	Clearly.
				Less Content.
				Less Content.
	1.2	$8,00 \leq 10$	Very Good	Very Appreciated
		$7,50 \leq 8,00$	Good	Appreciated
		$3.75 \leq 7,50$	Less	Less Appreciated
		$0,00 \leq 3,75$	Very Less	Very Less Appreciated
	1.3	$8,00 \leq 10$	Very Good	Exactly
		$7,50 \leq 8,00$	Good	Exactly
		$3.75 \leq 7,50$	Less	Less Content
		$0,00 \leq 3,75$	Very Less	Less Content
2. PRONOUNCIATION	2.1	$8,00 \leq 10$	Very Good	Rhythm is Right
		$7,50 \leq 8,00$	Good	Rhythm is Right
		$3.75 \leq 7,50$	Less	Less Rhythm
		$0,00 \leq 3,75$	Very Less	Less Rhythm
	2.2	$8,00 \leq 10$	Very Good	Loud
		$7,50 \leq 8,00$	Good	Loud
		$3.75 \leq 7,50$	Less	Less Loud
		$0,00 \leq 3,75$	Very Less	Less Loud
	2.3	$8,00 \leq 10$	Very Good	Exactly
		$7,50 \leq 8,00$	Good	Exactly
		$3.75 \leq 7,50$	Less	Less Tempo
		$0,00 \leq 3,75$	Very Less	Less Tempo
3. TEMPO / SPEED	3.1	$8,00 \leq 10$	Very Good	Exactly
		$7,50 \leq 8,00$	Good	Exactly
		$3.75 \leq 7,50$	Less	Less Tempo
		$0,00 \leq 3,75$	Very Less	Less Tempo
	3.2	$8,00 \leq 10$	Very Good	Very Harmonious
		$7,50 \leq 8,00$	Good	Harmonious
		$3.75 \leq 7,50$	Less	Less Harmonious
		$0,00 \leq 3,75$	Very Less	Very Less Harmonious
	3.3	$8,00 \leq 10$	Very Good	Right Eye Contact
		$7,50 \leq 8,00$	Good	Right Eye Contact
		$3.75 \leq 7,50$	Less	Shame
		$0,00 \leq 3,75$	Very Less	Shame

Criteuria of Reading Skill

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-40
3.	Students can identify main idea of the text	0-35
	Total	**100**

Table
The Student's Score of Pre-Test

NO.	NAMA	Criteria			Total
1	Ahmad Alfian Harmando				
2	Ahmad Hasan As'ari				
3	Ahmad Husain Edi N				
4	Ahmad Yahya				
5	Aji Setiawan				
6	Angga Saputra				
7	Anggun Dwi Cahyani				
8	Dedi Setawan				
9	Dimas Adi Saputra				
10	Dio Pratama				
11	Faisal Saputra				
12	Friska Ulandari				
13	Ikhwan Al-gufron				
14	Indah Fatma Sari				
15	Masmud Ardiyanto				
16	Nikolas Ardiansyah				
17	Prayoga Pangestu				
18	Rina Alfiana				
19	Riski Kurniawan				
20	Rizki Ariyanto				
21	Rizki Ferdiansyah				
22	Selviya				
23	Tias Asrolani				
24	Titi Irmawati				
25	Umi Mahfiroh				
26	Usnan Abidin				
27	Uswatun Khasanah				
28	Wati Suharni				
29	Yuda Setiawan				
30	Zafiro Afiani				

Table
The Student's Score of Post-Test

NO.	NAMA	Criteria			Total
1	Ahmad Alfian Harmando				
2	Ahmad Hasan As'ari				
3	Ahmad Husain Edi N				
4	Ahmad Yahya				
5	Aji Setiawan				
6	Angga Saputra				
7	Anggun Dwi Cahyani				
8	Dedi Setawan				
9	Dimas Adi Saputra				
10	Dio Pratama				
11	Faisal Saputra				
12	Friska Ulandari				
13	Ikhwan Al-gufron				
14	Indah Fatma Sari				
15	Masmud Ardiyanto				
16	Nikolas Ardiansyah				
17	Prayoga Pangestu				
18	Rina Alfiana				
19	Riski Kurniawan				
20	Rizki Ariyanto				
21	Rizki Ferdiansyah				
22	Selviya				
23	Tias Asrolani				
24	Titi Irmawati				
25	Umi Mahfiroh				
26	Usnan Abidin				
27	Uswatun Khasanah				
28	Wati Suharni				
29	Yuda Setiawan				
30	Zafiro Afiani				

DOCUMENTATION OF ENGLISH LEARNING

The teacher gave pre test for the students

The teacher gave the treatment for students

The teacher gave the post test

CURRICULUM VITAE

The writer's name is Sutriyani. She was born in Mataram Baru, East Lampung on Apri 24, 1996. She is the second child of three children in her family. Her parents are Mr. Suyud and Mrs. Sutirah.

The writer begins her education from SDN Kebon Damar Mataram Baru, up to 2008. Then, she continued her study in SMPN 1 Mataram Baru and graduated in 2011. After that, she continued in senior high school SMA Teladan Way Jepara and finished in 2014. And the last on 2014 she is continued her study in State Institute For Islamic Studies of Metro, purely at S1 English Education Department (Tadris Bahasa Inggris).