

**THE IMPLEMENTATION OF SHOE PARTNER STRATEGY TOWARDS
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT
SMK TI MUHAMMADIYAH 09 MEDAN**

SKRIPSI

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ABSTRACT

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This study deals with the implementation of Shoe Partner strategy toward achievement in reading comprehension. This study was conducted by using classroom action research. The subject of the research was class XI. It conducted in one class which consisted of 38 students. This research was conducted in two cycles and each cycle consisted of three meetings. The the finding of the pre-test of the mean score was 44.60. In the first cycle test the mean score was 67.69 and in the second cycle test the mean score was 78.15. The improvement also can be seen from the presentage of students' achievement in reading comprehension. In pre-test only 0 students got 70 points (0%). In first competence test 22 students got 70 points (57.89%). It means there was an improvement about 57.89%. In the second competence test 38 students got 70 points (100%). The improvement was 42.11%. There was also improvement of students' behaviour and participation in the class. In first cycle, some students unable pay attention and focus on teacher's presentation. Nevertheless, in the second cycle, they were able to focus and participated on the teacher's command. It was concluded that Shoe Partner strategy improving students' achievement in reading comprehension.

Keyword: *Reading, Comprehension, Level Comprehension, and Shoe Partner strategy.*

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading as process of simultaneously extracting and constructing meaning where the reader have to capabilities, knowledge, and experience to comprehend the texts which include the purpose, process, and consequence of reading.

In Educational unit oriented curriculum (KTSP) it expected the students must be able to comprehend the meaning of the text in form of narrative, recount, descriptive, spoof, etc in the context of daily life. In addition, The students' have to master reading comprehension in order to enable them to get success in learning reading process. The students' achievement in comprehending the text determine the success of the learning, If the students don't understand about the text in a test, they will difficulties to fulfill same test.

But in fact, based on the observation on PPL at SMK TI Muhammadiyah 09 Medan that many students' cannot comprehend the text well. Besides they did not understand the meaning of the text, it made them difficulties to answer the question. In addition they had lack of vocabulary so that made them confuse to comprehend the passage well. They had low motivation in reading activity because the students had low capability in English so that the result was not good.

Many strategies can be used by English teacher in reading teaching especially in narrative text. There are Jigsaw, KWL, T-Party, Poop corn Read, Round Robin, Shoe Partner, etc. In this study the researcher only focus on one strategy, namely shoe partner. Shoe partner is a strategy to pair up students or

participants in a random manner. Shoe partner is fun, interactive strategy that is non-threatening and engaging for all students. It works like this: Each asked is individual to look around the room and find an individual who is wearing shoes similar their own. For example participants may match by color, style, boot, heels, flats, etc. One participant finds their shoe partners them then share or exchanged around a particular concept or question. This strategy provides opportunity for physical movement and standing conversations.

From phenomena above, so the researcher interested in the title “The Strategy of Shoe Partner Strategy Toward Students’ Achievement in Reading Comprehension at SMK TI Muhammadiyah 09 Medan”.

B. The Identification of the Study

Based on the background of study, the problems were identified as follows:

1. The students were not able comprehend text well
2. The students had lack of vocabulary in reading English texts
3. The students had low motivation in reading English texts

C. The Formulation of the Study

Based on the identification of study, the problems were formulated as follows:

1. Does Shoe Partner improve students’ skill in reading comprehension?

2. How are students' activities in learning process taught by Shoe Partner strategy?

D. The Objectives of the Study

Based on the formulation of problem, the aimed of this study of follows:

1. To describe improvement the students' skill in reading comprehension
2. To describe the students' activities in learning process by Shoe Partner strategy.

E. The Scope and Limitation of Study

The scope of this research was reading. The limit was on reading by using Shoe Partner strategy on the XI grade students' of SMK TI Muhammadiyah 09 Medan on academic years 2016-2017.

F. The Significance of Study

In this study many contributions which given by the researcher either theoretically on practically.

1. Theoretically

In this study, it expected can give many benefits to linguist field in developing material especially in reading comprehension on narrative text.

2. Practically

In this study, the researcher expects can give many contributions to:

- a. The researcher to be good future teacher in teaching reading comprehension.

- b. The teacher as a reference and guide to help them improves the quality of teaching reading effectively.
- c. The students' it make them know how comprehending the text and get idea especially in narrative text through Shoe Partner and make them be comfortable and enjoyable in learning reading.
- d. The reader it can be reference for them who is interesting in conducting deeper research in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

1. Theoretical Framework

A. Reading Comprehension

(Peter, 2008) states that reading involves two main processes identifying words and comprehending connected text. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read. The more effortlessly students can recognize words, the more attention they can devote to comprehension. The more time students spend in reading, the better their reading rate. Becoming a good reader requires practice in reading and constant exposure to text. To become competent readers, students need to learn effective strategies for identifying all words in print and for comprehending text. Literacy instruction must therefore include explicit teaching and practice in these essential strategies to enable all students to read fluently, confidently and with understanding

According to Danny (2008) states that reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word *read* states that it is the ability to examine and comprehend the meaning of written words. Reading and literacy scholars have created their own definitions of reading comprehension that contain a bit more precision. Reading comprehension is the construction of the meaning of a written communication through a

reciprocal, holistic interchange of ideas between the interpreter and the message. reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. In addition, a written discourse. This process occurs in a way to match or connect schemata of knowledge and experience that have been previously owned with the content of information of the discourse in order to build a good understanding of the discourse that has been read. Smith suggests that reading comprehension is an activity or activities undertaken by the reader to connect new information with old information in order to gain new knowledge.

Furthermore, reading comprehension is essentially a process of building understanding of it is also done to link information and gain new knowledge. The activities carried out by the reader in understanding the literature can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. Turner reveals that a reader can be said to have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experience. Furthermore, Brown states that the main principle of good readers are readers who actively participate in the reading process. They have clear goals and monitor their reading goal of reading texts that they read. Good readers use comprehension strategy to put them

in ease when constructing meaning. This strategy involves the activity to make reviews, create their own questions, make connections, visualize, and know how words shape meaning, monitor, summarize, and evaluate (Somadayo, 2013).

B. Level of Comprehension

Comprehension skills must be thought practice include assessing and connecting with students' background knowledge pre-teaching of vocabulary clarification of key concept, linking to prior knowledge and personal relevance, teacher guided and students' centered discussion about content, predicting and summarizing. Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension

1. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2. Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy

day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.

3. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential critical comprehension is not easy.

C. Learning Strategy

Brown says strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary individually each of us has a number of possible ways to solve a particular problem, and we

can choose one or several for a given problem. Learning strategies can be defined as the planning that contains a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must be done so that the teacher and student learning objective can be achieved effectively and efficiently (Kemp in Sanjaya, 2008:126).

The terms strategy is often used in many contexts with meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity. According to joyce and weil prefer to use the term models of teaching instead of using teaching strategies (Joyce and Weil in Spiritual, 2004:33).

D. Shoe Partner Strategy

According to Kagan (1994) Shoe partner is a strategy to pair up students or participants in a random manner. Show partner is fun, interactive strategy that is non-threatening and engaging for all students. It works like this: Each asked is individual to look around the room and find an individual who is wearing shoes similar their own. For example participants may match by color, style, boot, heels, flats, etc. One participant finds their shoe partners them then share or exchanged around a particular concept or question. This strategy provides opportunity for physical movement and standing conversations.

E. The procedures of Shoe Partner

Shoe partner is an icebreaker where all players throw a shoe into a big pile. Grab a random shoe and find out three new facts about the person. Shoe partner is a fun albeit smelly icebreaker game. The procedures of shoe partner are:

1. Everybody takes off a shoe and throws them in a large pile on the floor.
2. On the count of three, each person grabs a shoe from the pile,
3. Then find the person with the matching shoe in their other foot and find out their name and three things about them they didn't already know. Works best with larger groups.
4. After everyone has found their person and asked them the questions,
5. Then go around the circle and have everyone introduce the person they talked to and tell the three things about them. This game is a good large group game, though it can be somewhat smelly.

F. The Advantages of Shoe Partner

Based on description taken from sources of internet, there are some advantages of Shoe Partner, they are :

1. The personal interaction motivates many students with learning together.
2. Students can ask different kind and levels of questions.
3. Students can increase their retention with their learning experience.
4. Students' understanding can be assessed by listening on several group or team during the activity, and by collecting responses at the end.

G. The Disadvantages of Shoe Partner

There are two disadvantages of Shoe Partner strategy in teaching reading namely:

1. Spend much time: in arranging the students, the teacher needs much time to make the effective class. In forming the group the students made noise until the teacher spends time in explaining Shoe Partner.
2. Large group: the class was not effective and efficient in large group. Therefore, the students still find it difficult to apply Shoe Partner in a large group in a small class.

H. Conceptual Framework

Reading is not a passive skill, but reading is an incredibly active occupation. The reader has to understand what the words mean according to the author in the text. Therefore, the students as readers not only pay attention to translate the word from the text to establish meaning, but also comprehend the meaning of the text they read. So, it means that the students have to be active in reading. However, in fact, most of the students cannot comprehend the text. They do not understand about what they have read. Sometimes, they feel that reading activity is not interesting, so they feel bored.

There are so many strategies that will be used by the teacher. Shoe partner is a strategy to pair up students or participants in a random manner. Shoe partner is a fun, interactive strategy that is non-threatening and engaging for all students. It works like this: Each student is asked to look around the room and find an individual who is wearing shoes similar to their own. For example, participants may

match by color, style, boot, heels, flats, etc. One participant find their shoe partners they then share or exchanged around a particular concept or question. This strategy provides opportunity for physical movement and standing conversations.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted at SMK TI Muhammadiyah 09. It was located on Jalan Garuda gang Taqwa Sei-sikambing B Medan. The reason of choosed this school as the location of the research is this strategy had never them before on reading material and many problems which found of students in teaching reading.

B. The Subjects of the Research

The subject of the research was eleven grade students at SMK TI Muhammadiyah 09 Medan. The class consisted of 38 students. There were all male students. It wasthat many students faced some difficulties to get the main ideas from the text in reading comprehension and based on the researcher's observation to the teacher, so that the student needed improvement in reading comprehension.

C. Research Design

In classroom action research, there were four steps included of planning, action, observation and reflection. For this step wasbe applied to each cycle, because action research was cycle process. If the result of the first cycle was fail, it was be continued to the next cycle. If there was significant improvement in reading comprehension, so the cycles had been stopped. It showed up the

improvement students' achievement in reading comprehension, the cycle was be continued and to the next cycle until the result was achieved. To show step in classroom action research can be seen below:

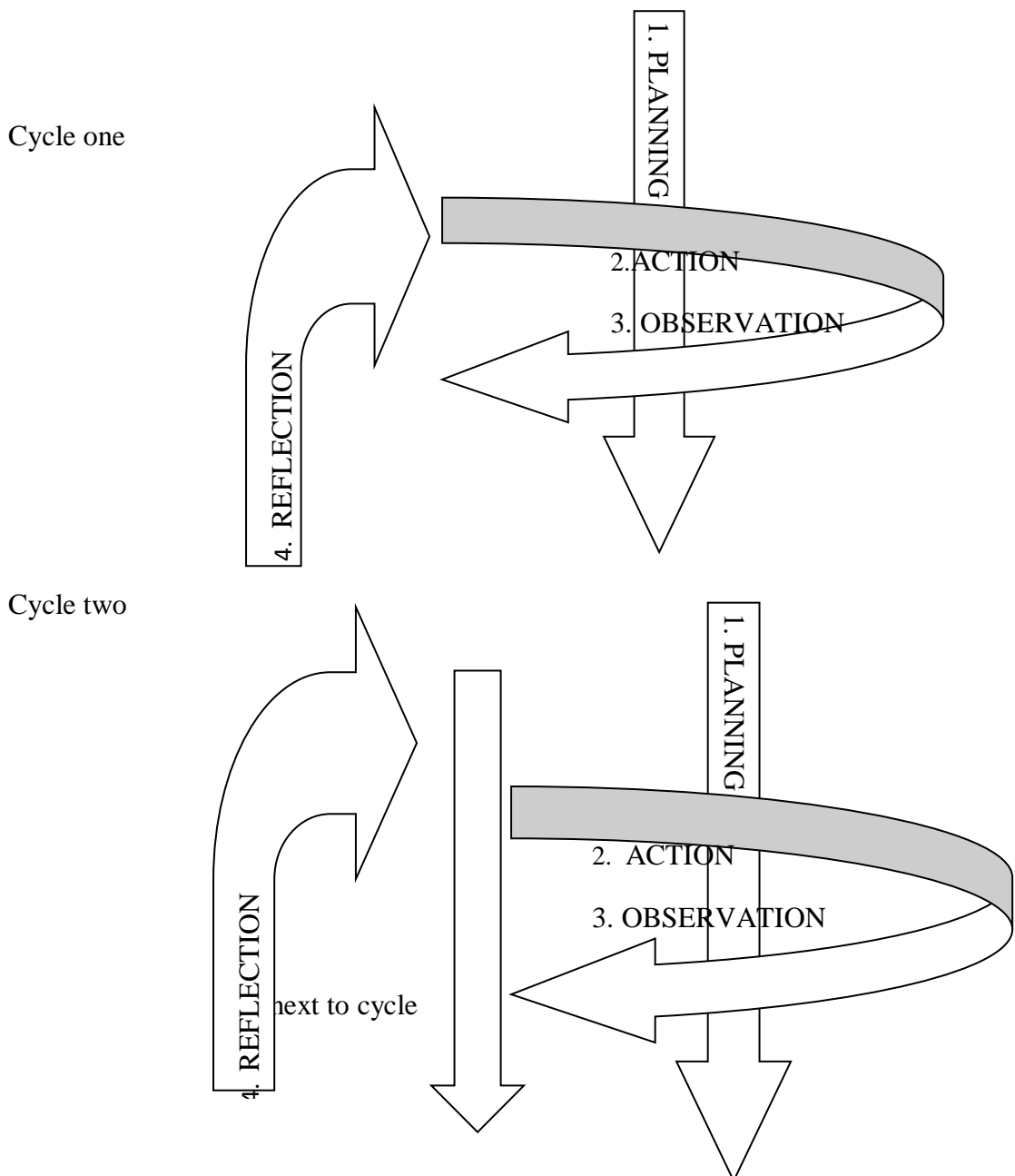


Figure 1: Classroom Action Research by Kemmis & Taggart

1. Cycle one

The procedure of research was conducted within two cycles with consisted of three meeting. Each of cycle had four processes namely: planning, action, observation and reflection. But, if it was not increase students reading so the next cycle was be continued until the result has found maximal.

a. Planning

Planning is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitoring the practice. The activities in planning were: 1. The researcher prepared the material such as lesson plan and design the step in doing the action. 2 The researcher prepared list of students name and score, 3. The research prepared test to students.

b. Action

The researcher implemented the plan or changes a practice and collects data. Data may be collected from a variety of sources. The researcher gave pre-test before the strategy was applied, and then the researcher taught reading comprehension by using shoe partner strategy. The researcher gave the opportunity to the students to ask about problem which faced by students and the last the researcher giving the post-test.

c. Observation

The researcher synthesized and analyzed the data. Key issues related to the problem were identified. The leads to reflection once more. The researcher observed the students' activities during teaching learning process and the researcher observed the students' score be continued to the reflection.

d. Reflection

The researcher reflected on and interpreted the information and communicates or reports it to others. A new understanding of the nature of the problem was developed. Action were taken and a new area of focus identified. Reflection was conducted with evaluated all activities in every cycles, the reflection was done by discussing or collaboration with English teacher. If the researcher found out the problem in the first cycles so be solved the problem in the next cycles.

2. Cycles two

Based on the cycle one the researcher decided the strategy in teaching learning for the next cycle. The cycle focused to solve the problem

a. Planning

After knowing and analyzing the students score in the first cycle, it concluded that students' achievement had to increase in reading comprehension. So the researcher must did some revised planning: 1. The researcher prepared the material such as lesson plan and designed the step in doing the action, 2. The researcher prepared list of students' name and score, 3. The research prepared test to students, 4. The researcher gave motivation to students about reading which made them interesting. 5. The researcher re-designed the procedure of teaching reading by using shoe partner strategy.

b. Action

Action in the second cycle was the implementation of revised plan of the first cycle. The procedure in Cycle was changed in order to improve students' reading

comprehension. (1) The researcher reviewed students' achievement in cycle I and gave some comments, opinion and to do the best in second cycle. (2) The researcher reviewed the importance of reading comprehension and shoe partner strategy. (3)The researcher asked the students to share everything about the text that given by the researcher. (4) The researcher gave multiple choice tests for them as the first cycle.

c. Observation

From the observation, the observer observed when the teaching and learning process go on in the class. So, all activities were noticed in the diary note.\

d. Reflection

After the second cycle had been done, the researcher gave the test to know the progress of the students and interviewed to know their comment about the teaching and learning process.

In this research used classroom action research. According to Ary (2010) states that action research is about taking action based on the research and researching the action taken. Action research had been used in a variety of setting, including schools, hospital, health clinics, community agencies, government units, and their environments. It was be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and program. Action research was based on the premise that local conditions vary widely and that the solution to many problems cannot be found in generalized truth that take no

account of local conditions. In this chapter, we focused on the use of action research in education. Action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Action research in school was also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be used by other school personnel besides teachers, including coaches, counselors, principals, superintendents, librarians, technology specialists, and other educational professionals. The goal of action research in education was to create an inquiry stance toward teaching where questioning one's own practice became part of the work and teaching culture.

Good teachers have always engaged in a form of action research, although they may not have called it that. Good teachers engage in *reflection*, a key component of action research. But action research was more than reflection. It emphasized a systematic research approach that was cyclical in nature, alternating between action and reflection, continuously refining methods and interpretations based on understanding developed in earlier cycles. Classroom action research typically involved the use of qualitative interpretive modes of inquiry and data collection by teachers (often with help from academics) with a view (a) the development of theoretical arguments for more "actionist" approaches to action research and (b) the need for participatory action researchers to make links with broad social movements.

Primacy was given to teachers' self-understandings and judgments. The emphasis was "practical," that is, on the interpretations that teachers and students are making and acting on in the situation. In other words, classroom action research

was not just practical idealistically, in a utopian way, or just about how interpretations might be different “in theory”; it is also practical in Aristotle’s sense of practical reasoning about how to act rightly and properly in a situation with which one is confronted. If university researchers were involved, their role was a service role to the teachers. Such university researchers were often advocates for “teachers’ knowledge” and may disavow or seek to diminish the relevance of more theoretical discourses such as critical theory.

D. The Instrument of Collecting Data

1. Quantitative Data

The researcher used multiple choice test in collecting data. There were two kinds of tests used to gain the data. They were pre-test and post-test. Both were done before and after the implementation by using Shoe Partner. Test consisted of 20 questions.

2. Qualitative Data

a. Questionnaire

Before and after teaching by using Shoe Partner, some questionnaires were distributed to know the students’ interest in reading. The questionnaires consisted of some statements about the students’ interest in learning English by using Shoe Partner.

b. Observation

In this case, observation was done by investigating in the field of research. First, the researcher observed about the condition in the class when teaching- learning

processes goes on and the condition of the students. The last one was the researcher observed about condition in the school, it was about the location and facilities which supported teaching-learning process, especially in teaching English.

E. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by using follow procedure:

1. Correcting the students' answer
2. Scoring the students' answer from the correct answer and wrong answer
3. Listing their score in three tables, pre-test, post-test and post-test two
4. Calculating the total score pre-test, post-test 1, and post-test 2
5. Finding the mean of the score of pre-test, post-test 1, and post-test 2 by

using formula : $\bar{X} = \frac{\sum X}{N}$ Ary (2010)

6. Finding the percentage the students' competent by using formula:

$$P = \frac{R}{T} \times 100 \quad \text{Ngalim (2000)}$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was conducted in class XI with the total number of students' were 38 students. This research was accomplished in two cycles. In every cycles consisted of four step, namely: planning, action, observation, and reflection. The first cycle include of pre-test and post-test 1 and the second cycle include of post-test 2. The result of students' score from pre-test, post-test1 and post-test 2 could be seen in appendix VI:

a. Pre-test

Pre-test was given before running to the treatment in cycle one. The researcher gave the test to all the students' and the students answered the test. The students' score in pre-test could be seen appendix 7. The students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$X = \frac{1695}{38} = 44,60$$

From the analysis above, students' achievement in reading comprehension was low. The mean of students was 44,60 and to look the number of students' who were competent in reading comprehensionstest was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{0}{38} \times 100\% = 0\%$$

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 44,60. No students passed in pre-test session (0%). It can be concluded that the students' achievement in reading comprehension is still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. So, Post test I continued in cycle I.

b. Cycle I

First cycle was down in three meeting as follow:

1. Planning

Planning was developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitoring the practice. The activities in planning were: 1. The researcher prepared the material such as lesson plan and design the step in doing the action. 2. The researcher prepared list of students name and score, 3. The research prepared test to students.

2. Action

The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. The researcher gave pre-test before the strategy is applied, and then the researcher taught reading comprehension by using shoe partner strategy. The researcher gave the opportunity

to the students to ask about problem which faced by students and the last the researcher gave the post-test.

3. Observation

The researcher synthesized and analyzed the data. Key issues related to the problem were identified .The leads to reflection once more. The researcher observed the students' activities during teaching learning process and the researcher observed the students' score be continued to the reflection.

In the cycle I, the teacher observed the students' score which can be seen appendix 8. The students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$X = \frac{2570}{38} = 67,63$$

From the explanation above, students' achievement in reading comprehension of narrative text was classified still not good when conducting action research in cycle I eventhough there are 22 students passed the test. The mean of students' achievement got 67,63and to look the number of students' who were competent in reading comprehension, the test was calculated by applying the following formula:

Formula, $P = \frac{R}{T} \times 100\%$

$$P_1 = \frac{26}{38} \times 100 = 68,42 \% \quad \text{and}$$

$$P_2 = \frac{22}{30} \times 100 = 57,89\%$$

Table 4.1
Distribution of Students' Achievement in Reading Comprehension for Post Test I

	Criteria	Total Students	Percentage
P_1	Failed	26	68,42%
P_2	Passed	22	57,89 %

From the table analysis, the students' achievement in reading comprehension was still low. The mean of students was 67,63. From the score who got over 70 were 22 students or it was only 57,89% and 26 students got under the score or it was only 68,42 %. It can be concluded that the students' achievement in reading comprehension was still low. Post-test cycle I is categorized unsuccessful.

4. Reflection

In this stage, the reflection was done by discussed or collaborated with English teacher and made conclusion that the first cycle did not reach reading comprehension. 1. The mean of score in cycle I 67,63. 2. Some of group could not in presentation the result of discussion. The result of standard of criteria success (SKM) minimum was >70 score. Therefore, the next action continued on cycle II.

C. Cycle II

1. Planning

Based on the first cycle the researcher done revise planning namely: the researcher re-designed the procedure of teaching reading by using shoe partner strategy.

2. Action

Action in the second cycle was the revise planning of the first cycle.

3. Observation

In this stage the observation in second cycle with analyzed the students' score which can be seen in appendix 9. The students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$X = \frac{2970}{38} = 78,15$$

From the analysis above, students' achievement in reading comprehension improved. The mean of students was 78,51. And to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

$$\text{Formula, } P = \frac{R}{T} \times 100\%$$

$$P_2 = \frac{38}{38} \times 100 = 100 \%$$

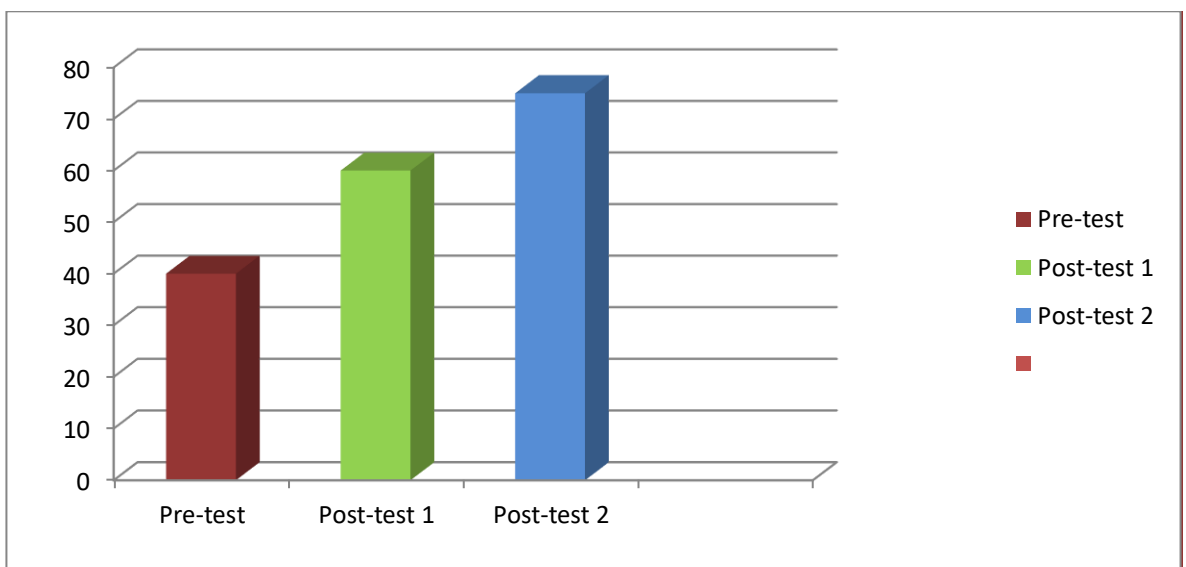
Table 4.2
Distribution of Students' Achievement in Reading Comprehension
For Post Test II

	Criteria	Total Students	Percentage
<i>P₂</i>	Passed	38	100%

From the table analysis, the students' achievement in reading comprehension was classified very good when doing action research on cycle II. So, the result of Students' achievement in reading comprehension from pre-test, post test I and post test II could be seen appendix 10.

Based on the findings all of the results analysis above, the researcher conclude that Shoe Partner strategy can improve the students' achievement in reading comprehension was accepted. For make it clear it can be seen in diagram below:

Diagram I
The Result of Students' Score for Pre-test, Cycle I, and Cycle II



B. Discussion

Based on data analyzes the researcher found some findings, namely

- 1) The result of research indicated that there was improvement on the students' reading comprehension which was taught by Shoe Partner. It was proved by the data which showed that the mean of the students' score for the first reading test as a pre-test which was 44.60, the second reading test as post test I which was 67.69 and the third reading test as post test II which was 78.15. The total percentage of the students who passed the passing grade significantly improve, in the pre-test which was 0%, in the post test I which was 57.89% and in the post test II which was 100%.
- 2) The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the observation and questioner sheet. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data indicated that the action and applying of Shoe Partner as strategy significantly can improved the students' achievement in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, it was found that Shoe Partner Strategy significantly improved the students' achievement in reading comprehension. The conclusions are drawn as follows:

1. There was improvement of students' achievement in reading comprehension having analyzed the data that have presented in the previous chapter. It is showed by the mean of the students. In the pre test showed 44.60 with 0% (0 students) who got 70 and the first cycle showed 67.69 with 57.89% (22 students) who got 70. It means there was an improvement about 57.89%. The second cycle showed 78.15 with 100% (38 students) who got 70. The improvement was 42.11%. There was improvement from pre test to second cycle.
2. Shoe partner strategy can make students' activities more interactive, enjoyable and collaborative to their friends. During learning process in reading comprehension, the students cooperative in increasing reading and the students motivated each other in finishing the question in the classroom. It concluded that students activities taught by Shoe Partner strategy can be motivated students to study together in the classroom.

B. Suggestions

The result of this study showed that using Shoe Partner Strategy could improve student's achievement in reading comprehension. In relation to the conclusions, suggestions were staged as follows:

1. The researcher expects that the English teachers can apply this study to improve the teaching reading comprehension.
2. English teachers can use this study as reference and guide to help them improve the quality of teaching reading effectively.
3. To make students realize know how the comprehend the text and they can obtain idea especially, in reading text through Shoe Partner.
4. This study can be as reference for them those are interest in conducting further research in reading comprehension.

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APPENDIX II

Pre-test& Post-test I

Penguin

Penguin birds actually including nations but can not fly. They form large groups. They have been created so perfectly by God so that they can live in areas where the temperature can sometimes be as low as 88 degrees Celsius below freezing. Contemplate for a moment, at the temperature we need to wear a jacket, socks, t-shirts hands, coats, etc.. But penguins do not need it all. They do not even wear shoes. However, they can walk with ease on the ice without slipping. Besides, penguins do not have houses, they live on the ice just like that. Do not they feel cold? He replied, "no" because God has created such that they can survive in an environment filled with ice. The characteristics of the penguin body is very different from humans. Do not we want to know?

In winter, this sweet creature, who comes from the 400,000-member group of penguin tail, decided to move further south towards the icy Antarctica! They had reached agreement this is a miracle itself. That these penguins know winter and jointly determine the goals and the time to move, and their agreement on all these decisions without any objection from members of the group can only be explained by the existence of God's mastery over them. If not, it is impossible for thousands of penguins reached an agreement and move to another place.

Season switch is also mating season for penguins. At a time like this is done first by the penguin is to choose their partner. The second step is to learn the song of her partner in order not to lose him. In other words, the male penguin has the ability to recognize a particular sound of voices others. Remember that this is only because it is God's will penguins - creatures who can not reason and think like humans - can choose their partners among the 400,000 penguins and recognized his voice. The ability to recognize this voice is also owned by the baby penguin. They can recognize their parents by voice alone. If there is no way such a distinction in the enchantment of Nature Animal very similar to one another, the

situation would be a mess. Typical regularity given by God to penguins and other characteristics given to them to ensure peace of living penguins.

1. Where do the penguin live?
 - a. In the ice
 - b. In the Antarctica
 - c. In the south Africa
 - d. In the zoo
2. "They" do not even wear shoes, word *they* refer to....?
 - a. Animal
 - b. Penguin
 - c. Reader
 - d. Writer
3. What does the word "freezing" in first paragraph mean in bahasa Indonesia?it means "...". In bahasa indonesia
 - a. Pembekuan
 - b. Derajat
 - c. Ketakutan
 - d. sempit
4. What are the characteristic of penguin?
 - a. Cannot fly and sing
 - b. Like a bird and in the park
 - c. Cannot fly and Antarctic

- d. 40.000 and like a bird
5. What is the ability of penguin based on the text?
 - a. They can swimming quickly
 - b. They can sing loudly
 - c. They can recognize their parents with voice alone
 - d. They can reach things each other
 6. What does the text mainly talk about?
 - a. Various of penguins
 - b. Describe of penguin
 - c. Characteristic of penguin
 - d. Penguin and their family
 7. What is the main idea of the last paragraph?
 - a. Penguin's life
 - b. Habitation of penguin
 - c. Season for penguin
 - d. The sum of penguin
 8. Penguin can live in areas where the temperature can be.....
 - a. Up 88 degrees Celsius
 - b. As low as 88 degree Celsius
 - c. As low as 60 degree Celsius
 - d. As low as 80 degree Fahrenheit
 9. What thing do we need when we are in high temperature?
 - a. Jacket, socks, t-shirts hands, coats
 - b. Pants, jacket, skirt and scarf
 - c. Coat, blouse, and hat
 - d. Trouser, blouse, jacket and boats
 10. Which of the following statement is true according to the text above?
 - a. In winter, penguin comes from the 400,000-member group

- b. Penguin like a bird and can fly
- c. Penguin cannot recognize their parents
- d. Penguin can walk with ease on the ice without slipping

MONAS

Monas or National Monument is an icon of the city. Located in downtown Jakarta, a tourist place and educational center that appeals to people in Jakarta and surrounding areas. Monument was established in 1959 and unveiled two years later in 1961. Monas is always crowded by tourists to see the beauty of the city from the top of the monument, adding insight into the history of Indonesia in the diorama room or enjoy the fresh urban forest covering approximately 80 acres in the center of Jakarta.

Monas began construction in August 1959. Overall building designed by the architects Monas Indonesia, Sudarsono, Frederich Silaban and Ir. Rooseno. On August 17, 1961, the monument was inaugurated by President Soekarno. And opened to the public since July 12, 1975. While the area around the city forest park formerly known as Monas Field Gambir. Later the name was changed several times to Field Ikada, Merdeka Square, National Monument Square and then into Monument Park. Monas was built at 132 meters and yoni phallus-shaped.

The entire building is covered by marble.

a. Flame

At the top there is a cup that is topped with a bronze flame height of 17 meters and a diameter of 6 meters with a weight of 14.5 tons. This flame coated gold weighing 45 kg. Flame monument consists of 77 sections joined together.

b. PeakCourt

Top court breadth of 11x11 m. To reach the top court, visitors can use the elevator to travel about 3 minutes long. All around there are stair lifts emergency. From the top of the monument, visitors can see the skyscrapers buildings in the city. Even if the air is clear, visitors can see Mount Salak in West Java and the Java Sea to the Thousand Islands.

c. Lower Court

Under the court of the extent of 45x45 m. Height of the base under the Monument to the court 17 meters. In this section visitors can see Monument Park which is a beautiful city forest.

d. Historical Museum of National Struggle

At the bottom of the monument there is a large room that is the National Museum. Height is 8 feet. This museum displays the history of the struggle of the Indonesian nation. This comprehensive museum is 80x80 m. On the fourth side of the museum there are 12 dioramas (show window) that displays the history of Indonesia from the era of kingdoms Indonesian nation ancestors until G30S PKI.

On the monument you can also eliminate your boredom by enjoying Monument Park, which is an urban forest that is designed with a beautiful garden. In this park you can play with a herd of deer were accidentally imported from Bogor Palace to enliven the park. Monument Park is also equipped with a dancing fountain. Dancing fountain show is very interesting to watch at night. The fountain will be moved to the appropriate canting beautiful strains of the song being played. There was also a colorful laser show at the fountain. To visit the monument, there are many types of transportation that you can use. If you train users, you can use Jabodetabek KRL types express which stops at Gambir Station. You can also use Trans Jakarta Bus transportation facilities. If you are using

personal vehicles, special parking is available IRTI, or you can park your vehicle at Gambir Station.

11. How high is Monas?

- a. 132 m b. 130 m c. 134 m d. 133 m

12. When was Monas built?

- a. 13 July 1975 c. 12 July 1975
- b. 13 July 1961 d. 12 July 1961

13. What was monument established?

- a. 1959 b. 1960 c. 1961 d. 1962

14. Who are the architect who built Monas?

- a. R.M. Soerdasono & Ir. Soekarno
- b. Ir. Soekarno & Moh. Hatta
- c. M. Yamin & Frederich Silaban
- d. Frederich Silaban & R.M. Soedarsono

15. How wide is Monas Tower?

- a. 70 ha b. 35 ha c. 60 ha d. 80 ha

16. How the way to visit Monas?

- a. To visit Monument by transportation
- b. To visit monument by feet

- c. To visit monument by airplane
- d. To visit monument by climbing a tower

17. What is the main idea of the first paragraph above?

- a. History of Monas
- b. The Hight of tower of Monas
- c. Located of Monas
- d. Some architects of Monas

18. What is the purpose of the text above?

- a. To retell the story of National Monument
- b. To describe history of Monas
- c. To inform to reader about Monas
- d. To describe something about characteristic of architect of Monas

19. Which of the following statement is wrong according to the text above?

- a. Dancing fountain show is very interesting to watch at night
- b. Monas was built at 132 meters and yoni phallus-shaped
- c. From the top of the monument, visitors can see the skyscrapers buildings in the city
- d. On the fourth side of the museum there are 21 dioramas (show window)

20. What is the name around of the city forest park?

- a. Field Ikada

- b. Monas Field Gambir
- c. Monument Park
- d. Mount Salak

APPENDIX III

Post-Test II

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. Comparative
2. To tell the plot, the writer uses.....
 - a. a rhetorical question and an exclamation
 - b. time sequences
 - c. contrastive evidences

- d. past tense
3. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
 4. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon
 5. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage
 6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. because she loved them very much
 - b. as a result of forcing attitude from them
 - c. because her parents were dead
 - d. because she were afraid of the dwarfs
 7. The communicative purpose of this text is.....
 - a. to inform the readers about important and newsworthy events
 - b. to entertain readers with fairy tale
 - c. to share an account of an unusual event
 - d. to persuade readers to accept his/her opinions
 8. The organization of the text above is.....
 - a. abstract, orientatin, crisis, incident,coda

- b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. description, background events, sources
9. The dwarf said, “If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
- a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
10. Snow White ran from house ...
- a. At night
 - b. At midday
 - c. At midnight
 - d. In the morning

Doraemon

Doraemon is a cartoon character. It is a robot which looks like a cat. Its colour is blue. Doraemon has a magical pocket on his stomach which we can take out many magical and amazing tools. Doraemon likes Dorayaki very much. That is his favourite food. He eats Dorayaki every day. Doraemon is very kind and helpful. He always helps Nobita, his friend, to solve the problem in his life. Doraemon also often advises Nobita about his acts in his life. Doraemon wants to make Nobita's life become better. The story of Doraemon is loved by millions of children in the world. In December 1969, he published continuously in six monthly children magazines. The magazines are Yoiko magazine, Yochien magazine, Shogaku Ichinensei magazine, Shogaku Yonnensei magazine, Shogaku Gogensei magazine and Shogaku Rokunensei magazine. The stories contained in those magazines are different. It meant that the author of this story must write more than six stories every month.

Since its first debut in 1969, Doraemon stories have been collected and shared into 45 books published since 1974 to 1996 and have been sold more than 80 million books in 1992. In 2005, Shogakukan published an additional series of 5 volumes entitled Doraemon + (DoraemonPlus), with different stories from 45 volumes of the original. The stories of Doraemon began when Doraemon was sent back to the past time of Nobita's life by Nobita's life great-grandson Sewashi. He was sent to improve the lives of Nobita in order his descendants had a better life. In his real life, without assistance of Doraemon, Nobita often failed in school lessons, failed in his career, and left his family with financial problems.

Early life of Doraemon was not so good. He was a failed robot which was auctioned off to a poor family with much debt. It was the family descended from NobiNobita. The mission of Doraemon is to help NobiNobita which is a great-grandfather from Sewashi who has doraemon. Nobita was a boy who always suffered the fate of damn and had no ability. He was stupid in school lessons and couldn't exercise well. Nobita was only talented in a game of shooting, playing rubber, and sleeping. This is why he had failed life, and Doraemon was sent from the future to change his fate of becoming a man who is success. It is very ironic that a failed robot comes to assist a child who failed. In reality, the friendship between those two children makes them become better.

Every time Nobita was hit by a problem, Doraemon would soon help him with his simply miraculous tools. It seemed that Doraemon mission was successful, because when they go to the future, Nobita sees himself marry to shizuko, the girl whom he loves so much at school. He also sees his spiritual offspring life in a better condition than when Sewashi sent Doraemon at the first time, even the sons of Nobi afford to buy a great robot, Dorami. Doraemon and Nobita helped each other and worked together to fix their own lives.

11. What does the text mainly talk about?

- a. Doraemon
- b. Fujiko Fujio

- c. Robotic cats
 - d. Nobita
12. What is the weakness of Doraemon?
- a. He has a magic pocket
 - b. He gets panic easily
 - c. He is only a robotic cat
 - d. He likes eating *Dorayaki*
13. How many time the author publish of Doraemon?
- a. 1969
 - b. Three months
 - c. 1974
 - d. Six months
14. What is the mission of Doraemon?
- a. To help Nobita solve a problem to Suneo
 - b. To help Nobi Nobita which is a great-grandfather from Sewashi who has doraemon
 - c. To make millions of children love him
 - d. To make Nobita's life be better
15. What is the main idea of the last paragraph?
- a. Doraemon and Nobita helped each other and worked together to fix their own lives
 - b. Nobita was hit by a problem
 - c. Nobita wants Shizuko marry him
 - d. Nobi buys a robot Dorami
16. What is the kind of the text?
- a. Narrative
 - b. Exposition
 - c. Descriptive
 - d. Recount
17. When the first time doraemon's story published?
- a. 1969

b. 1974

c. 1996

d. 1992

18. He published continuously in six monthly children magazine. What does the word “he” in the sentence refer to?

a. Nobita

b. Book

c. Doraemon

d. Magazine

19. What are the bad habit of Nobita?

a. Playing rubber, and sleeping

b. Make a problem

c. Like Dorayaki

d. Never homework

20. What is the purpose of the text?

a. To describe something about Doraemon

b. To inform to the reader that Nobita has a robot cat

c. To persuade the reader love a doraemon

d. To retell tale of Doraemon

APPENDIX IV

Keywords pre-test and post-test I

1. a

2. c

3. a

4. d

5. d

6. a

7. c

8. b

9. d

10. b

11. b

12. b

13. a

14. c

15. c

16. b

17. c

18. b

19. a

20. d

keywords post-test II

1. a

2. d

3. c

4. b

5. d

6. c

7. b

8. c

9. b

10. d

11. a

12. b

13. d

14. b

15. a

16. c

17. a

18. c

19. a

20. a

APPENDIX V

QUESTIONNAIRE SHEET

(for the Students)

Name :

Class :

Checklist the box, based on your opinion!

1. Do you like reading?

 Yes No

2. Do you often reading the book?

 Always Seldom

3. Do you like reading *English texts/books*?

 Yes No

Answer this question!

4. What is your problem when you are reading *English texts/books*?

5. How is usually the teacher's way to teach the students about material of reading comprehension text in the class?

APPENDIX VI

OBSERVATION SHEET

No.	OBSERVER	Cycle I			Cycle II		
		1	2	3	4	5	6
1.	Teacher's capability in opening the class (How the teacher greets the students)						
2.	Teacher's giving motivation in the teaching and learning process (How the teacher gives the apperception before starting the teaching and learning process)						
3.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)						
4.	Teacher's teaching material clearly (It is about the clearness of the teacher's teaching)						
5.	The systematically teaching performance (It is about appropriateness with the lesson plan)						
6.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)						
7.	Teacher's ability in closing the class (It is about how the teacher closes the class and gives summary)						
8.	The student's attention to the teacher's explanation (It is about whether the students are focus and						

	serious to the students' explanation)						
9.	Motivation and enthusiasm of students in teaching learning process (It is about the curiosity and the enthusiasm of the students during the learning process)						
10.	Student's bravery in saying their opinion (There is comment and opinion from students during the learning process)						
11.	Student's interaction in group discussion (It is about the activity of each students in their group and their activeness)						
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support the students' understanding)						
13.	Teacher and students' role in teaching learning process (Teacher's role in controlling the class and group and students' role in the class and group)						

Note:

Points → 1 = Bad
2 = Good
3 = Very Good

Signature

English Teacher

Appendix VIII

The Result of Students' Score pre-test, post-test 1 and post-test 2

No	Students initial names	The Tests		
		Pre-Test	Post-test I	Post-test II
1.	A.S.L	45	60	75
2.	A.F.T	40	60	75
3.	A.P	40	70	80
4.	A.S	45	70	80
5.	A	50	75	85
6.	A.P	50	80	90
7.	A.W.I	40	70	75
8.	A.A.M	45	60	75
9.	B.S.H.S	45	60	75
10.	D.W.A.P	45	70	75
11.	D.A.I	55	75	80
12.	D.A.S	50	80	90
13.	F.Z	60	75	80
14.	F.S.S	40	60	75
15.	I	45	60	75
16.	I.M	40	70	75
17.	K.S.A	40	70	75
18.	M.I.H	40	70	75
19.	M.R	40	60	75
20.	M.R	45	60	75
21.	M.R.S	45	70	80
22.	M.R.K.S	50	75	80
23.	M.R	40	60	75
24.	M.S.A	40	60	75
25.	M.Z	40	75	80
26.	P.A	45	75	80
27.	R.B.U	40	60	75
28.	R.A.S.L	50	60	75
29.	R.Y	50	70	80
30.	S.J.P	50	75	85
31.	S	40	80	95
32.	S	40	70	75
33.	T.S.R	40	60	75

34.	T.H	45	60	75
35.	Y.P	45	70	75
36.	Y.P	50	75	80
37.	Z.M	45	60	75
38.	Z.S	40	60	75
	Total	1695	2570	2970

Appendix XI

The result of student score in pre-test

No	Students initial name	Pre-test	
		Score	Up 70
1.	A.S.L	45	Fail
2.	A.F.T	40	Fail
3.	A.P	40	Fail
4.	A.S	45	Fail
5.	A	50	Fail
6.	A.P	50	Fail
7.	A.W.I	40	Fail
8.	A.A.M	45	Fail
9.	B.S.H.S	45	Fail
10.	D.W.A.P	45	Fail
11.	D.A.I	55	Fail
12.	D.A.S	50	Fail
13.	F.Z	60	Fail
14.	F.S.S	40	Fail
15.	I	45	Fail
16.	I.M	40	Fail
17.	K.S.A	40	Fail
18.	M.I.H	40	Fail
19.	M.R	40	Fail
20.	M.R	45	Fail
21.	M.R.S	45	Fail
22.	M.R.K.S	50	Fail
23.	M.R	40	Fail
24.	M.S.A	40	Fail
25.	M.Z	40	Fail
26.	P.A	45	Fail
27.	R.B.U	40	Fail
28.	R.A.S.L	50	Fail
29.	R.Y	50	Fail
30.	S.J.P	50	Fail
31.	S	40	Fail
32.	S	40	Fail
33.	T.S.R	40	Fail

34.	T.H	45	Fail
35	Y.P	45	Fail
36.	Y.P	50	Fail
37.	Z.M	45	Fail
38.	Z.S	40	Fail
Total		1695	
Mean		44,60	

Appendix X

The result of student score in post-test one

No	Students' name	Cycle I	
		Score	Up 70
1.	A.S.L	60	Fail
2.	A.F.T	60	Fail
3.	A.P	70	Pass
4.	A.S	70	Pass
5.	A	75	Pass
6.	A.P	80	Pass
7.	A.W.I	70	Pass
8.	A.A.M	60	Fail
9.	B.S.H.S	60	Fail
10.	D.W.A.P	70	Pass
11.	D.A.I	75	Pass
12.	D.A.S	80	Pass
13.	F.Z	75	Pass
14.	F.S.S	60	Fail
15.	I	60	Fail
16.	I.M	70	Pass
17.	K.S.A	70	Pass
18.	M.I.H	70	Pass
19.	M.R	60	Fail
20.	M.R	60	Fail
21.	M.R.S	70	Pass
22.	M.R.K.S	75	Pass
23.	M.R	60	Fail
24.	M.S.A	60	Fail
25.	M.Z	75	Pass
26.	P.A	75	Pass
27.	R.B.U	60	Fail
28.	R.A.S.L	60	Fail
29.	R.Y	70	Pass
30.	S.J.P	75	Pass
31.	S	80	Pass
32.	S	70	Pass
33.	T.S.R	60	Fail

34.	T.H	60	Fail
35	Y.P	70	Pass
36.	Y.P	75	Pass
37.	Z.M	60	Fail
38.	Z.S	60	Fail
Total		2570	
Mean		67,63	

Appendix XI

The result of students' score in cycle II

No	Students initial names	Cycle II	
		Score	Up 70
1.	A.S.L	75	Pass
2.	A.F.T	75	Pass
3.	A.P	80	Pass
4.	A.S	80	Pass
5.	A	85	Pass
6.	A.P	90	Pass
7.	A.W.I	75	Pass
8.	A.A.M	75	Pass
9.	B.S.H.S	75	Pass
10.	D.W.A.P	75	Pass
11.	D.A.I	80	Pass
12.	D.A.S	90	Pass
13.	F.Z	80	Pass
14.	F.S.S	75	Pass
15.	I	75	Pass
16.	I.M	75	Pass
17.	K.S.A	75	Pass
18.	M.I.H	75	Pass
19.	M.R	75	Pass
20.	M.R	75	Pass
21.	M.R.S	80	Pass
22.	M.R.K.S	80	Pass
23.	M.R	75	Pass
24.	M.S.A	75	Pass
25.	M.Z	80	Pass
26.	P.A	80	Pass
27.	R.B.U	75	Pass
28.	R.A.S.L	75	Pass
29.	R.Y	80	Pass
30.	S.J.P	85	Pass
31.	S	95	Pass
32.	S	75	Pass
33.	T.S.R	75	Pass

34.	T.H	75	Pass
35	Y.P	75	Pass
36.	Y.P	80	Pass
37.	Z.M	75	Pass
38.	Z.S	75	Pass
Total		2970	
Mean		78,15	

Curriculum Vitae

Name : Eko Putra Alga

Address : Jln. Mapilindo No 11-a

Telephone : 0852 7557 4635

Place/Date of Birth : Buahpala, 08 Oktober 1995

Name of Parents : Mr. AhlanNauri& Mrs. Sairah

Gender : Male

Nationality : Indonesian

Religion : Moslem

Education

The year of 2007 : Elementary School of MIN LaweSumur

The year of 2010 : Junior High School of SMP Darullman

The year of 2013 : Senior High School of SMA N 1 Kutacane

The year of 2017 : University of Muhammadiyah Sumatera Utara

Hobbies : Reading, watching movies, Playing football and cooking.