

THE EFFECT OF STUDENTS TEAMS ACHIEVEMENT DIVISION (STAI)
METHOD ON READING COMPREHENSION OF THE GRADE IX STUDEN
MTs SWASTA PP AHMADUL JARIAH
KOTA PINANG



A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the requirement for the Graduate
Degree of Education (S.Pd) in English Department*

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY,
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2023

LETTER OF AGREEMENT

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Padangsidempuan, 3 July 2023
To:
Dean Tarbiyah and Teacher Training
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Safitri Dalila Sirait** entitled "*The Effect of Students Teams Achievement Division (STAD) method on Reading Comprehension of the grade IX Students MTs Swasta PP Ahmadul Jariah Kota Pinang*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidempuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

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Title of Thesis : The Effect of Students Teams Achievement Division (STAD) method on Reading Comprehension of the grade IX Students MTs Swasta PP Ahmadul Jariah Kota Pinang.

This study focuses on the effect of the STAD method on reading comprehension of narrative texts in class IX MTs PP Ahmadul Jariah Kota Pinang. There are several problems faced by students in understanding reading texts including: 1) Students can not determine the topic of reading from a text, 2) Students can not identify the main idea of a text, 3) Students can not identify the information needed from a text, 4) Students can not give conclusions from a text, 5) Students can not understand the meaning of a text. Formulations of the problems are: 1) Does STAD method significantly affect of Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang? 2) How does STAD method significantly affect of Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang? The objectives of the research as follow, 1) To know the significant effect of STAD method on Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang. This study used a quantitative experimental method. The population being all of the IX grade students of Private MTs PP Ahmadul Jariah Kota Pinang. This research choose sample selection with simple random sampling technique and selected class IX-A as the experimental class consisting of 25 students IX-B as the control class consists of 23 students. Data were collected through pre-test and post-test in the form of multiple choice questions and analyzed using the T-test formula. The ability to understand students' narrative text before learning using the STAD method with the average value of the pre-test in the control class was low, the ability to understand students' narrative texts after learning narrative texts taught by the STAD method in the experimental class on the pre-test was very good. Finally, from the results of the t-test, it was obtained that $t_{count} > t_{table}$, namely H_a was accepted and H_o was rejected. This means that there is a significant effect of the use of the STAD method on reading comprehension of narrative texts in class IX MTs PP Ahmadul Jariah, Pinang City.

Keywords: STAD Method, Reading Comprehension, Narrative Text

ABSTRAK

Nama : Safitri Dalila Sirait
NIM : 19 203 00071
Judul Skripsi : Pengaruh Metode Students Teams Achievement Division (STAD) Terhadap Pemahaman Membaca Siswa Kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang

Penelitian ini berfokus pada pengaruh metode STAD terhadap pemahaman membaca teks narative di kelas IX MTs PP Ahmadul Jariah Kota Pinang. Ada beberapa masalah yang dihadapi siswa dalam memahami teks bacaan diantaranya: 1) Siswa tidak dapat menentukan topik bacaan dari sebuah teks, 2) Siswa tidak dapat mengidentifikasi ide pokok suatu teks, 3) Siswa tidak dapat mengidentifikasi informasi yang dibutuhkan dari sebuah teks, 4) Siswa tidak dapat memberikan kesimpulan dari sebuah teks, 5) Siswa tidak dapat memahami makna dari sebuah teks. Rumusan masalah apakah metode STAD berpengaruh signifikan terhadap Pemahaman Membaca di kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang? Bagaimana pengaruh metode STAD secara signifikan terhadap Reading Comprehension pada siswa kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang? Tujuan penelitian ini adalah sebagai berikut, 1) Untuk mengetahui pengaruh yang signifikan dari metode STAD terhadap Pemahaman Membaca di kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang, 2) Untuk menguji apakah ada pengaruh yang signifikan dari penggunaan metode STAD di kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang atau tidak. Penelitian ini menggunakan metode eksperimen kuantitatif dengan populasinya adalah seluruh siswa kelas IX MTs Swasta PP Ahmadul Jariah Kota Pinang dimana pemilihan sampel menggunakan teknik simple random sampling dan dipilih kelas IX-A sebagai kelas eksperimen yang terdiri dari 25 siswa IX. -B sebagai kelas kontrol terdiri dari 23 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal pilihan ganda dan dianalisis dengan menggunakan rumus T-test. Kemampuan memahami teks naratif siswa sebelum pembelajaran menggunakan metode STAD dengan rata-rata nilai pre-test pada kelas kontrol rendah, kemampuan memahami teks naratif siswa setelah pembelajaran menggunakan metode STAD yang diajarkan dengan metode STAD pada kelas eksperimen pada pre-test sangat baik. Terakhir, dari hasil uji t diperoleh thitung > ttabel yaitu H_a diterima dan H_o ditolak. Artinya ada pengaruh yang signifikan penggunaan metode STAD terhadap pemahaman membaca teks narrative di kelas IX MTs PP Ahmadul Jariah Kota Pinang.

Kata Kunci: Metode STAD, Kemampuan Memahami Bacaan Teks Narrative

خلاصة

اسم : سافيتري دليلة سيرابيت
رقم التسجيل : ١٩٢٠٣٠٠٠٧١
عنوان الرسالة : تأثير طريقة قسم تحصيل فرق الطلاب على الفهم القرائي للصف التاسع لطلاب المدارس المتوسطة الخاصة بمدينة أحمدول جارية بينانج

تركز هذه الدراسة على تأثير طريقة على فهم قراءة النصوص السردية في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة. هناك العديد من المشاكل التي يواجهها الطلاب في فهم نصوص القراءة بما في ذلك: ١ لا يمكن للطلاب تحديد موضوع قراءة النص ، ٢ لا يمكن للطلاب تحديد الفكرة الرئيسية للنص ، ٣ لا يمكن للطلاب تحديد المعلومات المطلوبة من النص ، ٤ لا يمكن للطلاب إعطاء استنتاجات من النص ، ٥ لا يمكن للطلاب فهم معنى النص. صياغة المشكلة هي طريقة لها تأثير كبير على فهم القراءة في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة. كيف تؤثر طريقة بشكل كبير على فهم القراءة في طلاب الصف التاسع في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة أهداف هذه الدراسة هي كما يلي ، لتحديد التأثير الكبير لطريقة على فهم القراءة في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة من استخدام طريقة في الفئة التاسعة الخاصة في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة أم لا. استخدمت هذه الدراسة أساليب تجريبية كمية حيث كان المجتمع الإحصائي جميعهم من طلاب الصف التاسع الخاص أحمد الجاريا كوتا بينانج حيث استخدم اختبار العينة تقنيات أخذ العينات العشوائية البسيطة وتم اختيار الفئة ٤٩ كفصل تجربي مكون من ٢٥ طالبا تاسعا. كصف تحكم يتكون من ٢٣ طالبا. تم جمع البيانات من خلال الاختبار القبلي والبعدي في شكل أسئلة متعددة الخيارات وتحليلها باستخدام صيغة. القدرة على فهم النصوص السردية للطلاب قبل التعلم باستخدام طريقة بمتوسط درجة ما قبل الاختبار في فئة التحكم المنخفض ، والقدرة على فهم النصوص السردية للطلاب بعد التعلم باستخدام طريقة التي تدرسها طريقة في الفصول التجريبية في الاختبار القبلي جيدة جدا. أخيرا ، من نتائج اختبار ، يتم الحصول على عدد ، أي يتم قبول ورفض. هذا يعني أن هناك تأثيرا كبيرا على استخدام طريقة على فهم قراءة النصوص السردية في الفئة التاسعة في الفئة التاسعة النظام التجاري المتعدد الأطراف ص أحمدول أحمدول نصف قطر المدينة

الكلمات المفتاحية: طريقة ، القدرة على فهم قراءة النص السردية

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Padangsidimpuan, 3 July 2023
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. According to Nunan, the goal of reading is comprehension and comprehension is essential to successful reading¹. The reader's background knowledge can influence reading comprehension. From this explanation it is clear that reading is a process in order to get some information from the reading text. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words sentences and paragraphs that encode meaning.

Based on information english teacher to researcher in pre interview that the ability of the students' reading comprehension at MTs Swasta PP Ahmadul Jariah Kota Pinang were still poor.² The Minimum Mastery Criterium (KKM) English that has been determined in student achievement is expected to pass a predetermined threshold, but in fact some of students still have score under the KKM.

Based on curriculum 2013 ideally the students' ability to reading hopes that students are able to understand some written texts in interpersonal and

¹ David Nunan, *Practical English Language Teaching*, ed. David Nunan, 1st ed. (Nort Amerika: MC Graw Hill, 2003),p.68.

² Abdullah Sani, "Private Interview 20 January 2023 at 09.00 Am".

transactional forms, formal or informal, in the following types: recount, narrative, procedure descriptive, etc. But in fact, it does not so, based on the researcher pre observation in that school the teacher only provide study material from printed book and students are asked to translate the text into the Indonesian version and work on questions and the teacher does not provide teaching materials in accordance with the syllabus and lesson plan that he has made before the semester begins, so what is listed in the teacher's indicators is not fulfilled towards students, so that the students have low reading comprehension.

The reality is that the process of learning reading comprehension in class is very monotonous, based on the researcher's interview with Juju and friends that they spent one semester never opening the textbook and discussing the material in the textbook, she said that the teacher only invited students told stories that even the learning that was given was not structured.³ From the explanation above, reading is essential skills for learners. It is the most important skills to be mastered in order to ensure success in learning maximally. So, learners must pay attention and do not underestimate it.

There are some strategies and method that can be used in teaching and learning process, such as the strategies of cooperative learning there are JIGSAW, CIRC, TGT, NHT and STAD. Method is everything that teachers do or should do in order to help their learners learn. There are several methods that can help

³ Bunga Juju, "Students IX MTs Swasta PP Ahmadul Jariah, Pre Interviews.," 2023, (20 January at 11.00 am).

teachers improve their reading comprehension skills, one of which is STAD (Students Teams Achievement Division). This STAD is a theory from Slavin. STAD is one of cooperative learning, STAD is very good to apply to a variety of subject matter.⁴

STAD is cooperative learning which help promote collaboration and self-regulating learning skills. It means that STAD method help student involve their skill in collaboration or regulating learning in classroom.⁵ STAD is one of the simple of cooperative learning.

Based on the problem and explanation above, the researcher is interested and need to introduce this method in teaching with the title "The Effect of STAD (Students Teams Achievement Division) Method on Reading Comprehension of the grade IX students' MTs Swasta PP Ahmadul Jariah Kota pinang.

B. Identification of the Problem

Based on the background above, it can be seen that the identification of the problem are :

1. Students' reading comprehension are still very low.
2. The conventional teacher learning process.
3. Teacher presentation of unstructured material.
4. Students are passive in the learning process.

⁴ H. Isjoni, *Cooperative Learning* (Bandung: Alfabeta, n.d.)p.116 2013.

⁵ Ray in gulnazir khan, "The Effect of Students Teams Achievement Division (STAD) on Academic Achievement of Student," 17 February 2010, (<http://www.social-socience/education>)p.10.

5. Teacher doesn't have a specific method in teaching Narrative text.

C. Limitation of the Problem

Based on the identifications of the problem, so the limitation of the research in this studies is the STAD method and students reading text found in the students text book. The researcher decided to take only 3 Narrative text, because they haven't learned the other texts and haven't reached the lesson yet. They have learned this text and this text is very integrated with other skills such as the grammar in this narrative text they have learned and the other texts have not been studied.

D. Formulations of the Problem

The problems of the research are formulated as follow :

1. Does STAD method significantly affect of Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang?
2. How does STAD method significantly affect of Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang?

E. Objectives of the Research

The objectives of this research are to find out :

1. To know the significant effect of STAD method on Reading Comprehension at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.
2. To examine whether there is significant effect of using STAD method at the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang or not.

F. Significances of the Research

The result of this study is significant for : The students, teacher and other researcher.

1. for the students to increase learning outcomes and students solidarity to find knowledge and develop insights, improve the ability to analyze a problem through learning with innovative learning models.
2. for the teacher to assist teachers in guiding students by choosing the right methods to make effective use of teaching situations and materials to realize goals and also bring about desired changes in learner behavior.
3. for the researcher as a reference, source of information and reference material for further researchers so that it can be further developed in other materials to improve the quality of learning.

G. Definitions of Operational Variables

To avoid misunderstanding of the research, the writer will explain about the key terms as followed :

1. STAD (Students Teams Achievement Division) Method

The STAD method is a learning method that requires students to study in groups of 4-5 students whose academic abilities from each group has a comparable composition of members high, medium and low.

2. Reading Comprehension

Reading comprehension is the process of readers to get some information from the text by understand the meaning, reading and comprehension can not separated, because reader in read text must be comprehend to get more information.

H. Outline of the Thesis

This thesis divided into five chapters, each chapter consists of some sub chapters with details as follow :

Chapter I is about introduction of the research, consists of background of the problem, objective of the problem, significances of the research, definition of operational variables, and outline of the thesis. Chapter II is about theoretical description, contained with some sub chapter about STAD method, reading comprehension. From the two chapter will explain the theoretical problems.

Chapter III is about research methodology, consists of some sub chapter, place and time schedule of the research, research design, population and sample, instrument of the research, validity and reliability of instrument, technique of data collection, and technique of data analysis. Chapter IV is about the result and discussion of the research. Chapter V is about thez conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEWS

A. Theoretical Reviews

1. Reading Comprehension

a. Definitions of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading can interest with feelings and thoughts, obtain information and improve the science knowledge. According to Mc Whorter, reading is essential skill learners of English as second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English.⁶ Based on the explanation above, reading is the receptive skill in language that use eyes, effort and recognition to get the meaning and information from the passage.

Reading is the receptive skill, meaning that the way in which people get the meaning from the text they see.⁷ According to Patel and Jain, reading means to understand the meaning of printed words example written symbols. Reading is an active process which consists of recognition and comprehension skill.

⁶ Saima Harahap, "The Effect of STAD Method on Reading Comprehension on Students MTs Swasta Maluku," 2017.

⁷ Jeremy Harmer, *English Language Teaching*, 5th ed. (Bandung: Nursamedia, 2015).

Reading is one of skills in EFL and also as a receptive skill. It is the activity to know the information from the text. Reading activity has some phases before you get the information or point. The phases are pre-reading, while reading and post-reading. Reading is the receptive skill, meaning that the way in which people get the meaning from the text they see. Based on the explanation above, reading is the receptive skill in language that use eyes, effort and recognition to get the meaning and information from the passage.

b. The Importances of Reading

Reading is one of the important aspect for the students, especially in English. From reading the students can get many information and knowledge. According to Patel and Jain reading is an active process which consists of recognition and comprehension skill.⁸ So from the explanation above reading is very importance to get more knowledge by reading.

Reading plays very important parts in everybody life. Through reading you can explore the world, countries that have never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon.

Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a

⁸ Jeremy Harmer, *English Language Teaching*, 5th ed. (Bandung: Nursamedia, 2015).

mental overview or outline of the text to help them decide whether it is relevant to their goals. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers. So, the students can improve their reading by their easy rule to understand the meaning.

c. **The Purposes of Reading**

The purpose of reading is get the new information from the text or passage. Through reading the reader keeps informed on the political, science, social, economic or it can be entertain the reader. To get purpose of reading the reader must connect with subject about what they read.

Reading purpose is when the reader determine the amount of effort and time they will invest in getting the information from the text. Murcia et.al explained the purpose of reading: 1. We need for pleasure; 2. We need for information; and 3. We need learnt something new.⁹

According to Grabe and Stoller, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information,

⁹ M.F Petel And Praveen, "English Language Teaching Method Tolls and Tehniques," 2008, 113.

reading to write, reading to critique texts and reading for general comprehension.

- 1) Reading to search for simple information. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.
- 2) Reading to skim quickly reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- 3) Reading to learn from text Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.
- 4) Reading to integrate information, reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and

likely restructuring of arhetorical frame to accommodate information from multiple sources.

5) Reading to write and reading to critique texts reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

6) Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people. They must read extensively to get information and knowledge of social living. It can help a reader keeps informed on the social, political, and economical and also entertainment.

d. The Ways of Reading

Through reading, students meet and become familiar with new grammar structure. At the same times they widen their vocabulary. Anderson also said the ways of reading are as follows¹⁰ :

a. Skimming

Skimming is reading quickly by running one's eyes over a text to get the gist of it. There are some activities in skimming. They are comparing values, finding and compare events, selecting a title, drawing inferences, deciding the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new words for old, locate grammar feature, find a specified advertisement, compare details, check dates, shopping lists, make words sets, and newspaper headlines.

c. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. There are some activities in extensive reading. They keep records and wall charts, make summaries, and indicate the difficulty.

d. Intensive reading

¹⁰ William Peter Grabe and Fredricka L. Stoller, *Teaching and Researching: Reading*, 2nd ed. (New York: Routledge, 2013).

Intensive reading is reading shorter text to extract specific information. In intensive reading is found some activities, they are match nouns and verbs, split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

So, from the explanation about 4 ways of reading that can help everyone is easy to get information from a text with the basic of reading and more efficient to understand the meaning from text with their way chosen.

e. Definitions of Reading Comprehension

Basically, reading and comprehension can not be separated. Because, reader in read text must be comprehend to get more information. Reading comprehension is the process of making sense of text, a complex, multifaceted activity that calls on the reader's thinking and problem solving skills.

Otto said reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader's reconstructed message agrees with the writer's intend message.¹¹ Based on explanation above, reading comprehension is

¹¹ Suardi, A A I N Marhaeni, and Nyoman Dantes, "Student Learning Outcomes Using the STAD Methode in Learning Proses" 4 (2014): 9.

the process of readers to get comprehension about what the readers want to know and also the information they need by thinking in their mind. Reading comprehension it is also how the reader should pay attention to some aspect such as how they understand the word and the information from the text, understand main ideas and details to able make conclusion.¹² So, reader can more easy about the main idea from a text with comprehend the text while reading.

Each member of the group is required to master the material and be able to solve the questions given by the teacher. Strategy is everything that teacher can help teachers ways of teaching. As Linda and Marry said research seems to indicate that many efficient strategies for learning reading comprehension are available for used.¹³ It means in this method is STAD.

f. Kinds of Reading

a. Silent Reading

Silent reading is reading activity without voice. Tarigan said silent reading is reading the text without voice. Silent reading is to training students to really pay attention to can understand text. Reading is primary a silent activity. Then, Nunan stated that silent reading is

¹² Wayne Otto, "How Teach Reading," *America: Addison Wesley Publishing Sed*, 2018, 161.

¹³ Eka Sustri Harida, *Basic Readin For EFL University Students*, 1st ed. (Merdeka Kreasi Kerjasama dengan UIN Padangsidimpuan, 2021).

generally focus in the classroom should be on getting meaning from print when comprehension was the goal of reading.

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult. Silent reading is a skill pivotal to English language teaching. The reading activities should be used to increase the students' ability in reading information.

The teacher has to make the students read silently so that the students can read without obstacles. Finally, reading comprehension of narrative text should use silent reading because there are related with the learning in the classroom, effective for discussion and silent reading can help the reader to get a lot of information that they need without the hindrance. Then reading comprehension of narrative text easy to comprehend because the story in narrative text tell about the past event, legend, humor etc., that easy to understand by the readers.

From the explanation above, it can be concluded that silent readings technique is reading the text without voice. It was done by pay attention to reading text. So, the reader will be easier to understand information from the reading text.

b. Loud Reading

Loud reading is reading activity with a voice. Suyanto said cited loud reading technique is to train students' able to read with good pronunciation or speak.¹⁴ The aim of loud reading technique is able to spoke good words, phrase, and sentence of English.

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation. It means that aloud reading should apply in elementary school because in this level the students needed the direct assistance from their teacher. Then reading aloud can help the teacher to restore the students concentration who easily broke out when the atmosphere of the class.

So, loud reading technique is reading the text with voice. The aim of loud reading technique is get information from the reading text and it is must take care improving pronunciation.

¹⁴ M Mary, H Linda, and Linda H Merchant, *Reading Accross the Curriculum*, 2nd ed. (Bandung: nusamedia, n.d.).

G. Assessment of Reading Comprehension

Assessment is a tool to measure how far the students ability and comprehension of material. In addition, by comprehending the text the students will find the gist of the text such as an important message or information from the text. The assessment in reading comprehension is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first.¹⁵ The examples are good job, great, and well-done. Moreover, this kind of assessment can be done by commenting on students' paper, also correcting students' pronunciation.

The second way in assessment reading comprehension is using 5 indicators, they are :

- 1) The students can identify the topic from the text.
- 2) The students can identify main idea from the text.
- 3) The students can identify information that needed from the text.
- 4) The students can give conclusions from the text.
- 5) The students can understand the vocabulary from the text.

From the explanation above the researcher choose the second type of assessment reading comprehension with 5 indicator to know the students reading comprehension with their understanding the item.

¹⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practise* (California: Person Longman, 2004)p 133.

H. Kinds of test Assessment

There are some techniques to test reading comprehension, they are: multiple choice questions (MCOs), short answer questions, cloze, etc, and to measure students reading comprehension researcher choice multiple choice question.

Multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options. The answer is only one of which is correct. Matching task At this selective level of reading, the test takers is simply to respond correctly, which makes matching an appropriate format.

Editing task Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

Picture-Cued Tasks In the previous section we looked at picture-cued tasks for perspective recognition of symbols and words.

Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up such as cloze tasks the word cloze was coined by the educational psychologists to capture the gestalt psychological concept of closure, that is the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details. So, from the types of test assessment as the tool to test the students reading comprehension.

I. Kinds of Reading Text

There are many of text in students text book like descriptive text, hortatory, recount etc. According to Kane, a narrative is meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). Then, narrative has meaning in that it conveys an evaluation of some kind. So, it means that narrative not in random, but it has sequence in its story.

The main parts of narrative text are: orientation, complication and resolution. So the researcher decide to choose Narrative Text to take as the test in pre-test and post-test. Based on on the explanation above, students can know and understand the indicator of learning narrative text based on the kinds and ways to make them more easy to reading narrative text and know the topic from the text.

2. Students Teams Achievement Division (STAD)

This Students Teams Achievement Division (STAD) method learning is one of the learning models using small groups with the number of members of each group of 4 – 5 students heterogeneously. It begins with 1) with the stage of presenting the material, 2) the stage of group activities, 3) the stage of individual tests, 4) the stage of calculating individual

development scores, and 5) the stage of awarding group awards.¹⁶ Huda explained some components and process of STAD as follows:

a. Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

b. Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their team make mistakes. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members.

The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and

¹⁶ Nurul Huda, *Cooperative Learning*, 7th ed. (Yogyakarta: Pustaka Pelajar, 2013), p51.

respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, gender and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

c. Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz. Individual tests are given to students after carrying out one or two class presentations and working and practicing in groups. Students must realize that the scores obtained by each individual will be accumulated into group scores.

d. Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a base score, derived from the students average past performance on

similar quizzes. Students earn points for their team based on score and the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score (percentage correct) exceed their base score. Individual assessment is useful for motivating students to work hard to get better results than the previous score. Individual progress scores are calculated based on baseline scores and test scores. The basic score is the value of the student's final test score, namely the pretest score carried out by the teacher before implementing STAD learning.

The amount each student contributes to his or her team is determined by the amount the student's quiz score exceeds his or her past quiz average. A base score is a set five point below each student's average, and students earn points, up to a maximum of ten, for each point by which they exceed their base scores, regardless of their base scores. An example of base scores and improvement points appears in this figure.

No	Student	Base Score	Quiz Score	Improvement Score
1	John	16	23	7
2	Maya	18	30	10

3	Topu	23	30	7
4	Yogi	16	27	10
5	Fitri	17	17	0
6	Lina	21	23	2
7	Gea	18	17	0

Figure 1
Example of Base Score and Improvement Score

This individual improvement score system gives every students a good chance to contributes maximum points to the team if the students do the best, either showing substantial improvement or completing a perfect paper. This system has been shown to increase students academic performance event without teams, but is especially importance as a component of STAD since it avoids as group member because they do not contribute many points. To illustrate, think of a baseball team. Although it is a cooperative group, a baseball teams has one serous drawback.

e. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Students team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

Like other learning, learning type Students Teams Achievement Division (STAD) also requires careful preparation before learning activities are carried out. These preparations include:

a. Learning tools

Before carrying out this learning activity, it is necessary to prepare learning tools, which include Learning Device Plans (RPP), Student Books, Student Activity Sheets (LKS) along with answer sheets.

b. Forming Groups

Determining group members is sought so that the abilities of students in the group are heterogeneous and the abilities between one group and another group are relatively homogeneous. Where possible cooperative groups need to pay attention to race, religion, gender, and social background. If the class consists of relatively similar races and backgrounds, then the formation of groups can be based on academic achievement, namely:

1. Students in the class are first ranked according to the intelligence in the subject. The goal is to sort students according to reasoning ability and is used to group students into groups.
2. Determine three groups in the class, namely the upper group, the middle group, and the lower group. The upper group of 25% of all students taken from the first ranked students, the middle group of 50%

of all students taken from the order after being taken by the upper group, and the lower group of 25% of all students consisting of students after being taken the upper group and the middle group.

c. Determining the Initial Score

The initial score that can be used in the class is the previous test score. This initial score may change once there is a quiz. For example, in further learning and after each test is held, each individual can be used as an initial score.

d. Seating Arrangements

Seating arrangements in the classroom also need to be arranged properly, this is done to support learning success if there are no seating arrangements that can cause chaos that causes learning failure in the classroom.

e. Group Work

To prevent obstacles to learning the Type Students Teams Achievement Division (STAD) a group cooperation exercise was first held. This aims to further introduce each individual in the group.¹⁷ So, base on the explanation the ways of students understand material is more effect with discussion group.

¹⁷ Nurul Huda, *Cooperative Learning*, 7th ed. (Yogyakarta: Pustaka Pelajar, 2013).

Based on the explanation above, the researcher will using this components in treatment to make sure STAD have effect of reading comprehension by doing the specific ways.

B. Review of Related Findings

There are some findings related to this research. First, Anto¹⁸ the effect of students' teams achievement division (STAD) on students' reading comprehension at grade X SMA N 7 Padangsidimpuan. This research is to know the effect of STAD method on reading comprehension. The students' problems in reading comprehension. the method was used in this research was experimental research. Two classes were chosen randomly as the sample. They were XI MIA-2 as the experimental class that consisted of 25 students and XI MIA-3 as the control class that consisted of 25 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula. So, it means H_a was accepted and H_o was rejected.

For the second is Kurniawan¹⁹ has used various strategies in order to make the students understand and comprehend the subject that they

¹⁸ P Jony Anto, "The Effect of Student Team Achievement Divisions (Stad) and Learning Motivation Toward the Students' Reading Competence of the" *Jurnal Pendidikan* 1 (2013), <https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/view/711>.

¹⁹ Ildi Kurniawan, "The Effect of Student Teams-Achievement Division (Stad) Technique Toward Students' Speaking Skill and Class Participation," *Journal of English Education and Teaching* 1, no. 1 (2017): 35–47, <https://doi.org/10.33369/jeeet.1.1.35-47>.

learned. One of the strategies that can be used especially in teaching reading is STAD. The study aimed to know the Effect of STAD Strategy toward Students' Reading Comprehension with technique is whole sampling technique. The techniques of collecting data in this research are observation and test, and then to analyze the data obtained, the researcher used T-test From the data, it can be seen to is higher than t-table, it can be read that $2.05 < 2.36 > 2.76$. It means H_a is accepted and STAD strategy effective to increase students' reading comprehension in Experiment class.

Next, Ugwu²⁰ who also conducted research by comparing the STAD and TGT methods where the sample was selected from the same level, he conducted this research at X SMA N 3 Gorontalo, from the population of classes selected by cluster random sampling, namely from 7 classes selected X IPA- 1 as class STAD and X IPA -2 as class TGT, from the results of the average value in class tgt 76.05 and class STAD 70.13 and from the results of the t test there is $t_{count} 2.992 > t_{table} 1.99$. then from these results H_0 is rejected and H_a is accepted, meaning that there is a difference between classes given the STAD and Tgt methods, where the TGT method class is more effective than STAD.

²⁰ Eucharia Okwudilichukwu Ugwu, *The Effect of Student Teams Achievement Division and Think-Pair-Share on Students' Achievement in Reading Comprehension*, *African Journal of Teacher Education*, vol. 8 (Medan, 2019), <https://doi.org/10.21083/ajote.v8i0.5209>.

After that, Oka also conducted research with STAD on the English writing achievement of class XI students at SMK N 1 Magelang with classroom action research (PTK) with a large population of 38 students, from this research he tried to conduct research with a quantitative design where Oka would conduct an observation test to measure student learning outcomes, from these results there is an average value in class 3 cycles greatly increased significantly and the results of the test analysis show that H_a is accepted and H_o is rejected based on the test value of the hypothesis test that the calculated value is greater than the table value that has been determined.

For the last, Harahap²¹ also conducted research using the STAD method in class X, in this study it was applied to class action where she did STAD to increase student learning motivation, at the beginning the average value of students was 59.50 and in the second cycle it increased to 76.50 with a student completeness score of 66.67% and in the 2nd pass is 100%, it can be concluded that from the increase in student scores there is an increase in the type of STAD on students' motivation to learn English.

So, based on the 5 relevant studies that had using STAD to reading, the researcher is also will do this method to know the effect of

²¹ Saima Harahap, "The Effect of STAD Method on Reading Comprehension on Students MTs Swasta Maluku." <http://repositori.uinmaluku.co.id>

STAD to reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.

C. Conceptual Framework

Reading is one of the skills and ways of understanding the meaning of a text where each person will have their own way of understanding the text well. the category level of good student reading comprehension is in accordance with the expectations of the curriculum indicators set. students at the high school level should have can determine the main idea, topic, conclusion, meaning contained in a text, but the reality is not like that at MTs Swasta PP Ahmadul Jariah Kota Pinang it turns out that students can not determine main ideas, topic sentences, conclusions, and understand the information contained in a text, these are the facts found in the field.

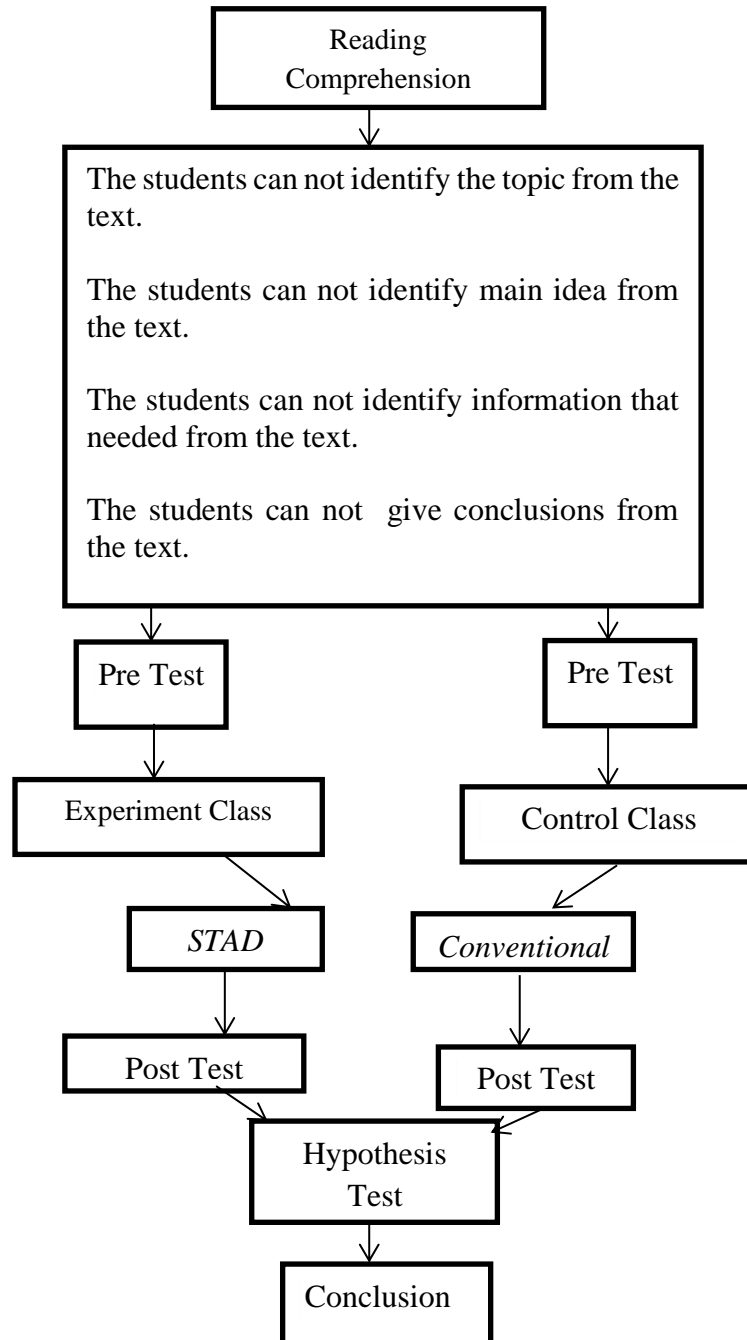
STAD is a proven teaching method and can improve students' ability in reading comprehension, because this STAD works by grouping students based on different achievement levels. where students in one group consist of high, medium student levels based on the acquisition of scores per individual. From the explanation above the researcher wants to conduct research by applying STAD.

The research design is quantitative particularly experimental research which design of experimental research is quasi experimental with use pretest post-test Control Group Design. where a pre-test will be carried

out before treatment, then after treatment a post-test will be carried out, there will be two classes that will be tested in this study. one control class and one experiment class. the experimental class will apply STAD as a treatment while the control class does not only have a teacher strategy.

Then the population of this study is IX MTs Swasta PP Ahmadul Jariah Kota Pinang where a total of 73 students with a sampling technique that is simple random sampling conducted by researchers, the instrument will be This research carried out a multiple choice test, after that for data collection the researcher gave a pre-test to two classes with the difference that in the experimental class there was treatment with STAD and for the control class only the way of teacher strategy then the data collected was data from pre-test scores and post-test. then the analysis will use the t-test formula.

Diagram 2.1
Framework



From the diagram the researcher conducts a research based on the framework.

D. Hypothesis

Hypothesis of this research is :

There is a significant effect of the STAD method on reading comprehension of the grade IX students MTs Swasta PP Ahmadul Jariah Kota Pinang.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research was in MTs Swasta PP Ahmadul Jariah Kota Pinang, specifically in Kampung Bedagai, Subdistrict kota pinang, Regency Labuhan Batu Selatan, Sumatera Utara 21464. This research was conducted in January-June 2023.

B. Research Design

This research was about quantitative research method by using True experimental with pre-test post-test control group design. True experimental design was to know the cause and effect between experimental class and control class.²²

Researcher had two classes, the first class was experimental class who have pre-test before applying STAD method as the tool of treatment, and the last was post-test to know effect STAD after the treatment. The second class was for control class that have pre-test without treatment. In other word both of them get pre-test and post-test with the instrument about 3 Narrative text from students' text book.

²² Susan M.Gass Alison Mackey, *Second Language Research*, ed. Suwanto, 4th ed. (Jakarta: kencana, 2017)p.212.

Table 3.1
Table of Research Design

Class	Pre test	Treatment	Post test
Experimental Class	√	STAD	√
Control Class	√	Teacher's way of Reading	√

C. Population and Sample

Arikunto said Population is the whole object of study²³ Class IX students of MTs Swasta PP Ahmadul Jariah for the 2023 School Year consist of 3 classes, with the following details:

Table 3.2
Population of the Research

NO	CLASS	TOTAL STUDENTS
1	IX A	25
2	IX B	23
3	IX C	25

The population in this study is all students of class IX of MTs Swasta PP Ahmadul Jariah Kota Pinang for the 2023 School Year. So, the total population were 73 students.

The sample was part or representative of the population studied. In this study, the determination of the sample was carried out using Simple random sampling, namely taking two classes at random from the

²³ Suharsimi Arikunto, *Procedure of Research*, ed. Arikunto (Jakarta: Rineka Cipta, 2010), p. 98,ISBN 978-979-518-998-5.

population with the results of differences in the level of intelligence of students from low, medium and high. The researcher determine the sample by writing down the number of each class as many as 3 numbers according to the number of classes, then shuffle and take two classes, selected IX A 25 students as the experimental class and IX B 23 students as control class.

D. The Instrument of the Research

This research instrument was a set of tools used to collect data according to what was needed. In this study, the instruments used are in the form of test. The test used was multiple choice 50 questions but after validation test with another class the total questions test after validation was 40 question, in which 20 for pre-test, and 20 for post-test by choosing an answer from the 4 options to prepare the students' reading comprehension. This test given to both group, experiment and control class. To find out the score of the students' answer, the researcher give one question one score and 5 weight. So from all the item 20 score, the maximum of test is 100.

Table 3.3
The indicators of reading comprehension test
Pre-test and post-test

No	Indicator	Number of items for pre-test	Number of items for post-test	Score	Weight	Total score
1	Able to find the topic of the text	3,8,10,11	6,7,13,17	4	5	20
2	Able to identify main idea of the text	6,9,12,19	5,8,9,12	4	5	20
3	Able to identify information need from the text	1,2,4,5	1,2,3,20	4	5	20
4	Able to give conclusion the text	7,13,14,15	10,14,16,18	4	5	20
5	Able to understand the vocabulary of the text	16.17,18,20	4,11,15,19	4	5	20
	Total					100

From this table the achievement indicators that have been validated by teacher, then the question items selected were in accordance with the score that will be obtained.

E. The Procedures of the Research

Researcher use a test in pre-test and post-test to collect the data. so the process of the data as follow :

Table 3.4
Research procedure

NO	Experimental Class	Control Class
1	<p>Preparation Stage</p> <ol style="list-style-type: none"> a. Determine the place and schedule of research. b. Determine research instrument validation. c. Develop lesson plans. <p>Prepare data collection tools in the form of pre-test and post-test</p>	<p>Preparation Stage</p> <ol style="list-style-type: none"> a. Determine the place and schedule of research. b. Determine research instrument validation. c. Develop lesson plans. <p>Prepare data collection tools in the form of pre-test and post-test.</p>
2	<p>Implementation Stage</p> <ol style="list-style-type: none"> a. Perform research instrument validation. b. Conduct a pre-test (T1) to measure student's initial ability to the material to be taught. c. The treatment for experimental class A with the Students Teams Achievement Division (STAD) learning method. d. Give post-test (T2) Provision of this post-test is the same time with control. 	<p>Implementation Stage</p> <ol style="list-style-type: none"> a. Perform research instrument validation. b. Conduct a pre-test (T1) to measure student's initial ability to the material to be taught. c. The treatment for control class B with Conventional method. d. Give post-test (T2) Provision of this post-test is the same time with experiment.
3	<p>Final Stage</p> <ol style="list-style-type: none"> a. Collect raw data from the implementation process. b. Calculate the difference between the pre-test and post-test result for each class. c. Comparing these differences, to determine whether using the Students Team Achievement 	<p>Final Stage</p> <ol style="list-style-type: none"> a. Collect raw data from the implementation process. b. Calculate the difference between the pre-test and post-test result for each class. c. Comparing these differences, to determine whether using Conventional method has a

	<p>Divison Method has a greater change in experimental class A.</p> <p>Test the learning outcomes hypothesis by using the t-test to determine whether the difference in scores is significant the difference is large enough to reject the null hypothesis and make research reports and draw conclusion.</p>	<p>greater change in control class</p> <p>Test the learning outcomes hypothesis by using the t-test to determine whether the difference in scores is significant the difference is large enough to accept the null hypothesis and make research reports and draw conclusion.</p>
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From the explanation above the researcher will choose the rule of the procedure to make good condition and get the indicator from two classification of class.

Table 3.5
Rubric of Reading Comprehension Assessment²⁴

No	Aspect	Score	Criteria
1	Identifying the intrinsic element of the story	3	Students can identify the intrinsic elements of the story completely and precisely
		2	Students can only identify two or one intrinsic element of the story correctly
		1	Students can not identify the intrinsic elements of the story correctly
2	Analyzing the message of the story	3	students can analyze the message based on the contents of the story
		2	students can analyze the message, but not based on the contents of the story
		1	students can not analyze the message based on the contents of the story
3	Responding to the story	3	Students can respond to the contents of the story logically in accordance with the contents of the story
		2	Students can respond to the contents of the story logically, but not in accordance with the contents of the story
		1	Students can not respond to the contents

F. Validity and Reliability of Instrument

²⁴ Ruli Setiadi, "Learning of Reading Comprehension Through Reading Workshop in the Industry," 2019, 70.

1. Validity

The researcher chose multiple choice test to test students Reading Comprehension in narrative text. To make the test became valid so the researcher would apply construct validity. To get the validity of an achievement test can be used to ways. The researcher chose class IX-C MTs Swasta PP Ahmadul Jariah Kota Pinang as the class to validate the questions and by using t-test moment to valid the test.

In this research, the researcher used item validity to know the degree to which an individual item measures what it purports to measure.²⁵To know the validity of the each question will refer to list *r* biserial with *r* *t* in 5% significant: 0, 361 and 1% significant: 0, 463. So, if *r* account > *r* table the test is regarded valid. To get the validity of the test, the formula of *the correlation biserial* can be use as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

It can be seen for calculation validity test in appendix 8.

2. Reliability of Instrument

²⁵ Raihan, M, "Identifying Topics, Main Ideas, and Supporting Details," *Www.Cuesta.Edu*, 2015, 67.

An instrument of the research must be reliable. To get the reliability of the test, Sudjiono state that K-R 20 is used to obtain the reliability of the test²⁶. It can be seen the calculation in appendix 9.

G. Procedures of Collectng Data

In completing the data, the researcher continues to the next step. The next step is collecting the data. The function of data collection is to determine the result of the research. In collecting data the researcher uses some steps. They are:

1) Pre test

The pre-test is to conducted to find out the homogeneity of the sample. The function of pre-test to find the mean score of STAD conventional teaching before gave treatment.

The rule of pre-test

- a. The researcher prepare the test to the students
- b. The researcher distributes the test to the students.
- c. The researcher give the time for about 45 minute to do the test.
- d. The researcher collects all the students test.
- e. The researcher correct the test of students in experimental class and control class.

2) Treatment

²⁶ Anas Sudijono, *Introduction to Educational Statistic*, 21st ed. (Jakarta: Rajawali Pers, n.d.),p23 2018.

After give the pre-test, the researcher gave treatment to students.

The rule of experimental treatment:

- a. For the beginning, researcher opened the learning activity with greeting. Then researcher asked the students to take a pray. Next, researcher explained indicator and give them motivation.
- b. After that the researcher write the title of lesson in the whiteboard about reading comprehension in narrative text to the students related to the material.
- c. The researcher explained context language of narrative paragraph and explain what the students activity.
- d. Next the researcher using the STAD method by dividing students into heterogeneous groups, where every students have different level achievement from low, middle and high level.
- e. The researcher explained to all students that everyone in the group had responsibility for the task, where everyone had to master each theory that had been set individually in each group.
- f. After that, the researcher gave them task in the group to took the group discussion where every students must understood the material.
- g. Then, all the students would got the quiz individual to know the different their understood about the material after gave the treatment with STAD.

3) Post-test

After giving treatment, the researcher conducted a post-test which different test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether there is an effect or not. After conducting a post-test, the researcher analysis the data, and then, the researcher find out the effect of using STAD in the experimental class.

The rule of post-test

- a. The researcher prepared the test to the students
- b. The researcher distributed the test to the students.
- c. The researcher gave the time for about 45 minute to do the test.
- d. The researcher collected all the students test.
- e. The researcher corrected the test of students in experimental class and control class to know the different result of the method.

H. Technique of Collecting Data

1. Requirement Test

a. Normality test

The function of normality test is to know whether the data of research is normal or not.²⁷ In this research, the researcher used SPSS version 26 with a significant level of 5% or 0.05 with criteria. If the

²⁷ Ahmad Nizar Rangkuti, "Statistik for Educational Research," ed. Mara Samin Lubis, 1st ed. (Medan: Perdana Mulya Sarana, 2015), 73.

value is significant <0.05 , the the students pre-test and post-test were normally. It can be seen in appendix 16.

b. Homogeneity Test

Homogeneity test is use to know whether control class and experimental class have the same variant or not.²⁸ If both class are same, it can be call homogenous. To find the homogeneity, the researcher use SPSS version 26 to calculate the data.

The criteria are :

1. If the significant value (sig) >0.05 , the data variance of two classes is homogeneous.
2. value (sig) <0.05 , the data variance of two classes is homogeneous.

It can be seen the calculation in appendix 16.

2. Hypothesis test

The hypothesis are analyzed using repeated measures T- Test of statistical package for social science (SPSS) version 26. The researcher used the level of significance 0.05 in which the hypothesis is approved is $\text{sign} < p$. it means that the probability of error in the hypothesis was only 5 %. The hypothesis are :²⁹

²⁸ Agus Irianto, *Basic Concept Statistic Applications and Development*, 4th ed. (Jakarta: Prena Media, 2016)p 33.

²⁹ Ahmad Nizar Rangkuti, "Statistik for Educational Research 2015.p148"

The criteria are :

1. If the t_{obs} is lower than t-table : H_0 is accepted that there is no significant effect of STAD method to students' reading comprehension in narrative text.
2. If the t_{obs} is higher than t-table : H_a is accepted that there is a significant effect of STAD method students' reading comprehension in narrative text.

CHAPTER IV
THE RESEARCH RESULT

The description of data was done by calculating the data of pre-test and post-test. The researcher used the formulation of T-test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. Description of data after using STAD Method

a. Score of post-test in experimental class

In post-test of experimental class the researcher calculated the result had been gotten by the students in answering the question (test) after the researcher did the treatment by using STAD Method can be seen the table :

Table 4.1
The score of experimental class (post-test)

No	Calculation	Score (Post-test)
1	Mean	81.2
2	Median	80
3	Mode	85
4	Std. Deviation	8.5
5	Variance	71.5
6	Range	35
7	Minimum	65
8	Maximum	100
	Sum	2030

Based on the table above, the highest score in the post-test experimental class was 100. While the lowest score was 65. It means that there was the different score level that students got in pre-test and post-test in experimental class.

because the mean in post-test as 81.2 and the distance between values to reach 100 is about 18. it was very good. So, we can conclude from the different score the effect of treatment in experimental was very significant.

Then, median is the middle of value after all the data is sorted, the researcher got 80 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test experimental class was 85. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 4 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.5.

Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow :

Table 4.2
Frequency Distribution of Experimental Class (post-test)

No	Interval	Mid-Point	Frequency	Percentage
1	65-71	68	4	16%
2	72-78	75	5	20%
3	79-85	82	11	44%
4	86-92	89	3	12%
5	93-99	96	1	4%
6	100	100	1	4%
I =7		-	25	100%

Based on the table above, the researcher got frequency the most students were in the 79-85 interval with a total of 11 students with almost

50%, then students who were in the lowest frequency there are 2 in different intervals with the same percentage 4 %. So, the students got score 93-100 was about 2 students, from the two highest and lowest data obtained from intervals of 65-100 in the experimental class in the post-test.

From the table above it can be draw at histogram as below :

Frequency

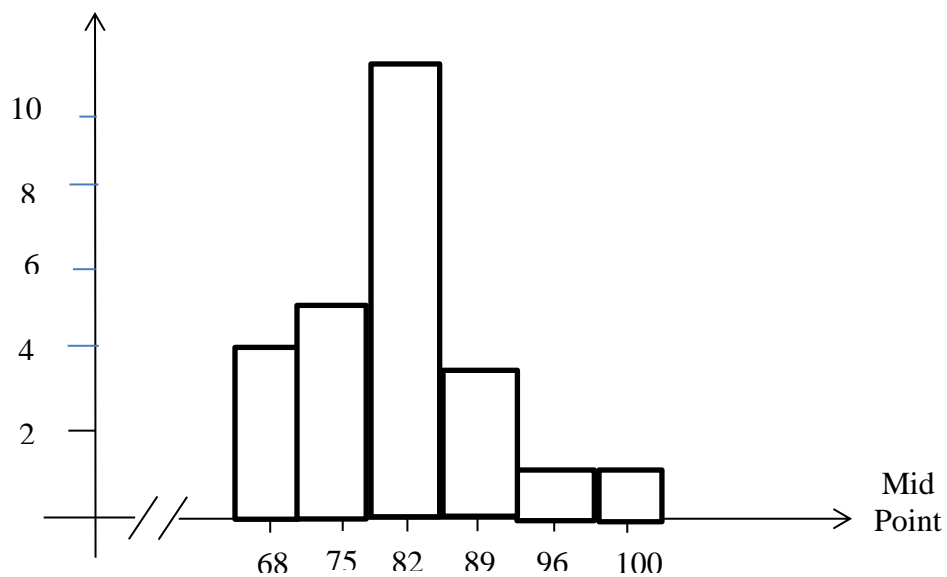


Figure 4.1 : Description of experimental class (post-test)

From the histogram above, the students' score 65-71 was 4 students, the students' score 72-78 was 5 students, the students' score 79-85 was 11 students, the students' score 86-92 was 3 students, the students' score 93-99 was 1 students, and the students' score 100 was 1 student.

b. Score of Control Class (Post-test)

In post-test of control class the researcher calculated the result had been gotten by the students in answering the question (test) after the researcher did the treatment by ways of the teacher can be seen the table :

Table 4.3
The Score of Control Class (Post-test)

No	Calculation	Score (Post-test)
1	Mean	50
2	Median	50
3	Mode	50
4	Std. Deviation	11.9
5	Variance	140.1
6	Range	45
7	Minimum	30
8	Maximum	75
	Sum	1150

Based on the table above, the highest score in the post-test control class was 75. While the lowest score was 30. It means that there was the different score level that students got in post-test of control class. Because the mean in post-test just 50 and the distance between values to reach 100 is about 50, it was not very good.

Then, median is the middle of value after all the data is sorted, the researcher got 50 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test experimental class was 50. Range is the differences between the minimum and maximum in the data, in this data it was 45. Distance between classes is understanding of interval, it was 4 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how

close the data is to the mean value, it was 11.9. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 50.

Next, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow

:

Table 4.4
Frequency Distribution of Control Class (Post-test)

No	Interval	Mid-Point	Frequency	Percentage
1	30-37	33.5	3	13%
2	38-45	41.5	6	26.1%
3	46-53	49.5	5	21.7%
4	54-61	57.5	6	26.1%
5	62-69	65.5	1	4.3%
6	70-77	73.5	2	8.7%
I=8		-	23	100%

Based on the table above, the researcher got frequency the most students were in the 38-61 interval with 6 frequency was same it almost 30%, then students who were in the lowest frequency under 15 %, from the highest and lowest data obtained from intervals of 30-77 in the control class in the post-test and for interval 46-53 was 5 frequency with almost 24%.

From on the table above, it can be draw at histogram as below :

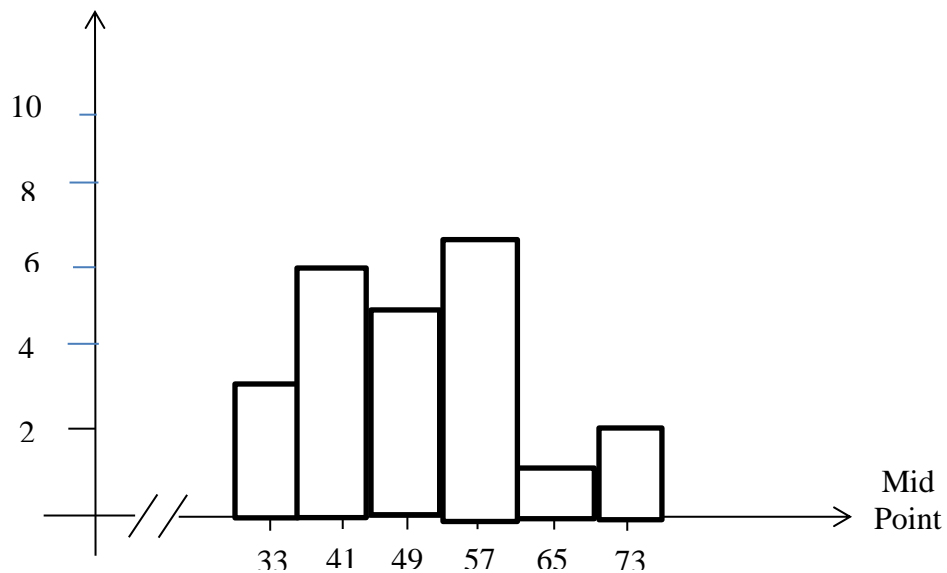
Frequency

Figure 4.2 : Description of Control Class (Post-test)

From on the table and the histogram above, the students' score 30-37 was 3 students, the students' score 38-45 was 6 students, the students' score 46-53 was 5 students, the students' score 54-61 was 6 students, the students' score 62-69 was 1 student, and the students' score 70-77 was 2 students.

Based on the calculation explained previously the mean score it was found that the mean score in experimental class can improve so that there was a significant effect of STAD on students readings comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang. It could be show that in pre-test the mean in experimental class 50.2 and control class 48.7, because of that the mean score indicated that the students come from the same point or level.

But, when the researcher treat the students with post-test in both of classes and there was different 30 score in 34.4%.

2. Description of the Data Comparison between Pre-Test and Post-Test of Experimental Class and Control Class

1. The Comparison Data between Pre-test and Post-test by using STAD Method

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation, the comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 4.5
The Comparison Score of Students' Reading Comprehension Pre-test and Post-test in Experimental Class

No	Calculation	Pre-test Score	Post-test Score
1	Mean	50.2	81.2
2	Median	50	80
3	Modus	50	85
4	Std. Deviation	13	8.5
5	Variance	169.8	71.5
6	Range	60	35
7	Minimum	20	65
8	Maximum	80	100
	Total	1255	2030

Based on the table 4.9 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 25 students. The lowest score in pre-test was 20 and the highest score was 80. But, in post-test, the lowest score was 65 and the highest score was 100. Based on the description above, it can be concluded that the students' score in post-test was higher than the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

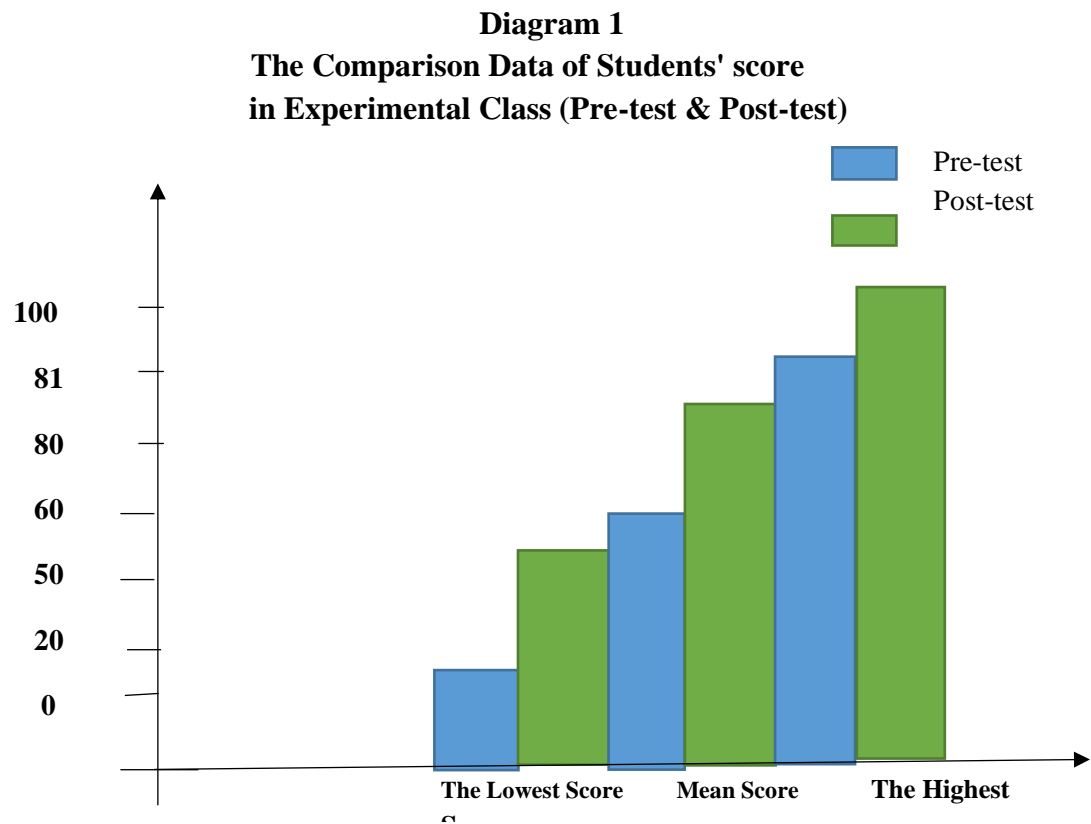


Figure 4.1 Comparison Score Experimental Class

From diagram above, in Experimental class of pre-test and post-test the lowest score is 20 and 100, mean score is 50.2 and 81.2 and highest score is 85 and 100.

2. The Comparison Data between Pre-test and Post-test by Using Conventional Method.

After getting the result of control class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation. The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 4.6
The Comparison Score of Students' Reading Comprehension Pre-test and Post-test in Control Class

No	Calculation	Pre- test Score	Post-test Score
1	Mean	47.3	50
2	Median	45	50
3	Modus	45	50
4	Std. Deviation	14.9	11.9
5	Variance	220.2	140.1
6	Range	65	45
7	Minimum	20	30
8	Maximum	85	75
	Sum	1090	1150

Based on the table 4.10 the researcher found that most of the students got low score in pre-test of control class consisted of 23 students. The lowest score in pre-test was 20 and the highest score was 85. But, in

post-test, the lowest score was 30 and the highest score was 75. Based on the description above, it can be concluded that the students' score in post-test increased slightly from the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

Diagram 2
The Comparison Data of Students' score
in Control Class (Pre-test & Post-test)

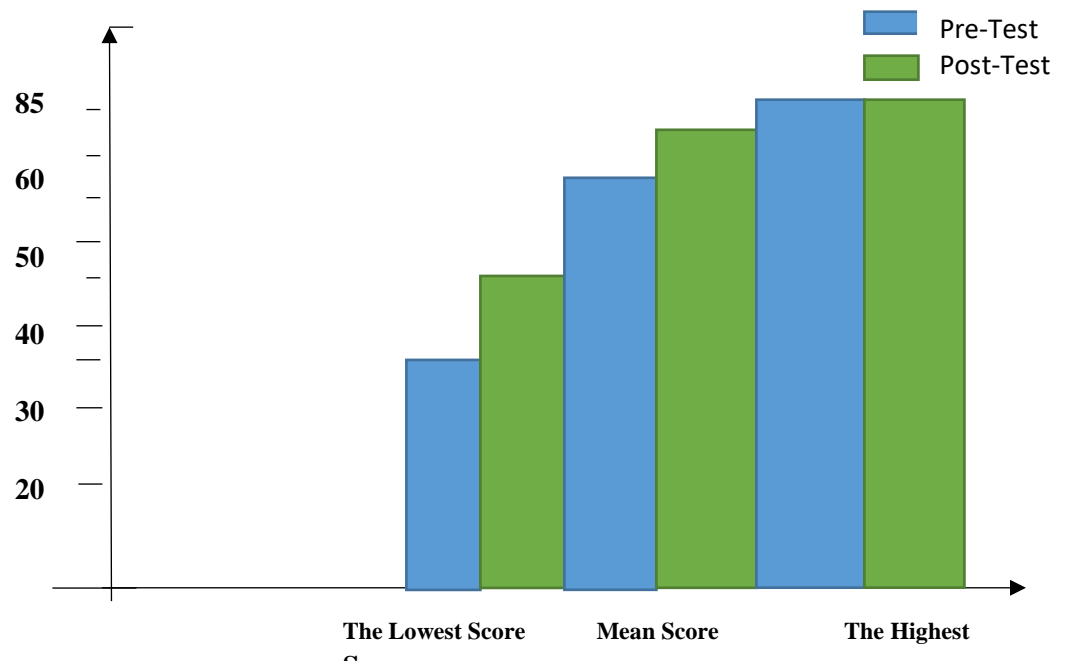


Figure 4.2 Comparison Score Control Class

From diagram above, in control class of pre-test and post-test the lowest score is 20 and 30, mean score is 48.7 and the highest score is 75 and 85.

3. The Comparison Data between Using STAD Method and Conventional Method in Post-Test.

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 4.7
The Comparison Data between Using STAD Method and Conventional Method in Post-test.

No	calculation	Score post-test in experimental class	Score post-test in Control class
1	Mean	81.2	50
2	Median	80	50
3	Mode	85	50
4	Std. Deviation	8.5	11.9
5	Variance	71.5	140.1
6	Range	35	45
7	Minimum	65	30
8	Maximum	100	75
	Sum	2030	1150

Based on the table 4.11 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 25 students and control class consist 23 students.. But, in post-test of control class the lowest score was 30 and the highest score was 75. It can be conclude class experiment more higher than control class.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

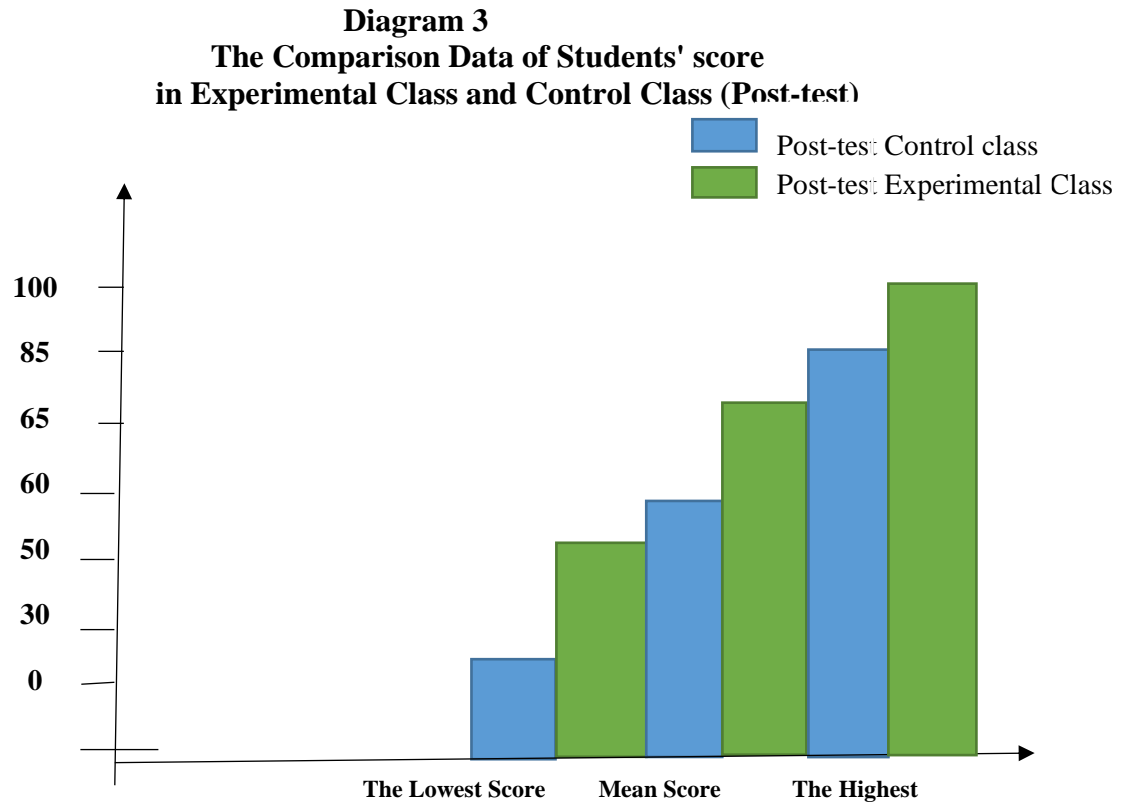


Figure 4.3 Comparison Experimental and Control Class

From histogram above, in control class and experimental class of post-test. For post-test control class the lowest score is 30 and 65, mean score is 50 and experimental class 81.5 and the highest score is 75 and 100.

F. Data Analysis

1. Requirement Test

a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

Table 4.8
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X ² _{count}	X ² _{table}	f _{count}	f _{table}
Experimental Class	0.473	1.65	0.741 < 1.65	
Control Class	0.026	1.65		

The previous table show that the score of experimental class $L_o = 0.473 < L_t = 1.65$ with $n = 25$ and control class $L_o = 0.026 < L_t = 1.65$ with $n = 23$, and real level $\alpha 0.05$. Because $L_o < L_t$ in the both class, it means H_a was accepted. It meant that experimental class and control class were distributed normal.

The coefficient of F_{count} 0.741 was compared with the F_{table} , where f_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 24$. So, by using the list of critical value at F distribution was got $F_{0,05} = 1.65$. It showed that $F_{count} 0.741 < F_{table} 1.65$. So, it can be concluded that the variant from the data the effect of students teams achievement division (STAD) method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang by using experimental and control class was homogeny.

b. Normality and homogeneity of experimental and control class in Post-Test

Table 4.9
Normality and homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f _{count}	f _{table}
Experimental Class	0.525	1.65	0.306 < 1.65	
Control Class	0.281	1.65		

The previous table show that the score of experimental class $L_o = 0.525 < L_t = 1.65$ with $n = 25$ and control class $L_o = 0.281 < L_t = 1.65$ with $n = 23$, and real level $\alpha 0.05$. Because $L_o < L_t$ in the both class, it means H_a was accepted. It meant that experimental class and control class were distributed normal.

The coefficient of $F_{\text{count}} 0.306$ was compared with the F_{table} , where f_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = N-1 = 25-1 = 24$ and denominator $dk N-1 = 24$. So, by using the list of critical value at F distribution was got $F_{0,05} = 1.65$. It showed that $F_{\text{count}} 0.306 < F_{\text{table}} 1.65$. So, it can be conclude that the variant from the data the effect of students teams achievement division (STAD) method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang by using experimental and control class was homogeny.

G. Hypothesis Test

The data would analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “STAD method has significant effect of rading comprehension in narrative text at grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang”. So, base on the description we can seen with the result as follow:

Table 4.10
Result of T-test from the Both Averages

T_{count}	T_{table}
10.556	1.67

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second , $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in post –test, researcher found that t_{count} 10.556 while t_{table} 1.67 with opportunity ($\alpha=0,5$) = 1 – 5% = 95% and $dk = n_1 - n_2 - 2 = 24 + 22 = 46$, Cause ($t_{count} 10.556 > t_{table} 1.67$) it means that H_a was accepted and H_0 was rejected. So, there was significant effect of STAD method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.

H. Discussion

This research found that there was a significant effect of students teams achievement division method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang. In fact student’s reading

comprehension using STAD was higher than using conventional method. It can be seen from the research hypothesis that there was significant effect of using students teams achievement division method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.

Based on the result to the theory where the STAD have 5 component by grouping students into one group with different achievement level where, each student has their own responsibility for mastering the indicators explanation of the STAD method, it was found the students ability to understood reading comprehension was greatly improved and more effective for students to more easily understand the content of reading narrative text such as they can identify topic from the text, main idea, know about information from the text, then can identify the meaning vocabulary from the text and also can identify conclusion from the text.

Based on the result of data analysis, it was found that the students were at the same level of competency because from pre-test score in experimental class it was 50.2 and control class 48.7. After giving the treatment in the experimental class it was 81.2 and for control was it was about 50. So, from the different score means it got 31.2 it can conclude there were a half students in control class could not answer the test and it can seen the result in experimental class had 50% more higher than control class.

From the result, the researcher provided the relevant research with use this method first Deswarni³⁰ who carried out the STAD method at madrasah aliyah, the relationship with the results of the data was the mean in the experimental class of 69.7 with the highest score of 76 and the lowest score of 56 in the pre-test, and in the control class the mean was 57.9 and the highest score 70 and the lowest score was 30, from the score it can be seen that the difference in the mean value of the experiment and control was almost 35 and from the post-test score it was shown the experimental score was higher than the control class it was 85 and 65. from the result t-test showed $2,10 > 1.67$ so H_a was accepted. So, there was a significant effect of STAD to students X Madrasah Aliyah hubbunan.

Next, it was different with Suherdi³¹ at XI SMA N 1 Dairi, the mean value in the pre-test in the experimental was 75.3 and in the control class it was 65.5 with a difference of almost 10 points, different from the post-test scores where the experimental trial class after the treatment did not experience a decrease it was 60 and the results of the t-test showed $t_{count} < t_{table}$ $65 < 60$ so H_0 was accepted, because the students were used to the grouping method and the teacher needed to provide the very latest method.

³⁰Dini Deswarni, "The Effect of the Jigsaw-Stad Type of Cooperative Learning Model and Interpersonal Intelligence on Learning Outcomes Education" 12, no. 1 (2019): 101–13. [www.http..repository uin jakarta.co.id](http://repository.uinjakarta.co.id).

³¹ Mahardi suherdi "The Effect of STAD method to Students Reading Comprehension at the grade Xi SMA N 1 Dairi, library pustaka may 2017, p34, [www.http.repository uin kalijaga.co.id](http://repository.uin.kalijaga.co.id).

After that, Rukiah³² was also do this method in the research at IX MAN Siabu with the mean results in the pre-test experimental class of 45.5 and control class of 55 and the distance between the two is about 20% of the frequency interval, where in the post-test results in the experimental class, it has increased by around 89.7 and the control class is 60.5 it was concluded that the results of the post-test with STAD treatment in the experimental class experienced a very good increase, from the results of the t-test $t_{count} > t_{table}$ $85.9 > 60$ it was concluded H_a was accepted so STAD was effect to students reading comprehension in the process of learning.

I. Threat of the Research

The researcher found the treat of this research as follow :

1. The students needed more time for answering the test.
2. There were some of students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the test in pre-test and post-test. It can be treat of the research.
4. The deficiencies in this study are the STAD treatment to find out the difference in students scores before and after the method by giving 2 cycle of treatment to students outside of the pre- test and post-test to produce

³²Rukiyah Suhasrsimi”The Effect of using STAD method toward Reading Narrative text at the grade IX MAN Siabu, Jakarta, pustaka belajar September 2020, www.http.uisu.co.id,p45.

individual student scores, hopefully future researchers can provide better result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are :

1. STAD method significantly affect to students Reading Comprehension because from the mean score of pre-test in experimental class was 50.2 and control class was 48.7 and mean score in post-test of experimental class was 81.2 and control class 50. So, it can be seen the significantly different mean between class with treatment by STAD method.

2. STAD method significantly affect to students Reading Comprehension by treatment component of activity and it can be proved with result hypothesis the students score in experimental class was higher than in control class, it show the high different, the result prove that t_0 higher than t_t ($10.556 > 1.67$).

It means that there was a significant effect of students teams achievement division (STAD) method on reading comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.

B. Suggestion

Based on the conclusion above, the researcher have suggestion as follow:

1. The headmaster of MTs Swasta PP Ahmadul Jariah Kota Pinang, it can be used to motivate the teacher to teach as well as possible to maximize learning reading process because through this research it was proven this method increased students especially in reading comprehension.
2. English teacher, as an English teacher ware hoped to use appropriate method explain the English subject to the students. The writer suggest that the STAD can be applied on English teaching classroom especially on reading comprehension.
3. Other researcher, the researcher hopes other research to do the research about other method can help the learning proses in reading can be affective.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect of Students Teams Achievement Division (STAD) method to Reading Comprehension at the grade MTs Swasta PP Ahmadul Jariah Kota Pinang. It is expected that the teacher are highly recommended to utilize STAD on the teaching of reading narrative text in order to improve the reading comprehension students. Students are motivated and enjoyed in learning reading process when they are taught using STAD method.

In summary, the use STAD method during the research can improve the students achievement in their reading narrative text ability. Therefore, the application

STAD need to be applied continuously in teaching reading. It is because the use of STAD method can be effective method to help the students practice reading and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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CURRICULUM VITAE



A. Identity

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Sex : Female
Religion : Islam
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B. Parents

Father's Name : GANTI SIRAIT
Mother's Name : HAFSAH MANURUNG

C. Educational Background

1. Elementary School : SD N 015913 Seikepayang Kanan (2007)
2. Junior High School : SMP N 1 Seikepayang Barat (2013)
3. Senior High School : SMK N 6 Tanjung Balai (2016)
4. Institute : UIN Padangsidempuan (2019)

Reading Text 1

The Story of Panyalahan Village (Disloyal Tiger)

Folklore from West Java

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger used to look after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“We will go to the field now, Look after our baby, okay?” The tiger nodded.

So, the couple set off to the field. They worked from the morning until afternoon. When the couple got home in the afternoon, the tiger welcomed them. The tiger acted differently. He wagged his

tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave differently? He does not do as usual,” he thought.

The husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

“Why is your mouth full of blood?” he asked the tiger.

“You must have done something bad for my baby! Have you killed him? Why did you do that?” he was much panicked.

Reading Text 2

Cinderella

Once upon a time there was a girl name is Cinderella. She lived with her bad step- mother and two step- sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (party) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (Sanskrit Train), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again

that night. The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

Reading Text 3

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength, and though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, 'is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'. Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can not even light on anyone!", added the rabbit. "oho." The lion said, " Didn't you mention me to him?"

" yes, indeed," the rabbit replied. "But it would have been better if I hadn't. when I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" The lion flew into a rage and roared, " Where is he? Where is he?" so the rabbit took the lion behind a hill and, not going to near her self, pointed to a deep well from a distance, and said, " He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion became so furious out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then..... flung him self at the enemy in the well. The result was that the proud lion was instantly drowned.

Appendix 2

LESSON PLAN (RPP) EXPERIMENT CLASS

Nama Sekolah : MTs Swasta PP Ahmadul Jariah Kota Pinang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX/Genap

Alokasi Waktu : (2x45 menit)

A. Tujuan Pembelajaran

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik mampu mengidentifikasi topic atau main idea dalam teks. Dimana audience yaitu siswa atau peserta didik. Behavior yaitu kemampuan yang akan dicapai setelah mengikuti pembelajaran. Condition yaitu aktivitas yang akan dilakukan dalam pembelajaran. Degree yaitu tingkatan atau perilaku yang diharapkan dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

B. Kompetensi Inti

Memahami dan menerapkan pengetahuan factual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan rendah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut teori.

C. Kompetensi Dasar

Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi. Transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait penentuan main iadea, topic sentence dan kesimpulan dari Memahami makna teks narrative dalam bentuk teks pendek dan sederhana dalam berbagai konteks kehidupan sehari-hari teks sesuai denga konteks penggunaanya.

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait main idea, topic sentence, conclusion dari Memahami makna teks narrative dalam bentuk teks pendek

dan sederhana dalam berbagai konteks kehidupan sehari-hari dengan mempereratkan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Peserta didik Menentukan topik dari teks.
2. Peserta didik Menentukan ide pokok dari teks.
3. Peserta didik Mengambil informasi penting dari teks.
4. Peserta didik Memahami makna-makna tertentu dari sebuah kata.
5. Peserta didik Membuat kesimpulan dari teks.

E. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks.
4. Merespon makna teks narrative.
5. Memahami isi teks narrative.

F. Materi Ajar

Reading Text 1

The Story of Panyalahan Village (Disloyal Tiger)

Folklore from West Java

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger used to look after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“We will go to the field now, Look after our baby, okay?”The tiger nodded.

So, the couple set off to the field. They worked from the morning until afternoon. When the couple got home in the afternoon, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave differently? He does not do as usual,” he thought.

The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

“Why is your mouth full of blood?” he asked the tiger.

“You must have done something bad for my baby! Have you killed him? Why did you do that?” he was much panicked.

Reading Text 2

Cinderella

Once upon a time there was a girl name is Cinderella. She lived with her bad step-mother and two step- sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that nigth with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach(kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers.

She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again

that night. The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

Reading Text 3

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength, and though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, 'is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'. Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can not even light on anyone!", added the rabbit. "oho." The lion said, "Didn't you mention me to him?"

" yes, indeed," the rabbit replied. "But it would have been better if I hadn't. when I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" The lion flew into a rage and roared, " Where is he? Where is he?" so the rabbit took the lion behind a hill and, not going to near her self, pointed to a deep well from a distance, and said, " He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion became so furious out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then..... flung him self at the enemy in the well. The result was that the proud lion was instantly drowned.

G. Metode Pembelajaran

- STAD (Students Teams Achievement Division)

H. Langkah-langkah Kegiatan Pembelajaran

✓ Pendahuluan (10 menit)

1. Peneliti memberi salam (greeting).
2. Berdo'a.
3. Guru memeriksa kehadiran peserta didik.
4. Guru memberi relaksasi terhadap siswa sebelum belajar agar mereka tidak tegang dan boring.

5. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
6. Peneliti menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
7. Peneliti menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Menanya

1. Dengan bimbingan dan arahan peneliti, peserta didik membuat pertanyaan terkait materi pembelajaran.
2. Peneliti menyampaikan pertanyaan penuntun (leading question) untuk membangkitkan rasa ingin tahu siswa tentang gambar pada tayangan.

Kegiatan Inti

- a. Peneliti mengelompokkan siswa berdasarkan skema STAD dimana setiap kelompok akan terdiri dari 4-5 orang dengan tingkat kecerdasan yang berbeda dari yang high, middle and low, jenis kelamin, ras, etnisitas.
- b. Peneliti menyampaikan kepada siswa bahwa setiap orang memiliki tanggung jawab masing-masing di dalam kelompok.
- c. Peneliti menyampaikan kepada siswa bahwa nilai perorang akan mendompeng keberhasilan kelompok.
- d. Peneliti menyampaikan bahwa siswa memiliki waktu sekitar 45 menit.
- e. Peneliti memantau kegiatan setiap kelompok.

Eksplorasi

1. Cheking instruction (menanyakan kembali apa yang akan mereka lakukan dengan asking what are you going to do?.membuat pilihan sebelum play team di mulai dengan menanyakan pilihan (apakah kamu akan melakukan ini atau itu) dan bertanya dengan pertanyaan yes/no question (apakah kalian akan memahami teks dan menentukan isi dari setiap soal)
2. Peserta didik berusaha menentukan topic dan kesimpulan dari teks yang telah di bahas sebagai contoh.
3. Peserta didik berkolaborasi dengan pembagian tugas masing-masing individu dalam kelompok.

Penutup

- a. Melakukan refleksi tentang proses dan hasil belajarnya.
- b. Merangkum atau meringkas inti pokok pelajaran dan memberikan dorongan psikologis atau sosial kepada siswa. mengadakan evaluasi tentang materi pelajaran yang baru selesai.
- c. Memberikan tugas sesuai pelajaran yang telah di bahas dan mengajak mereka untuk mengaplikasikan kata petunjuk tersebut dalam kehidupan sehari – hari.
- d. Memberikan feedback terhadap pembelajaran agar siswa lebih memahami dengan jelas dan signifikan.
- e. Berdo'a sebelum pulang.

I. Media dan Sumber Belajar

1. Media

- a. Board marker
- b. White board
- c. Student's worksheet

2. Sumber

- a. Buku yang relevan
- b. Kamus
- c. Internet

J. Penilaian

Indikator	Teknik	Bentuk Penilaian	Instrument
a. Mengidentifikasi topik dalam teks narrative.	Tes tertulis	Multiple choice	Choose the correct answer by a, b, c or d
b. Mengidentifikasi spesifik informasi dalam teks narrative.			
c. Mengidentifikasi kesimpulan dari teks narrative.			
d. Memahami vocabulary dari teks narrative.			

Generic Structure of Narrative Text

Orientation	Pengenalan tokoh, tempat, dan waktu kejadian sebuah cerita.
Complication	Permasalahan mulai muncul dan masuk ke inti permasalahan.
Resolution	Masalah mulai menemukan jalan keluar sampai benar-benar terselesaikan
Re – orientation	Berisi kondisi akhir sebuah cerita yang meliputi tokoh, tempat, dan waktu. Bagian ini termasuk opsional bisa ada dan juga tidak dalam suatu cerita.

Kota Pinang, 1 March 2023

Teacher

Researcher

Abdullah Sani,SP.d.

Safitri Dalila Sirait

Nip :7488760661200042

Reg : 1920300071

Appendix 3

LESSON PLAN (RPP) CONTROL CLASS

Nama Sekolah : MTs Swasta PP Ahmadul Jariah Kota Pinang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IX/Genap

Alokasi Waktu : (2x45 menit)

A. Tujuan Pembelajaran

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik mampu mengidentifikasi topic atau main idea dari teks. Dimana audience yaitu siswa atau peserta didik. Behavior yaitu kemampuan yang akan dicapai setelah mengikuti pembelajaran. condition yaitu aktivitas yang akan dilakukan dalam pembelajaran. degree yaitu tingkatan atau perilaku yang diharapkan dengan unsur kebahasaan yang benar dan sesuai konteks secara jujur, disiplin, dan percaya diri.

B. Kompetensi Inti

Memahami dan menerapkan pengetahuan factual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan rendah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut teori.

C. Kompetensi Dasar

Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi. Transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait penentuan main iadea, topic sentence dan kesimpulan dari Memahami makna teks narrative dalam bentuk teks pendek dan sederhana dalam berbagai konteks kehidupan sehari-hari teks sesuai denga konteks penggunaanya.

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait main idea, topic

sentence, conclusion dari Memahami makna teks narrative dalam bentuk teks pendek dan sederhana dalam berbagai konteks kehidupan sehari-hari dengan mempereratkan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Peserta didik Menentukan topik dari teks.
2. Peserta didik Menentukan ide pokok dari teks.
3. Peserta didik Mengambil informasi penting dari teks.
4. Peserta didik Memahami makna-makna tertentu dari sebuah kata.
5. Peserta didik Membuat kesimpulan dari teks.

E. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative.
2. Menunjukkan perilaku peduli, percaya diri dan tanggung jawab dalam melaksanakan komunikasi terkait teks narrative.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks.
4. Merespon makna teks narrative.
5. Memahami isi teks narrative.

F. Materi Ajar

Reading Text 1

The Story of Panyalahan Village (Disloyal Tiger)

Folklore from West Java

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger used to look after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“We will go to the field now, Look after our baby, okay?”The tiger nodded.

So, the couple set off to the field. They worked from the morning until afternoon. When the couple got home in the afternoon, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave differently? He does not do as usual,” he thought.

The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby.

“Why is your mouth full of blood?” he asked the tiger.

“You must have done something bad for my baby! Have you killed him? Why did you do that?” he was much panicked.

Reading Text 2

Cinderella

Once upon a time there was a girl name is Cinderella. She lived with her bad step-mother and two step- sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that nigth with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach(kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers.

She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again

that night. The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

Reading Text 3

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength, and though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, 'is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'. Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can not even light on anyone!", added the rabbit. "oho." The lion said, "Didn't you mention me to him?"

" yes, indeed," the rabbit replied. "But it would have been better if I hadn't. when I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" The lion flew into a rage and roared, " Where is he? Where is he?" so the rabbit took the lion behind a hill and, not going to near her self, pointed to a deep well from a distance, and said, " He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion became so furious out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then..... flung him self at the enemy in the well. The result was that the proud lion was instantly drowned.

G. Metode Pembelajaran

Conventional Method (way of their teachers)

H. Langkah-langkah Kegiatan Pembelajaran

✓ Pendahuluan (10 menit)

1. Peneliti memberi salam (greeting).
2. Berdo'a.
3. Guru memeriksa kehadiran peserta didik.
4. Guru memberi relaksasi terhadap siswa sebelum belajar agar mereka tidak tegang dan boring.

5. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
6. Peneliti menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
7. Peneliti menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Menanya

1. Dengan bimbingan dan arahan peneliti, peserta didik membuat pertanyaan terkait materi pembelajaran.
2. Peneliti menyampaikan pertanyaan penuntun (leading question) untuk membangkitkan rasa ingin tahu siswa tentang gambar pada tayangan.

Kegiatan Inti

- a. Peneliti menjelaskan topic yang akan dibahas seperti menentukan main idea, topic sentence, mengidentifikasi informasi yang ada dalam sebuah teks,
- b. Peneliti menjelaskan materi di papan tulis dan meminta mereka untuk mengerjakan soal yang telah di sediakan, dengan mengubah teks yang mereka tidak tahu dalam bahasa Indonesia dengan menggunakan kamus.

Penutup

- a. Melakukan refleksi tentang proses dan hasil belajarnya.
- b. Merangkum atau meringkas inti pokok pelajaran. Memberikan dorongan psikologis atau sosial kepada siswa. mengadakan evaluasi tentang materi pelajaran yang baru selesai.
- c. Memberikan tugas sesuai pelajaran yang telah di bahas dan mengajak mereka untuk mengaplikasikan kata petunjuk tersebut dalam kehidupan sehari – hari.
- d. Memberikan feedback terhadap pembelajaran agar siswa lebih memahami dengan jelas dan signifikan.
- e. Berdo'a sebelum pulang.

I. Media dan Sumber Belajar

1. Media
 - a. Board marker
 - b. White board
 - c. Student's worksheet

2. Sumber

- a. Buku yang relevan
- b. Kamus
- c. Internet

J. Penilaian

Indikator	Teknik	Bentuk Penilaian	Instrument
a. Mengidentifikasi topik dalam teks narrative.	Tes tertulis	Multiple choice	Choose the correct answer by a, b, c or d
b. Mengidentifikasi spesifik informasi dalam teks narrative.			
c. Mengidentifikasi kesimpulan dari teks narrative.			
d. Memahami vocabulary dari teks narrative.			

Generic Structure of Narrative Text

Orientation	Pengenalan tokoh, tempat, dan waktu kejadian sebuah cerita.
Complication	Permasalahan mulai muncul dan masuk ke inti permasalahan.
Resolution	Masalah mulai menemukan jalan keluar sampai benar-benar terselesaikan.
Re – orientation	Berisi kondisi akhir sebuah cerita yang meliputi tokoh, tempat, dan waktu. Bagian ini termasuk opsional bisa ada dan juga tidak dalam suatu cerita.

Kota Pinang, 1 March 2023

Teacher

Researcher

Abdullah Sani,SPd.

Safitri Dalila Sirait

Nip : 7488760661200042

Reg : 1920300071

Appendix 4

Time : 45 Menit

PRE TEST FOR CONTROL AND EXPERIMENTAL CLASS

Choose the correct answer by crossing a, b, c or d
Text one for question number 1-5

Read the following text to answer questions number 1-5

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger used to look after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“We will go to the field now, Look after our baby, okay?”The tiger nodded. So, the couple set off to the field. They worked from the morning untul afternoon. When the couple got home in the afternoon, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave differently? He does not do as usual,” he thought. The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby. Why is your mouth full of blood?” he asked the tiger. “You must have done something bad for my baby! Have you killed him? Why did you do that?” he was much panicked.

1. What is the suitable title for the text ?
 - a. Disloyal tiger
 - b. The beautiful fields
 - c. The farmer’s and their animal
 - d. Story of the family’s farmer

2. What is the text talking about ?
 - a. Farmer’s house
 - b. Tiger
 - c. The farmer’s animal
 - d. Baby

3. What is the topic sentence of the first paragraph ?
 - a. Baby and his pet
 - b. The happy family of farmers
 - c. The location of farmer's house
 - d. The story of young couple

4. Where is the farmers work ?
 - a. Rice field
 - b. In the market
 - c. Beside of their house
 - d. Garden

5. When do they work in the field ?
 - a. From morning until afternoon
 - b. In the evening
 - c. In the noon
 - d. Morning

Read the following text to answer questions number 6-15

Once upon a time there was a girl name is Cinderella. She lived with her bad step- mother and two step- sisters. She had to do all the house hold chores. One day the king invited all the ladies in the kingdom to go to a ball (party) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

6. What is the main idea of the text ?
 - a. Cinderella home town
 - b. The bad of cinderellas' step mother
 - c. The handsome of prince
 - d. The study of cinderella reveals for their good deeds

7. What is the conclude purpose of the text above ?
 - a. To tell us how to write a story
 - b. To inform us what happened in the past
 - c. To give a description of a beautiful irl
 - d. To retell about cinderella's experience/memory

8. What is the topic of the third paragraph?
 - a. Cinderella's shoes left at the dance party
 - b. Prince fell in love with cinderella
 - c. beautiful cinderella shoes
 - d. handsome and kind prince

9. What is the main idea from last paragraph?
 - a. The prince found cinderella because her shoes stayed at the dance
 - b. Cinderella married the prince because of her shoes
 - c. The magic of the glass slipper that made the prince fall in love
 - d. The prine fell in love with cinderella step sister

10. What is the topic of the first sentence in paragraph one ?
 - a. Cinderella and her stepmother
 - b. Cinderella's life with her half sister
 - c. poor cinderella story
 - d. evil stepmother

11. What is the topic in the second paragraph?
 - a. fairy godmother power
 - b. kind fairy godmother
 - c. poor cinderella
 - d. fairy godmother and her white horse

12. What is the main idea in first paragraph ?
 - a. Once upon a time Cinderella was cheated by her stepmother
 - b. Cinderella's poor life with her mother and two stepsisters
 - c. Life of cinderella who is treated as a royal child in her home

d. Cinderella love story with royal prince

13. What is the conclude of the first paragraph ?

- a. Cinderella lived with simplicity and met the prince
- b. Cinderella lived with her sister and stepmother where she was treated unfairly
- c. Cinderella was raised by a good stepmother and treated like a princess
- d. Cinderella work at home by not giving her time to rest

14. Look at the second paragraph, the conclude is ?

- a. Cinderella is helped by a good fairy godmother with the magic she has
- b. finally cinderella went to the dance party with two horses and a very beautiful dress
- c. Because of the kindness of the fairy godmother finally cinderella could go to the dance with the magic she gave
- d. Cinderella didn't go to the dance because the fairy godmother was very mean to her

15. What is the conclude of the text ?

- a. With Cinderella's patience, she can finally live happily with the prince in the royal palace
- b. Cinderella was very happy with her mother and prince who took them to the palace
- c. The prince married cinderella because of her beauty
- d. The prince took Cinderella away because he really loved her

Text one for question number 16-20

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength, and though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, ' is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'. Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can not even light on anyone!", added the rabbit. "oho." The lion said, " Didn't you mention me to him?"

" yes, indeed," the rabbit replied. "But it would have been better if I hadn't. when I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" The lion flew into a rage and roared, " Where is he? Where is he?" so the rabbit took the lion behind a hill and, not going to near her self, pointed to a deep well from a distance, and said, " He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion became so furious out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then..... flung him self at the enemy in the well. The result was that the proud lion was instantly drowned.

16. In the first paragraph, what is the meaning of the text ?
 - a. from the nature possessed by lions, we should not be arrogant
 - b. Because of the defeat of the lion, he finally died defeated by the wolf
 - c. we should not have a nature like a lion because he really underestimates the rabbit
 - d. live like a rabbit who is always patient in facing anything in all problems

17. From the second paragraph, what is the mean of underline word?
 - a. exalted
 - b. Honored
 - c. Great throne
 - d. Respected

18. What is the meaning of the third paragraph ?
 - a. The wise hare trapped the wolf
 - b. Infinite wolf patience
 - c. Because the lion's pride does not know the reward for the nature he will get
 - d. a good lion and gets good treatment from his friends

19. What is the main idea of paragraph 2 ?
 - a. The lion was challenged by a strong animal
 - b. The rabbit was succesful in defeating the lion
 - c. The rabbit and the lion went to a hill to fight the strong animal
 - d. The rabbit told the lion that a strong animal challenged him to duel

20. The meaning of last paragraph is ?
 - a. Because of the pride of the lion, he finally entered the well and drowned
 - b. In the end the lion and the rabbit lived with the raccoons and peacefully
 - c. The lion and the rabbit love and compliment each other
 - d. Because of the greed of the rabbit he finally had no friends in the forest

Appendix 5

Time : 45 Menit

POST TEST FOR CONTROL AND EXPERIMENTAL CLASS

Choose the correct answer by crossing a, b, c or d

Text one for question number 1-5

Once upon a time there was a girl name is Cinderella. She lived with her bad step-mother and two step- sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that nigth with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach(kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slipper. They went all over the kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

1. How many people in that text ?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. What god mother gave to Cinderella ?
 - a. New dress
 - b. Footman and hat
 - c. A coach, two horses and dress
 - d. New clothe
3. How many of Cinderella step-sister ?
 - a. Two
 - b. Five
 - c. Seven
 - d. Three

4. What moral value do we get from Cinderella ?
 - a. Become a career woman
 - b. Be carefully
 - c. Become a patient woman
 - d. Be arrogant
5. Who is the main character in this text ?
 - a. Step mother
 - b. Footsteps
 - c. Neighbor
 - d. Farmer

Text one for question number 6-10

Long time ago in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had some animals. One of them was a tiger. When the couple went to work in the paddy field, the tiger used to look after their baby. As usual, the couple went to the paddy field. Before they left, they asked the tiger to look after their baby.

“We will go to the field now, Look after our baby, okay?”The tiger nodded. So, the couple set off to the field. They worked from the morning until afternoon. When the couple got home in the afternoon, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple’s legs. He looked very happy. The husband became suspicious.

“Why does this tiger behave differently? He does not do as usual,” he thought. The husband looked at the tiger carefully. He was shocked. The tiger’s mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby. Why is your mouth full of blood?” he asked the tiger. “You must have done something bad for my baby! Have you killed him? Why did you do that?” he was much panicked.

6. What is the topic from the second paragraph ?
 - a. Farmers trust tigers to look after their cubs when they go to work
 - b. a ferocious and kind tiger
 - c. Farmers who love tigers sincerely
 - d. Tiger and baby farmer take care of each other
7. Look at the third paragraph, what is the topic of the text ?
 - a. The tiger that fulfills all the farmer's orders
 - b. A tiger who is not loyal to his master
 - c. The tiger that ate the farmer's baby
 - d. A tiger who broke his promise to his master

8. What is the main idea from 2 paragraph ?
- A patient farmer in the face of a greedy tiger
 - The tiger that ate the bay in front of its master
 - A tiger who behaved strangely in front of his master
 - Farmers who raise tigers just like their children
9. Base on the last paragraph, what is the main idea of the text?
- The farmer who didn't trust the tiger because he had lied
 - The tiger who had reneged on his promise by eating the baby from his master
 - The farmer who didn't trust the tiger because he had lied
 - The tiger that had eaten the child of the farmer

Text one for question number 11-30

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength, and though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back.

One day she went to the lion and said, “Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, ‘ is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!’. Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can not even light on anyone!”, added the rabbit. “oho.” The lion said, “ Didn’t you mention me to him?”

“ yes, indeed,” the rabbit replied. “But it would have been better if I hadn’t. when I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!” The lion flew into a rage and roared, “ Where is he? Where is he?” so the rabbit took the lion behind a hill and, not going to near her self, pointed to a deep well from a distance, and said, “ He is down there, in the well,”

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion became so furious out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then..... flung him self at the enemy in the well. The result was that the proud lion was instantly drowned

10. In second paragraph, what is the suitable conclusion from the text ?
- A proud tiger and faces the result of his lies
 - Different tiger behavior in front of farmers because he did the wrong thing
 - The tiger who changed his character because he was caught lied
 - A tiger caught red-handed by its owner
11. What can we learn from the story ?

- a. Be a good neighbor
 - b. Don't be so arrogant
 - c. We must help each other
 - d. An enemy can be a good friend
12. What is the main idea of paragraph ?
- a. The lion was too furious that he challenged the other animal to fight
 - b. The rabbit told the lion that a strong animal challenged him to duel
 - c. The rabbit and the lion went to a hill to fight the strong animal there
 - d. The rabbit was successfully in defeating the lion
13. What is the text tell you about ?
- a. The lion has arrival
 - b. The lion and a rabbit
 - c. The strongest of the lion
 - d. The revenge of the rabbit
14. What is the conclusion of the second paragraph ?
- a. He meet a a big lion
 - b. He fought with the rabbit
 - c. The lion drowned in the well
 - d. The lion got angrily with rabbit
15. From the last paragraph what is the moral that can we get ?
- a. Arrogant nature can lead us to disaster
 - b. living above the existing simplicity
 - c. be a good and polite person
 - d. The arrogant tiger stunned the cattle
16. In the four paragraph what is the suitable conclusion of the text ?
- a. A very wise rabbit can deceive a proud tiger
 - b. The power of the tiger makes him feel like a king
 - c. As a result of the tiger's arrogance, he finally entered the well and drowned
 - d. The tiger's policy of eating the rabbit is a good choice
17. What is the best topic from the second paragraph ?
- a. The clever rabbit plunged the lion into the well
 - b. The wise lion made the rabbit sink into the well
 - c. The lion tricked the rabbit into following his every whim
 - d. The clever rabbit was able to make the lion fall for his words
18. Base on the first paragraph, what is the conclude of the text?

- a. Greedy rabbit and tiger
 - b. Friendly rabbit and kind tiger
 - c. A proud tiger towards his friend
 - d. The story of a proud tiger
19. “from the story about, the conclusion is ...”?
- a. Live like a rabbit who always shares food with other friends
 - b. Do not be arrogant because it makes us carried away in evil and will get disaster
 - c. A very kind rabbit helps the tiger get out of the human trap
 - d. A wise rabbit can make a tiger not know about his plans
20. What did happen with lion in the last paragraph ?
- a. He meet a a big lion
 - b. He fought with the rabbit
 - c. The lion drowned in the well
 - d. The lion got angrily with rabbit

Appendix 6

THE KEY ANSWER OF PRE-TEST

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

THE KEY ANSWER OF POST-TEST

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

Appendix 7 (Test Validity)

Aldi Ripai Tanjung	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1
Baharuddin Syaidun	1	0	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1
Bella Sintya Sari	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Edi Prabowo	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Faujia Pane	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
Fiantika Ananda	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jul Pikri Al Maarif	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Meisya ¹	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Muhammad Ahda	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Muhammad Ilyas	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mukhlis Pohah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nanda Maisaro	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Natasha Alfaiza	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nurul Syifa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pitri Liyawani	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Rahmad Fauzi	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rehandi Halomoan	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0
Riko Sarwanda	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	1
Siska Miati	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Suci Zahrani	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
Yogi Andika Pratama ¹	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1
1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1
1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1

1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

34	34	34	34	34	34	34	34	0	0	0	34	0	34	34	34	34	34	34	34	34	34	0	0	34	34	0	0	0	0	0	34	
38	38	38	38	38	38	38	38	38	38.00	38.00	38	38	38	38	0	38	38	38	38	38	38	38	38	0	38	0	38	0	38	0	38	
39	39	39	39	39	39	0	39	39	0	39.00	39	0	39	39	39	39	0	0	0	39	39	39	0	0	0	0	39	39	0	39	39	39
38	38	38	38	38	38	0	0	38	38.00	38.00	38	38	38	38	38	0	38	0	0	38	38	38	0	38	0	38	0	38	0	0	0	0
42	42	42	42	42	42	42	42	42	42.00	42.00	42	42	42	42	42	42	0	0	0	0	42	0	42	42	42	0	42	0	42	42	42	
44	44	44	44	44	44	44	44	44	44.00	44.00	44	44	44	0	44	44	44	0	0	0	0	44	44	44	44	44	44	44	44	0	44	44
38	38	38	38	38	38	38	38	0	0	0	38	0	0	38	38	38	38	38	0	0	0	38	38	0	38	0	0	0	38	38	38	38
36	36	36	36	36	36	36	36	36	0	36.00	36	0	36	36	36	36	0	0	36	0	36	0	0	0	36	0	36	36	0	0	0	36
49	49	49	49	49	49	49	49	49	49.00	49.00	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
38	38	38	38	38	38	38	38	0	0	0	0	38	38	38	38	38	38	38	38	38	38	38	0	0	0	0	38	38	38	38	38	38
30	30	0	30	0	0	30	30	0	0	0	30	30	30	0	0	30	30	30	0	0	30	30	30	0	30	30	30	0	0	0	0	0
32	32	32	32	32	32	32	32	32	32.00	32.00	32	32	32	32	32	32	0	32	0	0	32	0	32	0	32	0	32	0	32	32	32	32
42	42	42	42	42	42	42	42	42	42.00	42.00	42	42	42	0	42	42	42	0	0	0	0	0	42	42	42	42	42	42	42	0	42	42
45	45	45	45	45	45	45	45	45	45.00	45.00	45	45	45	45	45	45	45	0	0	0	0	45	45	45	45	45	45	45	45	45	45	45
34	0	34	34	0	34	34	34	34	34.00	0	0	34	34	34	0	34	34	0	0	0	0	34	34	0	34	0	0	0	0	0	0	34
42	42	42	42	42	42	42	42	0	42.00	0	0	0	42	42	42	42	42	0	0	0	0	0	42	42	42	42	42	42	42	42	42	42
0	0	0	34	34	34	34	34	0	34.00	0	34	0	34	34	34	34	34	34	34	34	34	0	34	34	34	34	34	34	34	34	34	34
42	42	42	0	0	42	42	42	42	42.00	42.00	0	42	42	42	42	42	42	42	42	42	42	42	0	42	42	42	42	42	42	42	42	42
45	45	45	45	45	45	45	45	45	45.00	45.00	45	45	45	0	45	45	45	0	0	0	0	45	45	45	45	45	45	45	45	45	45	45
38	0	38	38	38	38	38	38	0	38.00	0	38	0	38	38	38	38	38	38	0	38	38	38	38	38	38	38	0	0	0	0	0	0
45	45	45	45	45	45	45	0	45	45.00	45.00	45	45	45	0	45	45	0	45	45	45	45	45	0	45	45	45	45	45	0	45	45	45

Sx	20	19	20	20	19	16	20	20	19	19	18	16	16	16	21	18	19
Mp	37,67	35,9	263,7	37,76	35,86	30,43	37,29	37,67	35,86	35,86	32,29	30,62	30,43	30,43	36,95	35,95	35,95
P	1,0	0,9	0,95	0,95	0,90	0,76	0,95	0,95	0,90	0,90	0,86	0,76	0,76	0,76	1,00	0,86	0,90
Q	0,1	0,1	0,05	0,05	0,10	0,24	0,05	0,05	0,10	0,10	0,14	0,24	0,24	0,24	0,00	0,14	0,10
p/q	19,00	9,50	20,00	20,00	9,50	3,20	20,00	20,00	9,50	9,50	6,00	3,20	3,20	3,20	0,00	6,00	9,50
Mt	39,71																
St	2,93																
Rpbi	87,08	67,02	527	57,5	36,71	35,96	56,53	56,71	17,84	17,84	54,78	36,3	35,96	35,96	23,39	63,8	77,52
rtable(95%,21)	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
Keterangan	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

20	18	19	20	18	20	19	19	14	15	13	16	14	20	16	18	20	16	12	8
37,67	34,24	36,24	37,29	37,86	37,86	35,62	35,33	27,19	22,15	23,11	31,86	26,86	37,48	29,48	34,43	37,48	30,05	19,90	15,05
0,95	0,86	0,90	0,95	0,86	0,95	0,90	0,90	0,67	0,71	0,62	0,76	0,67	0,95	0,76	0,86	0,95	0,76	0,57	0,38
0,05	0,14	0,10	0,05	0,14	0,05	0,10	0,10	0,33	0,29	0,38	0,24	0,33	0,05	0,24	0,14	0,05	0,24	0,43	0,62
20,00	6,00	9,50	20,00	6,00	20,00	9,50	9,50	2,00	2,50	1,63	3,20	2,00	20,00	3,20	6,00	20,00	3,20	1,33	0,62
57,32	59,6	72,39	56,53	68,54	120,7	76,53	75,36	24,25	10,1	-15,7	36,97	-23,85	56,86	34,28	60,07	56,92	35,29	-11,16	-3,85
0,433	0,433	0,433	0,433	0,433	57,72	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid

10	13	15	15	13	17	14	15	13	13	13	14	18	834	33175	791	753	791	793	753
18,81	23,86	27,90	28,48	0	32,00	26,95	28,81	25,33	25,62	25,19	27,48	34,24							
0,48	0,62	0,71	0,71	0,62	0,81	0,67	0,71	0,62	0,62	0,62	0,67	0,86							
0,52	0,38	0,29	0,29	0,38	0,19	0,33	0,29	0,38	0,38	0,38	0,33	0,14							
0,91	1,63	2,50	2,50	1,63	4,25	2,00	2,50	1,63	1,63	1,63	2,00	6,00							
-8,3	-17,46	9,2	6,06	-32,89	7,223	23,98	44,94	-19,32	-19,69	-24,23	24,73	59,6							
0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433	0,433							
Invalid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Invalid	Invalid	Valid	Valid							

639	787	791	753	753	678	643	639	639	776	755	755	791	719	761	783	795	795	748	742	571	0	0	669	564	787	619
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---	-----	-----	-----	-----

723	787	631	418	316		501	586	598	544	672	566	605	532	538	529	577	719
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Appendix 8

Calculation of the Validity Test of Learning Outcomes Tests

To calculate the validity of each item, the biserial correlation formula is used, namely:

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Based on the students' answers in the test trial data table, the validity of each item can be calculated. As an example of calculations, item number 1 can be taken.

Calculation of validity for item number 1:

$$\sum x = 20$$

$$M_p = 37,7$$

$$p = 1,0$$

$$q = 0,1$$

$$p/q = 19,00$$

$$M_t = 39,71$$

$$S_t = 2,9$$

So that γ count is

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t}$$

$$\gamma_{pbi} = \frac{37,7 - 39,00}{2,9} \sqrt{\frac{0,1}{1,0}}$$

$$\gamma_{pbi} = 87,1$$

From the calculation results above, it is obtained that $\gamma_{count} = 87,1$. By looking at the price r from the critical price table r product moment at a significant level of 5% and $n = 21$ maka diperoleh $r_{tabel} = 0,433$.

The test criteria are item items which are declared valid if $\gamma_{count} > r_{tabel}$. Based on these test criteria, item number 1 is declared valid. The same method is used to determine the validity of item questions number 1 to 50.

Appendix 9 (Reliability of Pre – Test)

NO ITEM																				Σxt	Σxt^2	
Aldi R	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	15	225
Bahar	1	0	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	13	169
Bellai	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Edi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Faujia	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	361
Fiantika	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Jul Pikri	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Meisya	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	18	324
Muhammad	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	361
Ilyas	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	16	256
Mukhrilis	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	15	225
Nanda	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361
Natasha	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	361
Nurul Syifa	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361
Pitri	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	361
Rahmad	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Rehandi	1	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	9	64
Riko	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	16	256
Siska Miati	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Suci	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	18	324
Yogi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
N=21	21	19	20	20	19	16	20	20	19	19	18	16	16	16	21	18	19	20	18	19		
P	1	0,9	1	1	0,9	1	1	1	0,9	1	1	1	0,8	0,8	1	0,9	0,9	1	0,9	0,9		
Q	0	0,1	0	0	0,1	0	0	0	0,1	0	0	0	0,2	0,2	0	0,1	0,1	0	0,1	0,1	$\Sigma xt=$ 374	$\Sigma xt^2=$ 6809
p.q	0	0,1	0	0	0,1	0	0	0	0,1	0	0	0	0,2	0,2	0	0,1	0,1	0	0,1	0,1		$\Sigma pq=$ 1,84

Appendix 10 (Reliability of Post – Test)

	NO ITEM																				Σxt	Σxt^2	
Edi	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	15	225
Faujia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	15	225
Fiantika	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	15	225
Jul Pikri	1	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	12	144
Meisya	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	14	196
Ahda	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
Ilyas	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256
Mukhrlis	1	0	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	0	1	1	0	10	100
Nanda	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	16	256
Natasha	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	14	196
Nurul	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	16	256
Pitri	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	1	0	12	144
Rahmad	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	0	0	12	144
Rehandi	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	16	256
Riko	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	289
Siska	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	15	225
Suci	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	16	256
Yogi	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	16	256
N=21	17	15	17	17	16	12	14	11	13	13	17	13	16	17	14	10	6	7	10	12			
P	1	0,7	1	1	0,8	1	1	0,5	0,6	0,6	0,8	0,6	1	1	0,7	0	0,3	0,3	0,5	0,6		$\Sigma xt =$ 316	$\Sigma xt^2 =$ 4862
Q	0	0,3	0	0	0,2	0	0	0,5	0,4	0,4	0,2	0,4	0	0	0,3	1	0,7	0,7	0,5	0,4			
p.q	0	0,2	0	0	0,2	0	0	0,2	0,2	0,2	0,2	0,2	0	0	0,2	0	0,2	0,2	0,2	0,2			$\Sigma 4,15$

Appendix 11

Calculation Reliability Pre-test

To calculate the reliability of the test, the formula is used:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{s_{t^2} - \sum pq}{S_t^2} \right)$$

Where :

$$N=21$$

$$\sum xt^2 = 6809$$

$$\sum xt = 374$$

$$\sum pq = 1,84$$

$$S_t^2 = \sum xt^2 - \left(\frac{\sum xt}{n} \right)^2$$

$$= 6809 - \left(\frac{374}{21} \right)^2 = 6809 - \left(\frac{139876}{21} \right) = 6809 - 6660 = 149$$

$$S_t^2 = \frac{\sum xt^2}{n} = \frac{149}{21}$$

$$S_t^2 = 7,095$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

$$r_{11} = \left(\frac{21}{21-1} \right) \left(\frac{7,095 - 1,84}{7,095} \right) = \left(\frac{21}{20} \right) \left(\frac{5,255}{7,095} \right)$$

$$= (1.05)(0.740)$$

$$= 0,777 (r_{11} > 0,433 = \text{reliable})$$

Test is reliable if $r_{count} > r_{table}$. Based on calculation above, the test have very high reliable.

Appendix 12

Calculation Reliability Post-test

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{s_t^2 - \sum pq}{S_t^2} \right)$$

Where :

$$N=21$$

$$\sum xt^2 = 4862$$

$$\sum xt = 316$$

$$\sum pq = 4,15$$

$$S_t^2 = \sum xt^2 - \left(\frac{\sum xt}{n} \right)^2$$

$$= 4862 - \left(\frac{316}{21} \right)^2 = 4862 - \left(\frac{15,047}{21} \right) = 4862 - 0,716 = 4.861$$

$$S_t^2 = \frac{\sum xt^2}{n} = \frac{4861}{21}$$

$$S_t^2 = 231,47$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

$$r_{11} = \left(\frac{21}{21-1} \right) \left(\frac{231,47 - 4,15}{231,47} \right) = \left(\frac{21}{20} \right) \left(\frac{227,32}{231,47} \right)$$

$$= (1,05)(32,039)$$

$$= 33,6 (r_{11} > 0,433 = \text{reliable})$$

Test is reliable if $r_{count} > r_{table}$. Based on calculation above, the test have very high reliable.

Appendix 13

Frequency Distribution Table of Pre-Test Values

Experiment Class					
No.	x_i	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	20	1	20	400	400
2	30	1	30	900	900
3	35	1	35	1225	1225
4	40	3	120	14400	43200
5	45	3	135	18225	54675
6	50	7	350	122500	857500
7	55	4	220	48400	193600
8	60	1	60	3600	3600
9	65	2	130	16900	33800
10	75	1	75	5625	5625
11	80	1	80	6400	6400
	Σ	25	1255	238575	1200925

Frequency Distribution Table of Post-Test Values

Experiment Class					
No.	x_i	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	65	1	65	4225	4225
2	70	3	210	4900	14700
3	75	5	375	5625	28125
4	80	4	320	6400	25600
5	85	7	595	7225	50575
6	90	3	270	8100	24300
7	95	1	95	9025	9025
8	100	1	100	10000	10000
	Σ	25	2030	55500	166550

Appendix 14 (DATA ON STUDENTS' PRE-TEST SCORES)

No.	CLASS EXPERIMENT		CLASS CONTROL	
	NAME STUDENTS	SCORE	NAME STUDENTS	SCORE
1	AD	50	AD	85
2	AF	20	AN	50
3	AF	50	AU	40
4	AL	50	FA	45
5	AN	65	FE	40
6	AN	65	IL	75
7	AP	55	KE	45
8	AR	40	KH	55
9	AS	50	LA	45
10	AU	75	LI	45
11	CH	40	AZ	45
12	FA	50	MA	75
13	IR	40	MH	20
14	KA	55	MI	50
15	MA	55	MU	50
16	MU	80	MU	30
17	PU	50	MU	45
18	PU	55	MU	50
19	RA	50	PA	35
20	RE	45	RA	55
21	SI	35	RI	40
22	SI	45	SA	40
23	SR	60	YU	30
24	UM	45		
25	YO	30		

DATA ON STUDENTS' POST TEST SCORES

No.	CLASS EXPERIMENT		CLASS CONTROL	
	NAME STUDENTS	SCORE	NAME STUDENTS	SCORE
1	AD	95	Ad	65
2	AF	80	An	35
3	AH	85	Au	30
4	AL	75	FA	55
5	AN	100	FE	75
6	AN	90	IL	50
7	AP	80	KE	55
8	AR	85	KH	55
9	AS	85	LA	60
10	AU	90	LI	50
11	CH	85	AZ	45
12	FA	80	MA	45
13	IR	75	MH	55
14	KA	85	MI	75
15	MA	75	MJU	50
16	MU	90	MU	30
17	PU	75	MU	50
18	PU	85	MU	45
19	RA	75	PA	40
20	RE	70	RA	40
21	SH	65	RI	40
22	SI	85	SA	55
23	SR	80	YU	50
24	UM	70		
25	YO	70		

Appendix 15

CALCULATION OF AVERAGE, STANDARD DEVIATION AND VARIANCE OF VALUE OF STUDENT LEARNING OUTCOMES

A. Pre Test Value

1. Class Exsperiment

a. Average Value

$$n = 21$$

$$\sum f_i x_i = 1255$$

$$\bar{x} = \frac{\sum f_i x_i}{n} = \frac{1255}{21} = 59,76$$

b. Standard Deviation

$$\sum f_i x_i = 1255$$

$$\sum f_i x_i^2 = 1200295$$

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{21(1200295) - (1255)^2}{21(21-1)}$$

$$= 30,544$$

$$S = \sqrt{30,544} = 174,76$$

c. Variance

$$S^2 = 174,76$$

B. Post Test Value

2. Class Exsperiment

- a. Average Value

$$n = 21$$

$$\sum f_i x_i = 2030$$

$$\bar{x} = \frac{\sum f_i x_i}{n} = \frac{2030}{21} = 96,6666$$

- b. Standard Deviation

$$\sum f_i x_i = 2030$$

$$\sum f_i x_i^2 = 96,666$$

$$S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$
$$= \frac{21(96,6666) - (2030)^2}{21(21-1)}$$

$$= 38,521$$

$$S = \sqrt{38,521} = 6,206$$

- c. Varianc

$$S^2 = 6,206e$$

Appendix 16 (Normality, Homogeneity and T-Test)

A. Normality Pre-Test in Experimental Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	.156	25	.117	.963	25	.473
a. Lilliefors Significance Correction						

From the table that can we conclude $X_{count} < X_{table} = 0,473 < 1,65$ so the data was normal it was count by SPSS version 26.

B. Normality Pre-Test in Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
x	.213	23	.008	.901	23	.026
a. Lilliefors Significance Correction						

From the table that has show $X_{count} < X_{table} = 0,026 < 1,65$ so the data was normal it was count by SPSS version 26.

C. Normality Post-Test in Experimental Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X	.154	25	.132	.965	25	.525
a. Lilliefors Significance Correction						

From the table that has show tha score of experimental normality in post-test X count $< X_{table} = 0,525 < 1,65$ so the data was normal, it was count by SPSS version 26.

D. Normality Post-Test in Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Y	.163	23	.116	.949	23	.281
a. Lilliefors Significance Correction						

From the table we seen the score of normality in post-test in control class $0,281 < 1,65$ with data if the X count $< X$ table the data was normal, it was count by SPSS version 26.

E. Homogeneity Pre-Test in Experimental and Control Class.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
E	Based on Mean	.655	5	14	.663
	Based on Median	.141	5	14	.980
	Based on Median and with adjusted df	.141	5	7.309	.977
	Based on trimmed mean	.543	5	14	.741

From the table it was show F count $< F$ table = $0,741 < 1,65$ so from the score it seen the data was homogeneity, it was count by SPSS version 26.

F. Homogeneity Post-Test in Experimental and Control Class.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.989	1	46	.325
	Based on Median	1.013	1	46	.319
	Based on Median and with adjusted df	1.013	1	38.647	.320
	Based on trimmed mean	1.072	1	46	.306

From the table it was show $F \text{ count} < F \text{ table} = 0,306 < 1,65$ so from the score it seen the data was homogeneity it was count by SPSS version 26.

G. Score T-Test in Pre-Test and Post-Test of Experimental Class.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of he Difference	
									Lower	Upper
Hasil belajar	Equal variances assumed	.989	.325	10.556	46	.000	31.200	2.956	25.250	37.150
	Equal variances not assumed			10.410	39.439	.000	31.200	2.997	25.140	37.260

From the table it show the data independent t-test with the category if $t \text{ count} > t \text{ table}$ so data H_a was accepted if more small than t test so the data H_0 was accepted, from the table $t \text{ count} > t \text{ table} = 10,556 > 1,67$ so hypothesis H_a was accepted, it was count by SPSS version 26.

Appendix 17 (R- Product Moment

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

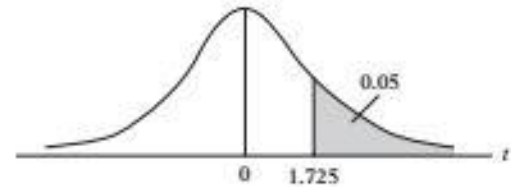
(T-Table)

TABLE D.2
Percentage Points of
the *t* Distribution

Source: From E. S. Pearson and H. O. Hartley, eds., *Biometrika Tables for Statisticians*, vol. 1, 3d ed., table 12, Cambridge University Press, New York, 1966. Reproduced by permission of the editors and trustees of *Biometrika*.

Example

$Pr(t > 2.086) = 0.025$
 $Pr(t > 1.725) = 0.05$ for $df = 20$
 $Pr(|t| > 1.725) = 0.10$



Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.05	0.01 0.02	0.005 0.010	0.001 0.002
1	1.000	3.078	6.314	12.706	31.821	63.657	318.31
2	0.816	1.886	2.920	4.303	6.965	9.925	22.327
3	0.765	1.638	2.353	3.182	4.541	5.841	10.214
4	0.741	1.533	2.132	2.776	3.747	4.604	7.173
5	0.727	1.476	2.015	2.571	3.365	4.032	5.893
6	0.718	1.440	1.943	2.447	3.143	3.707	5.208
7	0.711	1.415	1.895	2.365	2.998	3.499	4.785
8	0.706	1.397	1.860	2.306	2.896	3.355	4.501
9	0.703	1.383	1.833	2.262	2.821	3.250	4.297
10	0.700	1.372	1.812	2.228	2.764	3.169	4.144
11	0.697	1.363	1.796	2.201	2.718	3.106	4.025
12	0.695	1.356	1.782	2.179	2.681	3.055	3.930
13	0.694	1.350	1.771	2.160	2.650	3.012	3.852
14	0.692	1.345	1.761	2.145	2.624	2.977	3.787
15	0.691	1.341	1.753	2.131	2.602	2.947	3.733
16	0.690	1.337	1.746	2.120	2.583	2.921	3.686
17	0.689	1.333	1.740	2.110	2.567	2.898	3.646
18	0.688	1.330	1.734	2.101	2.552	2.878	3.610
19	0.688	1.328	1.729	2.093	2.539	2.861	3.579
20	0.687	1.325	1.725	2.086	2.528	2.845	3.552
21	0.686	1.323	1.721	2.080	2.518	2.831	3.527
22	0.686	1.321	1.717	2.074	2.508	2.819	3.505
23	0.685	1.319	1.714	2.069	2.500	2.807	3.485
24	0.685	1.318	1.711	2.064	2.492	2.797	3.467
25	0.684	1.316	1.708	2.060	2.485	2.787	3.450
26	0.684	1.315	1.706	2.056	2.479	2.779	3.435
27	0.684	1.314	1.703	2.052	2.473	2.771	3.421
28	0.683	1.313	1.701	2.048	2.467	2.763	3.408
29	0.683	1.311	1.699	2.045	2.462	2.756	3.396
30	0.683	1.310	1.697	2.042	2.457	2.750	3.385
40	0.681	1.303	1.684	2.021	2.423	2.704	3.307
60	0.679	1.296	1.671	2.000	2.390	2.660	3.232
120	0.677	1.289	1.658	1.980	2.358	2.617	3.160
∞	0.674	1.282	1.645	1.960	2.326	2.576	3.090

Note: The smaller probability shown at the head of each column is the area in one tail; the larger probability is the area in both tails.

Appendix 18 (Individual Improvement Score)

Students IX-A	Test-1	Test-2	Score Improvement
AD	75	95	20
AF	70	80	10
AH	65	85	20
AL	70	75	5
AN	65	100	35
AN	60	90	30
AP	65	80	15
AR	70	85	15
AS	70	85	15
AU	70	90	20
CH	75	85	10
FA	75	80	5
IR	70	75	5
KA	70	85	15
MA	70	75	5
MU	75	90	15
PU	65	75	10
PU	65	85	20
RA	60	75	15
RE	65	70	5
SH	60	65	5
SI	70	85	15
SR	70	80	10
UM	60	70	10
YO	65	70	5



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Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

25 Oktober 2022

Yth.

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Safitri Dalila Sirait
NIM : 19 203 00071
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of STAD (Students Teams Achievement Division) Method on Reading Comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Penyelesaian Skripsi

Yth. Kepala Sekolah MTs.Swasta PP Ahmadul Jariah Kota Pinang.

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Safitri Dalila Sirait.
NIM : 1920300071
Program Studi : Tadris/ Pendidikan Bahasa Inggris.
Fakultas : Tarbiyah dan Ilmu Keguruan.

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of STAD (Students Teams Achievement Division) Method on Reading Comprehension of the Grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang"**.

Sehubungan dengan itu, kami mohon bantuan Bapak / Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 10 April 2023
a.n Dekan
Wakil Dekan Bidang Akademik



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Lamp : -

Perihal : **Surat Balasan Penelitian**

Kepada Yth.

Bapak/Ibu Dekan

di Universitas Islam Negeri Padangsidempuan

Menanggapi surat Dekan Universitas Islam Negeri Padang sidempuan, bersama dengan ini kami menerangkan bahwa mahasiswa:

Nama : **Safitri Dalila Sirait**

Nim : 1920300071

Fakultas : Ilmu Tarbiyah dan Keguruan

Program Studi : Tadris Bahasa Inggris

Semester : VIII

Benar telah selesai melakukan penelitian di Madrasah Tsnauiyah Swasta PP Ahamdul Jariah (MTs) Kota Pinang dengan judul penelitian "The Effect of Students Teams Achievement Division (STAD) method on Reading Comprehension of the grade IX MTs Swasta PP Ahmadul Jariah Kota Pinang" pada tanggal 23 Maret – 13 Mei 2023.

Demikianlah surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Kota Pinang, 13 Mei 2023

Mengetahui,
Kepala Madrasah MTs



L. H. H. UDDIN, SPd. 1

Appendix 19 (DOCUMENTATION)

