

**THE EFFECT OF USING GIVE ONE GET ONE MOVE ON
(GOGOMO) ON THE STUDENTS' ACHIEVEMENT IN READING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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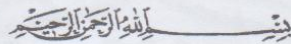


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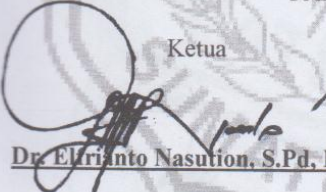
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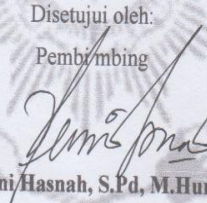
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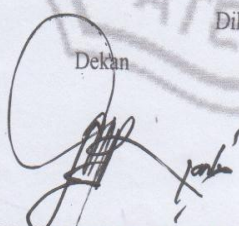
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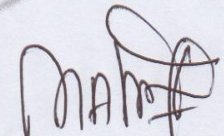

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ABSTRACT

Anggraini, Ira. 1302050113. The Effect of Using Give one Get one Move on in Students' Achievement in Reading at Eight Grade of SMP Swasta Tri Darma at Academic Years 2017/2018. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan 2017.

This research was aimed to find out GoGoMo strategy of the students' reading comprehension. The sample of this research was eight grade of SMP Swasta Tri Darma Sunggal at Academic Year 2017/2018. It consisted of two classes include experimental group 25 students and control group 25 students as respondents. This research was conducted by using quantitative experimental research. The instrument of the research was multiple choice tests including pre-test and post-test. The result of this research was the score of t-test in this research was higher than t-table which used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table ($3.46 > 2.06$) so, the result of this research was H_a is accepted. In other words, the result of this research, it can be concluded that GoGoMo strategy can effect students' reading comprehension on narrative text. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching reading.

Keyword: GoGoMo, Reading Comprehension, and Students' Achievement.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. Reading is a process that is carried and used by the reader to get the message that the author trying to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known. As Andrew (2008) states that reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).

Danny and Timothy (2008) state that 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. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience. This definition also suggests that

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. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

In Education Unit Oriented Curriculum (KTSP) for junior high school on eight grade states that the students are expected to be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. Furthermore, the students have to master reading comprehension in order to enable them to get success of their learning. If the students do not understand about the text in a test, it will be difficult for them to fulfill the passing grade. As Yudi (2010) states that reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. By reading students can improve their knowledge. The students will get the benefit of reading if they read much and comprehend it well.

In fact, based on the researcher's experience in real teaching practice (PPL) at eight grade of SMP Swasta Tri Dharma Sunggal on Jalan Pasar Besar km 13,8 Sei Semayang in Medan academic year 2016/2017. It was found that many students failed in reading narattive text because they were not taught reading well. Most of teachers focus on teaching "reading" not "understanding". Besides, the students did not comprehend the passage well. Another fact that they have lack of

vocabulary so that it made them difficult to comprehend the passage in lateral comprehension, interpretative and critical comprehension. It made them have low motivation in reading activity because the students had low capability in comprehending reading passage and the result of reading were not good. In addition, the students still have less confident if they are asked to read in front of their friend. They feel shy if they make mistake in reading the text. Sometime their friends laugh if there is a unique sound.

According to the researcher, there are two factors appear it. The first factor comes from the students as readers that they still have lack of vocabulary and the second factors come from the teachers' teaching strategy. As Talal (2012) Argues that the effective reading comprehension models involve both the teachers and the students in an active, on going pursuit of meaning construction. Unfortunately, conventional and text-centered classrooms do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text.

There are many teaching reading strategies can be used. One of them is Give One Get One Move On (Gogomo). Gogomo is a great strategy in sharing protocol that can follow any workshop, exploration, or research, or experience. According to Tolbert (1997) Give One Get One Move On strategy provides the great review and enables students to gather information from each other. Meanwhile, Lim (2009) explains that give one get one move on is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It is also stimulate the students before they share the idea in the classroom. Furthermore, Guillaume (2007) states that,

give one get one strategy invites the learners move around the room in sharing an idea and collecting it from the peers.

In a separated study conducted by Chersia 2015, it is reported that higher education students who implement GOGOMO give a contribution on students' learning. Therefore it is important to perform a research to find out whether the implementation of strategy namely "give one give one move on" strategy give a significant effect toward students' reading comprehension.

Based on the descriptive above, the researcher was interested in conduct the research with the title **"The Effect of Using Give One Get One Move On (GOGOMO) on The Students' Achievement in Reading Comprehension"**

B. The Identification of the Study

In line with the problem described previously, the problems were identified as follows:

1. The students had low ability in reading
2. The students did not comprehend the passage well
3. The students had lack of vocabulary and grammar
4. The teachers still used the conventional teaching method

C. The Scope and Limitation

Based on the problem identified previously, the scope focused on reading skill and was limited on literal reading comprehension on narrative text.

D. The Formulation of the Study

Based on the background above, the problem of this research was formulated as follow: Is there any significant effect of using GOGOMO strategy on the students' achievement in reading comprehension?

E. The Objective of the Study

The objective of this research was to investigate the significant effect of using GOGOMO strategy on the students' achievement in reading comprehension.

F. The Significance of the Study

In this research, many contributions which were given by researcher either theoretically or practically. Theoretically, the findings of this research are expected to give benefits to theory about reading comprehension in order to enrich the readers' knowledge in understanding reading texts, particularly narrative text.

Practically, the finding of this research is expected to give many contributions for the writer, teacher, students and other researcher. Firstly, for the writer, his helpul to be guide for the future teacher in english teaching especially in teaching reading. Secondly, for the teacher, it can be used as one of strategies which suitable for teaching reading process. Thirdly, for the students, it can help them to be easier in doing reading comprehension by using GOGOMO strategy. Fourthly for the researcher, it can be reference in deeper research especially in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

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. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience. This definition also suggests that 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. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text (Danny and Timothy,2008).

Reading comprehension is one of skills that must be developed at school. This is because the reading comprehension has become something important and indispensable for students because student success largely depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the ability to read with a good understanding, of course, they would have a better chance to succeed in learning. Reading comprehension

ability in this context refers to the ability of students to grasp the information or ideas presented by the authors through readings so he can interpret ideas that they have discovered. Similarly, Nutall (1982) states that the purpose of reading comprehension is part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

Similarly, Syafi'ie (1999) states that reading comprehension is essentially a process of building understanding of 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 (1982) 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. In addition, 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 (1988) 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 (1984) 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, know how words shape meaning, monitor, summarize, and evaluate. From some opinions on the above, it can be concluded that the principles of reading comprehension is that reading is a complex thought process that involves understanding words, sentences written by the author, interpreting the author's concepts, and summing it up in a good way.

1.1 Elements of Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing. Meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. According to Rand (2002), there are three elements of comprehension: (a) the reader who is doing the comprehending, (b) the text that is to be comprehended, and (c) the activity in which comprehension is a part.

Based on the above quotation, the readers have to have capabilities, abilities, knowledge, and experiences to comprehend the text. Text is broadly constructed

to include any printed text or electronic text. In considering activity, include the purposes, processes, and consequences associated with the act of reading.

a. The reader

To comprehend a text, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, intervening, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types the knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base call s in on in any act of reading comprehension that depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a through understanding of a text. However, some components of fluency-quick and efficiency recognition of words and at least some aspects of syntactic parsing-appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase a function of the additional practice in reading. Motivation factors, such as self-concept or interest in the topic, might

change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

b. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure,

discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

c. The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is “read a paragraph in order to write a summary,” the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic, semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. For example, reading the historical novel *Andersonville* may increase the reader’s knowledge about the U.S. Civil War, even though the reader’s initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading.

1.2 Level of Comprehension

According to Barret in Brassell and Rasinski (2008) state that there are three types of action with his three-level taxonomy of reading comprehension: (a) Literal Comprehension, (b) Inferential Comprehension, and (c) Critical Comprehension.

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level the student uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical Comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability

to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached. So, it means that the three levels of comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

1.3 Strategies of Reading Comprehension

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes. Following are ten such strategies, each of which can be practically applied to the classroom (Brown,2002).

a. Identify the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure student know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level of learners).

At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English.

c. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate to advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules: (a) You don't need to "pronounce" each word to yourself. (b) Try to visually perceive more than one word at a time, preferably phrases. Unless a word is absolutely crucial to global understanding, skip over it try to infer its meaning from its context.

d. Skim the text for main ideas

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

e. Scan the text for specific information

Scanning exercise may ask students to look for names or dates, to find a definition of key concept, or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential.

f. Use semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaning cluster, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guess when you are not certain

Learner can use guessing to their advantage to: (a) Guess the meaning of a word, (b) Guess a grammatical relationship (e.g., a pronoun reference), (c) Guess a discourse relationship, (d) Infer implied meaning (“between the line”), (e) Guess about a cultural reference, and (f) Guess content message .

You can help learners to become accurate guesser by encouraging, them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever class are available to them.

h. Analyze vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here: (a) Look for prefixes (co-, inter, un-, etc.) that may give clues, (b) Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is, (c) Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognized that the root ven comes from Latin "to come" would yield the meaning "to come in between") (d) Look for grammatical context that may signal information, and (e) Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meaning

Implied meaning usually has to be derived from processing pragmatic information, as in the following examples: (1) Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window. "Brrr" he exclaimed, simultaneously eyeing Bob and the open window, "It's sure cold in here, Bob", (2) the policeman held up his hand and stopped the car, and (3) Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.

j. Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learner's reading efficiency.

2. Narrative Text

In this research, the researcher focused in a narrative text. So, According to Wayan (2010) that narrative text is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non-fictional events. The word derives from the Latin verb *narrare*. "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled". Ultimately its origin is found in the Proto-Indo-European root *gno-*, "to know".

The basic purpose of narrative text is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are the setting which includes the time and place. The different characters are involved in the text. A problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

2.1 Generic Structure of Narrative Text

According to Dirgeyasa(2014). There are three Parts of narrative text: (1) orientation, (2) Complication, and (3) resolution.

a. Orientation

It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

b. Complication

It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication.

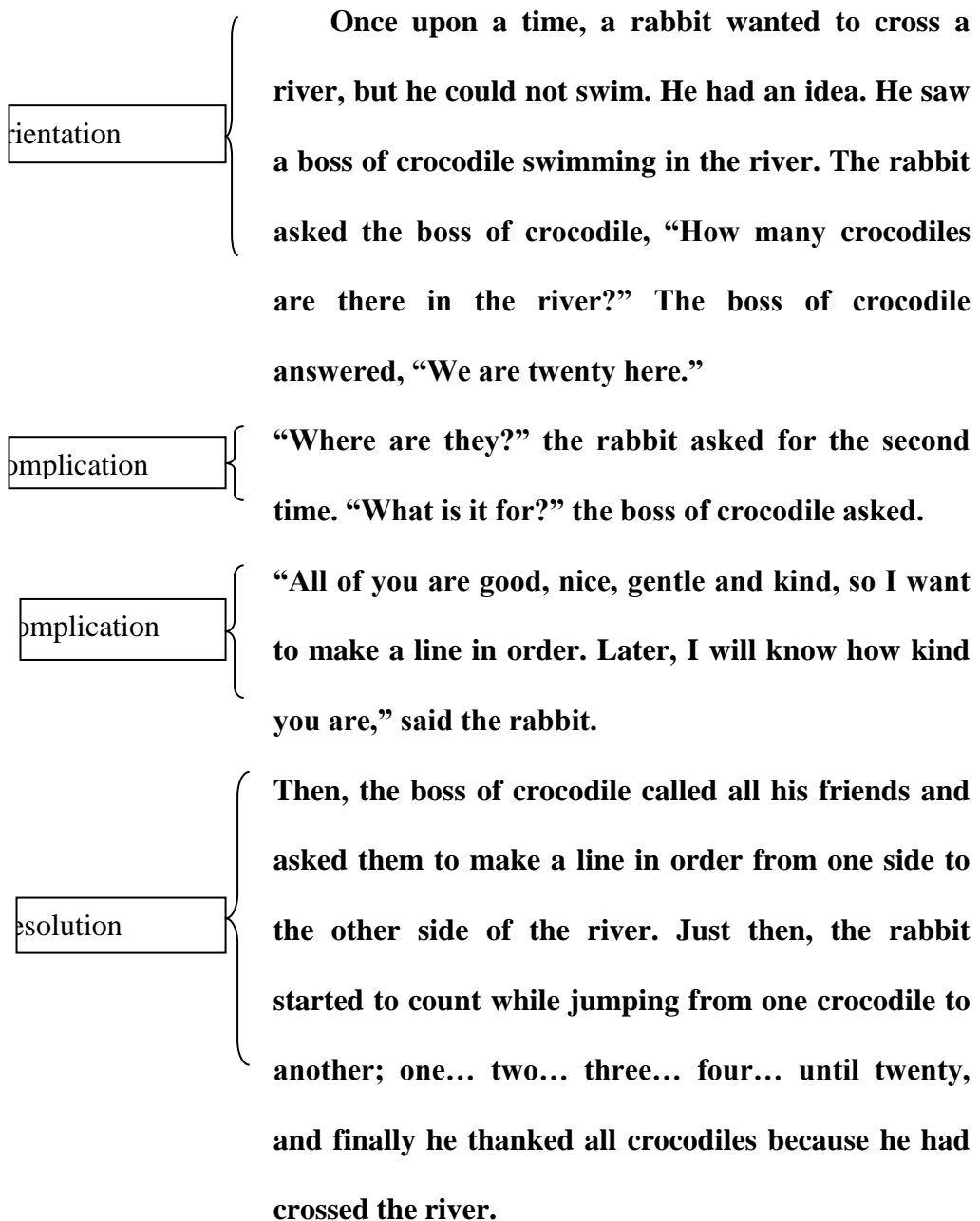
The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

c. Resolution

It is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

Like complication, there are Major Resolution and Minor Resolution. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

Another Example of Narrative Text



2.2 Language Feature of Narrative text

As explained above, the grammatical patterns or language usages of certain genre writing have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers and contexts in terms of when it happens, how it happens, or why it happens. The common grammatical features of narrative writing are: (a) it mostly often uses the past tense, but may be in the immediate present for effect, (b) it varies in sentence lengths: simple, compound or complex, (c) it tends to use short sentences to increase tension; longer sentences provide contrast and detail, (d) the use of dialogue will develop action and characters, (e) active nouns: make nouns actually do something, and (f) careful use of adjectives and adverbs.

3. GOGOMO Strategy

Description of this strategy supports collaborative reflection on, interaction with, or review of a reading selection by using a protocol to solicit responses from multiple readers. Purpose use before reading to help students brainstorm key ideas on a topic/reading to activate prior knowledge and build background knowledge. Use after reading to help students to summarize and synthesize key concepts in the reading. Extensions use different pieces of text around the same topic, set up a template to reflect different points of view or different arguments, have students write summaries based on the sheets that they get back, use to generate ways to respond to a text, story ideas for writing, etc, this

strategy can also be used to have to help student summarize/ reflect on a lecture/
reflect on a lecture/resentation.

According to Chersia (2015) state that give one-get one is a strategy that can every student to participate every time. It allows students to engage in structured academic discussions with peer – practicing in an environment that is safe and stimulating-before sharing with the whole class do it.

The Give One Get One Move on strategy does take some prep and it can be tough to teach students the procedure the first few times around. However, it's well worth it because it gets students to engage in academic conversation in a low-risk environment. By the time it's time for a class discussion, each student has already practiced sharing an idea with a few peers. It keeps every student accountable and is a great way to increase the energy of the class!

3.1 Procedures of Applying GOGOMO

According to Johnson (2006), there are some procedures of GOGOMO such as ask participants to write down 3-5 key learning or important ideas above the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away his or her partners, invite the group to get up and mingle with their peers or colleagues, after about 30 seconds, call out "GIVE ONE to a partner." Participants form pairs and each "gives" one of his or her key learning or important ideas about the topic to the other, so each person "gives one" and "get one". Time may range from 1-3 minutes, call out "MOVE ON" and participants mingle again repeat the sharing for as many ideas as people have to share.

3.2 Advantages and Disadvantages of GOGOMO

There are some benefits of gogomo in teaching reading. Johnston (2006) explains that using Gogomo can stimulate students thinking as they investigate an essential question or search for evidence in response to an essay prompt over the course of a unit of study. Students need to interrogate and investigate multiple primary sources and ideas to stimulate their thinking and find evidence. Teachers can also use this strategy as a way to have students share their work with peers. Students will practice being active listeners or readers—an essential skill for learning new information.

Furthermore, a study was conducted by windi (2015) states that the effect of gogomo in students' reading can be them cooperative group. In a group is suitable for students to do activity learning process. It encourages them to participate and cooperate, It can make all students feel like an important member of the group and that their ideas and input are respected and valued. In addition, All Ideas are Accepted by students. It means that information based on their mind related to the text and it is aimed to make them curious to read. They generally read more actively and enthusiastically because they are more interested in finding out what happened.

According to experience from windi (2015) disadvantages of gogomo is Spedingt much time. Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using gogomo will not run well and it will take a long time in learning process. furthermore, it must have large group which consist of 3 students inn each group. it makes the classroom

which not conducive and need big room so that teaching learning process run well.

4. Lecturing Method

Lecturing method is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur. According to Vierra (2008) states that conventional, teacher-centred teaching and lecture is the most common teaching behaviour found in schools worldwide. Teacher-centred teaching can be very effective, particularly for: (a) Sharing information that is not easily found elsewhere, (b) Presenting information in a quick manner, (c) Generating interest in the information, and (d) Teaching learners who learn best by listening.

However, teacher-centred teaching also presents several challenges, including: (a) Not all learners learn best by listening, (b) Keeping learners' interest is often difficult, (c) The approach tends to require little or no critical thinking and (d) The approach assumes that all learners learn in the same impersonal way.

From the explanation above, it can be concluded that conventional method is based on a traditional approach to the target language, which regards the

language as a body of grammatical rules and an enormous number of words that are combined according to the rules.

B. Conceptual Framework

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. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience. This definition also suggests that 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. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

To make the students feel easier and interest in reading, there is one strategy which appropriate in reading namely GOGOMO strategy. GOGOMO is description this strategy supports collaborative reflection on, interaction with, or review of a reading selection by using a protocol to solicit responses from multiple readers. Purpose use before reading to help students brainstorm key ideas on a topic/reading to activate prior knowledge and build background knowledge.

Use after reading to help students to summarize and synthesis key concepts in the reading.

C. Hypothesis

Based on the previous problems, the hypotheses were formulated as the following:

Ha: there is significant effect of GOGOMO Strategy on the students' achievement in reading comprehension.

Ho: there is no significant effect of GOGOMO Strategy on the students' achievement in reading comprehension.

CHAPTER III
METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP SWASTA TRI DHARMA SUNGGAL of eight grade in academic year 2016/2017. It was located on Jalan Pasar Besar km 13,8 Sei Semayang. This school was chosen because based on observation had been done before, it was found many problems in English learning especially in reading comprehension.

B. Population and Sample

1. Population

The population of this research was the eight grade students which consisted of three classes. They were VIII-1 (25 students), VIII-2 (25 students) and VIII-3 (27 students). So, the total population was 77 students. It can be seen in the table below.

Table 3.1
Population of the Research

No.	Classes	Population
1	VIII-1	25
2	VIII-2	25
3	VIII-3	27
Total		77

2. Sample

The sample was taken by using cluster random sampling technique. So, the sample was chosen of this research, namely class VIII-1 as experimental group meanwhile VIII-2 as control group. The detail of sample was illustrated as follow.

Table 3.2
Sample of the Research

No.	Class	Sample
1	VIII-1	25
2	VIII-2	25
Total		50

C. Research Design

This research was conducted by applying quantitative experimental research with pre-test and post-test design. In conducting the experimental research, the sample was divided into two, namely experimental group and control group. Experimental group is the group was taught by using GOGOMO strategy, and the control group was be taught by using conventional strategy. The design of this research was described as follow:

Table 3.3
Experimental Group and Control Group

Group	Class	Pre-test	Treatment	Post-test
Experimental Group	VIII-1	√	GOGOMO Strategy	√
Control Group	VIII-2	√	Conventional Strategy	√

D. Instrument of Collecting Data

The instrument which was used to collect the data is written test. In the test, the students read narrative text and answer the questions amount to 20 items based on the text. Each correct answer was given score one and zero for each incorrect answer to determine the students' total score, the number of correct answers was divided to the total items. Additionally, the material of the test was taken from Internet.

The data of this research was collected by giving pre-test and post-test to experimental group and control group.

1. Pre-Test

Pre-test was implemented prior to experiment to both the control and experimental group. It aimed to measure that the students in both groups have the same performance.

2. Treatment

Treatment was given to the students. The experimental group was taught by using Gogomo Strategy, while the control group was taught by using traditional strategy.

3. Post-test

Post-test was given after the treatment in both control and experimental group. Then the result of the post-test was compared with the result of pre-test to find to if there is any effect of Gogomo strategy in reading comprehension.

E. Technique of Analyzing Data

After collecting the data from the test, the data was analyzed by using the following techniques:

1. Correcting the students' answer
2. Scoring the students' answer for correct answer and wrong answer
3. Listing their score in two tables, first for experimental group scores and second for control group
4. Calculating the total score pre-test and post-test in experimental group and control group
5. Finding the mean of the score of pre-test and post-test in experimental group and control group
6. Finding the standard deviation
7. Finding the standard Error
8. Finding the differences of standard error among two variables
9. Testing hypothesis by applying T-test

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this study were the result of test. The data were divided into two group, namely experimental group and control group. The data were collected by asking the students about reading test in multiple choice form as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre test and post test were from experimental and control group.

B. Data Analysis

The researcher calculated into formulas to find out the Mean, standard deviation and t-test. To know the differences between the students' score in the experimental group and control group, it can be analyzing in the tables below:

Table 4.1

Score of Experimental Group

N	Students' Initial	Score	
		Pre-test	Post-test
1	AP	55	75
2	AF	45	85
3	DF	55	85

4	DP	50	80
5	FEN	65	75
6	MA	65	95
7	MG	45	80
8	PT	50	80
9	PY	45	85
1	RBA	50	90
1	RD	50	85
1	RS	55	95
1	RTA	50	85
1	RG	55	90
1	SS	50	75
1	ST	50	85
1	SY	40	80
1	TL	60	80
1	TM	45	85
2	TN	40	95
2	TGL	55	85
2	UP	40	75
2	URS	45	75
2	WYI	45	85
2	YDS	50	85
Total		1255	2090
Mean		50.2	83.6

From the table above, the total students' score in experimental group on pre-test was 1255 and the number of students who took the test was 25 students, so the students' mean was:

Formula, **Error! Reference source not found.**

Error! Reference source not found. Error! Reference source not found. Error! Reference source not found. = 50.2

From the analysis above, students' achievement in reading was low. The mean of students was 50.2. So, the researcher still gave test in post-test and the result of students' score in post-test was 2090 while mean score in post-test of experimental group was 83.6

Error! Reference source not found. = 83.6

It showed that score and mean in post-test was higher than the total and mean score in pre-test of experimental group. To know differences mean of experimental Group was displayed chart below:

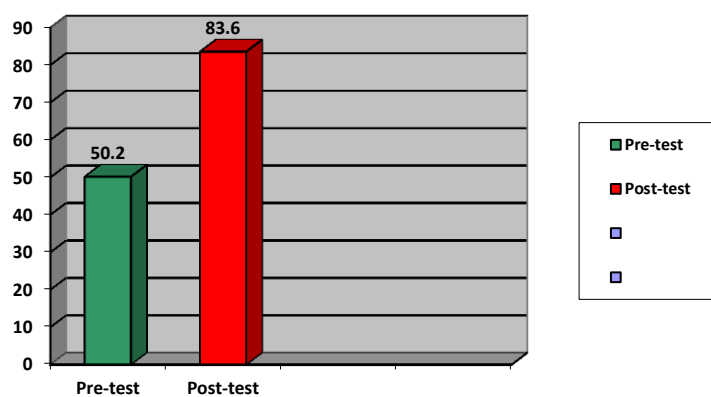


Chart 4.1 The Result of Students' Score in Experimental Group

Table 4.2**Score of Control Group**

N	Students, name	Score	
		Pre-test	Post-test
1	AIW	45	70
2	ALH	55	60
3	AM	45	65
4	AN	40	50
5	AZW	55	60
6	CUK	45	55
7	DI	40	50
8	DM	40	50
9	DNA	50	65
1	DYA	45	50
1	ELY	40	55
1	FAC	40	50
1	FU	45	50
1	FR	65	70
1	IB	50	55
1	LA	45	50
1	LN	40	50
1	MP	45	50
1	MR	45	70
2	NN	55	60
2	NS	40	50

2	SKL	45	55
2	TYU	40	50
2	TWK	40	50
2	ZA	50	70
Total		1145	1410
Mean		45.8	56.4

From the table above, the total score of students in control group on pre-test was 1145 and the number of students who take the test was 25 students, so the students' mean was:

Formula, **Error! Reference source not found.**

Error! Reference source not found.= 45.8

The mean of students was 45.8. While mean score in post-test of control group was: **Error! Reference source not found.** **Error! Reference source not found.= 56.4**

It was concluded that the total score of pre-test is 1145 and the mean is 45.8. In post-test, the total score is 1410 and the mean of the score is 56.4. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 83.6. To know score and mean of Control Group was this chart below:

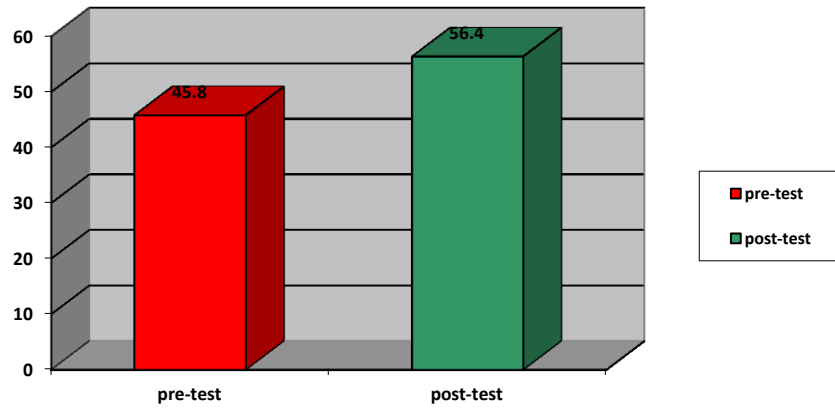


Chart4.2 The Result of Students' Score in Control Group

1. Analyzing the Data by Using Formula

After the researcher assessed students' scores, then they were calculated into formulas to find out the Mean, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, was displayed in the tables below:

**Table 4.3
The result of students' score using formula**

N	Students' Name	Score		x ₂ -x ₁	X ²
		Pre-test	Post-test		
1	AP	55	75	20	400
2	AF	45	85	40	1600
3	DF	55	85	30	900
4	DP	50	80	30	900
5	FEN	65	75	10	100

6	MA	65	95	30	900
7	MG	45	80	35	1225
8	PT	50	80	30	900
9	PY	45	85	40	1600
1	RBA	50	90	40	1600
1	RD	50	85	35	1225
1	RS	55	95	40	1600
1	RTA	50	85	35	1225
1	RG	55	90	35	1225
1	SS	50	75	25	625
1	ST	50	85	35	1225
1	SY	40	80	40	1600
1	TL	60	80	20	400
1	TM	45	85	40	1600
2	TN	40	95	55	3025
2	TGL	55	85	30	900
2	UP	40	75	35	1225
2	URS	45	75	30	900
2	WYI	45	85	40	1600
2	YDS	50	85	35	1225
Total		1255	2090	835	29725
Mean				33.4	1189

From the table above, the data showed that there was a significant improvement on students' achievement in reading comprehension marked

after they received treatments by using GoGoMo strategy. To know the differences between pre-test and post-test can be seen by using this formula below:

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

$$SD_x = \sqrt{\frac{29725}{25}} = 34.48$$

So, the result of standard deviation in experimental group was 34.48. And to know the Standard Error of mean in experimental group used this formula:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE M_1 = \frac{34.48}{\sqrt{25 - 1}} = 7.05$$

From the explanation above, it concluded that the result of Standard Error of mean in experimental group was 7.05 and the standard deviation in experimental group was 34.48. To know Standard Error of mean in control group and the standard deviation in control group was displayed in below.

Table 4.4

The Result of Students' Score in Control Group

N	Students Name	Score		y2-y1	Y ²
		Pre-test	Post-test		
1	AIW	45	70	25	625

2	ALH	55	60	5	25
3	AM	45	65	25	625
4	AN	40	50	10	100
5	AZW	55	60	5	25
6	CUK	45	55	10	100
7	DI	40	50	10	100
8	DM	40	50	10	100
9	DNA	50	65	15	225
1	DYA	45	50	5	25
1	ELY	40	55	15	225
1	FAC	40	50	10	100
1	FU	45	50	5	25
1	FR	65	70	5	25
1	IB	50	55	5	25
1	LA	45	50	5	25
1	LN	40	50	10	100
1	MP	45	50	5	25
1	MR	45	70	25	625
2	NN	55	60	5	25
2	NS	40	50	10	100
2	SKL	45	55	10	100
2	TYU	40	50	10	100
2	TWK	40	50	10	100
2	ZA	50	70	20	400
Total		1145	1410	270	3950
Mean				10.8	158

To know the differences between pre-test and post-test can be seen by using this formula below:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{3950}{25}} = 12.56$$

So, the result of standard deviation in control group was 12.56. And to know the Standard Error of mean in control group used this formula:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE M_2 = \frac{12.56}{\sqrt{25 - 1}} = 0.72$$

From the explanation above, it concluded that the result of Standard Error of mean in control group was 0.72 and the standard deviation in control group was 12.56. It means that standard deviation and standard error of mean in experimental group was higher than in control group. Therefore, GOGOMO strategy significant affects students' achievement in reading comprehension especially in narrative text.

After analyzed Standard Deviation (SD) and Standard Error of Mean (SEM) in experimental and control group so, the researcher analyzed to know the differences of standard error between mean experimental group and mean control group by using this formula below:

$$SE M_1 - M_2 = \sqrt{SEM_1 + SEM_2}$$

$$SE \ M_1 - M_2 = \sqrt{7.05} + 0.72 = 2.78$$

And in analyzing testing hypothesis (t-test) to know whether GOGOMO strategy significant affect in reading comprehension or not can be seen below by using formula.

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_o = \frac{34.48 - 12.56}{7.05 - 0.72}$$

$$t_o = \frac{21.92}{6.33}$$

$$t_o = 3.46$$

From analyzed above that the result of t-test was **3.46**. It concluded that students' achievement in experimental group perform a very good improvement on reading comprehension after teaching using GOGOMO strategy during the research. Therefore, the students' score in Experimental Group who were taught by GOGOMO strategy more increase significantly than in Control Group who were taught by conventional method.

2. Testing the Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted

and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 50-1 = 49$ was 2.06. From the result analyzed, t-test was 3.46 and the t-table is 2.06. It means that the t-test value was higher than the t-table or $3.46 > 2.06$ and t-test hypothesis was accepted (H_a). Therefore, it concluded that GOGOMO strategy can improve students' achievement in reading comprehension especially in narrative text.

C. Research Findings

From the result, it is found that there was significant difference between experimental group and control group. Teaching reading on narrative text in experimental group by using GOGOMO was more effective than teaching reading with using Lecturer method. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 3.46. It showed the result of t-test was higher than t-table ($3.46 > 2.06$). It means that the using of GOGOMO strategy significantly affects students' ability in reading comprehension on narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the experiment by applying GOGOMO strategy in teaching reading comprehension on narrative text, it was found that the students' achievement improved. The t-test was applied in order to know whether the difference between the pre test and post test mean was significant or not. The result of computation in the t-test was 3.46, while the critical value of 0.05 significant levels was 2.06. The conclusion from the data analysis is the value of t-observe (3.46) was higher than the t-table (2.06). It means that the alternative hypothesis (H_a) is accepted and the teaching by using GOGOMO strategy significantly affects on students' achievement in reading comprehension especially on narrative text.

B. Suggestions

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

- a. For the researcher, it can increase the knowledge in GOGOMO and can share to people who want to research in this field.
- b. For the readers, to know GOGOMO which applied in reading comprehension.
- c. For the teachers, it can be applied in reading strategy during teaching learning process which make the students have fun and enjoyable in learning.
- d. For the other reseacher, it can help them to further research as reference in it.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

School	: SMP SwastaTri Darma
Subject	: English
Class/Semester	: VIII/2
Skill	: Reading
Genre	: Narrative Text
Time	: 10 meetings (2 x 40 minutes/ meeting)

1. Standard Competence

Understanding the meaning of short functional text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. Identifying the definition of narrative text and types of narrative text (meeting 1-2)
2. Identifying the communicative function of narrative text (meeting 3)
3. Identifying generic structure of narrative text (meeting 4-5)
4. Identifying the linguistic characteristics of narrative text (meeting 6-7)

5. Identifying a variety of information in the narrative text (meeting 8-9)
6. Responding the questions based on the narrative text (meeting 10)

IV. Learning Objective

1. The students are able to identify the definition of narrative text and types of narrative text
2. The students are able to identify the communicative function of narrative text
3. The students are able to identify generic structure of narrative text
4. The students are able to identify the linguistic characteristics of narrative text
5. The students are able to identify a variety of information in the narrative text
6. The students are able to respond the questions based on the narrative text

V. Learning Material

1. Meeting 1-2 the definition of narrative text and types of narrative text
2. Meeting 3 the communicative function of narrative text
3. Meeting 4-5 the generic structure of narrative text
4. Meeting 6-7 the linguistic characteristic of narrative text
5. Meeting 8-9 the variety information in the narrative text

6. Meeting 10 giving test to the students to respond or answer the question
based on narrative text

VI. Learning Strategy

GOGOMO Strategy

VII. Media and Source

Media : Copies of article from the internet

Source : Article from the internet

VIII. Teaching and Learning Process

	Activities		Time Allocation
	Teacher's Activities	Students' Activities	
I.	<p>Opening perception Teacher greets the students Teacher order the students to pray Check the attendance list of students</p> <p>Motivation Teacher gives briefly explain the target of standard competence and the basic competence</p>	<p>Students respond the teacher's instruction Students start to pray Students listen to their names</p> <p>Students comprehend what the teacher's explain</p>	10 menit

II.	<p>Main Activities ploration Teacher tells the student that the topic</p>	Students pay	
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	<p>of the lesson is Narrative Text and revise their vocabulary related to the text</p> <p>Teacher asks the students whether they understand the material or not</p> <p>Elaboration</p> <ol style="list-style-type: none"> 1. Introduce whatever question or topic you would like to discuss. Give students a few minutes to brainstorm as much as they can. Tell them that they have to keep on brainstorming until you tell them to stop so that none of them finish early. 2. Give student two to three minutes to write their ideas using the sentence starters that you have written on the board. Tell them that they are to write as many sentences as they can, even if they are using the same idea, 3. Once everybody has at least one or two ideas written down, have students choose the one that they feel is the most insightful. Tell them to read their sentences to themselves and to fix any mistakes. 4. Allow student to get up, walk around the class and share with their classmates by reading their sentences directly off their notes. Here are some rules that should follow: <ol style="list-style-type: none"> a. Students must keep on sharing until you tell them that the activity is finished b. Students must jot down the name and ideas of their classmates. c. Students must follow a specific discussion structure and use sentence starters. 	<p>attention to the teacher's explanation</p> <p>Students give the questions or comment whether do not understand the material to the teacher</p> <p>Students pay attention to the teacher's instruction to make a group discussion</p> <p>Students start to discuss with their group and try to write down their predictions on the blackboard</p> <p>Students read the whole text together Students fill out the last chart of instruction</p> <p>Students cooperate with the teacher to know the true or false about their prediction Students answer the exercises</p>	<p>60 menit</p>
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	<p>5. Have student go back to their seats and begin the class discussion. Use the student that you nominated earlier to jump start participation if necessary.</p> <p>6. After you feel that enough ideas have been draw out, give students time to prepare to report on ideas that they heard from a class discussion with students reporting on ideas that they heard from each other.</p> <p>7. Continue the class discussion with student reporting on ideas that they heard from each other.</p> <p>8. The teacher review their discussion</p>	Students pay attention to the teacher's explanation	
	<p>Closing: Teacher concludes the material 2. Teacher closes the meeting</p>	Students pay attention to the teacher's explanation	10 menit

IX. Evaluation

- a. Kind of test : written test
- b. Form of test : multiple choices
- c. Instrument (and closed)

Every correct answer : 1

Maximum Score : 100

By using the formula : $S = \frac{R}{N} \times 100$

Notes:

S = Score

N = Number of Test Items

R = Number of Correct Answer

Medan, 25 Agustus 2017

Known by:

English Teacher

Researcher

(Nuraimah, S.Pd)

(Ira Anggraini)

Head Master of SMP Swasta Tri Darma

(Tiwi Suharti, S.Pd)

APPENDIX II

LESSON PLAN (CONTROL GROUP)

School	: SMP SwastaTri Darma
Subject	: English
Class/Semester	: VIII/2
Skill	: Reading
Genre	: Narrative Text
Time	: 10 meetings (2 x 40 minutes/ meeting)

I. Standard Competence

Understanding the meaning of short functional text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. Identifying the definition of narrative text and types of narrative text (meeting 1-2)
2. Identifying the communicative function of narrative text (meeting 3)
3. Identifying generic structure of narrative text (meeting 4-5)
4. Identifying the linguistic characteristics of narrative text (meeting 6-7)

5. Identifying a variety of information in the narrative text (meeting 8-9)

6. Responding the questions based on the narrative text (meeting 10)

IV. Learning Objective

1. The students are able to identify the definition of narrative text and types of narrative text
2. The students are able to identify the communicative function of narrative text
3. The students are able to identify generic structure of narrative text
4. The students are able to identify the linguistic characteristics of narrative text
5. The students are able to identify a variety of information in the narrative text
6. The students are able to respond the questions based on the narrative text

V. Learning Material

1. Meeting 1-2 the definition of narrative text and types of narrative text
2. Meeting 3 the communicative function of narrative text
3. Meeting 4-5 the generic structure of narrative text
4. Meeting 6-7 the linguistic characteristic of narrative text
5. Meeting 8-9 the variety information in the narrative text
6. Meeting 10 giving test to the students to respond or answer the question based on narrative text

VI. Learning Strategy

Using Conventional Strategy

VII. Media and Source

Media : Copies of article from the internet

Source : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	Students' Activities	
I.	<p>Opening</p> <p><i>Apperception</i></p> <ol style="list-style-type: none">1. Teacher greets the students2. Teacher order the students to pray3. Check the attendance list of students <p><i>Motivation</i></p> <ol style="list-style-type: none">4. Teacher gives briefly explain the target of standard competence and the basic competence	<ol style="list-style-type: none">7. Students respond the teacher's instruction8. Students start to pray9. Students listen to their names10. Students comprehend what the teacher's explain	10 menit
II.	<p>Main Activities</p> <p><i>Exploration</i></p> <ol style="list-style-type: none">5. Teacher tells the student that the topic of the lesson is Narrative Text and revise their vocabulary related to the text	<ol style="list-style-type: none">8. Students pay attention to the teacher's explanation9. Students give the	

	<p>6. Teacher asks the students whether they understand the material or not</p> <p>Elaboration</p> <p>7. Teacher explain some instructions for making a group discussion (a group based on the row in the class)</p> <p>8. Teacher divides the text and ask the students to discuss</p> <p>9. Teacher reviews their discussion and invites them to read parts that true or false their discussionn</p> <p>10. Teacher gives excercises</p> <p>Confirmation</p> <p>11. Teacher concludes the result and emphasize about the lesson that has been learned</p>	<p>questions or comment whether do not understand the material to the teacher</p> <p>10. Students pay attention to the teacher's instruction to make a group discussion</p> <p>11. Students start to discuss with their group</p> <p>12. Students read the whole text together</p> <p>13. Students cooperate with the teacher to know the true or false about their discussion</p> <p>14. Students answer the exercises</p> <p>15. Students pay attention to the teacher's explanation</p>	<p>60 menit</p>
<p>III.</p>	<p>Closing:</p>		<p>10 menit</p>

	12. Teacher closes the meeting	2. Students pay attention to the teacher's explanation	
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IX. Evaluation

a. Kind of test : written test

b. Form of test : multiple choices

c. Instrument (and closed)

Every correct answer : 1

Maximum Score : 100

By using the formula : $S = \frac{R}{N} \times 100$

Notes:

S = Score

N = Number of Test Items

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Medan, 25 Agustus 2017

Known by:

English Teacher

Researcher

(Nuraimah, S.Pd)

(Ira Anggraini)

Head Master of SMP Swasta Tri Darma

(Tiwi Suharti, S.Pd)

APPENDIX III

Instrument of Research

Read the following text, and then answer the questions!

Text 1

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

1. What is the text about?
 - a. the legend of the old woman
 - b. the legend of Malin Kundang
 - c. the most of popular legend in west-sumatera
 - d. the legend of the sailor
2. Where did the story take place?
 - a. at the ocean
 - b. at the lake
 - c. at the river
 - d. at the jungle
3. What is the main idea of the first paragraph above?
 - a. an old woman and a son lived in a village
 - b. a son was named Malin Kundang
 - c. an old woman and a son loved each other
 - d. they lived ever after
4. Which of the following statement is wrong according to the text above?
 - a. Malin Kundang had been cursed by his mother
 - b. An old woman finally met with her son happily
 - c. Malin Kundang is a good sailor
 - d. Malin Kundang became a rich man
5. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...
 - a. Mother and her daughter
 - b. Mother and her son
 - c. Father and mother
 - d. Friendship
6. "You'll never be safe now. You and your money will turn to stone."
The underlined word refers to...
 - a. A son
 - b. The sailor
 - c. Malin Kundang

- d. an old woman
-
7. What lesson can we learn from the story?
 - a. do not ever forget our parents
 - b. do not be a greedy
 - c. do not be an arrogant people
 - d. be your self
 8. Which is paragraph show resolution based on the text?
 - a. paragraph 6
 - b. paragraph 5
 - c. paragraph 4
 - d. paragraph 3
 9. What is the opposite of “near”?
 - a. Quite
 - b. Calm
 - c. Far
 - d. slow
 10. How is the character of Malin Kundang?
 - a. Smart
 - b. Stubborn
 - c. Foolish
 - d. Greedy

Text 2

The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was do

fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?
 - a. the man who living in the shore in North Sumatera
 - b. the tale of lake toba
 - c. the man’s hobby is fishing
 - d. the man was a farmer
12. What is the main idea of the first paragraph above?
 - a. there was a man who was living in north Sumatra

- b. the man was living in the complicated place
 - c. the man likes hunting in the jungle
 - d. the man likes fishing
13. Which of the following statement is false according to the text above?
- a. the gold fish have changed to the beautiful princess
 - b. the man has one daughter
 - c. the man happily ever after
 - d. his wife became a huge golden fish back
14. What is the purpose of the text above?
- a. to retell the story between the man and a fish
 - b. to know the reader about the man who was living in North Sumatera ago
 - c. to describe the lake in North Sumatera
 - d. to inform the reader about the tale of lake toba
15. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
- a. father and sister
 - b. husband and wife
 - c. father and daugther
 - d. father and his friend
16. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The underlined word means...
- a. Agreement
 - b. Appointment
 - c. Application

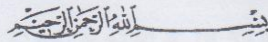
- d. approximately
17. What lesson can we learn from the story?
- a. take care of your self
 - b. fullfil you have a promise
 - c. always believe your friend
 - d. obeying your mother's advice
18. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". What does the word "you" in the sentence refer to?
- a. the daughter
 - b. the golden fish
 - c. the man
 - d. someone else
19. Why did daughter want to come back to home after met his father?
- a. because, her mother asked to her come back to home
 - b. because, a big disaster will be happen
 - c. because, her father said that she was a fish
 - d. because, her father asked to her bring his lunch
20. What did her mother do after know the reason why her daughter cry ?
- a. asked her husband to run up the hills
 - b. suggest her daughter to run up the hills
 - c. she was crying and screaming
 - d. she was angry

APPENDIX IV

Key-Answers

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

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Ira Anggraini
N.P.M : 1302050113
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Give One Get One Move on (Gogomo) on the Students' Achievement in Reading

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, Agustus 2017
Hormat saya
Yang membuat pernyataan,



Ira Anggraini

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

