AN UNDERGRADUATE THESIS

THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THEEIGHTH GRADE AT SMP MUHAMMADIYAHPEKALONGAN IN THE ACADEMICYEAR OF 2019 / 2020

By:
EKO YULIANTO
Student Number: 1501070245

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M

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AMONG THEEIGHTH GRADE
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IN THE ACADEMICYEAR OF 2019 / 2020

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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Co-sponsor : Ahmad Subhan Roza, M. Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF MET
1441 H/2019 M

APPROVAL PAGE

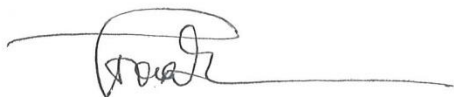|		
Title	:	THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THE EIGHTH GRADE AT SMP MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR 2019 / 2020
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APPROVED BY:

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

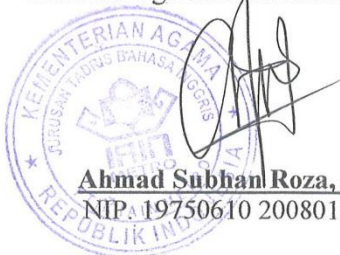Metro, September 2019

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NOTA DINAS

Number   :
Appendix   : -
Matter   : Pengajuan Munaqosyah

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

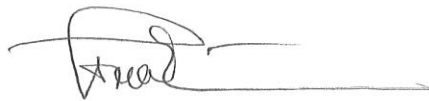*Assalamu'alaikum Wr. Wb.*

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

Nama   : Eko Yulianto
NPM   : 1501070245
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THE EIGHTH GRADE AT SMP MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR 2019 / 2020**

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

Wassalamu'alaikum Wr. Wb.

Dosen Pembimbing I,

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Metro,   September 2019
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NOTIFICATION LETTER

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Appendix :
Matter   : **In order to hold the munaqosyah
of Eko Yulianto**

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

Assalamu'alaikum Wr.Wb.

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

Name   : Eko Yulianto
Student Number   : 1501070245
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : **THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THE EIGHTH GRADE AT SMP MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR 2019 / 2020**

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

Wassalamu'alaikum Wr.Wb.

Metro,   September 2019

Sponsor   Co-Sponsor

Drs. Kuryani Utih, M.Pd   **Ahmad Subhan Roza, M.Pd**
NIP. 19620215 199503 1 001   NIP. 19750610200801 1 014

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RATIFICATION PAGE
No. B - 3729 / In . 28 . 1/D/PP. 00 .9 /11/2019

An Undergraduate thesis entitled: THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THE EIGHTH GRADE AT SMP MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR OF 2019 / 2020, written by Eko Yulianto, student number 1501070245, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 28th October 2019 at 10.00 – 12.00 am.

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M.Pd	(.................................)
Examiner I	: Dr. Umi Yawisah, M. Hum	(.................................)
Examiner II	: Ahmad Subhan Roza, M.Pd	(.................................)
Secretary	: Aisyah Sunarwan, M.Pd	(.................................)

The Dean of Tarbiyah and Teaching Training Faculty

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THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THEEIGHTH GRADE AT SMP MUHAMMADIYAHPEKALONGAN IN THE ACADEMICYEAR OF 2019 / 2020

ABSTRACT
By:
EKO YULIANTO

Reading is one of four skills. In order the students are able to mastery them the teacher should teach the students creatively so that the students are interested in teacher's way of teaching and interested in learning English. In this research, it focused on the students find it difficult to reading comprehension systematically. The main purpose of this research was to determine the influence of using combining choral reading strategy with question and answer relationship strategy (X) on the students' reading comprehension (Y) at the eighth grade of SMP Muhammadiyah Pekalongan.

This research is quantitative research. The population of this research was the eighth grade students. A sample of 20 students established through purposive sampling technique. The researcher used test and documentation as the data collecting method to analyze the data, the researcher used SPSS application .

In this research, the result of normality test are: pre-test Sig. = $0.81 > 0.05$, post-test Sig. = $0.76 > 0.05$ and the result of homogeneity test is Sig. = .345, then the result of t-test that has been calculated using one sample t-test formula which is significant level (2-tailed) of post-test was less than alpha ($.034 < 0.05$). Based on these condition, it means that there was a positive and significant influence of using combining choral reading strategy with question and answer relationship strategy on the students' reading comprehension at the eighth grade of SMP Muhammadiyah Pekalongan, East Lampung.

Keyword : *Choral Reading Strategy with Question and Answer Relationship Strategy, Reading Comprehension*

PENGARUH PENGGUNAAN *KOMBINASI STRATEGI CHORAL READING* DENGAN*STRATEGI QUESTION AND ANSWER RELATIONSHIP* TERHADAP KEMAMPUAN MEMBACA SISWA KELAS VIII SMP MUHAMMADIYAH PEKALONGAN TAHUN AJARAN 2019/2020

ABSTRAK
Oleh:
EKO YULIANTO

Membaca adalah salah satu dari empat ketrampilan dalam bahasa inggris. Agar siswa dapat menguasainya, guru harus mengajar siswa secara kreatif sehingga siswa tertarik pada cara mengajar guru dan minat belajar bahasa inggrisnya. Dalam penelitian ini, focus pada kesulitan siswa dalam membaca pemahaman dan membaca secara sistematik. Tujuan utama dalam penelitian ini adalah untuk mengetahui pengaruh penggunaan kombinasi strategi *choral reading* dengan strategi *Tanya jawab* (X) terhadap pemahaman membaca siswa (Y) di kelas VIII SMP Muhammadiyah Pekalongan

Penelitian ini adalah penelitian kuantitatif, Populasi dalam penelitian ini adalah siswa kelas VIII sampel penelitian ini berjumlah 20 siswa, yang ditentukan dengan teknik purposive cluster sampling. Peneliti menggunakan tes dan dokumentasi sebagai alat pengumpul data, untuk menganalisis data penulis menggunakan aplikasi SPSS.

Dalam penelitian ini, hasil dari normalitas tes yaitu: pre-tes Sig. = 0.81 > 0.05, post-tes Sig. = 0.76 > 0.05 dan hasil dari homogenitas tes adalah Sig. = .345, kemudian hasil dari t-tes yang telah dihitung menggunakan rumus one sample t-tes yaitu nilai signifikan level (2-tailed) post-tes lebih rendah dari alpha (.034 < 0.05). Berdasarkan kondisi tersebut, ini berarti ada pengaruh positif dan signifikan dari penggunaan kombinasi strategi *choral reading* dengan strategi *Tanya jawab* (X) terhadap pemahaman membaca siswa kelas VIII SMP Muhammadiyah Pekalongan, Lampung Timur.

Kata Kunci : *Choral Reading dengan Question and Answer relationship strategi, Pemahaman membaca*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : EKO YULIANTO

NPM   : 1501070245

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

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

Metro, September 2019

The researcher,

EKO YULIANTO

NPM. 1501070245

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : EKO YULIANTO
NPM   : 1501070245
Fakultas   : Tarbiyah dan IlmuKeguruan
Jurusan   : Tadris Bahasa Inggris

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

Metro, September 2019

Penulis,

EKO YULIANTO
NPM. 1501070245

MOTTO

جَاتٍ دَرَ اُوْتُواالْعِلْمَ وَالّذِيْنَ اٰمَنُوْامِنْكُمْ الَّذِيْنَ اللهُ يَرْفَعِ

Allah will increase the people who believe between you and the people who
are given knowledge.

(Al-Mujadalah:11)

Think Before You Speak

(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Katimin and Mrs. Yatemi who always pray and support in their endless love.

My beloved friends, Mei Tri Yana, Utari Sulitianingsih, Darma Edvando, Fajar Prasetyo, Febrian Agam Anggiri, Diki Anggara, Agus Prasetyo, Ayu Wulansari, Erna Sari, Fitria Eka Safitri, Eti Renisa, Anggun Anggraini, Mayong Cahya, Ari Sudibyo, Yuda Sulaiman, Ardi Fauzi, Sendi Dwiyono Alan Saputra, Bayu Segara who always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgment the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to :

1. First, thanks for Dr Hj. Akla, M.Pd , the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.

2. Second, thanks for Head of English education department IAIN Metro Mr. Ahmad Subhan Roza, M.Pd.

3. Third, thanks for both of my advisors, Drs. Kuryani Utih, M.Pd and Ahmad Subhan Roza M.Pd within their activities, they were still willing to read the undergraduate thesis.

4. Fourth, thanks for all of my lecturer in English Education Department who always give me knowledge and information.

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

6. Fifth, for all of teachers of SMP Muhammadiyah Pekalongan who gave me opportunity to conducted this research.

7. Last, thanks for all of my parents (Mr. Katimin and Mrs. Yatemi) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, September 2019

The Researcher

EKO YULIANTO
NPM.1501070245

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CHAPTER I

INTRODUCTION

A. Background of Study

   Language is most significant in human life, because without language people cannot communicate one others. The purpose of Language is to be successful to join the communicative interaction. In daily the people needed language in order that easy adapt to a new environment and identity social. Language got from habit, and learning process. So, Language is very important to learned, whether in the world of education or society.

   English as an international language had an important role in this modern era. The benefit of English learning is to following globalization era, because English is used as unifying language each country. The people could be communicated one others. Then, connecting with people from any countries in business activities, studies, mind exchanges, introduction and other things. Then for the learners, English language is very important such as, the gates of knowledge was becoming open, looking for wider information, like looking for a reference from a book or some literature, facilitating to communicated and interacted.

   English language teaching covers four main language skills, that is Listening, Speaking, Reading, and Writing. The four skills divided into productive and receptive skills. Listening and Reading are receptive skills, while Speaking and Writing are productive skills. Speaking skill is speak

technique such as pronunciation word in English. Next, listening is the active process of receiving and responding to spoken and sometimes unspoken. In addition, writing skill is English skill to write based on grammar correctly. The last skill is Reading. Reading skill is how we can read English word and enriching vocabulary. Actually, reading skill is most important after listening because reading skill could be increase the knowledge, such as to find the main idea of the text. Reading should be increased because almost each student lack vocabulary, difficult find the meaning, and then they are felt bored to read and understand about the text.

Reading is expected to the students have more skills to understand about the text. Besides, the student can understand what the information about the text, then to find the main idea in the text. The students were expected to be able to comprehend of the text.

Choral reading strategy is strategy that help build the students' reading skill fluency, self-confidence, and motivation to the students are reading aloud together by doing a group reading, then the students get the practice. [1]

Question and answer relationship strategy is a strategy that had aim to help students figure out how to answer questions based on a given text. Then also

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[1]Nadia Zorrela. Increasing The Students' Reading Skill Through Choral Reading Strategy At Seventh Grader Of Private Islamic Junior High School Jami' Al Kautsar Tapung Hilir, Undergraduated thesis Paper, (Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara: 2017), p. 17

help to solving students' problem in understanding the reading text and shorten their time to read a text. [2]

However, when the teacher asked some questions to the students, they were lazy to give response and they just keep silent. The students failed in reading because the material or the text given, it makes the students feel bored to read the text, because the students could not understand the meaning of the text. Finally, the strategy that used by the teacher sometimes is not interesting. It can be reason why the skill of students in reading text is not good, because in teaching reading many teachers still ask the students read the text only.

The researcher had conducted pre-survey research on December 11th, 2018 among the eighth grade at SMP Muhammadiyah Pekalongan. After doing the pre-survey, the researcher got the result as follows:

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[2]Asti Mayasari, et al, "*Improving Students' Reading Skill Through Question - Answer Relationships,*" English Education Department of Teacher Training and Education Faculty Sebelas Maret University. English Education Vol. 2, No. 2/ 2014, p. 131

Table 1
The Pre-Survey Data of Students' Reading Skill Among the Eighth Grade at SMP Muhammadiyah Pekalongan

No.	Students' Initial	Score	Category
1	A S	47	Poor
2	AF	85	Good
3	A P	66	Poor
4	D A	70	Poor
5	D I	50	Poor
6	F S	55	Poor
7	F A	68	Poor
8	H H	83	Good
9	H S	79	Good
10	I P	63	Poor
11	I M	76	Fair
12	J R	69	Poor
13	L S	72	Fair
14	M R	63	Poor
15	M A	80	Good
16	N Z	77	Fair
17	R M	66	Poor
18	R N	51	Poor
19	S S	42	Poor
20	T W	58	Poor

Table 2
The Result of Pre-Survey Students' Reading Skill Among the Eighth Grade at SMP Muhammadiyah Pekalongan

No.	Score	Category	Frequency	Percentage
1	79-100	Good	4	20%
2	71-78	Fair	3	15%
3	0-70	Poor	13	65%
Total			20	100%

The standard score of English in this school is 71. Referring to the table above, it can be known that the students' reading result is not good. It indicates 12 students (60%) of them did not pass the test and 8 students (40%) of them passed the test.

Based on the result of the pre-survey at SMP Muhammadiyah, the researcher asking the teacher about scoring reading skill, then it can be known that many students could be not comprehend the reading text. Most of them could be not construct the meaning of the text well. In line with this problem, the students are not able to got the main idea of the text. They still found some difficulties to identify some information and also, they have difficulties to locate some details or information of the text, then the learning process monotonously without media, game and method.

The teacher's strategy to teach reading is the important factor that may affect the students' ability in reading skill. There are some kinds of strategies which could be applied by teacher to develop his or her students' ability in reading skill. In relation to the situation above, the teachers are hoped to be more active in choosing the method and technique, so, the learning goal will be achieved.

One of the teaching learning strategies that could be used by teacher in learning and teaching reading by combining choral reading strategy with question and answer relationship strategy. Combining choral reading strategy with question and answer relationship strategy is a strategy that could be help

students to be more interested and focus in teaching reading. Choral reading and question answer relationship strategy could be used in teaching parts. The difference is choral reading used in exploration parts and elaboration part while question and answer relationship strategy is used in elaboration and confirmation parts.

Based on the statement above, the researcher found an effective way of teaching learning process. Combining Choral reading and Question and Answer relationship Strategy might be a good strategy to be applied in teaching reading skill. For this research, the researcher was apply combining choral reading strategy with question and answer relationship strategy in order to give influenced the students towards their reading skill. Hopefully, this strategy might make reading not only beneficial for them but also enjoyable as well.

Based on the background of study above, the researcher is interested in conducting a study entitled "The Influence of Combining Choral Reading Strategy with Question and Answer Relationship Strategy on The Students' Reading Skill Among The Eighth Grade at SMP Muhammadiyah Pekalongan in The Academic Year of 2019 / 2020".

B. Problem Identification

There are many problems that could be identified related to reading skill:

1. Students have difficulties to find the main idea of the text.

2. Students have difficulties to comprehend a text.

3. The learning process monotonously without media, game and method.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem in the second problem that the students have difficulties to comprehend text. So, the researcher was combining Choral Reading Strategy with Question and Answer Relationship strategy on The Students' Reading Skill Among the Eighth Grade at SMP Muhammadiyah Pekalongan in The Academic Year of 2019 / 2020.

D. Formulation of the problem

Based on the limitation of the problem, the research problem can be formulated as follows: **"**Is there any positive and significant influenced of using combining Choral Reading Strategy with Question and Answer Relationship strategy on The Students' Reading Skill Among The Eighth Grade at SMP Muhammadiyah Pekalongan in The Academic Year of 2019 / 2020?**"**

E. Objective of Study

The objective of the study is to know whether there was any positive and significant influence of using combining Choral Reading Strategy with Question and Answer Relationship Strategy on The Students' Reading Skill Among The Eighth Grade at SMP Muhammadiyah Pekalongan in The Academic Year of 2019 / 2020.

F. Benefit of Study

The result of this research is expected to be useful for:

1. For the Teacher

    The teacher helps students in solving their problem in reading skill and to know the influence of Combining Choral Reading Strategy with Question and Answer Relationship strategy on Students' Reading Skill.

2. For the Students'

    To increase the number of vocabulary and motivated in learning English of using Combining Choral Reading Strategy with Question and Answer Relationship strategy.

3. For the Readers

    To give alternative strategy in teaching learning especially Reading, then increase reference and knowledge them.

G. Prior Research

    The researcher takes review of related researcher from other journal as principle or comparative in this research. The first, previous research was done by Susanti and Octavia, entitled" Teaching Reading In Narrative Text Genre By Combining Choral Reading Strategy With Question And Answer Relationship (QAR) Strategy At Junior High School ". The research design in this study was classroom action research design. Beside that. They were discussed about how Combining Choral Reading Strategy with Question and Answer Relationship (QAR) Strategy in students' reading mastery. The result showed that study indicated to provide of Combining Choral Reading

Strategy with Question and Answer Relationship (QAR) Strategy to improve the students' reading mastery.[3]

The second previous research was done by Nuruddin, and Artini entitled "The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Skill: A Comparative Study". The research design in this study was Quantitative design. This research focused on students' reading skill through numbered head together and question answer relationship technique. Based on the finding and discussion about the research, the research drawn a conclusion that the application of numbered head together and question answer relationship techniques gave effect to the students' reading skill.[4]

Based on the prior researches above, in this research the researcher want to continue the research and focus to using combining Choral Reading Strategy with Question and Answer Relationship Strategy to gave positive and significant influenced towards the ability Students' reading skill through Reading Activities. This research was conducted in SMP Muhammadiyah Pekalongan East Lampung. The researcher used quantitative research. In this research the researcher used some instrument of research such as test, documentation, and observation. Therefore, the researcher proposed a research entitled "The Influence of Combining Choral Reading with Question

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[3]Devi Sri Susanti and Shanty Octavia, *"Teaching Reading In Narrative Text Genre By Combining Choral Reading Strategy With Question And Answer Relationship (QAR) Strategy At Junior High School,"* STKIP PGRI Sumatera Barat. English Education Vol. 2, No. 1/ 2013, p. 5

[4]Nuruddin, and Artini, *"The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Skill: A Comparative Study,"* English Education Department of Ganesha Singaraja University. English Education Vol. 1 2013, p. 10

and Answer Relationship Strategy on The Students' Reading Skill Among The Eighth Grade at SMP Muhammadiyah Pekalongan in The Academic Year of 2019 / 2020".

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Reading

1. The Concept of Reading

a. The Definition of Reading

According to Nunan, reading is a set of skills that involves making sense and deriving meaning from the printed word.[5] It means, Reading is skill to read about the text, which one, we must change the words that just written before be a sound, because this is something who make someone could be known, is there could be read and understanding or not about meaning of the text.

According Grabe and Stoller states reading is the ability to draw meaning from the printed page and interpret this information appropriately.[6] It means, reading is ability to got the information something in the text someone could be draw or imagine the words that they read. So, make them understanding the content and interpret meaning of the text.

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

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

Moreover, according Harmer states reading is useful for language acquisition.[7] It means Reading is important activity to make a student got the information such as vocabulary knowledge.

Based on the definition above we could be conclude that Reading is someone activities to read about the text, in order to be able understand about something through verbal or non-verbal.

b. Type of Reading

1) Extensive Reading

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc)[8]. Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure use extensive reading is to improve general knowledge.[9] It means, reading activity that the teacher encouraged students to choose for themselves what they like to read.

2) Intensive Reading

Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.[10] This reading activity, the teacher chooses and directed what the students read and it is

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[7]Jeremy Harmer, *How To Teach English,* (Cambridge: Longman, 1998),p.101
[8]H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (US : Longman, 2003), p.313
[9]Jeremy Harmer, *The practice of English Language Teaching*, (New York: Longman, 1991), p. 283.
[10]Douglas brown,*Teaching by Principles…*, p. 312

designed to develop specific receptive skill. [11] It means, intensive reading as an activity to choose a text, study it line, referring at every moment to our dictionary and grammar, comparing, analyzing, translating and retaining every expression that it contains.

2. The Concept of Reading Skill

a. The Definition of Reading Skill

According to Duffy, reading skill is instantly recognizing and saying a word such as the. You do these things without thinking about them. They are automatized.[12] It means, reading skill is ability of an individual to read and interpret written words without thinking about it.

According to Jack. C and Schmidth that skill is an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinate processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently.[13] It can be concluded that skill is an ability to do or perform something well, such as learning to speak or read fluently in language learning process

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[11]Jeremy Harmer, *The practice of English…,* p. 286

[12]Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies*(New York : The Guilford Press, 2009), p. 13

[13]Richard. Jack C. and Richard Schmidth, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London : Pearson Education Limited, 2002), p. 532

Moreover, According to Liu, reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Thus, unlike skill, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.[14] It means, reading skill is cognitive ability to get the information through read of the whole text.

Based on the definition above, Reading Skill is one of the key skills in language learning, how individual's ability in reading be able to use when interacting with texts. Skilled reader are those who score above some standard on this assessment; readers of low skill are those who score below some standard.

b. The Model of Reading

There are several models of reading as follows:

1) The Top-down Model

In top-down models the reader's prior knowledge about cognitive and linguistic competence play key roles in the constructions of meaning. It means that between knowledge and competence linguistics interrelated in interpreting a text reading.

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without

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[14]Feng Liu, *Reading Ability and Reading Strategies: A Short Introduction,* (China: Qingdao University of Science and Technology, 2010), Vol 3 / August, 153

relating it to experience or prior knowledge) in order to construct meaning from what was written in the text, the meaning depends both on knowledge of vocabulary plus syntax. In other word, in bottom-up processing the reader must recognize of linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it could be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.[15]

c. The Strategies of Reading

A reading skill strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of skill.[16] There are some strategies which can be used by the readers are:

1) Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure and topics, besides that they make connection of the text to their lives. Finally, they connected these ideas after finishing

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[15]H. Douglas Brown, *Teaching by Principles…*, p.298
[16]Danielle S. McNamara, *Reading Skill Strategies* (USA: Lawrence Erlbaum Associates, 2007), p. 6

reading the text. [17] 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) Prediction

Prediction is 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.[18] It means that before the readers read the text, the readers should guess what the content of the text.

3) Skimming

Skimming is a kind of rapid reading to find the general content or gist of the text rapidly.[19]It means that, when the readers read the text to achieve main idea or general content, so the readers just skim the text to gain it without read word by word.

4) Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the

[17]Jennifer Seravallo, *Teaching Reading in Small Group: Differentiated Instructions for Building Strategies, Independent Reading* (USA: Heineman, 2010), p. 43
[18]Judi Moreeillon, *Collaborative Strategies for Teaching Reading skill* (Chicago: American Library Association, 2007), p.76
[19]Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabulary Building, Skill Skills, Reading Faster* (USA: Pearson Education, 2007), p. 70

whole text. [20] In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues.[21] Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

6) Identifying Topics and Main Ideas

Most of skill exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of passage.[22] It

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[20]H. Douglas Brown, *Teaching by Principles...,*p.308

[21]*Ibid…*, p. 310

[22]Thomas S.C. Farrel, *Planning Lesson for a Reading Class* (Singapore: SEAMEO Regional Language Centre, 2002), p. 1

2. True / False, Yes / No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the questions or instructions. In multiple-choice questions, it could be ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3. Information Transfer

To measure the students' skill, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.[24]

e. The Indicator Scoring Rubric of Reading Skill

Table 3
Indicator Scoring Rubric Reading Skill[25]

No	Criteria	Score
1	Students can identify the meaning of the ideas in the text	10
		10
2	Students can identify the communicative purpose of the text	10
		10
3	Students can identify main idea of the text	10
		10
4	Students can identify information contained in the text	10
		10
5	Students understanding difficult vocabulary	10
		10
	Total	100

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[24]I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79

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

B. The Concept of Choral Reading Strategy

1. The Concept of Choral Reading strategy

   a. The Definition of Choral Reading Strategy

   According to Thompson and Vaughan, choral reading is Reading of text by several students in unison.[26] It means that strategy that help build the students' reading fluency, self-confidence, and motivation to the students are reading aloud together by doing a group reading

   According Fontichiaro states choral reading are collaborative and collective in nature and allow active students to talk while learning. It means that at determined time students have to active speak up then explain about the information that they get it.[27]

   In addition, according Willis states choral reading gives students the experience of reading aloud without the stress of reading alone.It means that the experience of reading aloud together reinforces patterns each students in the group or class.[28]

   Based the definition above that Choral reading strategy is student activity to found and comprehend the information of the text through

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[26]Sylvia Linan Thompson, Sharon Vaughn, *Research-Based Methods of Reading Instruction for English Language Learner* (USA: Association for Supervision and Curriculum Development, 2007), p. 152

[27]Kristin Fontichiaro, *Active Learning Through Drama, Podcasting, and Puppetry*(London: Libraries Unlimited, 2007), p. 142

[28]Judi Willis, *Teaching The Brain To Read* (USA: Association for Supervision and Curriculum Development, 2008), p. 59

grouping activity and share ideas that they got it during learning process.

b. Procedure of Choral reading strategy

Choral reading strategy is a strategy to active the students' background knowledge. There are some procedures that the teacher must do before doing the choral reading strategy as follows:

1) The teacher and the students preview the passage and make predictions about what the passage will be about.

2) The teacher reads the passage aloud.

3) The students and the teacher read aloud together.

4) The teacher fades his or her voice and allows the students to take the lead in reading the passage aloud.

5) During this reading, read as quickly as possible as a group without speed-reading.[29]

Based on the explanation above, Procedure of Choral reading strategy start from the teacher and students preview the passage and make predictions. Reads the passage aloud, Read aloud together. Fades his or her voice. Read as quickly as possible as a group without speed-reading.

c. Advantages and disadvantages of Choral Reading

There are five advantages of Choral reading, that is:

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[29]Sylvia Linan Thompson, Sharon Vaughn, *Research-Based Methods of Reading* …,p. 63

1) Help students break down a larger text into smaller, so more digestible, because each student is focusing on just a few phrases.

2) Asking students to make deliberate vocal choices that requires a close reading of the text.

3) Weaker readers benefit from hearing text read aloud by others.

4) Text mastery occurs phrase by phrase, not page by page. [30]

Based on the explanation above the advantages of Choral reading that is, help students break down a larger text into smaller, more digestible pieces. Make deliberate vocal choices requires a close reading of the text. Hearing text read aloud by others. Text mastery occurs phrase by phrase, not page by page.

There are fourth disadvantages of choral reading strategy are:

1) Choral reading frequently will slow down our reading speed that it always emphasizes to improve.

2) Choral reading only can give a few students chances of practice while the others feel bored.

3) The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

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[30]Kristin Fontichiaro, *Active Learning Through…,* p. 142

Based on the explanation above, the disadvantage of choral reading strategy will slow down to improve our reading. Make feel bored. Easy to be embarrassed when reading.

C. The Concept of Question and Answer Relationship

1. Definition of Question and Answer Relationship strategy

   a. The Definition of Question and Answer Relationship strategy

   According to Lapp and Fisher, question and answer relationship is a language for talking with your students to take the mystery out of activities that involve questions. How might you use QAR language to take the mystery out of common classroom activities that involve questions, such as engaging in inquiry or preparing for student-led or teacher-discussions of text.[31] It means, question and answer relationship is strategy has a purpose to help students figure out how to answer questions based on a given text.

   According to Caldwell, states question and answer relationships is a form of question categorization. It means, strategy that obligate students to answer the question that available in the question.[32]

   Moreover, according to Raphael, states question and answer relationships show students the relationship between questions and answer, how to categorize different types and level of questions

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[31]Diane Lapp and Douglas Fisher, *Essential Readings on Skill* (USA: International Reading association, 2009), p. 27

[32]Joanne Schudt Caldwell, *Skill Assessment A Classroom Guide* (New York: The Guilford Press, 2008), p. 4

(Right There, Think and Search ; the Author and You and On My Own questions), as well as how the text does not have all the answers.[33] It means, strategy that students categorize comprehension questions based on the got the information who need to answer.

Based the definition above that Question and answer relationship is indicator by the teacher to knowing the level understand about the text through Question and answer strategy.

b. Procedure of Question and Answer Relationship

Question and answer relationship strategy is a strategy helps students understand the different types of question. There are some procedures that the teachers have to do before the Question and Answer Relationship strategy. The procedure of question and answer relationship is follows:

1) The teacher asks students to read the text.

2) After the students read the text, the teacher asks some question then students response it.[34]

Based on the explanation above, Procedure of Question and Answer Relationship that is consist of the teacher asks students to read the text. After the students read the text, the teacher asks some question then students response it

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[33]Raphael. T. E & Au. KH, *QAR now: Question Answer Relationship* (New York: Scholastic, 2013), p. 372

[34]Trisha Brummer, Stephani Macceca, *Reading Strategies for Mathematics,* (Huntington Beach: Shell Education, 2014), p. 238

c. Advantages and disadvantages of Questions and answer relationship

There are Three advantages of Questions and answer relationship, that is:

1) The teacher can build on their understanding of the strategies involved in the framework.

2) Students are confident in using in the text, the teacher can introduce Right There questions and Think and Search questions.

3) Students must look back at the reading selection, try to find the information needed to answer the question, and then think about how the information or ideas fit together.[35]

Based on the explanation above, there are Three advantages of Questions and answer relationship that is the teacher give a strategy can build on their understanding. The student be able use Right There questions and Think and Search questions. Then, the student review what they read.

Moreover, Question and answer relationship has three disadvantages are:

1) QAR needs a lot of practice and teacher needs more time to prepare the lesson.

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[35]*Ibid.*

2) The teacher needs more practice and drilling to find interesting material for brainstorming, I.e picture or video, to attract students' attention.

3) The teacher also needs more energy because they have to apply group discussion in teaching QAR students.

Based on the explanation above, Question and answer relationship has three disadvantages are needs more time to prepare the lesson.The teacher needs more practice and drilling, then also need more energy.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical Framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate. The variable could be divide be quantitative and qualitative variable. Therefore, there are influencing variable and effect variable. Influencing variable as independent variable (x) and effect variable as dependent variable (y)

In this research there are two variables. The independent variable is Choral Reading (CR) strategy with Question and Answer Relationship (QAR) strategy and dependent variable is Reading Skill.

Reading Skill is significant factor in language learning process that gave an understanding and information for students to apply and achieve

maximum achievement. So, reading Skill is some studies that had significant parts in language learning.

In this case, the researcher gave alternative by using combining choral reading strategy with question and answer relationship strategy. Choral Reading strategy is a strategy to teach students to reading aloud together by doing a group reading, the students might be got the practice. Then Question and Answer Relationship is strategy that had aims to figure out how to answer questions based on a given text. The both strategies not only could be help students' to be more active and comprehend in reading, but also to share ideas to understand the full information.

2. Paradigm

Based on the theoretical framework above, the researcher illustrated the paradigm of combining choral reading strategy with question and answer relationship strategy on students' reading skill in the following chart:
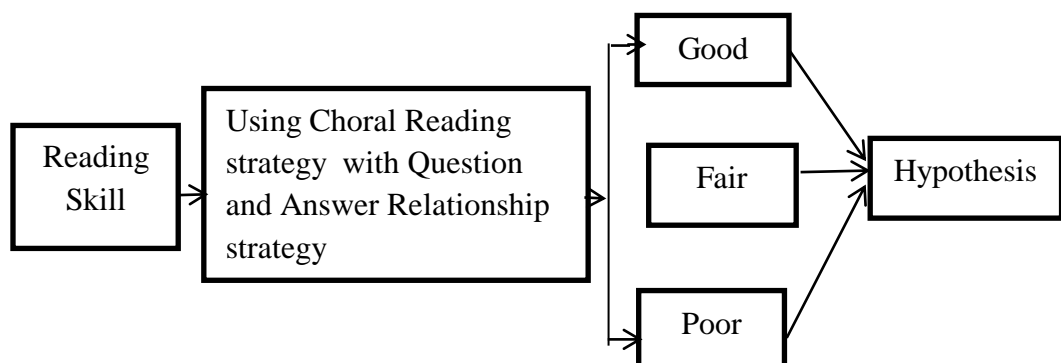
Figure 1: The Scheme of Paradigm

Based on the Paradigm above, the researcher assumes that using combining choral reading strategy with question and answer relationship strategy had good, then the students' reading skill is good category, so there was positive and significant influenced. However, if using combining choral reading strategy with question and answer relationship strategy had not good and the students' reading skill is not good. So, there was no positive and significant influenced on students' reading skill.

E. Hypothesis

Based on the theories were explained above, it can be posed a hypothesis as follow:

1. Hypothesis Formulation

    a. Alternative Hypothesis (Ha): There is a significant influence of using Choral Reading strategy with Question and Answer relationship strategy on the Students' Reading Skill at eighth grade of SMP Muhammadiyah Pekalongan in academic year 2019 / 2020

    b. Null Hypothesis (Ho): There is no a significant influence of using Choral Reading strategy with Question and Answer relationship strategy on the Students' Reading Skill at eighth grade of SMP Muhammadiyah Pekalongan in academic year 2019 / 2020

2. Statistical Hypothesis

If = To> Tt, Ha is accepted and Ho is rejected.

If = To< Tt, Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to John. W. Creswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis[36]. So, research design consists of data that the researcher did in the research.

The design of this research is quantitative research by using an experimental design to know the influence of using combining choral reading strategy with question and answer relationship strategy on Students' Reading Skill.

In this research, the researcher used pre-test and post-test group. The pre-test was given before the researcher gave the student's treatment and the post-test was given after the teacher gave the student's treatment. The differences score between pre-test and post-test were an affect from treatment.

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[36]John. W. Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches, (London: Sage Publication, 2002), p. 20

B. Population and Sampling Technique

1. Population

The population in this research is the students among the eighth grade at SMP Muhammadiyah, Pekalongan East Lampung that consist of 65 students that divided in third classes. The classes were:

Table 4
The population of research

NO	CLASS	MALE	FEMALE	TOTAL
1	VIII A	8	12	20
2	VIII B	16	6	22
3	VIII C	10	13	23
TOTAL		34	31	65

2. Sample

Geoffrey defined Sample is a subset of the population[37]. In this research, the researcher was going to take one class as population. It was taken from among the eighth grade at SMP Muhammadiyah Pekalongan which consists of 20 students.

3. Sampling Technique

A sample is a subset drawn from the larger population.[38] In other words, sample is the small group that will be observe in the research that represent the population.

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[37]Geoffrey Marczyk, et al, *Essential of Research Design and Methodology*, (USA: Library of Congress, 2005), p. 18
[38]Thimoty C. Urdan, *Statistici in Plain English,* (New York: Routledge, 2011),p. 1

The sample of the research is among the eighth grade students at SMP Muhammadiyah Pekalongan East Lampung. The researcher would be used Purposive cluster sampling. [39]

C. The Operational Definition of Variables

Operational definition is the definition which based on the characteristic of the thing that will be defined. Meanwhile, variable known as the data that we are collecting from these units are known. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem).[40]

Based on the quotation above, the operational definitions of variable would be explain as follows :

1. Independent Variable (CR with QAR strategy)

The independent variable which is a stimulus variable or input operates either within a person or within environment to affect his behavioural. It is that factor which is measured, manipulated. or selected by the experimenter to determine its relationship to an observed phenomena.[41]

Independent of this research had two variable, That is the influence of Combining Choral Reading strategy with Question and Answer relationship strategy. These variables would be measured by using test.

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[39]Yoges Khumar Shingh, *Fundamental Of Research Methodology, (*New Delhi: New Age International Publishers, 2006), p. 91

[40]Thimoty C. Urdan, *Statistic in Plain English.,*p. 18

[41]Yoges Khumar Shingh, *Fundamental Of Research Methodology .,* p. 63

That is multiple choice. There are some indicators that should be gain by students in this variable, they are:

a. The students were easier to understand of the text when use CR and QAR strategy.

b. The students were more active during learning process.

c. The students could be cooperated when using CR and QAR strategy.

2. Dependent Variable (Reading Skill)

The dependent variable is response variable or output. It is an observed aspect of the behaviour of an organism that had been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of the independent variables.[42] The dependent variable of this research is Reading Skill. The researcher would be measure Reading Skill of the student by using a test. The test that use is multiple choice that consist of 10 questions. There are some indicators that should be gain by students in this variable, they are:

a. Identifying main idea of the text.

b. Identifying meaning of words in the text.

c. Identifying the purpose of the text.

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[42]*Ibid.*

D. Data Collection Method and Research Instrument

1. Test

The researcher used this technique to collect the data from the students. The researcher would be use pre-test and post-test form to see their ability before and after given treatment.

a. Pre-test

Pre-test is to know the result of the students before implementation the strategy in the class. There were 10 of questions were given. The questions are multiple choice.

b. Post-test

After giving the treatment, the researcher gave the post test to the students' to find out the result of the treatment whether the used c ombining choral reading strategy with question and answer relationship strategy was influence or not on the students' reading skill. There were 10 of questions were given. The questions are multiple choice.

2. Documentation

The next instrument would be use a data is documentation. The researcher would be use the documentation as to got detail information as follows:

a. The history of SMP Muhammadiyah Pekalongan.

b. The condition teachers and officials employes in SMP Muhammadiyah Pekalongan.

c. The quantity of the students of SMP Muhammadiyah Pekalongan.

d. The organization structure of SMP Muhammadiyah Pekalongan.

e. The location sketch of SMP Muhammadiyah Pekalongan

3. **Observation**

Observation is a data collection tool that was done by observing and recording systematically. In this research, the researcher observed the students' behaviors and the students' activities when apply combining choral reading strategy with question answer relationship strategy to know how the process of learning will be held. In doing the observation, the researcher make the observation sheet that contains of list of the students' activities

E. **Research Instrument**

Daniel Muijs state that instrument is used to assess the effect of the experiment (e.g. a test) before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given.[43]

Furthermore, the research instrument data by used the test, observation, document. The test was consist of pre-test and post-test. The grid of the test is founding the main idea of the text and students are able to answer the questions correctly. Then, Document used to take some picture during learning process, collecting information about school and students. The experimental was get Multiple choice test in pre-test or post-test.

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[43]Daniel Muijs, *Doing Quantitative Research,* (London: Sage Publication, 2004), p. 18

F. Data Analysis Technique

As Marczyk, Geoffrey R. assume that *T*-tests are used to test mean differences between two groups. In general, they require a single dichotomous independent variable (e.g., an experi-mental and a control group) and a single continuous dependent variable.[44]

To investigate whether any positive influence between Combining Choral Reading strategy with Question and Answer relationship strategy on the students' using combining choral reading strategy with question and answer relationship strategy Reading skill among the eighth grade at SMP Muhammadiyah Pekalongan East Lampung, the researcher analyses the data by one sample t-test from SPSS 25 version. According Donald Ary the formulation of t-test as follows[45]

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

Note:

t = t value for correlation sample

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

D2 = Square of D

N = Total of participant

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[44]Marczyk, Geoffrey R, *Essentials Of Research Design And Methodology* ., p. 221

[45]Donald Ary, et al, *Introduction to research,* (Wadsworth: Cengage Learning, 2010), p. 177

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

    a. The History of SMP Muhammadiyah Pekalongan

        SMP Muhammadiyah Pekalongan was established on November 22, 1997, based on the decision of the Ministry of Educational by number 637/II.040/LP-77/1997. SMP Muhammadiyah Pekalongan located at Pekalongan raya Street in Pekalongan East Lampung.

    b. The Profile of SMP Muhammadiyah Pekalongan

        1. Name of school   : SMP Muhammadiyah Pekalongan

        2. NSS/NPSN   : 10806055

        3. Province   : Lampung

        4. Regency   : East Lampung

        5. Sub district   : Pekalongan

        6. Street   : Pekalongan raya street

        7. No. Telp   : 082183535500

        8. Email   :smpmuhammadiyahlamtim@yahoo.co.id

        9. Post Code   : 34191.

c. The Organization Structure of SMP Muhammadiyah Pekalongan

Figure 2:
The structure organization in SMP Muhammadiyah Pekalongan

Chief of Committee		**The Chairman**

Headmaster
Indawan, SE

Deputy head of School
Sri Suprihatin, S. Pd

Conselor Coordinator	Adminstrator
Sunarto	Edi Zulmansyah
Library Leader	Treasurer
Marsini, S. Pd	Sugiyati
Laboratory Leader	Staff Administration
M. Dimyati, S. Pd	NidaFadhilah, S. Pd

ISMUBA Leader	Students' Leader	Curriculum Leader	SARPRAS Leader
Kristian A, S. Pd	Kristian A, S. Pd	Sri Suprihatin, S. Pd	Sri Suprihatin, S. Pd

Teachers	Homeroom Teacher

Students'

d. The condition of the students SMP Muhammadiyah Pekalongan

Table 5
The condition of the students

NO	CLASSES	SEX		TOTAL
		MALE	**FEMALE**	
1	VII	46	27	73
2	VIII	32	30	62
3	IX	51	33	84
TOTAL		129	90	219

2. Description of Research Data

a. The Result of Pre-Test Score

The purpose of administering pre-test is to know the students' reading skill before the treatment that was teaching reading by using Choral Reading with Question and answer relationship strategy. The result of Pre-test could be identified as follows:

Table 6
The result of Pre-test on the students' reading skill among the eighth grade at SMP Muhammadiyah Pekalongan in the academic year of 2019 / 2020

No.	The Students' Name	The Grade of Pre-test	Category
1	A S	50	Poor
2	A F	40	Poor
3	A P	30	Poor
4	D F	50	Poor
5	D A	50	Poor
6	F J	60	Poor
7	F A	40	Poor
8	H H	80	Good
9	H L	80	Good

No.	The Students' Name	The Grade of Pre-test	Category
10	I P	70	Fair
11	I M	60	Poor
12	J N	70	Fair
13	L S	40	Poor
14	M R	50	Poor
15	M. R	50	Poor
16	N A	40	Poor
17	R F	40	Poor
18	R N	40	Poor
19	S A	60	Poor
20	T W	70	Fair
Total		**1.070**	
Average		**53.5**	

Note:

1. Interval (Pre-test)

    K = 1 + 3,3 log n

    K = 1 + 3,3 log n 20

    K = 1 + 3,3 x 1,3

    K = 1 + 4,29

    K = 5,29

    K = 6

    R = the highest score – the lowest score

    R = 80-30

    R = 50

    I = $\underline{R}$

  K

    I = $\underline{50}$

      6

    I = 8,33

    I = 9.

Note :

K = number of interval class

R = distance of maximum and minimum scores

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

N = total students

Total of interval class (I) in this research was 9.

Table7
The frequency distribution of students' score in Pre-test

No.	Class Interval	Frequency	Percentage %
1.	75-83	2	10
2.	66-74	3	15
3.	57-65	3	15
4.	48-56	5	25
5.	39-47	6	30
6.	30-38	1	5
Total		20	100%

Based on the table 11 above demonstrated that 18 students got score lower than 70, it means that 75% students have not reached minimum completeness criteria (MCC) at SMP Muhammadiyah Pekalongan. The average score is 53.5. It shows that the result of students' reading skill in pre-test was poor.

Graph 1
The Result of the Students' Pre-Test
on The Students' Reading Skill
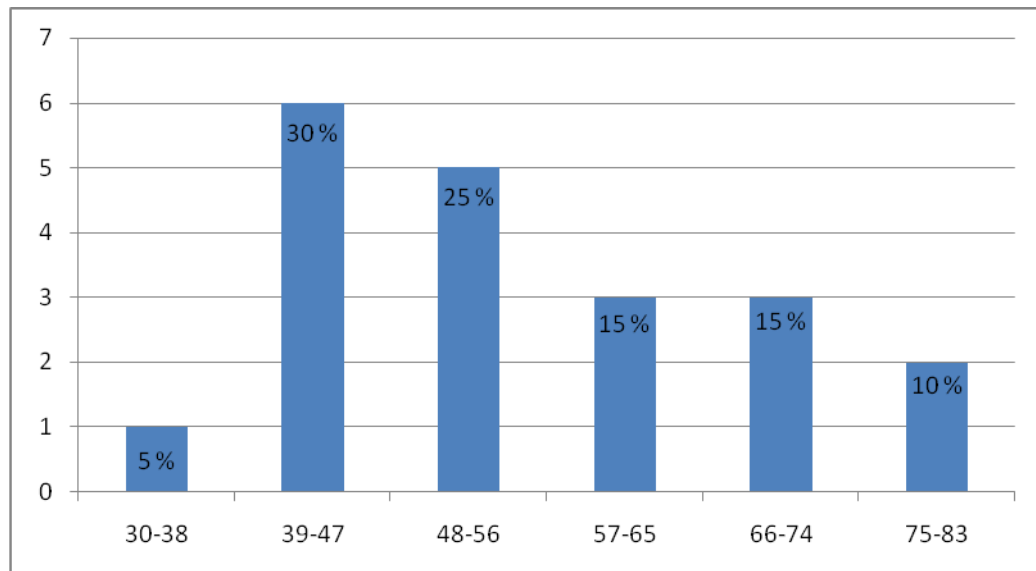
Moreover, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research just 2 students who had got the highest score, that is 80. The data revealed that 1 students got the score between 30 – 38 or as many 5 %. Then, there were 6 students got the score between 39 – 47 or as many 30 %. Meanwhile, there were 5 students that got score 48 – 56 or as many 25 %. Moreover, there were 3 students got score between 57 – 65 or as many 15 %. Furthermore, there were 3 students got score between 66 – 74 or as many 15 %. The last, there were 2 students who got score between 75 –83 or as many 10 %.

In summary, from the result of pre-test the researcher found the students' problem in learning reading skill. As a result, most of the students got the low score.

b. The result of Post-test score

After applying pre-test, then the post-test was given to the students with any treatments. The post-test instrument is any different with the pre-test instrument, but had same type and difficulty level. The result of post-test could be identified as follows:

Table 8
The result of Post-test on the students' reading skill among the eighth grade at SMP Muhammadiyah Pekalongan in the academic year of 2019 / 2020

No.	The Students' Name	The Grade of Post-test	Category
1	A S	60	Poor
2	A F	90	Good
3	A P	90	Good
4	D F	80	Good
5	D A	100	Good
6	F J	90	Good
7	F A	70	Fair
8	H H	60	Poor
9	H L	60	Poor
10	I P	50	Poor
11	I M	70	Fair
12	J N	60	Poor
13	L S	90	Good
14	M R	100	Good
15	M. R	90	Good
16	N A	80	Good
17	R F	70	Fair
18	R N	60	Poor
19	S A	60	Poor
20	T W	50	Poor
	Total	**1.480**	
	Average	**74**	

Note:
1. Interval (Post-test)

K = 1 + 3,3 log n

K = 1 + 3,3 log n 20

K = 1 + 3,3 x 1,3

K = 1 + 4,29

K = 5,29

K = 6

R = the highest score − the lowest score

R = 100-50

R = 50

I = R
    K

I = 50
    6

I = 8,33

I = 9.

Note :

K = number of interval class

R = distance of maximum and minimum scores

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

N = total students

Total of interval class (I) in this research was 9.

Table 9
The frequency distribution of students' score in Post-test

No.	Class Interval	Frequency	Percentage %
1.	95-100	2	10
2.	86-94	5	25
3.	77-85	2	10
4.	68-76	3	15
5.	59-67	6	30
6.	50-58	2	10
Total		20	100%

The table 15 above demonstrated that the result of post-test could be fulfill minimum completeness criteria (MMC) at SMP Muhammadiyah Pekalongan where 60% (12 students) who got score more than 70. The average of post-test is 74.

Graph 2
The Result of the Students' Post-Test
On The Students'Reading skill
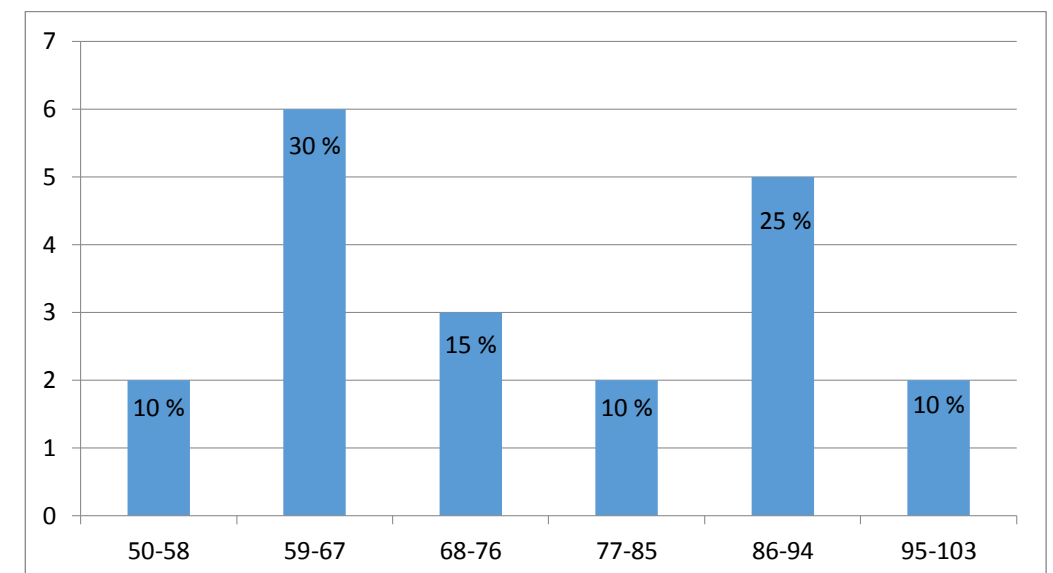
Moreover, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research just 2 students who had got the highest score, that is 100. The data revealed that 2 students got the score between 50 – 58 or as many 10 %. Then, there were 6 students got the score between 59 – 67 or as many 30 %. Meanwhile, there were 3 students that got score 68 – 76 or as many 15 %. Moreover, there were 5 students got score between 77 – 85 or as many 10 %. Furthermore, there were 5 students got score

between 86 – 94 or as many 25 %. The last, there were 2 students who got score between 95 – 103 or as many 10 %.

In summary, the post-test result was categorized into sufficient category even though several students was still lack on choral Reading with Question and answer relationship strategy on the students' reading skill, but on the whole, there was certain influenced to help the students got better to understanding the material.

B. THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING SKILL AMONG THE EIGHT GRADE AT SMP MUHAMMADIYAH PEKALONGAN IN THE ACADEMIC YEAR OF 2019 / 2020

After applying Choral reading with question and answer relationship strategy, the researcher analyzed the data by using SPSS in order to prove whether there was positive and significant influenced of using combining choral reading with question and answer relationship strategy on the students' reading skill among the eighth grade at SMP Muhammadiyah pekalongan, as follow (Ha) is accepted, if there was positive and significant influenced of using combining choral reading with question and answer relationship strategy on the students' reading skill, and (H0) is rejected, if there was no positive and significant influenced of using combining choral reading with question and answer relationship strategy on the students' reading skill.

1. Prerequisite Test

a. Normality Test

Normality test is a test that conducted to determine whether the distribution of data is normally distributed or not. Normality test useful to determine data that had been collected is normally distributed or taken from a normal population. To got the data about normality test the researcher used SPSS application.

H0 : the data that had been collected is abnormally distributed.

Ha : the data that had been collected is normally distributed.

Table 10
The result of Normality Test by using SPSS

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score	Pre-test	.195	20	.045	.916	20	.081
	Post-test	.201	20	.034	.914	20	.076

Based on the table above can be concluded that:

1. Pretest sig = .081> 0.05, so Ha is accepted and H0 is rejected. It means the data that had been collected is normally distributed.

2. Posttest sig = .076> 0.05, so Ha is accepted and H0 is rejected. It means the data that had been collected is normally distributed.

b. Homogeneity Test

Homogeneity test is a test of the equal or not the variances of two or more distribution. To got the data about homogeneity test the researcher used SPSS application.

H0 : data does not homogenous

Ha : data homogenous.

Table 11
The result of Homogeneity of Variances by
using SPSS

Levene Statistic	df1	df2	Sig.
.915	1	38	.345

Based on the table above it could be conclude that sig. $0.345 > 0.05$, so Ha is accepted. It means that the data is homogen.

c. Hypothesis Testing

Hypothesis testing is done to know whether there was a significant influenced or not of variable X to variable Y. based on normally test and homogeneity test, it could be seen that the data is normal and homogeneous. So, the hypothesis testing that used is one sample T test.

H0 : there is no positive and significant influence of combining choral reading with question and answer strategy on the students reading skill.

Ha : there is positive and significant influence of combining choral reading with question and answer strategy on the students reading skill.

Table 12
The result of One-Sample Test by using SPSS

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Post Test	20	73.50	15.985	3.574

One-Sample Test

	Test Value = 70					
			Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	T	df			Lower	Upper
Post Test	3.341	19	.034	3.500	-3.98	10.98

Based on the table above, could be conclude that sig.(2-tailed) of post test is .034 < 0.05, so Ha is accepted and H0 rejected. it means that there was a positive and significant influence of using combining choral reading strategy with question and answer relationship strategy on the students' reading skill.

Table 13
The Differences Score Between Pre-Test and Post-Test on The Students' Among The Eighth grade at SMP Muhammadiyah Pekalongan

No	Name of Students	Pre-Test Score (X^1)	Post-Test Score (X^2)	$D(X^1X^2)$	$D(X^1X^2)^2$
1	AS	50	60	-10	100
2	AP	40	90	-50	2500
3	AR	30	80	-50	2500
4	AY	50	80	-30	900
5	CN	50	100	-50	2500
6	DK	60	90	-30	900
7	EZ	40	70	-30	900
8	EM	80	60	20	400
9	EP	80	60	20	400
10	ES	70	50	20	400

No	Name of Students	Pre-Test Score (X^1)	Post-Test Score (X^2)	$D(X^1-X^2)$	$D(X^1-X^2)^2$
11	FA	60	70	-10	100
12	FL	70	60	10	100
13	FS	40	90	-50	2500
14	MM	50	100	-50	2500
15	MT	50	90	-40	1600
16	MS	40	80	-40	1600
17	PR	40	70	-30	900
18	PS	40	60	-20	400
19	SS	60	60	0	0
20	SU	70	50	20	400
Total		$\sum X^1 = 1070$	$\sum X^2 = 1470$	$\sum D\text{-}400$	$\sum D^2 = 21600$

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

$$t = \frac{-20}{\sqrt{\dfrac{21600 - \dfrac{(-400)^2}{20}}{20(20-1)}}}$$

$$t = \frac{-20}{\sqrt{\dfrac{21600 - (160.000 : 20)}{20 \times 19}}}$$

$$t = \frac{-20}{\sqrt{\dfrac{21600 - (160.000 : 20)}{20 \times 19}}}$$

$$t = \frac{-20}{\sqrt{\dfrac{21600 - 8000}{380}}}$$

$$t = \frac{-20}{\sqrt{\dfrac{13600}{380}}}$$

$$t = \frac{-20}{\sqrt{\dfrac{13600}{380}}}$$

$$t = \frac{-20}{\sqrt{35.7895}}$$

$$t = \frac{-20}{5.9824}$$

$$t = 3.341$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df, df was degree of freedom. The formulation of df = N-1. N is the number of research population:

Df = N-1

   = 20 – 1

   = 19

After considering the t-test table by using df 29, so it can be found that:

Level of significant	5%	1%
df19	1.72193	2.53948

C. Interpretation

1. Interpretation of "$t_{\text{-observed}}$"

   a. Interpretation of $t_{\text{-observed}}$

      If $t_{\text{-observed}} > t_{\text{-table}}$, Ha is accepted and Ho is rejected

      If $t_{\text{-observed}} < t_{\text{-table}}$, Ha is rejected and Ho is accepted

      The critical value $t_{\text{-obsevation}}$ was 3.341, the researcher interpreted it base on the question above. It can be known that there is significant influence of choral reading with question and answer relationship

strategy on students' reading skillat eighth grade of SMP Muhammadiyah Pekalongan.

b. Statistical Significance

To know critical value of t-test (t-$_{table}$), the researcher firstly counted the df, df is degree of freedom. The formulation of df=N-1, N is the number of the research population.

Df = N-1

=20-1

=19

In df 19 with t-$_{table}$ 5% is 1.72193 and 1% is 2.53948 with the t-$_{observed}$ is 3.341. Based on the data above, its mean that " t$_{observed}$" higher than "t$_{table}$" or it can be written as 1.72193 < 3.341 > 2.53948. From the value above, it could be inferred that there was a positive and significant influence of using combining choral reading with question and answer relationship strategy on the students' reading skill.

D. **Discussion**

This research observed on the students' reading skill among the eighth grade at SMP Muhammadiyah Pekalongan. The researcher used this class because they have difficulties in reading skill. So, based on the problem the researcher applied choral reading with question and answer relationship

strategy to help students in learning reading text especially on reading skill sistematically

The researcher assumed that teaching and learning by using combining choral reading with question and answer relationship strategy could help students in learning process, especially in reading text because this strategy have a lot of advantages. The advantage of this strategy is choral reading with question and answer relationship strategy helps the students easier in reading skill text.

Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' reading skill before given by treatment. The result showed that the highest score was 80 while the lowest was 30 and the average score was 53. After finishing the treatments, the researcher gave the post-test. The result of the post-test showed that highest score was 100 while the lowest score was 50 and the average score was 74.

Based on the discussion above, the researcher conclude that this strategy could be a solution for the teacher to encouraged the students in reading skill then help students' in teaching and learning process as specially in reading subject.it was proved by the mean score of pre-test that build up from 53 before treatment up to 74 after treatment.

E. **Limitation**

This research was conducted among the eighth grade at SMP Muhammadiyah Pekalongan. The subject of the research were the eighth grade in the academic year of 2019 / 2020. The choice of subject was

reading skill by using combining choral reading with question and answer relationship strategy. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable the subject that learn by the students.

Therefore, after conducting the research and getting the data test, observation, and documentation, the researcher found some limitations among the eighth grade at SMP Muhammadiyah Pekalongan especially A class, such as there were some difficulties on the students' reading skill. The first one was, some the students have understood about the explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explaining the material.

Finally, the result of this research explained that theory of combining choral reading strategy with question and answer relationship strategy on the students' reading skill was success among the eighth grade at SMP Muhammadiyah Pekalongan in the academic year of 2019 / 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research state that there are some problems on students learning class that is, students have difficulties to found the main idea of the text,students have difficulties to comprehend a text, learning process monotonously without media, game and method. The students failed in reading because the material or the text given, it makes sense that the students feel bored to read the text, because the students could be not understand the meaning of the text.

As a solution in teaching reading the teacher ask the students to make some group to discussion, in order students could be communicate each other then interest and pay attention to catch the material. After the student interested, the material that given by the teacher would be understand by the students more easily.

The students got low score in pre-test before, after that the treatment given, the students make reading skill easily by using combining choral reading with question and answer relationship strategy. It could be seen that the result of pre-test and post-test of the students. The students' pos-test score is higher than the students' pre-test score.

Based on the result of the research, the researcher conclude that combining choral reading with question and answer relationship strategy had a

positive and significant influence. So combining choral reading with question and answer relationship strategy was influenced on the students' reading skill among the eighth grade at SMP Muhammadiyah Pekalongan in the academic year of 2019 / 2020.

B. Suggestion

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

1. For the Teacher

It is suggested to the teacher to use combining choral reading strategy with question and answer relationship strategy as the teaching learning process in order that the students' could be understand the material delivered by the teacher.

2. For the Students

the students to be more active in learning process in order to they could be understand the material in English class.

3. For the Headmaster

The headmaster should be support the English learning process by preparing the facilitation and instrument completely.

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APPENDICES

Name:

Class:

Direction:

1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, or d!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Text I

Question for number 1-10

Petruk cave is one of the leading tourist attractions in kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet character that is petruk. The cave named petruk cave because the length of cave is as long as petruk's nose.

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

1. What is the text purpose?
   a. To inform the readers about tourism in kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To describe petruk cave

2. Why did petruk cave named as one of character in punokawan puppet?

   a. Because the cave is belong to Petruk

   b. Because Petruk is the first explorer of the cave

   c. Because Petruk is buried at the cave

   d. Because the cave's length is as long as Petruk's nose

3. Which part of petruk cave which used for place to put foods for ancestor?

   a. In the basic cave

   b. In petruk cave

   c. In hindu cave

   d. In front of the cave

4. What is stalactites means?

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

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

   c. Types of food given to ancestor

   d. Someone who guide the visitor in the cave

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

   a. Guide

   b. Take

   c. Bring

   d. Put

6. What is the mean idea of the passage?

   a. Petruk Cave has four floors

   b. Only a few stalactites and stalagmites which are really awesome

   c. The cave is used for tourist attractions

   d. Petruk cave is very ligh to be entered

7. What does the paragraph 2 talks about?

   a. Condition in the petruk cave

   b. Location of the petruk cave

c. History of the petruk cave

d. Culture of the petruk cave

8. What does "it" in the first paragraph line three refer to?

a. Kebumen

b. Petruk cave

c. Ayah district

d. Punokawan of puppet

9. Where is the location of petruk cave?

a. North java

b. Surabaya

c. Kebumen

d. Wonogiri

10. How many floor there are the first basic cave?

a. 3

b. 5

c. 2

d. 1

Post-Test of Reading Comprehension skill in Deskriptive text

Name:

Class:

Direction:

5. **Write your name and class on your answer sheet!**
6. **Read the text then answer the question by crossing a, b, c, or d!**
7. **You may not cheat with your friends!**
8. **Check your answer before submitting!**

Text 1

Questions for number 1-10

Mayong is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Mayong is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Mayong? He is.. years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten
2. The writer is…years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen
3. Which of the following statement is not true about   Mayong?

  a. He has long and straight hair.

  b. He has bright eyes.

  c. He is interested in sports.

  d. He plays football and tennis.

4. According to the passage, we know that Mayong is

  a. The writer's youngest brother

  b. The writer's elder brother

  c. A naughty boy

  d. A friendly boy

5. It is implied in the passage that..

  a. Mayong is naughty

  b. Mayong is lazy

  c. Mayong is unfriendly

  d. Mayong is diligent

6. From the text, we may conclude that…

  a. Many people do not like Mayong

  b. People is older that the writer.

  c. Mayong is a welcoming person.

  d. Mayong is not diligent at all.

7. What is the text mostly about?

  a. Mayong

  b. Mayong's hobby

  c. Mayong 's family

  d. D' Mayong' elder brother

8. What is the text purpose?

  e. To inform the readers about the Mayong

  f. To entertain reader about Writer

  g. To explain the reader about Mayong's hobby

  h. To introduce the age of Mayong

9. "Mayong is <u>interested</u> in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by …

a. Dislike sport

b. Really likes sport

c. Hates sport very much

d. Finds sport not really entertaining.

10. "But he <u>usually does</u> what he is asked to do"

The underlined phrase means…

a. He does anything he wants.

b. He always asks.

c. He is lazy

d. He is diligent.

Score List of Students' Reading Skill Pre-Test

No.	The Students' Name	The Grade of Pre-test	Category
1	A S	50	Poor
2	AF	40	Poor
3	A P	30	Poor
4	D A	50	Poor
5	D I	50	Poor
6	F S	60	Poor
7	F A	40	Poor
8	H H	80	Good
9	H S	80	Good
10	I P	70	Fair
11	I M	60	Poor
12	J R	70	Fair
13	L S	40	Poor
14	M R	50	Poor
15	M A	50	Poor
16	N Z	40	Poor
17	R M	40	Poor
18	R N	40	Poor
19	S S	60	Poor
20	T W	70	Fair
Total		**1.070**	
Average		**53.5**	
The Highest Score		**80**	
The Lowest Score		**30**	

.

Score List of Students' Reading Skill Post-Test

No.	The Students' Name	The Grade of Post-test	Category
1	A S	60	Poor
2	A F	90	Good
3	A P	90	Good
4	D F	80	Good
5	D A	100	Good
6	F J	90	Good
7	F A	70	Fair
8	H H	60	Poor
9	H L	60	Poor
10	I P	50	Poor
11	I M	70	Fair
12	J N	60	Poor
13	L S	90	Good
14	M R	100	Good
15	M. R	90	Good
16	N A	80	Good
17	R F	70	Fair
18	R N	60	Poor
19	S A	60	Poor
20	T W	50	Poor
	Total	**1.480**	
	Average	**74**	
	The Highest Score	**100**	
	The Lowest Score	**50**	

The Condition of the Teachers and Official Employers

No	Name of Teachers	Education	Occupation
1	Indawan, SE	S1	Headmaster
2	Arlina Megawati, S. Pd	S1	English teacher
3	Ayun vita Ekawati, S. Pd	S1	English teacher
4	Budi Astuti, S. Ag	S1	Art and culture teacher
5	Galih Ricky, S. Pd	S1	Sport teacher
6	Inrohwadi, S. Pd	S1	Al-islam teacher
7	Kristian Adi, S. Pd	S1	Social studies teacher
8	M. Dimyati, S. Pd	S1	Science studies teacher
9	Marsini, S. Pd	S1	Indonesian teacher
10	Marsiyah, S. pd	S1	Mathematics teacher
11	Dra. Mustamidah	S1	Al-islam teacher
12	NurHidayah, S. Pd	S1	KMD / Al-islam
13	Purwadi, BA	S1	Lampung and Indonesian teacher
14	Dra. Sri Lestari Hartini	S1	Indonesian teacher
15	Sri Sumasni, S. Pd	S1	Social studies teacher
16	Sri Suprihatin, S. Pd	S1	Mathematics
17	Sunarto	PGSMTP	Guidance and counseling Teacher
18	Surahno, S. Pd	S1	Computer teacher
19	Drs. Susanto	S1	Sivic education teacher
20	Yulia Noviani, S. Pd. I	S1	Arabic teacher
21	Zaenatun, S. Pd	S1	Science studies teacher
22	Nida Fadhilah, S. Pd	S1	Administration
23	Edy Zulmansyah	SMEA	Leader Administration
24	Sugiyati	PGSMTP	Financial

The condition building of SMP MuhammadiyahPekalongan

No	Name of Building	Total
1	Classroom	8 Local
2	Principal room	1 Local
3	Teacher room	1 Local
4	Staff room	1 Local
5	Guidance and Counseling room	1 Local
6	Mosque	1 Local
7	Medical room	1 Local
8	Bathroom	2 Local
9	Library	1 Local

The sketch of SMP Muhammadiyah Pekalongan

Pekalongan Raya street

Principal Room	Park Area
Guidance andCounseling	Headmaster
Library	Staff Room
	Teacher Room
	Bathroom

U

S

Mosque	Canteen
	Canteen
	Bathroom

| IX Class | IX Class | IX Class | Science Lab | Medical Room | |
| Computer Lab | VIII Class | VIII Class | VIII Class | VII Class | VII Clas |
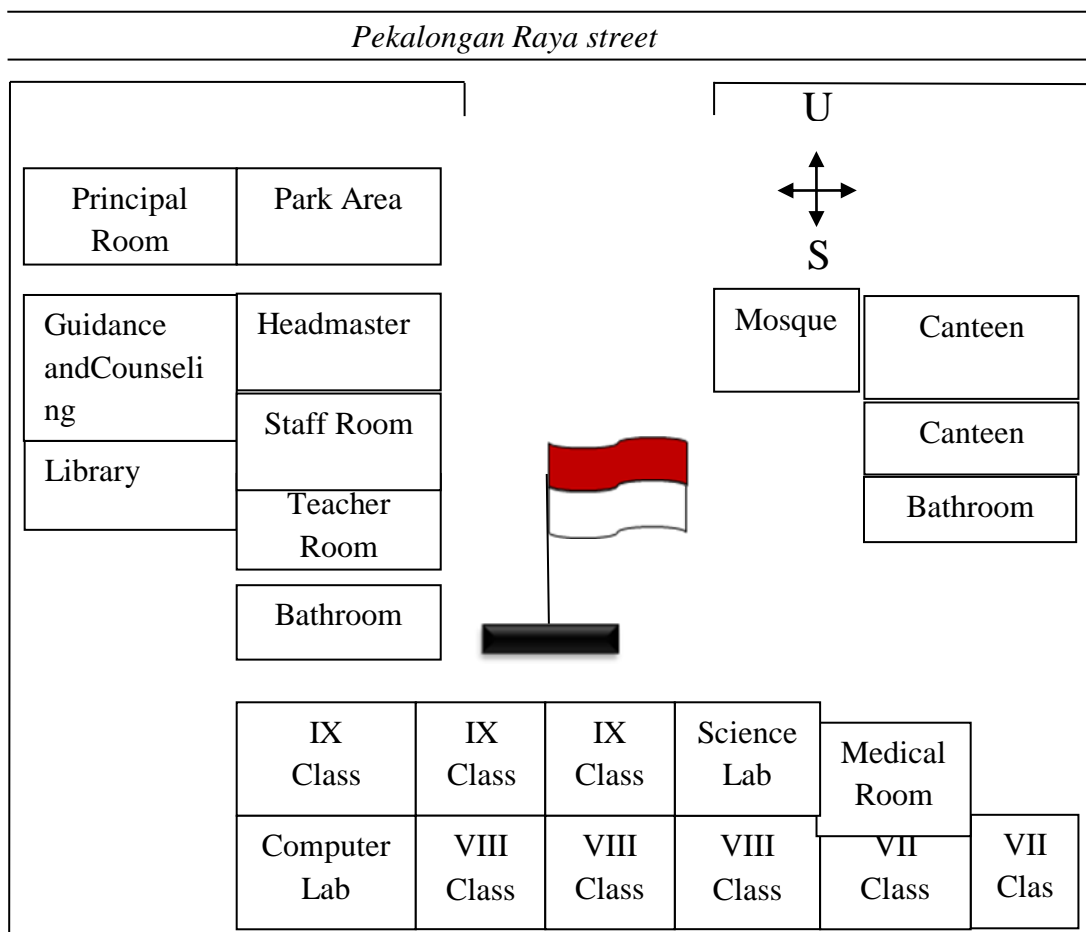
THE DOCUMENTATION OF RESEARCH

1. **Pre-Test Activity**

The condition of students' doing pre-test

2. Treatment Activity

The researcher gave the material about Descriptive text

The researcher read the material with the students'

The researcher give question about the text

The students' answer question from the researcher

3.   **Post-test Activity**

The condition of students' doing post-test

PREREQUISITE TEST

1. Normality Test

The result of Normality Test by using SPSS

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test	.195	20	.045	.916	20	.081
	Post-test	.201	20	.034	.914	20	.076

2. Homogeneity Test

The result of Homogeneity of Variances by using SPSS

Levene Statistic	df1	df2	Sig.
.915	1	38	.345

3. Hypothesis testing

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Post Test	20	73.50	15.985	3.574

One-Sample Test

Test Value = 70

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Post Test	3.341	19	.034	3.500	-3.98	10.98

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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NPM : 1501070245

Fakultas/Jurusan : FTIK / TBI

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	5/9 2019	✓		Revise Chapter IV&V	
2	12/9 2019	✓		ACC Munaqosah	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

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

Nama : Eko Yulianto   Fakultas/Jurusan   : FTIK / TBI
NPM   : 1501070245   Semester/TA   : 9 / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	19/8 19		✓	Revise Your Abstract Add Observation on Bab III	Jul
2	23/8 19		✓	Check Your Tenses	Jul
3	30/8 19		✓	M muoyond se 8 Aduror	JLM

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

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

Nomor   : B-2356/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH
PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2355/In.28/D.1/TL.01/07/2019, tanggal 16 Juli 2019 atas nama saudara:

Nama	:	**EKO YULIANTO**
NPM	:	1501070245
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING COMPREHENSION AT EIGHTH GRADE OF SMP MUHAMMADIYAH PEKALONGAN IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-2355/In.28/D.1/TL.01/07/2019

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

Nama	:	EKO YULIANTO
NPM	:	1501070245
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP STRATEGY ON THE STUDENTS' READING COMPREHENSION AT EIGHTH GRADE OF SMP MUHAMMADIYAH PEKALONGAN IN ACADEMIC YEAR 2018/2019".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 16 Juli 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I

..., SE.

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH PEKALONGAN
SMP MUHAMMADIYAH 1 PEKALONGAN
(TERAKREDITASI B)

Alamat : Jalan Raya Pekalongan Lampung Timur Kode Pos. 34391 Telp. (0725) 7611134

Nomor   : 021/IV.4/AU/F/2018
Lampiran   : -
Perihal   : Izin Pra Survey

Kepada Yth.
KETUA JURUSAN INSTITUT AGAMA ISLAM NEGERI METRO
Di_
    Metro

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Menanggapi surat Saudara Nomor: B-3910/In.28.1/J/TL.00/12/2018, pada tanggal 4 Desember 2018, tentang izin Pra Survey oleh mahasiswa:

N a m a	:	EKO YULIANTO
N P M	:	1501070245
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP (QAR) STRATEGY ON STUDENT'S READING COMPREHENSION AT EIGHTH GRADER SMP MUHAMMADIYAH PEKALONGAN IN ACADEMIC YEAR 2018/2019.

Bersama ini kami sampaikan bahwa mahasiswa tersebut dapat kami terima untuk melaksanakan Pra Survey di SMP Muhammadiyah 1 Pekalongan.

Demikian surat ini disampaikan untuk dipergunakan sebagaimana mestinya, dan atas perhatiannya kami ucapkan terimakasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Pekalongan, 11 Desember 2018
Kepala Sekolah,

...WAN, SE
899 694

Nomor   : B-3910/In.28.1/J/TL.00/12/2018
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

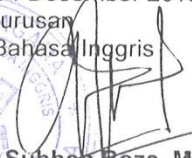|		
Nama	:	**EKO YULIANTO**
NPM	:	1501070245
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP (QAR) STRATEGY ON STUDENT`S READING COMPREHENSION AT EIGHTH GRADER SMP MUHAMMADIYAH PEKALONGAN IN ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH PEKALONGAN.

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, 04 Desember 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014
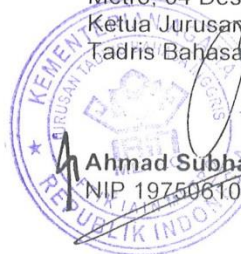
Nomor : B-1840 /In.28.1/J/PP.00.9/6/2019   17 Juni 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Much Deiniatur, M.Pd.B.I (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   : Eko Yulianto
NPM   : 1501070263
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Influence Of Combining Choral Reading Strategy With Question And Answer Realtionship Strategy On The Studetns' Reading Comprehension At Eighth Grade Of SMP Muhammadiyah Pekalongan In Academic Year 2018/2019

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 ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 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

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH PEKALONGAN
SMP MUHAMMADIYAH 1 PEKALONGAN
(TERAKREDITASI B)

Alamat : Jalan Raya Pekalongan Lampung Timur Kode Pos. 34391 Telp. (0725) 7611134

Nomor   : 095/IV.4/AU/F/2019
Lampiran   : -
Perihal   : Balasan Research

Kepada Yth.
Dekan IAIN METRO
Di_
      Metro

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Menanggapi surat Saudara Nomor: B-2356/In.28/D.1/TL.00/07/2019 pada tanggal 16 Juli 2019, tentang Izin Research oleh mahasiswa:

N a m a	:	EKO YULIANTO
N P M	:	1501070245
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF COMBINING CHORAL READING STRATEGY WITH QUESTION AND ANSWER RELATIONSHIP (QAR) STRATEGY ON STUDENT'S READING COMPREHENSION AT EIGHTH GRADER SMP MUHAMMADIYAH PEKALONGAN IN ACADEMIC YEAR 2018/2019.

Bersama ini kami sampaikan bahwa mahasiswa tersebut benar telah melakukan researh di SMP Muhammadiyah 1 Pekalongan Kabupaten Lampung Timur pada Hari Senin sampai hari kamis, Tanggal 22 – 25 Juli 2019.

Demikian surat ini disampaikan untuk dipergunakan sebagaimana mestinya, dan atas perhatiannya kami ucapkan terimakasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Pekalongan, 26 Juli 2019
Kepala Sekolah,

NBM: 899

CURRICULUM VITAE

The name of writer is Eko Yulianto he was born in Gondang Rejo, on july 22, 1996. He is the first child of happy couple, Katimin and Yatemi.

In 2009, he graduated from SDN 02 Gondang Rejo, East Lampung. At the time 2011, he graduated from SMPN 2 (Terbuka) Pekalongan. Then, he continued his study to MAN 1 Metro and graduated in 2015. In 2015, he entered S1 English Education Program of states institute for islamic studies of Metro (IAIN Metro).