

**THE EFFECT OF TEAM PAIR SOLO STRATEGY ON STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

NURISAN ABUWA
NPM: 1402050108



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : Nurisan Abuwa
NPM : 1402050108
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
17/12/2018	Chapter I - III : Range the tenses	[Signature]
	Chapter IV ; Data & Data Analysis	
	Chapter V ; Conclusion & Suggestion	
4/2/2019	Chapter IV ; Data & Data Analysis	[Signature]
12/2/2019	Chapter V ; Data Analysis	[Signature]
	Chapter V ; Conclusion & Suggestions	
	Abstract, Appendices, Acknowledgements	
	Table of Contents, References	[Signature]
16/2/2019	Chapter IV ; Data Analysis	[Signature]
	Acknowledgements, List of Appendices	
	References	
18/2/2019	Chapter V ; Conclusion & Suggestion	[Signature]
	References & Appendices	
9/3/2019	Acc to Green Talk Examination	[Signature]

Medan, Desember 2018

Diketahui oleh:
Ketua Program Studi

[Signature]

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

[Signature]

Yenni Hasnah, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nurisan Abuwa
N.P.M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

sudah layak disidangkan.

Medan, Maret 2019

Disetujui oleh:

Pembimbing


Yenni Hasnah, S.Pd., M.Hum.

Diketahui oleh:

Dekan


Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi


Mandra Saragih, S. Pd., M. Hum.

ABSTRACT

Nurisan Abuwa. 1402050108. The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension. Skripsi. English Education Program. Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of this study was to investigate the effect of Team Pair Solo Strategy on students achievement in reading comprehension. This research was conducted at Madrasah Aliyah Muhamadiyah (MAM) 1 2018/2019 academic year. The population of this study were the students of eight grade of MAM 1 Madrasah Muhammadiyah Medan consisting of two parallel classes. They were X/1 and X/2 classes. There were 30 students in each class. It means that the total number of population were 60 students. This number was taken as the sample of this research by using the total sampling. Then, the research data were obtained by giving the test to the students in experimental and control groups. Those data were analyzed by applying t_{test} formula. This analysis indicated that $t_{\text{table}} > t_{\text{counted}}$ or $4.33 > 2.002$. In conclusion, there was the effect of team pair solo strategy on students' achievement in reading comprehension.

Keywords: Team Pair Solo Strategy, Reading Comprehension

ACKNOWLEDGEMENTS



Alhamdullillahirabbil'alamin. First of all, the researcher would like to thank alhamdulillah for Allah SWT the Most Almighty, who has given healthy and chance for researcher in resolving this study form the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In resolving this study with the title “The Effect of Team Pair Solo Strategy on Students’ Achievement In Reading Comprehension”, the researcher experienced a lot of difficulties and problems and without much help from the following people, it was imposible for her to finish it. For that, the researcher wants to thanks her beloved father Mr. Che’nah Abuwa and her mother Mrs. Mariyah Abuwa who had given support both in material and spiritual to complete her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to:

1. Dr. Agussani, MAP., the Rector of University of Muhammadiyah Sumatera Utara Medan who has given recommendation to carry out this study.

2. Dr. H. Elfrianto Nasution, SPd, MPd., as the Dean of Faculty of Teacher Training and Education who has given recommendation to carry out this study.
3. Dra. Hj. Syamsuyurnita, M.Pd., as the Vice Dean I of FKIP UMSU, who has encouraged her education in FKIP.
4. Mandra Saragih, SPd., MHum., as the head of English Education Department of FKIP UMSU, and Pirman Ginting, SPd, MHum., as his secretary for their encouragement to the researcher during the process of completing the study.
5. Yenni Hasnah, SPd., MHum., the supervisor who had given suggestion, ideas, criticism and guidance in writing the study.
6. All lecturers who had given their valuable thought in teaching English during the academic years at UMSU.
7. All of friends in PPL team who cared and supported each other in finishing this research. Thanks for moments.

The researcher realized that study was still far from being perfect. So, the researcher hoped suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most Almighty always bless all of us.

Medan, February 2019

The Researcher

Nurisan Abuwa
NPM. 1402050108

TABLE OF CONTENTS

	Pages
ABSTRACT	i
AKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Scope and Limitation	4
D. The Formulation of the Problem.....	4
E. The Objective of the Study	4
F. The Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE.....	6
A. Theoretical Framework	6
1. Reading	6
2. Reading Comprehension	7
3. Level of Comprehension	8
4. Assessment of Reading Comprehension.....	11
5. Team Pair Solo Strategy.....	13

6. Procedure of Using Team Pair Solo Strategy	15
7. Relevant Studies.....	16
B. Conceptual Framework	18
C. Hypothesis	20
CHAPTER III METHOD OF REASEARCH.....	21
A. Location and Time	21
B. Population and Sample.....	21
C. Research Design.....	22
D. Instrument of Collecting Data.....	23
E. The Technique of Data Analysis.....	23
F. Statistical Hypothesis	25
CHAPTER IV DATA AND DATA ANALYSIS	26
A. Data	26
B. Data Analysis	29
C. Testing Hypothesis.....	35
D. Research Finding.....	35
CHAPTER V CONCLUSIONS AND SUGGESTIONS	36
A. Conclusions	36
B. Suggestions	36

REFERENCES

APPENDICES

LIST OF APPENDICES

- Appendix 1 Experimental Group
- Appendix 2 Control Group
- Appendix 3 The Instrument of Research
- Appendix 4 Answer Keys
- Appendix 5 Students' Model Answer (Experimental Group)
- Appendix 6 Students' Model Answer (Control Group)
- Appendix 7 Students' Attendance List in Research Process (Experimental Group)
- Appendix 8 Students' Attendance List in Research Process (Control Group)
- Appendix 9 Form K-1
- Appendix 10 Form K-2
- Appendix 11 Form K-3
- Appendix 12 Lembar Pengesahan Proposal
- Appendix 13 Lembar Pengesahan Hasil Seminar
- Appendix 14 Surat Pernyataan Plagiat
- Appendix 15 Surat Permohonan Perubahan Judul
- Appendix 16 Surat Izin Riset
- Appendix 17 Surat Balasan Riset
- Appendix 18 Berita Acara Bimbingan Proposal
- Appendix 19 Berita Acara Bimbingan Skripsi
- Appendix 20 Surat Pengesahan Skripsi
- Appendix 21 Surat Bebas Perpustakaan
- Appendix 22 Curriculum Vitae

LIST OF TABLES

Table 3.1 Population and Sample.....	22
Table 3.2 Research Design.....	22
Table 4.1 The Score of Pre- Test and Post- Test in Experimental Group.....	27
Table 4.2 The Score of Pre- Test and Post- Test in Control Group	28
Table 4.3 The Differences Score of the Pre- Test and Post-Test in Experimental Group	29
Table 4.4 The Calculation of t-test for Experimental Group	31
Table 4.5 The Calculation of t-test for Control Group.....	32

INTRODUCTION

A. The Background of the Study

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students had to read English materials for their own special subject. Being able to read in English is very important as it is know that success in reading is the most necessary because it is the basic tool of education. the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

Reading comprehension is one of language skill, which needs to be mastered by students. Reading comprehension is viewed by most linguists as composed of a multiple number of skill and abilities that are interrelated and interdependent. In comprehending reading text, readers have to find the main ideas to obtain the message Otto (1979). Therefore, reading comprehension need some skill to make students effective as readers. It means in reading comprehension, the reader is expected to knowing meaning of words, ability to understand meaning of a word from discourse context understand fully in the reading material. An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Sometimes, in teaching the teachers orient to students' English book. They teach them by asking the students only to read the text and answer the questions. These activities did not give any opportunities to increase students' knowledge. It cannot give contribution to the students' reading comprehension. Therefore, students did not comprehend their reading text and are passive in the teaching learning process. In this case, most of the students in Madrasah Aliyah Muhammadiyah (MAM) 1 Medan still found difficulty to comprehend a reading text especially in procedure text. This situation must be solved by the teacher through the use of teaching method for the students.

Most of the students in MAM 1 had the problem in reading skills. The problems did not only come from students but also from the teacher. For instance; students were not interested with the lesson, they had less motivation to learn because they feel bored when reading. The students still had difficulties in analyzing the content of the text and comprehend the vocabularies and grammar of the text. And also the students felt difficult to find the important part of the text. The English teacher said that one of the weaknesses in learning English is about reading. The students in that school were not attracted to study English because they did not know what their teacher say and they become confuse. They were not motivated and less interest when learning English especially reading in procedure text. That is why the young learners became lazy to join the class even they did not do the tasks that were given by the teacher.

Based on the problems above, many students had problems in comprehending the reading text especially in procedure text. Students also faced

many difficulties to comprehend the text. The students could read the words but did not understand what they were reading. This condition made the students become bored and not interested in comprehending the reading text. They read the text from beginning until the end, and when they found some difficult words they stopped and looked for the meaning of the words in the dictionary. Sometimes, some students felt that reading is very difficult work, because they did not understand correctly how to get the main ideas, interesting information, difficult words in reading material and in understanding the meaning of some vocabularies.

The problems of students above can be minimized by applying more interesting teaching strategy. Team pair solo strategy is one strategy that can be used by the teacher in teaching reading comprehension. Kagan (1989) states that Team Pair Solo strategy is a cooperative method for mixed ability grouping involving with team, then pairs and finally individually. Students work together in a group to solve a problem. Next they work with a partner to solve a problem, and finally they work by themselves to solve a problem. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. In this strategy students help each other because what may be one student's weakness is another student's strength. It is good strategy which can make students interact actively in the class, especially in reading lesson because it can stimulate students to think and change their thinking.

Based on the background above, the researcher hoped that this strategy can help the students to improve their reading comprehension and make them more

active in expressing their ideas or opinions, in order to make teaching process meaningful and interesting. Thus, the researcher was interested in conducting the research entitles “The Effect of Team Pair Solo Strategy on Students Achievement in Reading Comprehension”.

B. The Identification of the Problem

The problems of the study were identified clearly as the followings:

1. The students had low achievement in reading comprehension.
2. The students are not able to comprehend the text well.
3. The students are lack of vocabulary and grammar.
4. The students feel bored in reading.

C. The Scope and Limitation

The scope of the study was focused on reading comprehension and it was limited on The narrative text.

D. The Formulation of the Problem

The problems of this study was formulated as the following: “Is there any significant effect of using team pair solo strategy on students’ achievement in reading comprehension in MAM 1 Medan?”

E. The Objective of the Study

The objective of this study was to investigate the effect of Team Pair Solo Strategy on students achievement in reading comprehension.

F. The Significance of the Study

The results of this study were expected to be useful theoretically and practically. Theoretically, those were the valuable references in improving the readers' knowledge, especially about reading comprehension. Then, practically, those significantly gave contribution to teacher, student, school, and other researchers as elaborated below:

- a. For teacher; Those gave inspiration for teachers to apply Team Pair Solo in their teaching especially in teaching reading comprehension.
- b. For student; Those improved their interest and motivation in reading comprehension. .
- c. For school; Those contributed on varying the teaching strategy to be applied by the teachers.
- d. Other researcher; Those motivated the other researchers to do the further research, especially about reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. But teaching English as a foreign language especially teaching reading is not easy. (Harmer, 2011)

Reading is a process of recognition or interpretation of written materials and it deals with the language form. Sheng (2001) stated that reading is a process of communication from the researcher to the reader. It involves letters, words, phrases, and clauses. Through reading, people can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge. According to Patel and Jain (2008), reading is an active process which consist of recognition and comprehension skill, an important skill activity in life with which one can update his/her knowledge, and important tool for academic success.

Based on the explanation above about several definitions of reading, it was that reading is a active process of interacting between language between the researcher to the reader through written language. It needs some skills to comprehend the text read.

2. Reading Comprehension

There are a lot of reading. Linguists give definitions about reading, their opinion reading vary. Reading is the one of the most important skills in learning language. Grabe (2002) said, reading is ability to draw meaning from printed page and interpret this information appropriately. Reading understands written text by extracting the required information may be explicit or implicit. Then, reading is getting out of the text, as nearly as possible, the message that researcher put on it. It means that reading is done on written text aim of its process is to get the information that is needed or not only for pleasure or it can be said that reading is a process in which the readers is to find information given by the researcher in the written from. Then, according to Frank (2004) "Reading is the process to get, to understand, to catch, the content of the reading and extracting information from the print". Meanwhile, Debora (2004) states that reading is an active process that depends on both an outdoor's ability to convey meaning using words and your ability to create meaning from them. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

Additionally, Raharja (2004), agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify or determine what the text said) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read).

According to Troyoko and Theweatt (2009) say that reading comprehension is a complex, diverse process. This opinion is in the line with Anderson (2011). She said that reading comprehension is a process that involves meaningful construction on an author's message by the use prior knowledge of language. Most foreign language reading specialist view reading as interact reader interact with the text to create meaning as reader's mental processes work together of different levels. And additionally, Gillet and Temple in Juniari (2011) stated that reading comprehension is search for meaning, actively using our word knowledge of the world to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage. Those statement above show the various definitions of reading, so conclusion from definition reading that reading is a complex process thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to understand the text content and get information.

3. Level of Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. It means that how far the students understand the information gotten from the text

and which level that has been achieved. Smith and Barrett (1988) divide comprehension into four levels of reading comprehension that must be achieved in reading comprehension. They were: (a) literal comprehension, (b) inferential comprehension, (c) critical comprehension, (d) creative comprehension.

a. Literal Comprehension

According to Burn (1984) literal comprehension is the understanding of the ideas and information explicitly stated in the passage Otto (1979) defines that literal comprehension is skill of getting the primary, direct literal meaning of a word, idea or sentence in context.

Literal comprehension refers to the ability to understand what stated by the researcher or taking the idea and facts that are directly stated on the printed page. The basic of literal comprehension is recognizing stated main idea, detailed, cause effect, and sequence. Mastering the basic of literal comprehension, can be done through understanding of vocabulary, sentence meaning, and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what they actually said. In this level, the readers know the words meaning, able to paraphrase or recall details directly in own words. This literal comprehension can be realized in several forms of reading questions such as:

Based on the text above, the participants are:

- a. The old woman and the sparrow
- b. A man with his wife, an old woman and the sparrow
- c. A man with the wife and the sparrow
- d. A kind-hearted man with his wife and the old woman

b. Inferential Comprehension

According to Otto (1979) interpretation is a higher level of comprehension which involves the thinking skill and requires readers to identify ideas and meaning that are not explicitly stated on written text. Inferential comprehension involves more logical thinking than literal comprehension and it is elicited by teacher's questions which demand thinking and imagination. In inferential comprehension, there are four inferences that can be known by reader: inferring supporting details, inferring the main idea, inferring consequence, inferring cause and effect relationship, inferring characters traits, inferring figurative language.

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text They were explicitly stated. It can be said that inferential comprehension is the ability to get inference implied meaning from the text.

In this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage. This inferential comprehension can be shown in several forms of reading questions such as:

In the third paragraph, "The sparrow welcomed them and provided feast for *them*". The word "*them*" refers to:

- | | |
|----------------|--|
| a. The Sparrow | c. The man and his wife |
| b. The old man | d. The old woman and the man with his wife |

c. Critical Comprehension

In critical comprehension, readers evaluated what is read critically about the thoughts of researcher which has been identified through the two lower

levels of comparison. According to Otto (1979) critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that researchers offers in a passage. It requires a higher degree of skill development and perception. In critical reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of the passage. This critical comprehension, can be seen in the reading questions below:

At the end of the story, how did Timun Mas defeat Butoljo?

- a. She put out magic from her bag
- b. She put a spell on Buto ljo
- c. She put out one by one thing from her bag
- d. She made magic from the thing in her bag

d. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include the understanding cause-effect relationship on a story solving problem and producing the creations. Creative reading encourages students to think and comprehend text creatively. This creative comprehension, can be presented in the following questions as follow:

What is the meaning of the underlining sentence based on the text?

- a. He doesn't want give his donkey to the young man
- b. His donkey is used by his son
- c. His donkey isn't with him
- d. He is using the donkey

Referring to the reading comprehension above, namely literal comprehension, inferential comprehension, critical comprehension and creative comprehension, the researcher focuses on inferential comprehension.

4. Assessment of Reading Comprehension

Assessment is a popular and sometimes misunderstood term in current educational practice. Assessment, on the other hand, is ongoing process that encompasses a much wider domain. Whenever a students' responds to a question, offers a curement, or tries out a new word or structure, teacher subconsciously makes an assessment (Brown, 2004).

In addition, Harmer (2007) states that teachers and other education professional spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution. Sometimes it is to see how well they getting on. Sometimes it is because the students themselves want a qualification. Sometimes this assessment is formal and public, and sometimes it is informal and akes place in day-to-day lessons.

According to Brown (2004), there are some tasks for reading assessment task: perceptive, selective, interactive and extensive. The task use in order to assess reading in this research is selective. Selective is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature of language within a very short stretch of language, certain typical task are used: picture-cued tasks, matching, trued/false, and multiple choice.

Based on the explanation above, the researcher chose multiple choices to measure students' achievement in reading comprehension. Researcher realized that multiple choice tests and the most widely and highly regarded measure the students ability among the selection type of items for test development. As Brown (2004) states that multiple choice formats are practical, reliable and they give the possibility of an easy and consistent process of scoring and grading.

5. Team Pair Solo Strategy

Team Pair Solo is ones of the strategies in cooperative learning. Kagan (1989) states that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Based on the statement above can be seen that Cooperative learning helps balance this environment by encouraging students to work together to achieve learning goals.

Team pair solo strategy use to make the students work in a group after that, they can work in pair, then they work solo or alone. According to Al-Dawoud (2001), team pair solo appropriate with Vygotsky's concept that children do something together today, next time they can do that alone. It means in using team pair solo strategy in teaching reading can make students be more autonomous to work alone after they discuss with their team and solve the problem.

Chalmers (2001) establishes that team pair solo is a powerful cooperative learning strategy for use in the classroom. This strategy asks students to work in a group first, then they split into pair, at last they work alone. After get the result, the students will present it in front of the class.

Next, Oermann and Heinrich (2006) state that team pair solo strategy is designed to help students accomplish challenging learning tasks that at first they may not be able to achieve on their own. It means that, team pair solo strategy design to make students to work together in group, after that, students had cooperate in pair. Finally, students work alone.

Then, Cook (2007) said that team pair solo is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

According to Erin (2010) there are several advantages of Team Pair Solo as follow: a) Involving all the students in the class, b) Building a sense of positive interdependences in order for everyone to succeed, they must work together and help each other out, and c) Giving students the confidence to tackle problems they might not otherwise have attempted as they see their peers successes and learn from them. Everyone is accountable.

Then, Kagan (1989), proposes the advantages of Team Pair Solo such as:

a) Working in groups can often involve situations where the group moves too fast for a student. It allows work to get done without knowing that every person in that group actually understands what is done. b) Another disadvantage can be if one group member does not contribute as much as the others do. This will often leave the other members frustrated and the students who is not contributing won't really learn anything. c) When people get into a group, they have a tendency to get off task. This can take away from the amount of material learned. Learning also may be inhibited if one person assumes all the work.

6. Procedure of Using Team Pair Solo Strategy

Character Education is an intentional, systematic effort to identify and foster in students positive virtues such as caring, cooperation, respect, responsibility, honesty, integrity-virtues fundamental to the development of good character. Positive character virtues and social skills are a natural consequence of many cooperative instructional strategies. Team Pair Solo works well for problems and concept that students would either be too intimidated or just incapable of doing on their own. Here are the step-by step procedures of Team Pair Solo (Beyhan, 2005):

a. Team

The team work activities are the first step which involve the following activities: 1) Groups are structured, 2) Task is explained and task sheet were given (what to do/how to do it), 3) A list of topic provided, 4) Topic are selected by groups, 5) Discussion are carried out and 6) Finally roles are assigned

Students work in team. At this stage, students are engaged, through the use of quick dialogs and activities, in answering the question that were divided by the teacher. The members of group are variety, consist of different knowledge and skill with variety characteristics. Two or more persons who interact in any way constitute a group. It is not necessary, however, for the members of groups to interact directly or in face to face manner.

b. Pair

Team work activities are followed by pair work activities and at this stage, there are some steps as the followings: 1) Pairs are structured, 2) Roles are assigned, 3) Discussion are carry out, 4) Controlling idea/s are developed and selecting, 5) An outline is read

During pair work activities, students work as pair to decide a controlling idea for the topic they selected. These give students a chance for individual practice with the partner and maximize the amount of speaking practice they get in each class. In pairs and groups, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in whole-class arrangements (Harmer, 2007).

c. Solo

The last activity is students work individually. It includes answering questions from reading comprehension passages. Individual work provides students with the opportunity to progress at their own speed in their own way.

7. Relevant Studies

The topic of this study is not a new topic. There are several studies with same model, but all of them are different based on the researchers' background. There are three researchers who applied Team Pair solo Strategy in their study as follows:

Astuti (2011) conducted her research to find out the improvement of students' achievement in reading by using Team Pair Solo Strategy. In this study she described how the Team Pair Solo could improve the students' achievement. The result of her research indicated that is one of describe the cooperative learning technique to find out the improvement of students' achievement in reading by using Team Pair Solo Strategy. In this study she described how the Team Pair Solo could improve the students' achievement. This study explained that teacher tends to be passive, while the students expected to share actively. In teaching reading by using the Team Pair Solo Strategy, the most important things should be applied is to stimulate the students to interact each other in the class then discuss the basic questions about the text.

Rambe (2012) also did his research dealing with the improvement of students' achievement in reading comprehension. Based on his research finding, he concluded that Team Pair Solo is one of the methods the discussion in the small group may be made more meaningful for the individuals in that group than would be possible in a large group discussion. that can be applied in teaching reading. He explained that it is good method that can make students interact each other actively in the class activity, especially in reading lesson because it can stimulate

students to think and change their thought. This method is designed to motivate students to solve all problems that are initially beyond their abilities.

Yulianto (2012) experienced his research to investigate of the students' ability in reading comprehension. The research getting that when they use Team Pair's solo strategy, using the procedure text method is a text that reveals how to do or make things. The text is a guide for readers to complete a task through a series of steps. In increasing students get an increase in students' main ideas in reading and improving students in finding reference words when doing class actions in teaching reading comprehension. He concluded that this strategy can change the classroom atmosphere because students can further improve their own abilities because they work not only in groups but also in spouses and individual work.

Based on the three studies above, the researcher took a note that those have the similarity with this present study. All of them explore about reading comprehension through Team Pair Solo Strategy. However, the researcher realized that her current research is also the previous research in terms of the kinds of reading text given to the students. In this research, the researcher took procedure text to be tested to the students. While Astuti (2012) applied of describe the cooperative learning technique text.

B. Conceptual Framework

Reading is important process for the students in all fields. Through reading, the students can obtain some information they need every day. In order to get best outcome in process of reading, the students should have a good the comprehension from the text that they read in reading comprehension, the students are served as instruction tasks varies in levels of comprehension many from the lower into higher as it stated previously.

Reading comprehension is the mental process by which readers take the words encoded by researcher and use them to construct an interpretation of what they think the researcher intended to convey.

Students in formal school and private course have difficulties in reading in general. In this case the reading comprehension of the students is bad because they cannot read researcher's material without fully understanding; they will not be able to gather the information about what they read. Most students had limited knowledge in vocabulary and structure. Therefore, they did not know what a text may be and they can't answer actually referred to reading.

In case of limited vocabulary and structure, Team Pair Solo Strategy can help the students to improve their vocabulary and structure. In a team, each member find out words that they did not know after it they collect the word that they found and if there is their members know the word they can share and if they don't know they can find it together. In structure, they have different comprehension one and another, so in this strategy they can search and share what they know and can solve problem. They can discuss with their team and combine

their knowledge after that they can ask to the teacher about that. So by this strategy, they don't only find a problem but can solve too. They can get what they did not know before, and they can share what they know to their friend. So when They were asked to do self, that's not difficult, because they have known the grammar and structure that they don't know before from their discussion and teacher's explanation.

Using team pair solo strategy, the students can discover the meaning of unknown words by discussion in their team. The can identify important words in reading and predict the message to relate the whole information from the text. It means that by using team pair solo strategy, the students can share what they know and get what they did not know from their team. And after they can solve the problems in their team, they were made in pairs to solve the problem from different text after it they must do another text individually.

C. Hypothesis

Based on the theoretical and conceptual framework above, the two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha) were formulated as follows:

Ho : There is no significant effect of Team Pair Solo Strategy on the students' achievement in reading comprehension.

Ha : There is a significant effect of Team Pair Solo strategy on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF REASEARCH

A. Location and Time

This research was conducted at Madrasah Aliyah Muhamadiyah (MAM) 1 at 2018/2019. It is located at Jl. Mandala By Pass No. 140 A Medan.

B. Population and Sample

The population of this study were from the students of eight grade of MAM 1 Madrasah Muhammadiyah Medan in academic year 2018/2019 consisting of two parallel classes. They were X-1 and X-2 class. There were 30 students in X-1 class and also 30 students in X-2 class. It means that the total number of population were 60 students.

The sample of this research was taken totally from the available population. In other word, this research applied total sampling technique to determine the sample. However, it was experimental research design that requires two groups of research sample, namely experimental and control groups. Thus, the sample was choosen randomly to determine each. In this case, the researcher provided two pieces of paper that were scrolled in the some size and form. Those two pieces of paper had been labelled by writing the names of class and then they were shaken in a closed place a box. The first selected paper was automatically as experimental group and the reset was control group.

Table 3.1
Population and Sample

No	Class	Number of Population	Sample
1.	X-1	30	30
2.	X-2	30	30
TOTAL		60	60

C. Research Design

This research was quantitative research with experimental research design. In this research, there were two groups namely experimental group which consists of 30 students and control group with the same number of students as experimental one. The experimental group were treated by using Team Pair Solo Strategy while control group by Conventional Method.

Both of the groups were given Pre-test and Post-test. In detail, the research design in presented in the following table.

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Team Pair Solo strategy	√
Control	√	Conventional Method	√

1. Pre-test

Pre-test is used for matching the experimental and control groups. It is given before the classes are given the treatment. By giving pre-test the two classes are regarded to have same ability.

The researcher gave twenty multiple choices test for the students literal comprehension and inferential comprehension.

2. Treatment

The experimental and control groups were taught by using the same materials but different method. In the experimental group, students were taught by using Team Pair Solo Strategy and in the control group the students were taught by using conventional method.

3. Post-test

Post-test is used to measure the effect of certain treatment, in this case, it is to know the effect of the students' achievement in reading comprehension taught by using Team Pair Solo Strategy.

D. Instrument of Collecting Data

Instrument is one of the most important equipment in the research to collect data. The researcher tries to apply the appropriate instrument to get the data. In this case, the researcher uses test. It consists of twenty items of multiple choice taken from some reading texts. In addition, the reading texts were obtained from the students' handbooks.

E. The Technique of Data Analysis

After collecting the data from the test, the data are analyzed by using the steps stated by Arikunto (2011). Those steps are listed in the following.

1. Scoring the students' answer for the correct answer and wrong answer.

In scoring the test, the research use score ranging from 0-100 by counting the correct answer and applying this formula:

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

Note:

S = the score

R= the number of correct answer

N = the number of question

2. Getting the mean score of each group
3. Comparing the mean score of the two groups
4. Finding out which one is higher
5. Explaining the meaning of differences of the means score
6. Checking the significance by using t-test

To find out the difference means of scores of the test between the experimental and control group, researcher use t-test formula. The formula of the t-test presented as following:

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

Where:

t: t_{counted}

M_x : The mean of control group

M_y : The mean of experimental group

N_x : Number of sample of control group

N_y : Number of sample of experimental group

$\sum x$: The sum of the score of the control class

$\sum y$: The sum of the score of the experimental class

7. Explaining the implication of the findings to the teaching of reading comprehension.

F. Statistical Hypothesis

Based on the theoretical and conceptual framework above, the two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha) were formulated as follows:

Ho : There is no significant effect of Team Pair Solo Strategy on the students' achievement in reading comprehension.

Ha : There is a significant effect of Team Pair Solo strategy on the students' achievement in reading comprehension.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving the students a test consisting of twenty items.

The data of this research were the scores in pre- test and post- test of the experimental and control groups. The scores of both groups were displayed in the following table.

Table 4.1
The Score of Pre- Test and Post- Test
in Experimental Group

No	Names	Score	
		Pre- Test (T ₁)	Post- Test (T ₂)
1.	Abdul Aziz	60	80
2.	Adji Yudha	60	80
3.	Aditya Andriansyah	75	85
4.	Alvarezha Archie Rizhdan	70	80
5.	Arbi	85	90
6.	Ayu Arianti	60	80
7.	Dinda Widyana	70	85
8.	Dirja Nugraha	70	85
9.	Eka Putri Aprillia	80	85
10.	Gery Febryani	65	80
11.	Gigih Yogi	65	75
12.	Irwansyah Nauli	50	75
13.	Jessie Soeryani Sitorus	90	95
14.	Katon Praretyo	80	85
15.	Kukuh Priyogo	65	85
16.	Monica Handryani	65	80
17.	Muhammad Agus	65	80
18.	M. B. Khalif Perdana	65	85
19.	Niken Harwanti Bakri	75	85
20.	Nurul Afifa	45	75

21.	Novira yustiani	80	85
22.	Oktasya Kausar	85	90
23.	Rifki Pratama	70	80
24.	Rival Fahmi	70	85
25.	Sahara Anisa	65	85
26.	Sulistya Handayani	80	85
27.	Syivia Faddilla Siregar	75	90
28.	Wahyuni Anggriani	65	80
29.	Widya Ambar	65	80
30.	Yosi Mailin	65	75
Total		2080	2485
Mean		69.33	82.33

Based on the data above, it was seen that in pre-test, the maximum value of the pre-test score was 90 and the minimum one was 45. While, in post-test, the maximum value score was 90 and the minimum one was 75. Then, the table above also indicated that the mean score in pre-test was lower than in post-test, $69.33 < 82.33$.

Table 4.2
The Score of the Pre- Test and Post- Test
in Control Group

No.	Names	Score	
		Pre- Test (T ₁)	Post- Test (T ₂)
1.	Achnes Oktavia	55	60
2.	Adinda	55	60
3.	Adrian Wahyu	35	40
4.	Afif RONALDA	55	60
5.	Annisa Salsabila	35	40
6.	Aldaini Imran Lubis	35	45
7.	Cut Rizkina Aulia	45	50
8.	Cantika Bea Putri	60	75
9.	Devi Asri	55	60
10.	Dinul Kholik	40	50

11.	Fazry Suci Hasibuan	40	40
12.	Icha Rahayu	60	65
13.	Ibnu Riswanda	65	65
14.	Karmila Biah Tanti	75	80
15.	M. Bukhori	75	80
16.	M. Oka Yudictiya	65	70
17.	M. Ului Bahri	60	65
18.	Nur Jannah	45	50
19.	Putri Purwanti	65	70
20.	Risko Ananda	50	60
21.	Safriyani	60	60
22.	Siti Nur Aisyah	50	80
23.	Sri Rizki Hrp	65	70
24.	Syahnel Habib	60	70
25.	Wahyu Ramadhan	25	40
26.	Wirdhatul Jannah	50	50
27.	Uljan Suhadi	50	65
28.	Wahyuni Anggriani	50	60
29.	Amila Andriani	75	80
30.	Andika Tanjung	40	50
Total		1595	1810
Mean		53.16	60.33

Based on the data above, it was seen that in pre-test, the maximum value of the pre-test score was 75 and the minimum one was 25. While, in post-test, the maximum value score was 80 and the minimum one was 40. Then, the table above also indicated that the mean score in pre-test was lower than in post-test, $53.16 < 60.33$.

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to know the differences of pre- test and post- test result of the students' of the experimental and control groups.

Table 4.3**The Differences Score of the Pre- Test and Post-Test in Experimental Group**

No	Initial Names	Score (X)	Squared Score (X²)
1	AZ	28	784
2	AY	31	961
3	AA	30	900
4	AAR	31	961
5	AAP	32	1024
6	AAI	30	900
7	DW	34	1156
8	DN	33	1089
9	EPA	34	1156
10	GF	26	676
11	GYP	33	1089
12	IN	35	1225
13	JSS	34	1156
14	KPR	27	729
15	KPO	36	1296
16	MH	33	1089
17	MA	31	961
18	MBKP	29	841
19	NHB	35	1225
20	NA	34	1156
21	NY	28	784
22	OK	33	1089
23	RP	33	1089
24	RF	35	1225
25	SA	35	1225
26	SH	26	676
27	SFS	26	676
28	WA	34	1156
29	WAN	36	1296
30	YM	32	1024
Total		954	30614
Mean		31.8	1020.46

Based on the Table 4.3 the mean score of experimental group was 31.8 and the mean squared score was 1020.46.

The formula to obtain reliability is as follows:

$$R = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

In which:

K = Number of questions

M = Mean score of the test

S² = The square of standard deviation of the test score

The formula to obtain the standard deviation (S) is as follows:

$$S = \frac{\sqrt{\sum x^2}}{N}$$

$$S = \frac{\sqrt{30614}}{30}$$

$$S = \frac{174,96}{30}$$

$$S = 5,83$$

$$K = 40$$

$$M = 31,8$$

$$S = 5,83$$

$$R = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

$$R = \frac{40}{40-1} \left[1 - \frac{31,8(40-31,8)}{40(5,83)^2} \right]$$

$$R = \frac{40}{39} \left[1 - \frac{31,8(8,2)}{40(5,83)^2} \right]$$

$$R = \frac{40}{39}[1 - 0,19]$$

$$R = 0,21$$

From the calculation above, the reliability coefficient of the test was 0.81. This coefficient is considered very high (Arikunto, 2011).

Table 4.4

The Calculation of t-test for Experimental Group

No	Initial Names	Pre-test (T1)	Post-test (T2)	D (T2-T1)	da (d-Ma)	da ² (d-Ma) ²
1	AZ	60	80	20	6,5	42,25
2	AY	60	80	20	6,5	42,25
3	AA	75	85	10	-3,5	12,25
4	AAR	70	80	10	-3,5	12,25
5	AAP	85	90	5	-8,5	72,25
6	AAI	60	80	20	6,5	42,25
7	DW	70	85	15	1,5	2,25
8	DN	70	85	15	1,5	2,25
9	EPA	80	85	5	-8,5	72,25
10	GF	65	80	15	1,5	2,25
11	GYP	65	75	10	-3,5	12,25
12	IN	50	75	25	11,5	132,25
13	JSS	90	95	5	-8,5	72,25
14	KPR	80	85	5	-8,5	72,25
15	KPO	65	85	20	6,5	42,25
16	MH	65	80	15	1,5	2,25
17	MA	65	80	15	1,5	2,25
18	MBKP	65	85	20	6,5	42,25
19	NHB	75	85	10	-3,5	12,25
20	NA	45	75	30	16,5	272,25
21	NY	80	85	5	-8,5	72,25
22	OK	85	90	5	-8,5	72,25
23	RP	70	80	10	-3,5	12,25
24	RF	70	85	15	1,5	2,25
25	SA	65	85	20	6,5	42,25
26	SH	80	85	5	-8,5	72,25
27	SFS	75	90	15	1,5	2,25
28	WA	65	80	15	1,5	2,25
29	WAN	65	80	15	1,5	2,25

30	YM	65	75	10	-3,5	12,25
Total		2080	2485	405	0	1257,5
Mean		69,33	82,83	13,5	0	41,9

Table 4.4 presented the calculation of t-test for Experimental Group in pre-test. It showed that total score of Pre-test lower one in Post-test. In calculation of t-test in experimental group $\Sigma d = 405$.

$$Ma = \frac{\sum da}{Na} = \frac{405}{30} = 13,5$$

Table 4.5

The Calculation of t-test for Control Group

No	Initial Names	Pre-test (T1)	Post-test (T2)	D (T2-T1)	db (d-Mb)	db² (d-Mb)²
1	AA	55	60	5	-2,3	5,29
2	AY	55	60	5	-2,3	5,29
3	AA	35	40	5	-2,3	5,29
4	AAR	55	60	5	-2,3	5,29
5	AAP	35	40	5	-2,3	5,29
6	AA	35	45	10	2,7	7,29
7	DW	45	50	5	-2,3	5,29
8	DN	60	75	15	7,7	59,29
9	EPA	55	60	5	-2,3	5,29
10	GF	40	50	10	2,7	7,29
11	GY	40	40	0	-7,3	53,29
12	IN	60	65	5	-2,3	5,29
13	JSS	65	65	0	-7,3	53,29
14	KP	75	80	5	-2,3	5,29
15	K P	75	80	5	-2,3	5,29
16	MH	65	70	5	-2,3	5,29
17	MA	60	65	5	-2,3	5,29
18	MBK	45	50	5	-2,3	5,29
19	NHB	65	70	5	-2,3	5,29
20	NA	50	60	10	2,7	7,29
21	Ny	60	60	0	-7,3	53,29
22	OK	50	80	30	22,7	515,29
23	RP	65	70	5	-2,3	5,29

24	RF	60	70	10	2,7	7,29
25	SA	25	40	15	7,7	59,29
26	SH	50	50	0	-7,3	53,29
27	SFS	50	65	15	7,7	59,29
28	WA	50	60	10	2,7	7,29
29	WA	75	80	5	-2,3	5,29
30	YM	40	50	10	2,7	7,29
Total		1595	1810	220	-4	1034,7
Mean		53,17	60,33	7,3	-0,1333	34,5

Table 4.5 presented the calculation of t-test for Control Group in pre-test. It showed that the total score of pre-test was than post-test. In calculation of t-test, in the control group $\Sigma d = 220$.

$$Ma = \frac{\sum db}{Na} = \frac{220}{30} = 7,3$$

Thus, from the data, it can be known that:

$$Ma = 13,5$$

$$Mb = 7,3$$

$$Da^2 = 1257,5$$

$$Db^2 = 732,57$$

$$Na = 30$$

$$Nb = 30$$

Further, the researcher applied t-test formula as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2} \right) \left(\frac{1}{Na} + \frac{1}{Nb} \right)}}$$

$$t = \frac{13,5 - 7,3}{\sqrt{\left(\frac{1257,5 + 732,57}{30 + 30 - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{6,2}{\sqrt{\left(\frac{1990,07}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{6,2}{\sqrt{(34,31)(0,06)}}$$

$$t = \frac{6,2}{1,43}$$

$$t = 4,33$$

The calculation of t-table:

$$Df = Na + Nb - 2$$

$$Df = 30 + 30 - 2$$

$$Df = 58$$

$$\alpha = 0,05$$

df	0.10	0.05	0.025	0.01
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.300	2.6618
60	1.6706	2.0003	2.2990	2.6603

C. Testing Hypothesis

The testing hypothesis was conducted to find out whether the hypothesis was accepted or rejected. Based on the result of the data analysis, the researcher found that the value of t-test (4,33) was higher than the value of t-table (2.002) at level of significant $p = 0,05$ and at degree of freedom $df = 58$. So, alternative hypothesis was accepted. It indicates that there is a significant effect of using Team Pair Solo Strategy on the students' achievement in reading comprehension.

D. Research Finding

After collecting and analyzing the data by using t-test formula, the researcher found that the value of t-test (4,33) exceeded the value of t-table (2,002), so hypothesis is really true in this researcher. It indicated that the students' achievement in reading comprehension taught by using Team Pair Solo Strategy was higher than those taught by using conventional method.

The students who were taught by using strategy Team Pair Solo can increase their achievement in reading comprehension. While the students who were taught by using control group still found some difficulties in reading comprehension. It was proven by some students still achieved bad score and did not show their achievement in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data findings, there were some conclusions drawn as follow:

1. The using of Team Pair Solo Strategy caused a positive effect to the students' achievement in reading comprehension, which was proven from the result of the test, $t_{table} > t_{counted}$ or $4.33 > 2.002$
2. The students who were taught by using Team Pair Solo Strategy got better ability in reading comprehension.

B. Suggestions

In relationed to the conclusions above, suggestions were put forward as follows:

1. The teacher can apply Team Pair Solo Strategy in teaching reading comprehension in the classroom as a method to help the students increasing their reading achievement.
2. It was suggested to other researchers who are interested in doing the relevant research to use these findings as a source of information for further related studies.

REFERENCES

- Arikunto, Suharsimi. 2011. *Prosedur Penelitian*. Jogjakarta: Rineka Cipta.
- Astuti, S.L, dkk. 2006. Implementasi Pendidikan Karakter pada Mata Kuliah Ilmu Sosial dan Budaya Dasar bagi Mahasiswa UNY dengan Pendekatan Pemecahan Masalah. *Laporan Penelitian*. Yogyakarta: FIP UNY.
- Barret, K.E., et. Al. 1984. *Ganong's Review of Medical Physiology*. (23rd edition). New York: The McGraw-Hill Companies, Inc.
- Bloom & Don W.F. 2002. *Buku Ajar Histologi*. Edisi 12. Terjemahan Jan Tambayong. Jakarta: EGC
- Brown, H.D. 2004. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall, Inc.
- Burn, J. 1984. *Child's Talk: Learning to Use Language*. Oxford: Oxfors University Press.
- Chalmers, David M. 2001. *Encyclopedia Americana*. New York: Americana Corporation.
- Cook, Curtis W and Hunsaker, Phillip L. 2001. *Management and Organizational Behavior 3rd Edition*. McGraw Hill. New York.
- Dardjowidjojo, Dawoud, S. 2001. *Peran Metode dalam Pengajaran Membaca*, Makalah dalam Rangka Dies Natalis ke-41 IKIP Bandung.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*, 3 Ed, New York: Pearson Education Limited.
- Heinrich, H.W, dalam Tarwaka. 2006. *Keselamatan dan Kesehatan Kerja Manajemen Implementasi K3 di Tempat Kerja*. Surakarta: Harapan Press.
- Jain, R.A., & Wichern, D.W. 2008. *Applied Multivariate Statistical Analysis*. New Jersey: Pearson Prentice Hall.
- Kagan, S., & Kagan, M. 1989. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- Otto, CM. 1979. *How to Teach Reading*. Massachusetts: Addison-Wesley Publishing Commpany.
- Sheng, He Ji, 2001. *A Cognitive model for Teaching Reading Comprehension*, Journal of/ English Teaching Forum.

APPENDIX 1

LESSON PLAN (Experimental Group)

Nama Sekolah : Madrasah Aliyah Muhamadiyah (MAM)1

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/1

Alokasi Waktu : 2x 45 Menit

Topik Pembelajaran : Narrative Text

Ketrampilan : Reading

A. Standar Kompetensi

Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

- 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

C. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narrative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

E. Materi Pokok

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is revolved, for better or worse.
4. Re-orientation: The ending of the story.

A Woman and the Wolves

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

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her

to leave, her brother said “ it is getting dark. Let my son, Ah Tim go with you though the forest.”

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

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

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

Read the text, then choose the best choice to each questions 1-10

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

- a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman’s brother

- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- c. The woman's son
- b. The woman
- d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- c. He ran slowly
- b. He was stumbled by a stone
- d. The woman cried
- e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves c. For the fire woods
- b. To bring the woman's nephew d. For play
- e. For building a house for the woman.

7. “ all men in the village fetched thick stick ... “ the word “ fetched” has a similar

- a. Received c. Got
- b. Caught d. Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents

- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

F. Metode Pembelajaran / teknik:

Cooperative Teaching and Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> • Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca • Membahas 	<ul style="list-style-type: none"> • Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. • Siswa membaca sebuah teks 	<ul style="list-style-type: none"> • Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris

unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramatika dalam teks.	narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.	tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i> , dan <i>language features</i> , serta <i>content</i> -nya
--	---	--

Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti (80 menit)

Eksplorasi (15 menit)

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
- Siswa dan guru mendiskusikan materi mengenai teks narative

- Guru menjelaskan unsur dan langkah retorika dan ciri lexicogrammatica dalam teks narrative
- Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

- Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
- Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Kegiatan Penutup (5 menit)

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

H. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlanguage

I. Penilaian

I. Indikator :- Merespon wacana text

- mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay
pembuatan narrative text.

II. Instrument:

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

“Oh, dreadfully! said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 1-5. Choose the best answer based on the passage.

1. What kind of the text is it?

- a. report c. narrative
- b. recount d. descriptive
- e. news item

2. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

3. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards

4. What is the dominant structure used in the text ?

- a. the simple present tense c. the present continuous tense
- b. the simple past tense d. passive voice
- e. imperative

5. No one but a real princess could have such a tender skin as that.

- a. hard c. weak
- b. light d. strong
- e. soft

III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

- 90 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.
- 80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.
- 70 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Mengetahui

Metro, 12 Desember 2018

Guru Pamong

Praktikan

M. Ikhsan Aji

NURISAN ABUWA

Mengatahui

Kepala MAS Muhammadiyah 1Medan

Dra. ERNANI, MA

NIP. 19670616 200604 2 002

APPENDIX 2

LESSON PLAN (Control Group)

Nama Sekolah : Madrasah Aliyah Muhamadiyah (MAM)1
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/1
Alokasi Waktu : 2x 45 Menit
Topik Pembelajaran : Narrative Text
Ketrampilan : Reading

J. Standar Kompetensi

Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

- 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

K. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

L. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narrative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

M. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

N. Materi Pokok

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The generic structure of Narrative text:

5. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
6. Complication: Tells the problems of the story and how the main characters solve them.
7. Resolution: The crisis is revolved, for better or worse.
8. Re-orientation: The ending of the story.

A Woman and the Wolves

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

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her

to leave, her brother said “ it is getting dark. Let my son, Ah Tim go with you though the forest.”

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

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

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

Read the text, then choose the best choice to each questions 1-10

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

- a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman’s brother

- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- c. The woman's son
- b. The woman
- d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- c. He ran slowly
- b. He was stumbled by a stone
- d. The woman cried
- e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves c. For the fire woods
- b. To bring the woman's nephew d. For play
- e. For building a house for the woman.

7. “ all men in the village fetched thick stick ... “ the word “ fetched” has a similar

- a. Received c. Got
- b. Caught d. Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents

- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

O. Metode Pembelajaran / teknik:

Cooperative Teaching and Learning

P. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> • Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca • Membahas 	<ul style="list-style-type: none"> • Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. • Siswa membaca sebuah teks 	<ul style="list-style-type: none"> • Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris

unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramatika dalam teks.	narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.	tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i> , dan <i>language features</i> , serta <i>content</i> -nya
--	---	--

Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

7. Mengucapkan salam dengan ramah ketika masuk ruang kelas
8. Mengecek kehadiran siswa
9. Apersepsi
10. Memotivasi siswa
11. Menyampaikan tujuan pembelajaran
12. Menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti (80 menit)

Eksplorasi (15 menit)

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
- Siswa dan guru mendiskusikan materi mengenai teks narative

- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
- Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

- Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
- Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Kegiatan Penutup (5 menit)

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

Q. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlanguage

R. Penilaian

I. Indikator :- Merespon wacana text

- mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay
pembuatan narrative text.

II. Instrument:

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

“Oh, dreadfully! said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 1-5. Choose the best answer based on the passage.

1. What kind of the text is it?

- a. report c. narrative
- b. recount d. descriptive
- e. news item

2. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

3. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards

4. What is the dominant structure used in the text ?

- a. the simple present tense c. the present continuous tense
- b. the simple past tense d. passive voice
- e. imperative

5. No one but a real princess could have such a tender skin as that.

- a. hard c. weak
- b. light d. strong
- e. soft

III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

- 91 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.
- 80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.
- 71 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Mengetahui

Metro, 12 Desember 2018

Guru Pamong

Praktikan

M. Ikhsan Aji

NURISAN ABUWA

Mengatahui

Kepala MAS Muhammadiyah 1Medan

Dra. ERNANI, MA

NIP. 19670616 200604 2 002

Appendix 3

A Woman and the Wolves

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

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

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

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions 1-10

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

- a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew

- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tim
- b. The woman
- c. The woman's son
- d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- d. For play
- e. For building a house for the woman.

7. " all men in the village fetched thick stick ... " the word " fetched " has a similar

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles
- d. Wild and unsafe
- e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story

- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

The Princess And The Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?
- a. report c. narrative
 - b. recount d. descriptive
 - e. news item
12. The generic structure of the text is.....
- a. Orientation > Complication > Resolution > Re-Orientation
 - b. Orientation > Events > Re- Orientation
 - c. General Classification > Description
 - d. Identification > Description
 - e. Newsworthy Events > Background Events > Sources
13. What is the purpose of the text ?
- a. to inform about princess and the pea
 - b. to describe the story of the princess and the pea
 - c. to give information that the prince looked for the real princess
 - d. to amuse the reader with the story of the princess and the pea
 - e. to describe how the princess could feel the pea on the bottom boards
14. What is the dominant structure used in the text ?
- a. the simple present tense c. the present continuous tense
 - b. the simple past tense d. passive voice
 - e. imperative
15. No one but a real princess could have such a tender skin as that.
- a. hard c. weak
 - b. light d. strong
 - e. soft

BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw BlueTongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

This passage below is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- a. Black Bird did
- c. Blue-Tongue Lizard's wife did

- b. Blue-Tongue Lizard did d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- a. Black Bird c. Lizard
- b. Taipan d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- b. He was swimming
- c. He was going to get some food
- d. He was going to get some money
- e. He was watching

APPENDIX 4

Answer keys :

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

Appendix 5

Students' Model Answer (Experimental Group)

NAME : JESSIE SOERYANI SITORUS

CLASS : X-1

SUBJECT : ENGLISH

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- ☒ c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tim
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- ☒ c. The wolves were good runners
- d. He ran slowly
- e. The woman cried

5. The woman gave her son to the wolves because

- ☒ a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- c. For the fire woods

$$\frac{19}{20} \times 100 = 95$$

- b. To bring the woman's nephew ☒ For play
- e. For building a house for the woman.

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received c. Got
- b. Caught ☒ Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- ☒ Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- ☒ Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- ☒ To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- ☒ report c. narrative
- b. recount d. descriptive
- e. news item

12. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- ☒ Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea

☒ to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?

- a. the simple present tense c. the present continuous tense
- b. the simple past tense ☒ passive voice
- e. imperative

15. No one but a real princess could have such a tender skin as that.

- ☒ hard c. weak
- b. light d. strong
- e. soft

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- ☒ Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- a. Black Bird did ☒ Blue-Tongue Lizard's wife did
- b. Blue-Tongue Lizard did d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- ☒ Black Bird c. Lizard
- b. Taipan d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- a. Blue-Tongue Lizard and Black Bird
- ☒ Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- b. He was swimming
- c. He was going to get some food
- d. He was going to get some money
- ☒ He was watching

NAME : Katon Praretyo

CLASS : X -1

SUBJECT : English

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- ☒ c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- ☒ e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- ☒ c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- ☒ d. For play
- e. For building a house for the woman.

$$\frac{77}{20} \times 100 = 85$$

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received c. Got
- b. Caught ~~d. Hit~~
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- ~~e. Dark and very dangerous~~

9. The brother let her son go with his aunt as she left home because

- ~~a. Ah Tim wanted to see the wolves~~
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- ~~c. To tell the villagers' relationship~~
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- ~~a. report~~ c. narrative
- b. recount d. descriptive
- e. news item

12. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- ~~c. General Classification > Description~~
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- ~~c. to give information that the prince looked for the real princess~~
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?
a. the simple present tense c. the present continuous tense
b. the simple past tense ~~d.~~ passive voice
e. imperative
15. No one but a real princess could have such a tender skin as that.
~~a.~~ hard c. weak
b. light d. strong
e. soft

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?
a. Blue-Tongue Lizard and Black Bird
b. Blue-Tongue Lizard and Taipan the Snake
c. Snake and Blue-Tongue Lizard
~~d.~~ Taipan and Snake and Black Bird
e. Blue-Tongue Lizard's wife and Black Bird
17. Who passed by Blue-Tongue Lizard's camp?
a. Black Bird did ~~c.~~ Blue-Tongue Lizard's wife did
b. Blue-Tongue Lizard did d. Taipan the Snake did
e. Emu did
18. Who was watching when Taipan took Blue-Tongue's wife?
~~a.~~ Black Bird c. Lizard
b. Taipan d. The swamp
e. Blue Bird
19. Who are the supporting characters?
a. Blue-Tongue Lizard and Black Bird
~~b.~~ Blue-Tongue Lizard and Taipan the Snake
c. Snake and Blue-Tongue Lizard
d. Taipan the Snake and Black Bird
e. Blue-Tongue Lizard's wife and Black Bird
20. What was Blue-Tongue Lizard doing when Taipan took his wife?
a. He was sleeping
b. He was swimming
c. He was going to get some food
d. He was going to get some money
~~e.~~ He was watching

NAME : NUKUL AFIFA

CLASS : X-1

SUBJECT : English

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- ☒ c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tim
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- ☒ c. The wolves were good runners
- d. He ran slowly
- e. The woman cried

5. The woman gave her son to the wolves because

- ☒ a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- ☒ d. For play
- e. For building a house for the woman.

$$\frac{75}{20} \times 100 = 75$$

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received
- b. Caught
- c. Got
- ☒ d. Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area
- b. Situated in a large district
- c. ☒ Separated by untamed jungles
- d. Wild and unsafe
- e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- ☒ a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- ☒ b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- ☒ a. report
- b. recount
- c. narrative
- d. descriptive
- e. news item

12. The generic structure of the text is.....

- ☒ a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- ☒ e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?

- a. the simple present tense c. the present continuous tense
- b. the simple past tense ☒ d. passive voice
- e. imperative

15. No one but a real princess could have such a tender skin as that.

- ☒ a. hard c. weak
- b. light d. strong
- e. soft

This passage below is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- ☒ d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- a. Black Bird did c. Blue-Tongue Lizard's wife did
- b. Blue-Tongue Lizard did d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- ☒ a. Black Bird c. Lizard
- b. Taipan d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- ☒ d. Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- ☒ b. He was swimming
- c. He was going to get some food
- d. He was going to get some money
- e. He was watching

Appendix 6

Students' Model Answer (Control Group)

NAME : Widya Rarnadhan

CLASS : X-2

SUBJECT : English

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- ☒ c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- ☒ e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- ☒ c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- c. For the fire woods

$$\frac{16}{20} \times 100 = 80$$

- b. To bring the woman's nephew ☒ For play
- e. For building a house for the woman.

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received c. Got
- b. Caught ☒ Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- ☒ Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- ☒ The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- ☒ To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- ☒ report c. narrative
- b. recount d. descriptive
- e. news item

12. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- ☒ General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- ☒ to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea

e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?

- a. the simple present tense c. the present continuous tense
- b. the simple past tense ~~d.~~ passive voice
- e. imperative

15. No one but a real princess could have such a tender skin as that.

- ~~a.~~ hard c. weak
- b. light d. strong
- e. soft

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- ~~b.~~ Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- a. Black Bird did ~~c.~~ Blue-Tongue Lizard's wife did
- b. Blue-Tongue Lizard did d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- ~~a.~~ Black Bird c. Lizard
- b. Taipan d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- ~~d.~~ Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- b. He was swimming
- c. He was going to get some food
- d. He was going to get some money
- ~~e.~~ He was watching

NAME : Moka Yudictiva

CLASS : X-2

SUBJECT : English

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- ☒ c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tm
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- ☒ e. The wolves were good runners

5. The woman gave her son to the wolves because

- ☒ a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- ☒ a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- d. For play
- e. For building a house for the woman.

$$\frac{13}{20} \times 100 = 65$$

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received c. Got
- b. Caught ~~d. Hit~~
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area c. Separated by untamed jungles
- b. Situated in a large district d. Wild and unsafe
- ~~e. Dark and very dangerous~~

9. The brother let her son go with his aunt as she left home because

- ~~a. Ah Tim wanted to see the wolves~~
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- ~~e. To narrate how the wolves were playing with the baby~~

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- ~~a. report~~ c. narrative
- b. recount d. descriptive
- e. news item

12. The generic structure of the text is.....

- ~~a. Orientation > Complication > Resolution > Re-Orientation~~
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- ~~c. to give information that the prince looked for the real princess~~
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?
- a. the simple present tense
 - b. the simple past tense
 - c. the present continuous tense
 - d. passive voice
 - e. imperative

15. No one but a real princess could have such a tender skin as that.
- a. hard
 - b. light
 - c. weak
 - d. strong
 - e. soft

This passage below is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- a. Black Bird did
- b. Blue-Tongue Lizard did
- c. Blue-Tongue Lizard's wife did
- d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- a. Black Bird
- b. Taipan
- c. Lizard
- d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- b. He was swimming
- c. He was going to get some food
- d. He was going to get some money
- e. He was watching

NAME : Adrian Wahyu

CLASS : X-2

SUBJECT : English

Read the text, then choose the best choice to each questions 1-10

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

- ☒ a. Another village
- b. Mountains
- c. Forests
- d. Hills
- e. Towers and logs

2. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- ☒ e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

- a. Ah Tim
- b. The woman
- c. The woman's son
- ☒ d. Her brother's nephew
- e. The baby and his mother

4. How could the wolves catch Ah Tim ?

- ☒ a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

5. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- ☒ e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- ☒ d. For play
- e. For building a house for the woman.

$$\frac{8}{20} \times 100 = 40$$

7. "all men in the village fetched thick stick ... " the word " fetched" has a similar

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted

8. From the passage we learn that the villages were

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles
- d. Wild and unsafe
- e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers' relationship
- d. To explain how important a relative is
- e. To narrate how the wolves were playing with the baby

This passage bellow is for question number 11-15. Choose the best answer based on the passage.

11. What kind of the text is it?

- a. report
- b. recount
- c. narrative
- d. descriptive
- e. news item

12. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
- b. Orientation > Events > Re- Orientation
- c. General Classification > Description
- d. Identification > Description
- e. Newsworthy Events > Background Events > Sources

13. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards

14. What is the dominant structure used in the text ?

- a. the simple present tense
- b. the simple past tense
- ☒ c. the present continuous tense
- d. passive voice
- ☒ e. imperative

15. No one but a real princess could have such a tender skin as that.

- ☒ a. hard
- b. light
- c. weak
- d. strong
- e. soft

This passage bellow is for question number 16-20. Choose the best answer based on the passage.

16. Who are the main characters in this folktale?

- a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- ☒ d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

17. Who passed by Blue-Tongue Lizard's camp?

- ☒ a. Black Bird did
- b. Blue-Tongue Lizard did
- c. Blue-Tongue Lizard's wife did
- d. Taipan the Snake did
- e. Emu did

18. Who was watching when Taipan took Blue-Tongue's wife?

- ☒ a. Black Bird
- b. Taipan
- c. Lizard
- d. The swamp
- e. Blue Bird

19. Who are the supporting characters?

- ☒ a. Blue-Tongue Lizard and Black Bird
- b. Blue-Tongue Lizard and Taipan the Snake
- c. Snake and Blue-Tongue Lizard
- d. Taipan the Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird

20. What was Blue-Tongue Lizard doing when Taipan took his wife?

- a. He was sleeping
- ☒ b. He was swimming
- ☒ c. He was going to get some food
- d. He was going to get some money
- e. He was watching

Appendix 7

STUDENTS' ATTENDENCE LIST IN RESEARCH PROCESS

(EXPERIMENTAL GROUP)

Kelas : X/ 1

NO	NAME	SIGNATURE
1.	Abdul Aziz	Ambar
2.	Adji Yudha	Adji
3.	Aditya Andriansyah	Adi
4.	Alvarezha Archie	Archie
5.	Rizhdan Arbi	Rizhdan
6.	Ayu Arianti	Ayu
7.	Dinda Widya	Dinda
8.	Dirja Nugraha	Dirja
9.	Eka Putri Aprillia	Eka
10.	Gery Febryani	Gery
11.	Gigih Yogi	Gigih
12.	Irwansyah Nauli	Irwansyah
13.	Jessie Soeryani Sitorus	Jessie
14.	Katon Praretyo	Katon
15.	Kukuh Priyogo	Kukuh
16.	Monica Handrayani	Monica
17.	Muhammad Agus	Muhammad
18.	M.B.Khalif Perdana	M.B.Khalif
19.	Niken Harwanti Bakri	Niken
20.	Nurul Afifa	Nurul
21.	Novira Yustiani	Novira
22.	Oktasya Kausar	Oktasya
23.	Rifki Pratama	Rifki
24.	Rival Fahmi	Rival
25.	Sahara Anisa	Sahara
26.	Sulistya Handayani	Sulistya
27.	Syivia Faddilla Siregar	Syivia
28.	Wahyuni Anggriani	Wahyuni
29.	Widya Ambar	Widya
30.	Yosi Mailin	Yosi

Medan, December 2018

Researcher

Miss Nurisan Abuwa

Appendix 8

STUDENTS' ATTENDENCE LIST IN RESEARCH PROCESS

(CONTROL GROUP)

Kelas : X/ 2

NO	NAME	SIGNATURE
1.	Achnes Oktavia	<i>Am.</i>
2.	Adinda	<i>Auli</i>
3.	Adrian Wahyu	<i>Amah</i>
4.	Afif RONALDA	<i>Amah</i>
5.	Annisa Salsabila	<i>Amah</i>
6.	Aldaini Imran Lubis	<i>Amah</i>
7.	Cut Rizkina Aulia	<i>Amah</i>
8.	Cantika Bea Putri	<i>Amah</i>
9.	Devi Asri	<i>Amah</i>
10.	Dinul Kholik	<i>Amah</i>
11.	Fazry Suci Hasibuan	<i>Amah</i>
12.	Icha Rahayu	<i>Amah</i>
13.	Ibnu Riswanda	<i>Amah</i>
14.	Karmila Biah Tanti	<i>Amah</i>
15.	M.Bukhori	<i>Amah</i>
16.	M.Oka Yudictira	<i>Amah</i>
17.	M. Ului Bahri	<i>Amah</i>
18.	Nur Jannah	<i>Amah</i>
19.	Putri Purwanti	<i>Amah</i>
20.	Risko Ananda	<i>Amah</i>
21.	Safriyani	<i>Amah</i>
22.	Siti Nur Aisyah	<i>Amah</i>
23.	Sri Rizki HRP	<i>Amah</i>
24.	Syahnel Habib	<i>Amah</i>
25.	Wahyu Ramadhan	<i>Amah</i>
26.	Wirdhatul Jannah	<i>Amah</i>
27.	Ulyan Suhadi	<i>Amah</i>
28.	Wahyuni Anggriani	<i>Amah</i>
29.	Amila Andriani	<i>Amah</i>
30.	Andika Tanjung	<i>Amah</i>

Medan, December 2018

Researcher

Miss Nurisan Abuwa



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Miss Nuisan Abuwa
NPM : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 129 SKS

IPK = 2,88

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
10/02-2018	The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension	10/02/18
	Formal and Dynamic Equivalence Translation of English – Indonesia Insurgent Novel by Veronica Roth	
	The Effect of Applying Word Webbing Technique of English – Indonesia Insurgent Novel by Veronica Roth	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 10 Februari 2018
Hormat Pemohon,

Miss Nuisan Abuwa

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:


Nama Mahasiswa : Miss Nuisan Abuwa
NPM : 1402050108
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Cooperative

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. **Yenni Hasnah, S.Pd, M.Hum**

Acc 10/02-2018 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Februari 2018
Hormat Pemohon,



Miss Nuisan Abuwa

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 124 /II.3/UMSU-02/F/2018
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Miss. Nuisan Abuwa
N P M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Team Pair Solo Stratategy on Students' Achievement in Reading Comprehension.

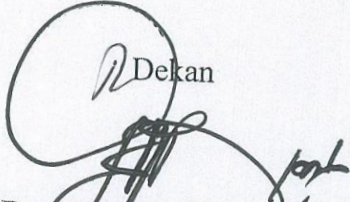
Pembimbing : Yenni Hasnah, S. Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 12 Februari 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 26 Jum. Awal 1439 H
12 Februari 2018 M


Dr. Elrianto Nst, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Nama Mahasiswa : Nurisan Abuwa
NPM : 1402050108
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

Tanggal	Hasil Bimbingan Proposal	Tanda Tangan
2/2/2018	Consulting research title	
10/2/2018	Agreeing research title	
2/5/2018	Chapter I ; Background of study	
24/5/2018	Chapter I ; Background of study - significance	
27/9/2018	Chapter I ; Background of study - significance	
	Chapter II ; Theoretical framework - Hypothesis	
	Chapter III ; Location of research - Technique of Data Analysis	
2/10/2018	Chapter I - III, References	
5/10/2018	Chapter I - III, References	
	Table of Contents	
9/10/2018	Chapter II - III	
	References & Table of Content	
16/10/2018	See to Seminar	

Diketahui oleh:
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Medan, 16 Oktober 2018

Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Miss Nuisan Abuwa
N.P.M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

Sudah layak diseminarkan.

Medan, 16 Oktober 2018

Disetujui oleh
Pembimbing

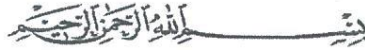
Yenni Hasnah., S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Miss Nuisan Abuwa
N.P.M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

Pada hari Rabu tanggal 24 bulan Oktober tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Oktober 2018

Disetujui oleh:

Dosen Pembahas


(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing


(Yenni Hasnah, S.Pd., M.Hum)

Diketahui oleh
Ketua Program Studi,


(Mandra Saragih, S.Pd., M.Hum)

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nurisan Abuwa
N.P.M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2018
Hormat saya
Yang membuat pernyataan,



Nurisan Abuwa

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 4416 /II.3/UMSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 22 Shafar 1439 H
31 Oktober 2018 M

Kepada Yth, Bapak/Ibu Kepala
Madrasah Aliyah Muhammadiyah 1 Medan
di-
Tempat


Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Miss. Nurisan Abuwa
N P M : 1402050108
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *The Effect of Team Pair Solo Strategy on Students' Achievement in Reading Comprehension.*

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elhianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertiagal **



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA MEDAN
MADRASAH ALIYAH SWASTA MUHAMMADIYAH -1 MEDAN

NSM : 131212710024 NPSN : 60728339 NIO : 116/Tahun 2010 Akreditasi : B
Sekretariat : Jalan Mandala By Pass No. 140-A Telp. 061 – 7326316 Lk. V
Kel. Bantan Kec. Medan Tembung Kota Medan 20224 – Sumatera Utara
e-mail : mas.muhammadiyah1@yahoo.co.id



SURAT KETERANGAN

Nomor : 004.Ket/III.4.AU/F/2019

Yang bertandatangan dibawah ini Kepala MAS Muhammadiyah-1 Medan menerangkan bahwa :

Nama : Miss Nurisan Abuwa
Tempat/Tanggal lahir : Patani, 23 Januari 1996
N IM : 1402050108
Jur/Program Studi : Pendidikan Bahasa Inggris


Benar telah melaksanakan penelitian di Madrasah Aliyah Muhammadiyah 1 Medan dari tanggal 10 Desember 2018 s/d 07 Januari 2019 dengan judul penelitian :

“The Effect of Team Pair Solo Strategy on Students Achivement in Reading Comprehension”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Nashrun Minallaahi Wa Fathun Qariib
Wassalamu'alaikum Wr.Wb

Medan, 28 Januari 2019
Kepala MAS Muhammadiyah 1 Medan



Dra. ERNANI, MA
NPP 19670616 200604 2 002

CURRICULUM VITAE

DATA PERSONAL

Name : Miss Nurisan Abuwa

Place / Date of Birth : Patani, 23 January 1996

Register Number : 1402050108

Sex : Female

Religion : Islam

Marital Status : Single

Hobbies : Traveling

Fathers' Name : Mr. Che'nah Abuwa

Mothers' Name : Mrs. Mariyah Abuwa

Address : A. Yarang J. Patani 94760 Thailand

EDUCATION

- Elementary school at SD Taladnad Basaa-e, Patani, Thailand (2002-2008)
- Junior High School at SMP Thamvitaya Mulnity , Yala, Thailand (2008-2011)
- Senior High School at SMA Thamvitaya Mulnity, Yala, Thailand (2011-2014)
- Students of Muhammadiyah University of North Sumatra until Sarjana Degree of English Department (2014-2019)

Medan, February
2019

The researcher,

Nurisan Abuwa

