



**THE EFFECT OF PARTNER READING STRATEGY
ON STUDENTS' READING COMPREHENSION
AT VIII GRADE OF MTs AN-NUR
PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English

Written by:

AINUN MARDIAH

Reg. No. 16 203 00071

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020



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2020

LETTER OF AGREEMENT

Term : Munaqosyah
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Padangsidempuan, January 2021
a.n. **Ainun Mardiah**
To: **Dean**
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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Ainun Mardiah, entitled "The Effect of Partner Reading Strategy on Students Reading Comprehension at the VIII Grade of MTs An-Nur Padangsidempuan". 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 IAIN Padangsidempuan.

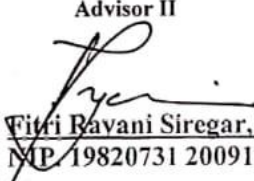
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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LEGALIZATION

Thesis : THE EFFECT OF PARTNER READING STRATEGY
ON STUDENTS' READING COMPREHENSION AT
EIGHT GRADE OF MTs AN-NUR PADANGSIDIMPUAN

Written By : AINUN MARDIAH

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The Thesis had been accepted as a partial fulfillment of the requirement
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ABSTRACT

This research describes about the effect of Partner Reading Strategy on students' reading comprehension at eight grade of MTs An-Nur Padangsidimpuan. The objectives of this research was to find out the effect of partner reading strategy on students reading comprehension at eight grade of MTs An- Nur Padangsidimpuan.

The kind of this research is experimental research. The population of this research is all of the eight grade of MTs An-Nur Padangsidimpuan which the total is 60 students. This research use VIII A and VIII B as the sample that consist of 30 students that is 15 students in experimental class and 15 in control class. To analyzed the hypothesis, the researcher used t-test formula.

Based on the result of the research, researcher found that the mean score of post-test (82,78) was higher than the mean score of pre-test (62,68). Next, the score of t_{count} was bigger than t_{table} (19.50 > 2,048). So, that the hypothesis alternative (H_a) was accepted. It means there was the significant effect of Partner Reading Strategy on Students' Reading Comprehension at Eight Grade of MTs An-Nur Padangsidimpuan.

Keywords: *Partner Reading Strategy, Reading Comprehension, Recount Text.*

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This thesis is presented to the English Education Study Program of State institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Nothing in the world is perfect, the researcher realized that there are still many shortcomings in this thesis. Therefore, the researcher would like be very grateful for correction to improve this thesis. Comments, and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidempuan,
Researcher

2020

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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of the most language in the world. It is also a popular language and as an international language. Actually, there are a lot of people use it in their daily communication. English is very important, because whenever you go, whenever you are most of the place, people, food using English. Also, if you mastered it you can go around the world and can get scholarship abroad.

There are four language skills in study and teaching English they are listening, speaking, writing and reading. Reading is one of important skill that students must mastery, looked from their syllabus reading always formed in it, then, “reading is bringing meaning to and getting meaning from printed or written material”.¹ So, reading is a process to understand a text because there is a transaction between the text and the reader.

Reading is an activity which can not separate from human life especially for students, because reading is an activity to take information, ideas and summarizing from the text. Reading is thinking process and to comprehend what is being read. The ability to read for main ideas is particularly important when dealing with content of the text, especially for students.

¹Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustris Harida, “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension At SMAN 2 Padang Bolak,” *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): p. 303, <https://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/>.

Reading comprehension is a receptive skill in which the readers try to understand the written text.² Reading comprehension is also about understanding instructions through a texts. A writer express his or her thoughts, ideas, and feeling through the written words. The readers understanding of the reading text materials will be affected by the comprehension strategies and techniques.

Reading comprehension is a good way to develop and understand English. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. So, the students get the information and message from the written text that they have read.

In reading comprehension, the students should have the particular purpose of their mind before they interact with the text. It means the students need to learn and have the background knowledge about the text that they will read.

From explanation above the researcher can conclude that reading is one of the language skill that must be learned by the students of English as foreign language. Students must make reading is their needed because reading is very important. In reading a text we have to understand about what the purpose of the text, main idea or what is the text talk. So reading with comprehend the meaning is better than read only but the fact most of the students unlike read with comprehend they do not have a strategy in reading comprehension.

Based on my pre-research in MTs An- Nur Padangsidempuan, many eight grade students have low achievement in learning reading ability

²Eka Sustris Harida, "Using Critical Reading Strategies: One Way for Assessing Students' reading Comprehension *Iself-4* 4, No.1 (2016): p. 201, <http://ejournal.unp.ac.id/index.php/selt/article/view/6929/5463>.

especially in finding main ideas.³ Meanwhile, the syllabus expect that the students will get the meaning from all of the passage text that the students read and learn. Some of the teacher always uses conventional strategy in teaching reading and the students do not have a strategy to learn reading.

Beside the above problem, some problems of reading comprehension can be caused by many factors. First, many students are lazy to read, they think reading is boring activity. The second, the students are lack of vocabulary there so many words that they do not know the meaning, they must keep on looking up the dictionary to find out the meaning of words. The third, like the researcher have explained above, the English teacher always uses conventional strategy.

Whereas, in teaching learning, many strategies of teaching can use to help the students comprehend the lesson and make the teaching learning process easier. In order to improve the students' ability in learning reading, the teacher should be able to find an interesting and suitable strategy like is Talk-to-Text, Partner Reading Strategy, QAR (Question-Answer-Relationship), skimming and scanning, PORPE (Predict, Organize, Rehearse, Practice, Evaluate, Synthesizing. Therefore, the students will be enjoyable in reading. To solve the problems above, the researcher introduce a strategy and reading that is to use "Partner reading Strategy". Partner reading is a cooperative learning strategy in which two students work together to read an assigned text. The researcher choose this strategy because some of reasons first, this strategy is fun and

³ Syafran Pasaribu *Private Interview to the English Teacher of MTs An-Nur*, (Padangsidempuan : Mts An- Nur Padangsidempuan, July 21st, 2020)

active activity where all the students talk and discuss, sharing idea and can help each friends who are lack in reading, second by partner reading the lack students can study to the high students ability without feel nervous such like to their teacher. The last, this strategy make the students are spirit because they are not only read the long passage alone but now with their friend and they can help each other.

Partner reading is one of strategy to help students in reading ability. Paired reading was originally developed as a peer tutoring strategy.⁴ Partner reading strategy could help the students to discuss the information and try to get the meaning of the text together. This strategy make students easier to know the content of the text. Partner reading could be considered as a type of cooperative learning strategy interaction in which children take turns reading, listening and supporting each other to accomplish the goal of the orally reading selected text jointly.

Swanson Wexler says that Partner reading strategy is scripted cooperative learning strategy, is often used in classrooms to promote the development of fluent and automatic reading skills.⁵ Partner reading is an instructional routine that incorporates peer modeling into reading text. From the Swanson Wexler's theory the researcher interest to evidence the theory is it good or not for reading comprehension.

⁴Rebecca Rogers, Rebecca Light, and Lakena Curtis, ““ Anyone Can Be an Expert In,” *Journal of Literacy Research* 36, no. 2 (2004): 177–210, <https://doi.org/10.1207/s15548430jlr3602>.

⁵Indah Tri Purwanti, Swanson Wexler “The Effect Of Partner Reading Strategy On The Second Year Students ’ Reading Comprehension in Recount Text at Junior High School 40 Pekanbaru,” *JOM FKIP* 6 (2014): 1–8.

From the Based on explanation above, the researcher interest to conduct a research to prove the theory and solve students' problems in reading comprehension. Moreover , the researcher also want to examine MTs An-Nur Padangsidimpuan because from all researches that already exists have evidenced that partner reading strategy is significant on reading compehension.

B. Identification of The Problem

Especially at MTs An-Nur Padangsidimpuan, researcher found that there are some problems in reading comprehension at VIII Grade of MTs An-Nur Padangsidimpuan as following are:

1. Students are lack of vocabulary
2. Students are lazy to read and they feel reading activity is so bored
3. Students do not know how to comprehend the text, students can not understanding the text well.
4. The teacher always uses conventional strategy in teaching reading in order to make them easier in reading.

C. Limitation of The Problem

As mention above, the factor to teach reading comprehension the teacher should find an approach, strategy, and method. Here, the researcher does not discuss all of the factors. The researcher will be focused to discuss one factor that is strategy. It is about how is the strategy that the teacher give in teaching reading, so make the students are interesting in reading activity and the students can get the main ideas. There are some strategies in teaching reading

but researcher focus on partner reading strategy and there are so many text genres in reading but the researcher limit the research on recount text.

D. Formulation of The Problem

The problem of the research as follows:

1. How is students' reading comprehension before learning by using Partner Reading Strategy at VIII Grade of MTs An-Nur Padangsidempuan?
2. How is students' reading comprehension after learning by using Partner Reading Strategy at VIII Grade of MTs An-Nur Padangsidempuan?
3. Is there significant effect of Partner Reading Strategy on students' reading comprehension at VIII Grade MTs An-Nur Padangsidempuan?

E. Objectives of The Research

From the formulation above, the purpose of this research are:

1. To describe students' reading comprehension before learning using Partner Reading Strategy at VIII Grade of MTs An-Nur Padangsidempuan.
2. To describe students' reading comprehension after learning using Partner Reading Strategy at VIII Grade of MTs An-Nur Padangsidempuan.
3. To examine the significant effect of using Partner Reading Strategy on students' reading comprehension at VIII Grade of MTs An-Nur Padangsidempuan.

F. Significances of The Research

The significances of this research are:

1. Headmaster, to develop an encourage English teachers to do the best in teaching English.
2. English teacher, to develop teaching English especially in teaching reading and to help the teacher in learning process also add the reference in teaching reading and reading comprehension.
3. Students, to give contribution about the way how to improve their reading comprehension.
4. Researcher, it is very useful as sources of information for related studies and this research give new experience in teaching learning process.

G. The Definition of Operational Variables

To avoid misunderstanding of the researcher and reader in the title of the problem, researcher need to clarify some title above, namely:

1. Reading comprehension is the process of constructing meaning from text. The goal of all reading is ultimately targeted at helping a reader comprehend text.
2. Partner reading strategy is a cooperative learning strategy in which two students work together to read an assigned text.

CHAPTER II

THEORITICAL DESCRIPTION

A. Reading Comprehension

1. The Definition of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁶ It is starting step of many things, which build more solid stairs to climb up achieving something big out there. The reader must read with thinking or purpose, because the goal of reading is comprehension.

Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is away of finding out more information about a topic. Reading is a process of looking at and understanding what is written. Reading is a process of cognitive, interpretation and perception of written or printed material. Reading is highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.⁷

⁶Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," *Journal of English and Education*, No. 2 (2014): 68–80.

⁷Danielle S. McNamara and Panayiota Kendeou, "Translating Advances in Reading Comprehension Research to Educational Practice," *International Electronic Journal of Elementary Education* 4, No. 1 (2011): 33–46.

Reading is flexible for the students, because they can get the information from the text they have read. Reading also is an active process identifying important ideas comparing. According to Pauline, reading is the process of getting meaning from print.⁸ It is not a passive, receptive activity, but requires the reader to be active and thinking. It means that when we read the text, there is process transaction between the text and the reader.

Miller said that reading is a process communication of ideas from one person to another through the medium or printing to seek the ideas behind words.⁹

It means the reading is a process of understanding the meaning of the text for readers to get knowledge and new information from what they have read. Meanwhile, reading is a construction of new meanings through manipulation of concepts. Already possessed by the reader with resulting meaning. After the reader reads the text, he tries to get the meaning word by word and sentence by sentence then later on he interprets the meaning based on the context that brings the result of what he has read.

From the explanation above the researcher can get the conclusion, reading is one of a tools for communication by written expression between writer and reader. The reader must be able to combine their own background knowledge and information from the text to build meaning and understand the ideas. By reading anyone can get new information and knowledge well.

⁸Rebecca J Baier, "Reading Comprehension and Reading Strategies. The Journal of Education, 5th Edition," *Reading*, 2005, 1–53, <https://pdfs.semanticscholar.org/b85a/6ccfeba15122c5269c6543b22e921a7338c8.pdf>.

⁹Miller, Author Manuscript, "Comprehension : A Longitudinal Study from Grade One to Two" 113, no. 1 (2013): 1–29, <https://doi.org/10.1016/j.jecp.2012.03.002>.Developmental.

2. Definition Reading Comprehension

Comprehension is an important aspect of reading. Reading comprehension is basically the essence of the reading process. Snow has said that reading is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.¹⁰ In conclusion, comprehension is the whole point of reading. Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. This means that reading comprehension is the search for meaning, actively using the reader's knowledge of vocabulary including knowledge of collocations and idioms with the text being studied to understand each new thing the reader reads.

Comprehension is a process of eliciting and making the meaning through interaction and involvement with written language. Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the views of the readers related to the text.¹¹

Sadler states that reading comprehension is a complex activity that involves interaction between the reader and the text.¹² The readers build the connection with the text to know the writers' intention in the text. It is a

¹⁰Ardiana, "Improving the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading." p. 51

¹¹"Improving Reading Comprehension through Literature Circles," *English Education Journal (Program Pascasarjana Universitas Negeri Semarang)* 8, No. 2 (2017): p.234–44.

¹²Evan Ortlieb, "Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension," *International Journal of Instruction* 6, No. 2 (2013): p.145–162.

process which involves the readers and the reading materials to get comprehension and meaning of the text. It will observe how far the readers' comprehension toward written sources.

Reading comprehension as the process of creating meaning from text.¹³

The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with a readers' previous knowledge.

So, reading without comprehension or understanding is not reading.

When the readers read a written text he also must get the understanding and that is called reading.

3. Types of Reading

We must understand the types of reading in the language world as things we need to know. Because by increasing our ability to read we will be given the opportunity to increase our insight into the importance of science. The following are the types of reading:

1. Aloud reading

Aloud reading is the activity of reading that using voice or pronounce it loudly until the reader and the people at they around listen what they are reading where it is relatively uncommon in modern language process. It helps them increase their ability in pronunciation or speech.

2. Silent reading

Silent reading is the way of reading by silent or without oral in reading which it is using visual memory and condition of the reader not speaking to relay pay attention in understanding of a text.

¹³Ana Widyastuti, "A THESIS PAIRED READING (An Action Research at the Eighth Grade Students of SMP Negeri 16 Surakarta in the Academic Year of 2011 / 2012 .p. 122

Situation or condition of the reader physically or mentally will influence the quality of readers' comprehension in reading silent.¹⁴

From explanation above the researcher can conclude reading aloud or silent reading always students use in their daily activity. Reading aloud make students know how well their pronunciation and silent reading make students or reader more concentrate with the passage and get the meaning of text.

4. Models of Reading

The models of reading are divided into 2, they are:

a. Bottom up models

Carrel said that the main focus of this model is the smaller units of the text like letters, words, phrases, and sentences.¹⁵ The readers read all of the words in phrases or sentences before understanding it. The reader uses her/his background knowledge to the information that they find into the text.

b. Top Down models

Goodman stated reading as "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it.¹⁶ The readers do not read every word of the

¹⁴Dewi Fatimah Sitompul, EkaSustriHarida, and SojuangonRambe, "Improving Students' Reading Comprehension through Guessing Strategy", *English Education Journal*, vol.07, no01 june 2019: p.127-139. <http://jurnal.iain-padangsidempuan.ac.id/index/php/EEJ>

¹⁵Yelci Elvi Handani, "Journal of English Language Teaching Using Partner Prediction Strategy To Improve Students' Reading Comprehension At Senior High" 6, No. 1 (2017).p.23

¹⁶Ortlieb, "Using Anticipatory Reading Guides to Improve Elementary Students' Comprehension."p. 145

text but they focus on identifying the next word. They try to guess the meaning of words or phrases.

5. Purpose of Reading

The main goals of reading are to get and find information include content and meaning of the text based on the purpose.¹⁷ Here some of purposes of reading:

- 1) Reading is for finding new information and knowledge.
- 2) Reading is classify the difficult word.
- 3) Learners rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract words.

Based on the list above, the researcher makes an inference that purpose of reading make the point of understanding and comprehending the text. So, by reading purpose the readers will understand how important reading in life .

6. Assessment of Reading

There are indicators in reading comprehension that want to be develop in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

¹⁷Abdul Halim Ibrahim, "The Process and Problems of Reading," *Masalah Pendidikan* 29 (2006): 115–30, <http://myais.fsktm.um.edu.my/4920/>.p.65

- 1) Topic sentence is a sentence that refers to main idea or message in the paragraph.
- 2) Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.
- 3) Meaning of difficult word/idiom/phrase in context meaning of difficult word/idiom/phrase in context is a word or phrase that refers to lexical and contextual meaning, idiom and pronoun that identifies a subject of the sentence.
- 4) Conclusion of the text improving students' reading comprehension through guessing strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral, or learning and problems' solving in the story.¹⁸

There are some indicators in assessing students' reading, as follows :

Table 1
Indicators of Reading Comprehension Assessment

No	Indicators of Reading Assessment	Point
1.	Identifying topic	25
2.	Identifying main idea	25
3.	Understanding vocabulary fable	25
4.	Summarizing concepts of fable ¹⁹	25

There are some techniques in assessing or testing, one of them is multiple choice questions. A 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. Only one of which is correct, the marking process is totally objectives because the marker is not permitted to exercise judgment when marking the candidate's answer to each item. So, the researcher will use indicators on the table 1

¹⁸Pezhman Zare and Nooreen Noordin, "The Relationship between Language Learning Strategy Use and Reading Comprehension Achievement among Iranian Undergraduate EFL Learners," *World Applied Sciences Journal* 13, No. 8 (2011): 1870–77.

¹⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Langman, 2003)p.190

B. Partner Reading Strategy

1. Definition of Partner Reading Strategy

Partner reading is an instructional routine that incorporates peer modeling into reading text.²⁰ In the routine, one partner reads a text that is slightly challenging while the other partner corrects error and check for understanding. It is most effective to pair students so that one partner is a slightly more skilled reader than other. Partners take turns being the reader and listener. The more skilled reader read first, modeling fluent reading for the listener. While following along, the listener exposed to any difficult words and essentially rehearses the text before reading it aloud. The partners switch roles, and the new reader reads aloud the same text while the new listener provides feedback and check for understanding. This flexible routine can be used with any content area text in any grade level.

Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency.²¹ It is designed to increase the amount of time children spend reading aloud in the classroom while providing the support many struggling readers need to successfully negotiate text. It is a procedure that is best initiated after children have develop some familiarity with the text through procedures discussed elsewhere in this and other chapter.

²⁰Ardiana, "Improving the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading." p. 142

²¹Handani, "Journal of English Language Teaching Using Partner Prediction Strategy to Improve Students' Reading Comprehension At Senior High."p. 21

Allen promotes partner reading strategy provides a structure for reading interactively with a partner.²² Partner reading is a form of reading in which students make connection to their learning. Partner reading is paired students take turns reading aloud each other. For partner reading, more fluent readers can be paired with less fluent readers .the stronger readers read a paragraph or first page, providing a model of fluent reading. Then, the less fluent reader read the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner.

Partner reading strategy encourages peers teaching and learning. Partner reading is a form of peer tutoring, a process that has a positive effects on students performance in academic areas such reading. Partner reading improves reading accuracy and comprehension for both more competent and less competent readers.

Kareen Haag stated partner reading has many benefits.²³ Partner reading gives everyone a chance to read at the same time. In the old scenario, each student read about 1- 2 minutes in a 30- minute period. With partner reading, each student reads to a friend for 15 minutes. With partner reading, reader have more choices. The partner choose each student read in front of one trusted friend whose responsibility to listen and help. Not only do they read more, but because students are more comfortable when they practice, they learn how to read better and comprehend more and teachers are able to

²²An Evidence-based, *Partner Reading : An Evidence-Based Practice Teacher ' s Guide*, 2008.p. 3

²³Evidence-based. Anybody can Learn English.p.5

use the reading materials of their choice no special material are required. During the activity teacher are able to move around the room, observed students, and assist as needed.

2. Procedures of Partner Reading Strategy

These following steps are the procedures of teaching reading comprehension by using partner reading strategy which is introduced by Simon :

- 1) The teacher pairs (the higher level students reading ability with the lower students reading ability) the students.
- 2) The teacher gives some time for students to know each other in the first meeting.
- 3) Teacher contributes the text to each student.
- 4) The teacher asks the student from the first list to read first while the students from the second list listens and follows along.
- 5) The teacher ask the second students to pick up where the first student stop.
- 6) After that the second student can reread what the first student read.
- 7) The teacher asks the students to give questions to each other about the text.
- 8) The teacher ask students to write down questions and answer her or his partner.²⁴

Another procedures introduce by Delquadri, Greenwood, Carta, and Fuchs, here use comprehension cue cards as media in partner reading strategy :

- 1) Explain that during partner reading, students can stop and check their understanding of stories as they read.
- 2) Model the task in front of the whole class using a passage they have all read. While reading, consider the answers to the following questions:
Who was the main character in the story?
When did happen?

²⁴Purwanti, "The Effect Of Partner Reading Strategy On The Second Year Students ' Reading Comprehension in Recount Text at Junior High School 40 Pekanbaru." p. 42

Where did live (or work, or sleep or eat)?

What is the meaning of the word?

- 3) Give students copy of the text and comprehension cue cards.
- 4) Have students take turn reading the same text in a pairs and checking each other's understanding using the comprehension cue cards. The example:
 - a. Partner A reads a page of text. Partner B reads the same text.
 - b. Partner A asks partner B the questions on comprehension cue cards.
 - c. Partners A reads the next page of the text. Partner B reads same page and asks the questions on comprehension cue cards.
 - d. Partners continue reading the text following the above procedure.
- 5) Monitor pairs. Provide assistance as needed.²⁵

So, that is all the procedures of partner reading strategy that helps students more understandable about the text or the long passage when they do reading. The researcher choose the procedures that stated by Simon and practice in experimental class.

3. The advantages of Partner Reading strategy

Partner reading is effective for several reasons.²⁶ First, children benefit from practicing the reading of connected text and this approach ensures that students spend significant amounts of time reading aloud or following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which support the development of automatic word reading. Third, children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently and also can get the comprehension and understanding from the text by helps from partner reading.

²⁵Rogers, Light, and Curtis, ““ Anyone Can Be an Expert In.”p.23

²⁶Handani, “Journal of English Language Teaching Using Partner Predict Strategy to Improve Students' Reading Comprehension at Senior High.”p. 13

According to Orlich, Harder, Callahan, and Gibson there are some advantages from partner reading strategy:

- 1) It improves comprehension of basic academic content
- 2) It reinforces social skill
- 3) It allows student decision making
- 4) It creates active learning environment
- 5) It boosts students' self- esteem
- 6) It celebrates diverse learning styles
- 7) It promotes student responsibility
- 8) It focuses on success for everyone²⁷

Another advantages by using partners reading strategy in teaching reading as follows:

- 1) It allows students to take turns reading and provide each other with feedback as a away to monitor comprehension.
- 2) It provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.
- 3) It provides direct opportunities for a teacher to circulate the class, observe the students and offer individual remediation.²⁸

C. Description of Recount Text

1. Definition of Recount Text

Recount text is one kinds of text in writing which retells evens or experiences in the past.²⁹ Its purpose is either to inform or to entertain the audience. There is no complication among the participants and

²⁷Widyastuti, "A Thesis Paired Reading (An Action Research at the Eighth Grade Students of SMP Negeri 16 Surakarta in the Academic Year of 2011 / 2012)."p. 135

²⁸Widyastuti. A Thesis Paired Reading,p. 140

²⁹Dian Sukma, "A Study on Writing Recount Text," *JEE (Journal of English Education)* 1, No. 1 (2015): p.65–72, <http://e-journal.upp.ac.id/index.php/jee/article/view/1287>.

differentiates from narrative. A recount text is like a narrative text that you have to write a story but in a recount the story is real. The story may be an event or a situation that took a place on a particular day and you are the narrator of the whole event.

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/ a reader and speaker/listener.³⁰ Recount text is a piece of text retell past events usually in order in which occurred. Generally a recount text begins with orientation and then unfolds with a series of events.

The purpose of recount text is to inform and to entertain the readers. To attain its purpose the text needs to involved several step namely, an orientation which lets the reader know who is involved where , when and others and retelling of a series of events chronological sequences.

From the above statements, the researcher concluded recount text is a kind of text tell about events happen in the past and the story is real.

2. Generic Structure of Recount text

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure because this is an early grounding in making text recount.

According to Deriwianka generic structure of recount text are:

- 1) Orientation : the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where and when. The writer or speaker needs to give

³⁰Ratu Yulianti Natsir, "The Improvement of Students' Writing in Recount Text Through T-Chart Strategy At the EleventhGrade Students of Sman I Sungguminasa," *Elite : English and Literature Journal* 4, No. 2 (2017): p.25–36, <https://doi.org/10.24252/elite.v4i2a2>.

information about what happened, who or what was involved, when and where the events occurred, and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

- 2) Event : it is usually told in a series of paragraphs which retell the events in the order of sequences when they happened. Events should be selected carefully to add the audiences' understanding of the topic.
- 3) Re-Orientation: the final section concludes the recount by summarizing outcomes or result, evaluating the topic importance or offering personal comment or opinion.³¹

Those elements must exist in recount text and it gives more explanation in order to make the story clear and understandable about recount text.

3. Language Features of Recount Text

There are some language features in recount text, they are:

- 1) Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- 2) Frequent use is made of words which links events in time, such as, next, later, when, then, after, before, first, at the same time, as soon as she left, on Friday, on Monday, on Sunday.
- 3) Focus on specific participant, e.g. I (the writer)
- 4) Using the conjunctions : then , before, after, etc.
- 5) Using action verb, e.g. went, stayed.³²

4. Example of Recount Text

Holiday on Cermin's Beach

Orientation : A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53

³¹Ayu Sonia and Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *English and Education* 4, no. 2 (2009): p.1-12, <https://media.neliti.com/media/publications/192380-EN-none.pdf>.

³²Muh Arief Muhsin and Universitas Muhammadiyah Makassar, "Improving Students' Writing Skills of Recount Text by Applying Transition-Action-Details (TAD) Strategy," no. July (2018), p. 127 <https://doi.org/10.15408/ijee.v4i2.2430>.

km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.

Event : As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Re-orientation : Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

D. Related findings

There are some related finding in this research, the first is Atisah Sistiawati in her research find that there is significant difference between students' reading comprehension taught before and after by using Partner

reading strategy. The result of the data analysis showed that mean score students' reading comprehension after using partner reading strategy is 72.39 and the mean score before using partner reading strategy is 45.46.³³

The second is Ria Isnaini her research showed that the mean score after using partner reading strategy was 71,95 and before using was 62,6.³⁴ The third is Widya Astuti, her research showed that mean score students' reading comprehension after using partner reading strategy is 82,39 and the mean score before using partner reading strategy is 60,78 . So from the result can conclude that there is a significant from using partner reading strategy on reading fluency.³⁵

The fourth, Yelci Elvi Handani' scribt about. She said partner reading strategy can help the teacher to improve students' motivation to read. Beside that students also can tell information that they have known to their partner about the text. This strategy also helps students to do the tasks which do by help from partner, and also make the students more active in the class. The result of the treatment was students reading comprehension in analytical exposition text increase. It means partner reading strategy suitable to improve students reading comprehension.³⁶

³³Atisah Sistiawati, "Partner Reading Strategy on Students ' Reading Ability in Finding Main Idea," 2018. p. 29

³⁴Ria Isnaini, "The Effect of Using Partner Reading Strategy Towards Reading Comprehension. at Ahmad Dahlan Islamic Junior High School"

³⁵Astuti, "The Effect of Using Partner Reading Strategy Toward Reading Fluency At the Second Year Students of Junior High School 1 Sungai Pakning Bengkalis Regency."

³¹Handani, "Journal of English Language Teaching Using Partner Prediction Strategy to Improve Students' Reading Comprehension at Senior High."

The fifth, I Purwanti, her research had done in Sebelas Maret University Surakarta. The research design was experiment. She said partner reading strategy gave effect and hypothesis testing showed that both these variable have the effect and hypothesis alternative was accepted.³⁷

In conclusion, from the description above, the researcher can conclude that many strategies has an effect on reading comprehension. So the researcher believe that Partner Reading Strategy has significant effect on students' reading comprehension.

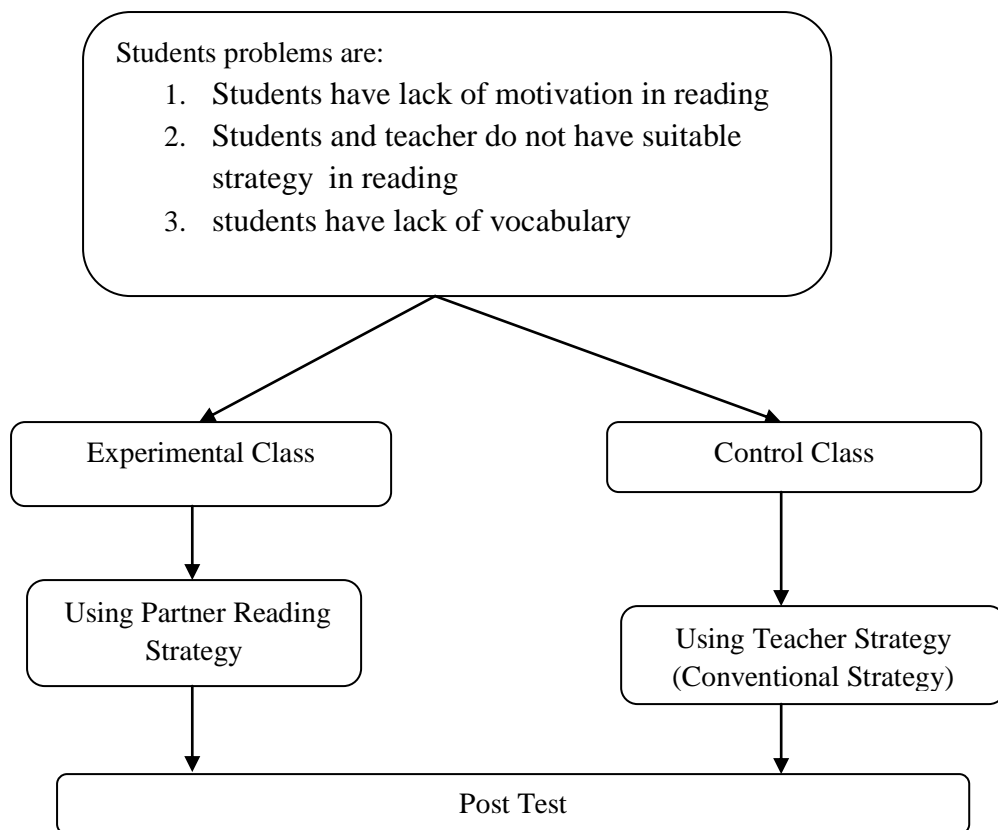
E. Conceptual Framework

The successful of reading comprehension depend on many factors. One of them is how the teacher teaches reading to the students. By the concept of Partner reading strategy make the readers or students are easier to in comprehending the text.³⁸ Many people believe that reading is the most effective way to get information from a text clearly. By reading people can get the knowledge and make the meaning from the text. The effect of partner reading strategy to teaching comprehension can be seen as picture follow:

³⁷Purwanti, "The Effect Of Partner Reading Strategy On The Second Year Students ' Reading Comprehension in Recount Text at Junior High School 40 Pekanbaru."

³⁸Evidence-based, *Partner Reading: An Evidence-Based Practice Teacher ' s Guide*.p. 236

Conceptual Framework



F. Hypothesis

The researcher formulates the hypothesis of the research stated that:
Alternative hypothesis (Ha): There is significant effect of using Partner Reading Strategy on Students' Reading Comprehension at VIII Grade MTs An-Nur Padangsidimpuan.

CHAPTER III

RESEARCH AND METHODOLOGY

A. Place and Time of Research

The location of this research is in MTs An-Nur Padangsidimpuan. It is located in Sutan Parlaungan Harahap street, Panyanggar, Padangsidimpuan district, North Sumatra Province. The researcher had been start on 21st of February 2020 until Oktober 2020.

B. Research Design

The kind of this research is quantitative research with experimental method in this research. The experimental research control the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start experimental. The researcher uses two classes, experimental class and control class. The experimental class is class that thought with partner reading strategy. Meanwhile the control class is the class that taught by using teacher strategy.

C. Population and Sample

1. Population

The population is all of the students at grade VIII of MTs An- Nur Padangsidimpuan. The total population of this research are 60 students . The total of the VIII grade can be considered as follow:

Table 2.
Population of the VIII grade students

No.	Class	Number of Students
1.	VIII A	15
2.	VIII B	15
3.	VIII C	15
4.	VIII D	15

2. Sample

Sample is the part of population that is chosen as respondent of the research. The sampling technique used by researcher is purposive sampling technique. The reason for using purposive sampling technique is because not all samples have criteria that fit the phenomenon in the research. Therefore, the researcher choose purposive sampling technique that sets certain considerations or criteria that must be met by the sample used in the research. As Arikunto stated that purposive sampling technique is a technique for determining research sample with certain considerations aimed at making the data obtained representative.³⁹

The consideration of taking the sample based on the teacher's recommendation. The researcher needed two of classes to act the research sample that have similar competence in English based on the pre-test score

³⁹Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2013, p. 67

result and information from the teacher. They are experimental class and control class. So, the researcher takes two classes as sample.

Bases on explanation above the researcher choose two classes as sample. The researcher chose VIII A consist of 15 students and VIII B of 15 students. They are experimental class and control class.

D. Instrument of Collecting Data

Good instruments the validity of the data. The researcher uses instrument of validity and reliability for the taking the valid data. The researcher will use test as instrumentation. Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability.

The researcher will do it by giving multiple choice. In this research, before validity the test consist of 50 questions, where 25 for pre-test and 25 for post test. The test gives to both group, experiment and control class.

Tabel 3.

There are indicators of reading comprehension Pre-test before testing validity

No	Indicator	Sub Indicators	Number of items	Items
1	The students are able to complete the English test	Identify the information from the text	1, 2, 4, 7, 9, 14, 17, 20, 22, 25	10
2		Identify the topic from text	3, 5, 12, 13, 16, 21	6

3	Identify main idea from the text	8, 11	2
4	Give conclusion from the text	6	1
5	Understand vocabulary	10, 15, 18, 19, 23, 24	6
Total			25

Tabel 4.

There are the indicators of reading comprehension Post-test before testing validity

No	Indicator	Sub Indicators	Number of item	Items
1	The students are able to complete the English test	Identify the information from the text	2, 3, 5, 7, 8, 9, 10, 13, 14, 18, 20, 22, 23	13
2		Identify the topic from the text	19	1
3		Identify the main idea from text	12, 16	2
4		Give conclusion from text	11	1
5		Understand vocabulary	1, 4, 6, 15, 17, 21, 24, 25	8

Total		25
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Tabel 5.

There are indicators of reading comprehension Pre-test after testing validity

No	Indicator	Sub Indicators	Number of items	Items
1	The students are able to complete the English test	Identify the information from the text	1, 2, 4, 7, 9, 20, 25	7
2		Identify the topic from text	3, 5, 12, 16, 21	5
3		Identify main idea from the text	8, 11	2
4		Give conclusion from the text	6	1
5		Understand vocabulary	10, 15, 19, 23, 24	5
Total				20

Tabel 6.

There are the indicators of reading comprehension Post-test after testing validity

No	Indicator	Sub Indicators	Number of item	Items
1	The students are	Identify the	3, 5, 7, 8, 9, 10,	11

	able to complete the English test	information from the text	13, 14, 18, 20, 23	
2		Identify the topic from the text	-	-
3		Identify the main idea from text	12	1
4		Give conclusion from text	11	1
5		Understand vocabulary	1, 6, 15, 17, 21, 24, 25	7
Total				20

E. Instrument of Research

Instrument is a tool that can be use by the researcher to collect the valid and reliable data. So the process is easier and better with the more careful, complete and systematic. The researcher uses test as instrumentation. Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability.⁴⁰

The test that used in this research is multiple choice test that consist of four option a, b, c, d. In this research, before validity the test consist of 50 questions, where 25 for pre-test and 25 for post-test. The test gives to both group, experiment and control class.

⁴⁰Donald Ary, *Introduction to Research in Education* (Belmont: Wadsworth, Chengange, Learning, 2010) ,p. 117

1. Validity of Instrument

Anas sudjiono stated that validity is a characteristic of the good test.

To get the validity of an achievement test can be used two ways:⁴¹

1. Totality of the validity
2. Item validity

In this research, the researcher uses the item validity to get the validity of instrumentation. Item validity is a part of the test as a totality measure the test by items. Where the test consist of 50 questions of multiple choice questions that will be divided into two groups. They are 25 for pre-test and 25 for post-test.

To know the validity of each questions will be refer to list r product moment with r_t in 5% significant: 0,3888 and 1% significant: 0,496.

So if $r_{\text{count}} > t_{\text{table}}$ is classified valid. To get the validity of the test, researcher uses the formula of product moment:⁴²

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

Where:

r_{pbi} : coefisien item validity

M_p : mean score of the total score

SD_t : standart derivation of the total score

⁴¹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298

⁴²Anas Sudjiono, *Pengantar Statistik Pendidikan*. p.208

p : presentation of the right answer of the item tested
validity

q : presentation of the wrong answer of the item tested
validity

2. Reliability of Instrument

An instrument of the research must be reliable. A research instrument is said to have high reliability value, if the test are made to have consistent results in a measure that would be measured. To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20:⁴³

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

Where:

R_{11} : Reliability of the instrument

N : Total of questions

St^2 : Variants total

P : Proportion subject who is right answer (1)

Q : Proportion subject who is right answer (0)

The reliability of the characteristic of a good test refers to consistency of the measurement. In this research, test reliability was do using formulation KR-20. The test is reliable if $r_{count} > r_{table}$.

F. Technique of Data Collection

⁴³ Arikunto, Suharsimi. 2006, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta : Bumi Aksara. p. 100

To get the data from the students, the researcher collected by giving test. They are pre-test and post-test.

1. Pre-test

The pre-test is conducted to find out the homogeneity of sample. The function of the pre-test is to find out the homogeneity of the sample. The function was to know the homogeneity of the students in control class and experimental class. Researcher hopefully that whole students' reading comprehension are same. The researcher give a test to experimental and control class.

2. Treatment

The experimental group and the control group give the same material, which consist of communication aspects that take by the researcher is the different ways. The experimental class is given in treatment, it take by using Partner reading strategy and control class only reading without a treatment like usually they in the classroom.

3. Post-test

After giving treatment, the researcher conducts a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data.

G. Technique of Data Analysis

To find out the differences means of scores of the test between the experimental and control class, the researcher will use the test formula. In this research, the researcher uses the technique of analysis as follows:

1. Normality

In normality test, the data can be tested with Chi-quadrate:⁴⁴

$$X^2 = \sum C \frac{f_0 - f_b}{f_h}$$

F_0 = Frequency is gotten from the sample is image/result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate result of Chi-quadrate, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency is les 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$.

2. Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same it is can be called homogeneous. To test it, the researcher use formula as follows:⁴⁵

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Where:

n_1 = total of the data that biggest variant

⁴⁴Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.85

⁴⁵Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya* (Jakarta, 2009), p. 54

n_2 = total of the data that smallest variant

Hypothesis is accepted if $F_{\text{count}} > F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} < F_{\text{table}}$

3. Hypothesis Test

Hypothesis is the provisional result of the result. So, the researcher needed to analyze the data which are divided in two groups; experimental class and control class.

Before analyze the data to find the hypothesis, the researcher calculated the normality and homogeneity of the post test. It is used to know whether the data is normal and homogeneous or not. If the data is normal and homogeneous, the formula that must be used to test hypothesis is t-test. The formula is as follows:⁴⁶

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 1}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T : The value which the statistical significance

M_1 : The average score of experimental class

M_2 : The average of the control class

X_1^2 : Derivation of the experimental class

X_2^2 : Derivation of the control class

n_1 : Number of experimental

n_2 : Number of control

⁴⁶ Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, p.257

If $t_{\text{count}} > t_{\text{table}}$ so hypothesis is accepted, if $t_{\text{count}} < t_{\text{table}}$ hypothesis is rejected.

H. Outline of The Research

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis

In chapter two, it is consist of the theoretical description, which consists of sub chapters such as theoretical description of reading comprehension, and description of Partner reading strategy. Then review of related findings.

In chapter three, it is consist of research methodology which consist of time and place of the research, research methodology, population and sample, instrument of research, the technique of data analysis and outline of the thesis

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consist of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teacher by researcher.

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Data

1. Description of Data before Using Partner Reading Strategy

a. Pre -test Score of Experimental Class

Based on students' answers in pre-test the researcher has calculated the students' score in appendix 10. Then the researcher drawn the table sum in the following:

Table 3.
The Score of Experimental Class in Pre-test

Total	885
Highest Score	75
Lowest Score	45
Mean	62,68
Median	60,25
Modus	61,48
Range	30
Interval	6
Standard Deviation	10,2

Based on the table above, the total score of experimental class in pre-test was 885, mean was 62,68 standard deviation was 10,2 , median was 60,25, range was 30, modus was 61,48 , interval was 6. The researcher got the highest score was 75 and the lowest score was 45. Next, the calculation of how to get it could be seen in the appendix 12. The, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 4.
Frequency Distribution of Students' Score

No	Interval of Classes	Frequency	Percentages
1	45-49	1	6,66%
2	50-54	3	20%
3	55-59	3	20%
4	60-64	4	26,66%
5	65-69	2	13,33%
6	70-74	1	6,66%
7	75-79	1	6,66%
$i = 6$		15	100%

Based on the table above, it can be drawn at histogram as follow:

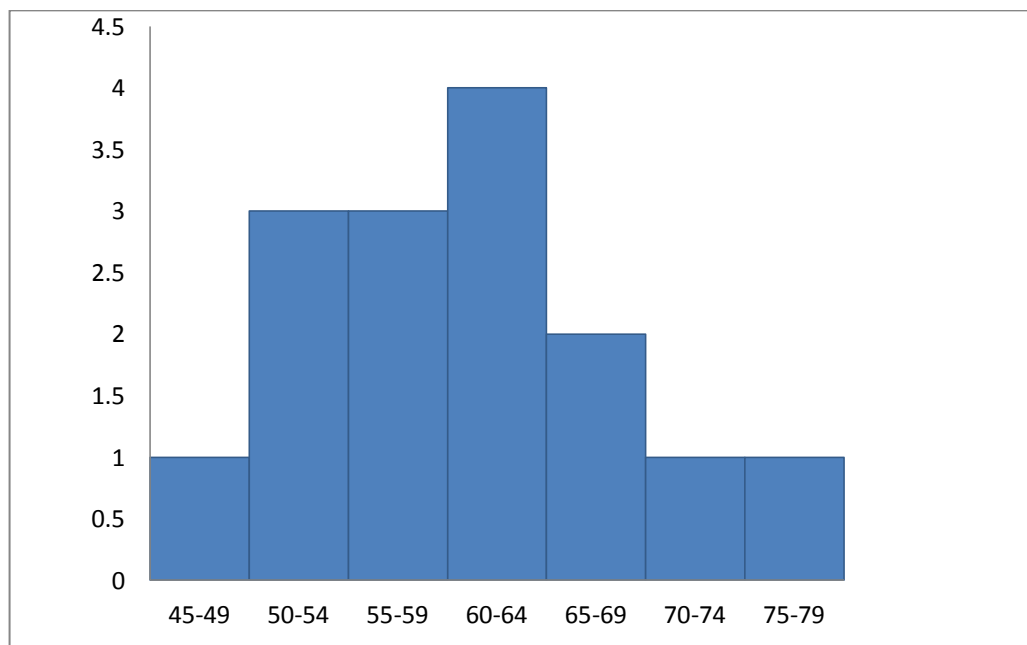


Figure 1, Histogram score result of the students' reading comprehension in experiment class in pre-test

2. The Score of Pre-Test Control Class

Table 5.
The Score of Control Class in Pre-Test

Total	870
Highest Score	75
Lowest Score	45
Mean	63,18
Median	60,25
Modus	66,9
Range	30
Interval	6
Standard Deviation	17,52

Based on the table above, the total score of control class in pre-test was 870, mean was 63,18 standard deviation was 17,52 , median was 60,25 range was 30, modus was 66,9 , interval was 6. The researcher got the highest score was 75 and the lowest score was 45. Next, the calculation of how to get it could be seen in the appendix 13. The, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 6.
Frequency Distribution of Students' Score

No	Interval of Classes	Frequency	Percentages
1	45-49	2	13,33%
2	50-54	3	20%
3	55-59	2	13,33%
4	60-64	4	26,66%
5	65-69	1	6,66%
6	70-74	2	13,33%
7	75-79	1	6,66%
		15	100%

Based on the table above, it can be drawn at histogram as follow

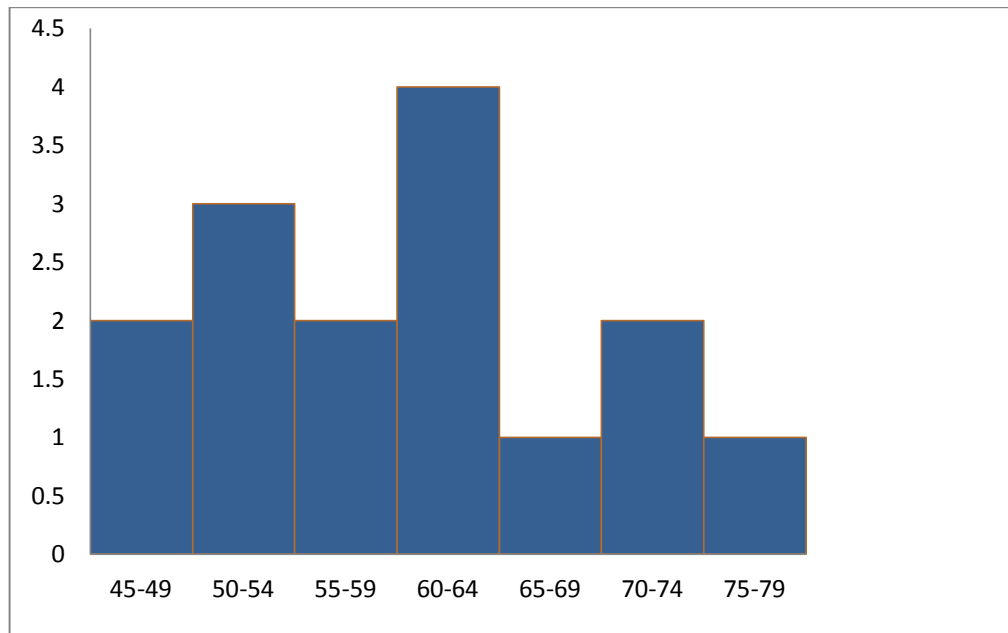


Figure 2, histogram score result of the students' reading comprehension in control class in pre-test

B. Description of Data

1. The Score Post-Test of Experimental Class

Based on students' answers in post-test the researcher has calculated the students' score in appendix 11. Then the researcher drawn the table sum in the following:

Table 7.
Score of Experimental Class in Post-Test

Total	1150
Highest Score	95
Lowest Score	65
Mean	82,78
Median	79,1
Modus	74
Range	30
Interval	6
Standard Deviation	15,12

Based on the table above, the total score of experimental class in post-test was 1150, mean was 82,78 standard deviation was 15,12 , median was 79,1, range was 30, modus was 74 , interval was 6. The researcher got the highest score was 95 and the lowest score was 65. Next, the calculation of how to get it could be seen in the appendix 15. The, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 8.
Frequency Distribution of Students' Score

No	Interval of Classes	Frequency	Percentages
1	65-69	1	6,66%
2	70-74	4	26,66%
3	75-79	3	20%
4	80-84	3	20%
5	85-89	2	13,33%
6	90-94	1	6,66%
7	95-99	1	6,66%
		15	100%

Based on the table above, it can be drawn at histogram as follow:

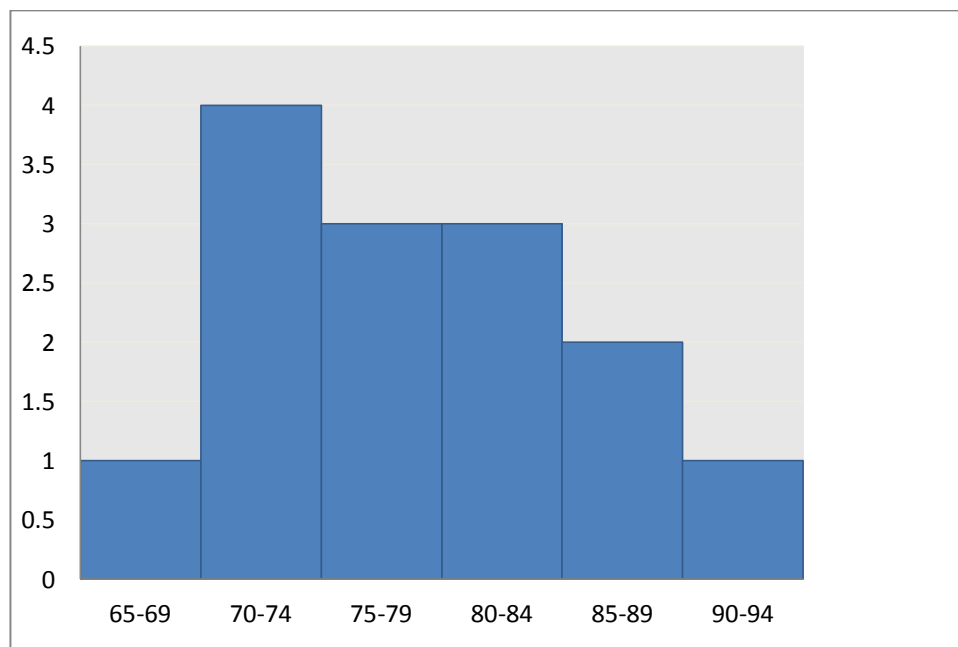


Figure 3, histogram score result of the students' reading comprehension by using partner reading strategy in experimental class in post-test

2. Score of Control Class in Post-Test

Table 9.
The Score of Control Class in Post-Test

Total	850
Highest Score	70
Lowest Score	40
Mean	62,79
Median	51,58
Modus	48,5
Range	30
Interval	6
Standard Deviation	6,6

Based on the table above, the total score of experimental class in pre-test was 850, mean was 62,79 standard deviation was 6,6 median was 51,58 range was 30, modus was 48,5 , interval was 6. The researcher got the highest score was 70 and the lowest score was 40. Next, the calculation of how to get it could be seen in the appendix 16. The, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 10.
Frequency Distribution of Students' Score

No	Interval of Classes	Frequency	Percentages
1	40-45	1	6,66%
2	46-51	6	40%
3	52-57	2	13,33%
4	58-63	4	26,66%
5	64-69	1	6,66%
6	70-75	1	6,66%
		15	100%

Based on the table above, it can be drawn at histogram as follow:

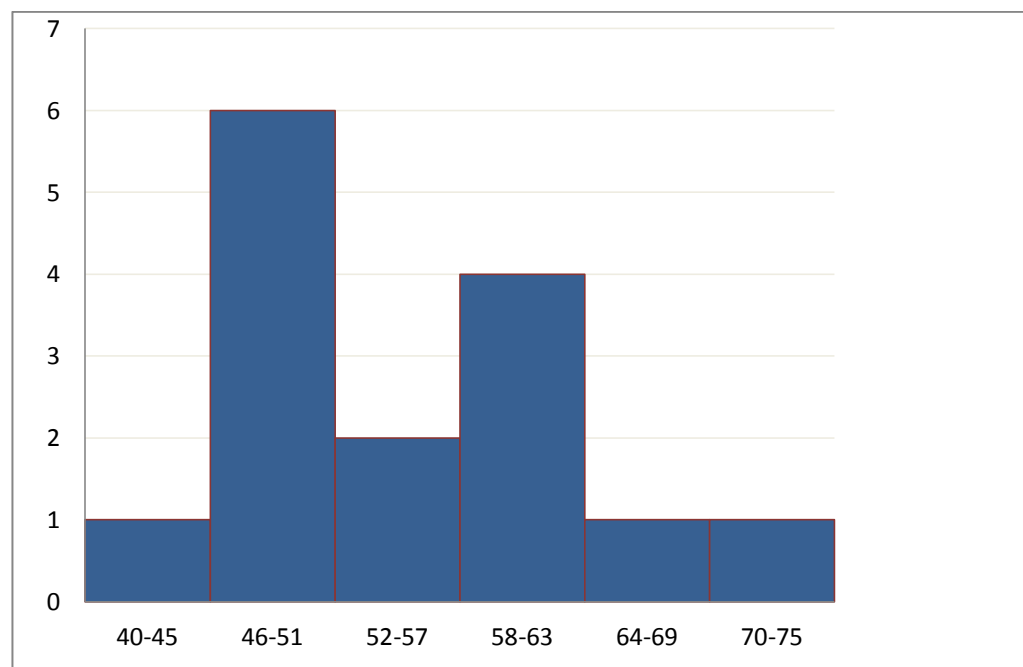


Figure 4, histogram score result of the students' reading comprehension by using conventional strategy in control class in post-test

C. DATA ANALYSIS

1. Requirement Test

a. Normality and Homogeneity Pre- Test

1) Normality of Experimental Class and Control Class in Pre-Test

Table 11
Normality and homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experimental Class	-3,68	5,591	1,27 < 2,042	
Control Class	-7,38	5,591		

Based on the table above researcher calculation, the score of experiment class L_o is lower than L_t ($L_o = -3,68 < L_t = 5,591$ with $n = 15$) also in control class L_o is lower than L_t ($L_o = -7,38 < L_t = 5,591$ with $n = 15$ and real level $\alpha 0,05$. Cause $L_o < L_t$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. (see appendix 12 and 13)

2) Homogeneity of Experiment Class and Control Class in Pre- Test

Then, the coefficient of $F_{\text{count}} = 1,27$ was compared with F_{table} . Where F table was determined at real $\alpha = 0,05$ and same numerator $dk = n - 1 = 15 - 1 = 14$ and denominator $dk = n - 1 = 15 - 1 = 14$. So, by using the list of critical value at F distribution is got $F_{0,05} = 2,042$. It showed that

$F_{\text{count}} (1,27) < F_{\text{table}} (2,042)$. So, it could be concluded that the variant from the data of students' Reading Comprehension at MTs An-Nur Padangsidimpuan by experimental and control class was homogeny. The calculation can be seen on the appendix 14.

b. Normality and Homogeneity Post Test

1) Normality of experimental class and control class in Post Test

Before analyze the data to find out the hypothesis, the researcher calculated the normality and homogeneity it is used to know whether the data is normal and homogeneous or not.

Table 12.
Normality and homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experimental Class	-16,04	5,591	1,40 < 2,042	
Control Class	-22,42	5,591		

Based on the table above researcher calculation, the score of experiment class L_o is lower than L_t ($L_o = -16,04 < L_t = 5,591$ with $n = 15$) also in control class L_o is lower than L_t ($L_o = -22,42 < L_t = 5,591$ with $n = 15$) and real level $\alpha 0,05$. Cause $L_o < L_t$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. (see appendix 15 and 16)

2) Homogeneity of Experiment Class and Control Class in Pre- Test

Then, the coefficient of $F_{\text{count}} = 1,40$ was compared with F_{table} .

Where F table was determined at real $\alpha = 0,05$ and same numerator $dk = n-1 = 15-1=14$ and denominator $dk = n-1 = 15-1=14$. So, by using the list of critical value at F distribution is got $F_{0,05} = 2.042$. It showed that $F_{\text{count}} (1,40) < F_{\text{table}}(2,042)$. So, it could be concluded that the variant from the data of students' Reading Comprehension at MTs An-Nur Padangsidimpuan by experimental and control class was homogeny.

The calculation can be seen on the appendix 17.

2. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula T_{test} Hypothesis alternative (H_a) of research was “ there was the effect of Partner Reading Strategy on Students' Reading Comprehension the result of the researcher calculation could be seen as follow:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-2)S_2^2}{n_1+n_2+2}}$$

So,

$$\begin{aligned} S &= \sqrt{\frac{(15-1)52,38 + (15-2)73,80}{15+15-2}} \\ &= \sqrt{\frac{14(52,38) + 13(73,80)}{28}} \\ &= \sqrt{\frac{733,32 + 959,4}{28}} \\ &= \sqrt{\frac{1.692.72}{28}} \end{aligned}$$

$$= \sqrt{60.45}$$

$$= 7,77$$

So,

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{82,78 - 62,79}{7,77 \sqrt{\frac{1}{15} + \frac{1}{15}}}$$

$$= \frac{19,99}{7,77 \sqrt{0,066 + 0,066}}$$

$$= \frac{19,99}{7,77(0,132)}$$

$$= \frac{19,99}{1,025} = 19,50$$

Table 13.
Result of T-test

Post-test	
t_{count}	t_{table}
19,50	2,048

Based on researcher calculation, researcher found that $t_{\text{count}} = 19,50 > t_{\text{table}} = 2,048$. With opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dt = (n_1 + n_2 - 2) = (15 + 15 - 2) = 28$. Cause t_{count} is higher than t_{table} ($19,50 > 2,048$), it means H_a was accepted. So there is the significant effect of Partner Reding Strategy on students' Reading Comprehension at eight grade of MTs An-Nur Padangsidimpuan. The calculation of hypothesis test can be seen on appendix 18 and 19.

D. Discussion

Based on the theory in Chapter II and related finding, the researcher discussed the result of this research and compare with related finding. The mean score of experimental class in pre-test. The first, descript of the research by Atisah Sistiawati⁴⁷ about the effect of partner reading strategy on students' reading comprehension the mean score of the experimental class in pre-test was 45,65. The second, descript of the research by Ainun Mardiah⁴⁸ about the effect of partner reading strategy on students' reading comprehension the mean score of experimental class in pre-test was 62,68. The third, descript of the research by Yelci Elvi⁴⁹ the mean score of experiemental class in pre-test was 60,78. The last, descript Ria Isnaini⁵⁰ the mean score of experimental class in pre- test was 62,6.

The mean score of experimental class in post test. The first, descript of Atisah Sistiawati the mean score in experimental class in post test as 72,39. Second descript of Ainun Mardiah the mean score in experimental class in post test was 82,78. The third, Yelci Elvi Handayani about the effect of partner reading strategy on students reading fluency the mean score in post test was 82,39. The last Ria Isnaini the mean score in experimental class in post test was 71.95. Its indicated that the mean score of experimental class was bigger than control class. That mean that the effect of partner reading strategy is better

⁴⁷Atisah Sistiawati, The Effect of Partner Reading Strategy on Students' Reading Comprehension.

⁴⁸Ainun Mardiah, The Effect of Partner Reading Strategy on Students' Reading Comprehension at VIII Grade of MTs An-Nur Padangsidempuan.

⁴⁹Yelci Elvi Handayani, The Effect of Partner Reading Strategy on students ' Reading Fluency

⁵⁰Ria Isnaini, The Effect of Using Partner Reading Strategy Towards Reading Comprehension at Ahmad Dahlan Islamic Junior High School

than conventional strategy.

The result of the research by Atisah Sistiawati was ($2,51 < 1,99$), it means that the effect of partner reading strategy in reading comprehension was better than conventional strategy. Next, the result of the research by Yelci Elvi Handayani was ($6,98 < 2,201$). Then, the result of the research by Ria Isnaini was ($21,75 > 2,02$). Meanwhile, in this research the post-test results showed the calculation of the normality test and the homogeneity test the two classes are homogeneous. So, that the t-test used shows that $t_{\text{count}} 19,50 > t_{\text{table}} 2,048$. In other words there was significant effect of partner reading strategy on students' reading comprehension at the eight grade of MTs An-Nur Padangsidimpuan.

Based on the data above the researcher concluded from all of the research, Partner Reading Strategy gives the effect to students' Reading Comprehension as Swanson Wexler says that Partner reading strategy is scripted cooperative learning strategy, is often used in classrooms to promote the development of fluent and automatic reading skills.⁵¹ Partner reading is an instructional routine that incorporates peer modeling into reading text.

E. Threats of The Research

In this research, the researcher found the threats of this research as follows:

1. There were some of students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
2. There were some of students that were lack of serious to answer pre-

⁵¹Indah Tri Purwanti, Swanson Wexler "The Effect Of Partner Reading Strategy On The Second Year Students ' Reading Comprehension in Recount Text at Junior High School 40 Pekanbaru," *JOM FKIP* 6 (2014): 1–8.

test and post-test . it can be threats of the research. So, the researcher can not reach the validity of trustworthiness data.

Based on the threats above, the researcher tried with all efforts, hard work and with vengeance as much as possible to do the best in this research. The researcher can complete this thesis also with the assistance of all parties and consultation with advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on result of the research in Chapter IV can be concluded there was significant effect of using partner reading strategy on students' reading comprehension at the eight grade of MTs An-Nur Padangsidimpuan. The result of reading comprehension by using partner reading strategy in post-test of experimental class showed that highest score was 95 and pre-test of experimental class lowers score was 45. Moreover, the score of t-test by using paired sample t-test with significant level 0,05 showed that t_{test} was higher than t_{table} or $(19,50 > 2.048)$.

B. Suggestion

Based on the conclusion above and based on the study that has been done, the writer would like to offer some suggestions. Therefore, the researcher has suggestion to:

1. The principal of MTs An-Nur Padangsidimpuan, to motivate the teacher, especially English teacher to teach as well as possible by maximizing the using of Partner reading strategy in teaching, because through this research, it was significantly proven that this strategy increased the students' reading comprehension.
2. The teachers, especially those teach at MTs An-Nur could use Partner Reading Strategy as an alternative technique to improvement students reading comprehension score. It can be useful to improve their

English teaching and learning especially for teaching reading comprehension.

3. Other researcher, the findings of this research were subject matters which can be developed largely and deeply by adding other variables or enlarge the sample.

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Appendix 1

A. Pre-Test

New year

On Saturday night, we went to the Town Hall. It was the last day of the year and large crowd of people had gathered under the town Hall clock. It would strike twelve in twenty minute's time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone, "it's two minutes past twelve !the clock has stopped !"

I look at my watch. It was true. The big clock refused to welcome the new year. At that moment, everybody began to laugh and sing.

Read the text above and choose a, b, c, or d by crossing (x) !

1. When did the clock stopped?
 - a. At 5.12 c. at 12.00
 - b. At 11.55 d. at 12.02
2. Why did the people gather under the Town Hall clock?
 - a. To welcome the new year c. to strike the laughing
 - b. To see the newly bought clock d. to stop people who shouted
3. Based on the text, where was the writer?
 - a. At the center of Town c. at the beach
 - b. At home d. at the market
4. When did the event happen?
 - a. In the middle of the year c. every months
 - b. The end of the year d. at the weekend
5. Which of the following is not true according to the text?
 - a. The writer was waiting to celebrate the New Year
 - b. The writer bought a watch
 - c. The writer was very happy
 - d. The writer celebrate the New Year with his family.
6. What probably happened when someone shouted that clock stopped?
 - a. Everybody directly celebrate the new year

- b. Everybody sings and laugh
 - c. Everybody looked for watch
 - d. Everybody shouted too.
7. What does the first sentence tell you?
- a. The problem that the writer
 - b. The funny thing in the story
 - c. The opening of the story
 - d. The past event
8. “It would strike twelve in twenty minutes time,” the underlined word refers to...
- a. The clock c. the town
 - b. Author’s watch d. the place
9. It was the last day of the year and large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word..
- a. Mass c. many
 - b. Big d. lots of
10. “the big clock refused to welcome the new year” what is the synonym of word..
- a. Reject c. admit
 - b. Accept d. hate

Amazing Holiday

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples. The Brahmana, Syiwa and Wisnu Temples. They are really amazing. We visited only Brahmana and Syiwa Temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived

there at four p.m. at 5 p.m. we heard the announcement that Borobudur gate would be closed, In the evening we left for Jakarta by wisata bus.

Read the text above and choose a, b, c, or d by crossing (x) !

11. The text above mainly discusses about....
 - a. The writer's trip to Yogyakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's experience at YogyaKraton
12. The text is written in the form of a/an....
 - a. Recount c. report
 - b. Narrative d. anecdote
13. The purpose of the text is to....
 - a. Tell past events c. describe the smugglers
 - b. Entertain readers d. inform readers about events of the day
14. What are the big temples in Prambanan?
 - a. Angkor wat, syiwa, and sudra temples
 - b. Paria, brahmana, temples
 - c. Brahmana, syiwa and wisnu temples
 - d. Borobudur, syiwa and brahmana temples
15. When did they go home?
 - a. On Saturday morning
 - b. On Friday morning
 - c. On Friday afternoon
 - d. On Saturday evening
16. Why did they only visit Brahmana and Syiwa temples?
 - a. Because there was no wisnu temples
 - b. Because wisnu temple wa being repaired
 - c. Because wisnu temple was too small
 - d. Because wisnu temple was being destroyed
17. They were lucky because they were led by...
 - a. Arrogant and humble guide

- b. Calm and smart guide
 - c. Friendly and nervously guide
 - d. Smart and friendly guide
18. What time that they arrived at Borobudur Temple?
- a. Three p.m.
 - b. Five p.m.
 - c. six p.m.
 - d. seven p.m.
19. When did they go to YogyaKraton?
- a. On Friday morning
 - b. On Saturday evening
 - c. On Wednesday evening
 - d. On Friday evening
20. Where did they stay ?
- a. Dirgahayu Hotel
 - b. Malioboro Hotel
 - c. Yogyakarta Hotel
 - d. Prambanan Hotel

Golden Son

Last week, MrDamiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new to car. Suddenly, Yusuf heard his mother calling, "Help! Help!" he run to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office.

The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he run to the neighbor'shouse and asked his neighbor to come to help his mother. The neighbor soon put out the fire and took yusuf 's mother to the clinic. When, Mr. Damiri came home, his wife told him what had happened. he was very proud of his son, "when you are a man, you will be just like your father,"she said.

Read the text above and choose a, b, c, or d by crossing (x) !

21. Who did took Mrs. Damiri to the clinic?
- a. Her son
 - b. Her husband
 - c. Her neighbor
 - d. Her children
22. The main idea of the second paragraph is....
- a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbor to help his mother
 - d. Mr. Damiri and his other children had gone
23. How did the neighbor help Mrs. Damiri?
- a. He called Mrs. Damiri 's husband
 - b. He called the fireman and put on he fire
 - c. He ran to the kitchen
 - d. He put out the fire and took Mrs, Damiri to the clinic
24. What is the name of the youngest child of Mr. Damiri?
- a. Damiri c. Yunus
 - b. Yusuf d. Yahya
25. What did Yusuf do when his mother burnt herself in the kitchen?
- a. Playing game online
 - b. Gone to school
 - c. Playing with his new toy car
 - d. He were sleeping

Appendix 2

B. Post- Test

Semester Holiday

On semester holiday, Harry and his family went to Cibodas Botanical Garden in Puncak. They went from Jakarta early in the morning to avoid traffic jam, but unfortunately, they still got trapped in traffic jam. They were confuse, should they went back home or wait. Then their driver decided to use alternative way. He took them to small streets, from village to village. It was so far. Harry almost gave up and wanted to throw up. They arrived at the destination three hours later.

When they reached there, Harry felt his tiredness has gone. The view was amazing. There's a mount so the air was. The garden was big. The saw many plants. They sat and ate on the grass while the Harry and his brother were swimming in the river. When they decided to went back home, they heard the RafflesiaArnoldi was blooming that day. They couldn't pass that rare opportunity. For the first time in forever, Harry saw that giant flower in front of him. He was in awe. Although the flower smelt bad, it was beautiful. He took picture in front of the flower.

They went back home later after the sunset. It was a tiring yet satisfying holiday for their family.

Read the text above and choose a, b, c, or d by crossing (x) !

1. What is the text about?
 - a. The best time with family
 - b. Harry's tiring experience
 - c. Harry's holiday experience
 - d. Family trip
2. How did Harry's family reach the destination?
 - a. By breaking through the traffic jam
 - b. By waiting for the traffic jam
 - c. By using alternative way to smaller streets

- d. By using the highway
3. What made Harri awestruck?
- a. He felt fresh air
 - b. The flower smelt bad
 - c. He saw beautiful flower
 - d. He saw RafflesiaArnoldi bloomed
4. “he took us to small streets.....” the word he in that sentence refers to...
- a. The driver c. Harry’s brother
 - b. Harry d. Harry’s family
5. “it was a tiring yet satisfying holiday for their family.” The underlined word has similar meaning with....
- a. Journey c. Vacation
 - b. Visit d. Trip
6. Where did Harry take a picture?
- a. At swimming pool c. in front of the flower
 - b. In the garden d. in the car
7. Why is the driver use alternative way?
- a. Because there is giant on the street
 - b. Because the streets are broke
 - c. Because there is traffic jam
 - d. Because they want enjoy another street
8. Where did Harry’s family go for holiday?
- a. Cibodas Botanical Garden in Puncak
 - b. Kebunraya Bogor
 - c. Jakarta
 - d. Cibodas
9. When did they back home?
- a. In evening c. at Sunset
 - b. In morning d. at Sunrise
10. When did Harry and his family go for holiday?

- a. On semester holiday
- b. On weekend
- c. on IdulFitri
- d. on new year

A trip to Mount Fuji

July 2016, I went to west Tokyo by plane. It was my first journey to Japan. I took a trip to mount Fuji. I stayed at Sakura's House. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was perfect element of a traditional wooden house.

On Sunday morning, I started my journey to the Mountain. At Shizuka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for breakfast. Oh my god, it was delicious. At 9:00 a.m. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "korewasubarshidesu." It means that it was amazing. Then, I replayed "hai, sodesu." It means that yes, it was.

We reached the top of Mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn't forget. It was called "HatsuHinode" it means that it was my first time to see sunrises in mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing mount Fuji. That was a very pleasant moment that I ever got.

Read the text above and choose a, b, c, or d by crossing (x) !

11. When did the writer go to Tokyo?
 - a. In June 2006 c. in June 2016
 - b. In July 2016 d. in July 2006
12. How did the writer go there?
 - a. By car c. by plane
 - b. By train d. by motorcycle
13. Where did the writer stay in Tokyo
 - a. Sakuras's house c. on mount Fuji
 - b. Yamato's house d. in plane
14. Who is Sakura?
 - a. Her tour guide c. her friend
 - b. her sister d. traveler
15. When did the writer go to mount Fuji?
 - a. On Monday morning c. on Sunday evening
 - b. On Sunday morning d. on Monday evening
16. "that was a very pleasant moment" what is the synonym of underlined word...
 - a. Pleasure c. amazing
 - b. Terrible d. bored
17. "wereached the top of mountain" what is the close meaning of underline word....
 - a. Carry c. get
 - b. Make d. complete
18. What was the writer bring from Mount Fuji?
 - a. Sushi c. blessing of mount Fuji
 - b. Fruits d. blessing from God
19. How was the trip to Mount Fuji?
 - a. It was enjoyable trip
 - b. It was an unforgettable trip
 - c. It was a long and tiring trip

d. It was tiring trip and terrible

20. Where did the writer meet Yamato?

- a. At mount Fuji c. at sakura's house
b. At Shizuoka Perpecture d. at plane

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there by a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet, it took only a few minutes. When I came out again, the bus was not there. it had gone, my friend was not there too.

Feeling shocked and confused, I asked a waitress about the bus. she said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back I got on the bus and walked to my seat. I was so ashamed when everybody looked at me. I could feel my face turn red.

Read the text above and choose a, b, c, or d by crossing (x) !

21. What is the topic of the text above?
- a. My vacation
b. Vacation to Surabaya
c. Vacation with family
d. Vacation to foreign country
22. What did the writer do when the bus stop for rest in Lamongan ?
- a. The writer bought some souvenir
b. The writer drank some cold lemonade
c. The writer went to toilet
d. The writer got off the bus to get a cup of ginger tea
23. What did the writer feel when the bus is not there?
- a. Ashamed

- b. Shocked and confuse
- c. Sad and angry
- d. Disappointed

24. "It had gone, my friend was not there too." The word it refers to...

- a. Friend c. Driver
- b. Waitress d. Bus

25. What is the end of the above?

- a. The friend got her back c. she slept at the rest area
- b. The bus come back to rest area d. she back home alone

Appendix 3**Key Words of Pre-Test**

1. D	11. A	21. C
2. A	12. A	22. C
3. A	13. A	23. D
4. B	14. C	24. B
5. D	15. D	25. C
6. B	16. B	
7. D	17. D	
8. A	18. B	
9. D	19. A	
10. B	20. A	

Key Words Post- Test

1. C	11. B	21. A
2. C	12. C	22. D
3. D	13. A	23. B
4. A	14. C	24. D
5. C	15. B	25. B
6. C	16. A	
7. C	17. C	
8. A	18. C	
9. C	19. B	
10. A	20. B	

Appendix 4

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTs s An- Nur Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

- **KI 1 dan KI 2 : menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), tanggungjawab, responsive, dan pro- aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3 : Memahami, menerapkan dan menganalisis** pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, senin, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah penyebab .

- **KI 4:** mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan .

- **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

1. Kompetensi Dasar : - Mampu memahami text yang sedang dipelajari dengan benar

- Mampu menjawab pertanyaan terkait dengan text

2. Indikator : - Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau topic, mengidentifikasi main idea memahami *vocabulary* dan dapat memberikan kesimpulan text

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text dengan baik dengan bantuan yang diberikan oleh guru
- Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan recount text

D. Materi Pembelajaran

-Recount text

E. Metode Pembelajaran

1) Metode Pembelajaran : Partner Reading Strategy

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa) Buku paket

2. Alat/Bahan

- Spidol, papan tulis

G. Sumber Belajar : Buku yang berkaitan, internet

H. Langkah-Langkah Pembelajaran

1	Pertemuan ke- 1 (2 x 30 menit)
Kegiatan pendahuluan (10 menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik sebagai sikap
●	Memeriksa fisik dan psikis peserta didik untuk memulai pembelajaran
●	Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari
Pemberian Acuan	

•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
•	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung
•	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (50 Menit)	
	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> - Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama - Guru menjelaskan tentang recount text - Guru menjelaskan prosedur dari partner reading <p>Strategy:</p> <ol style="list-style-type: none"> 1. Guru menentukan 2 orang siswa dalam 1 partner reading, dalam hal ini the lowest score and the highest score in reading. 2. Guru memberikan beberapa waktu untuk murid untuk saling mengenal dan beriteraksi di pertemuan pertama. 3. Guru membagikan text recount kepada siswa.

	<p>4. Gur meminta daftar murid pertama untuk membaca text dan daftar murid kedua mendengarkan temannya membaca dan saling bergantian.</p> <p>5. Guru meminta murid-murid untuk saling bertanya satu sama lain tentang text recount yang mereka baca.</p> <ul style="list-style-type: none"> - Siswa bekerja berkelompok - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut - Guru membantu dan memandu siswa menjawab lembar kerja dengan menggunakan Partner Reading Strategy
<p>Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p>	
<ul style="list-style-type: none"> ● 	<p>Membuat resume tentang point- point penting yang muncul dalam kegiatan pembelajaran yang dilakukan</p>
<ul style="list-style-type: none"> ● 	<p>Mengumpulkan lembar kerja yang telah dikerjakan</p>
<p>Guru :</p>	
<ul style="list-style-type: none"> ● 	<p>Meminta siswa agar mengulang dan mempraktekkan Partner Reading strategy agar lebih mudah dalam pembelajaran selanjutnya.</p>

•	Menutup kelas atau mengakhiri pembelajaran dengan salam
2	Pertemuan Ke-2 (2 x 30 Menit)
Kegiatan Pendahuluan (5 Menit)	
Guru :	
Orientasi	
•	Melakukan pembukaan dan berdoa bersama sebelum belajar dimulai
•	Memeriksa kehadiran peserta didik
•	Memastikan seluruh peserta didik siap untuk belajar
Aperpepsi	
•	Mengaitkan pembelajaran atau tema dengan kehidupan sehari-hari
•	Mengingatkan kembali tentang materi dengan memberikan pertanyaan
Motivasi	
•	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
Pemberian Acuan	
•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
•	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
•	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (50 Menit)	

Kegiatan Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> - Guru memberikan rangsangan atau warming up sebelum belajar agar siswa semangat untuk memulai pembelajaran. - Guru menjelaskan materi yang akan dipelajari selanjutnya - Guru menjelaskan recount text - Guru memerintahkan siswa agar kembali duduk bersama partner yang telah ditentukan sebelumnya - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut - Guru membantu dan memandu siswa menjawab lembar kerja dengan menggunakan Partner Reading Strategy
Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Kegiatan Penutup (5 Menit)	
Peserta didik :	
●	Membuat resume tentang pembelajaran yang telah dilakukan
Guru :	
●	Siswa yang telah menyelesaikan tugas akan diberikan feedback

•	Memberikan kesimpulan terkait pembelajaran
•	Menutup pertemuan dengan salam

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian	Teknik	Bentuk	Instrument
Kompetensi	Penilaian	Instrument	Soal
1. Identify the information	Tes Tulisan	Multiple Choice	Multiple Choice
2. Identity the topic			Question
3. Identify main idea			(choose the
4. Give conclusion			best answer
5. Understand vocabulary			by crossing (x) a, b, c, or d)

Padangsidempuan, 2020

Mengetahui:
English Teacher

Peneliti

Syafran Pasaribu,S.Pd

Ainun Mardiah
NIM. 16 203 00071

Appendix 5

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs.s An- Nur Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Alokasi Waktu : 2 x 30 Menit

A. Kompetensi Inti

- **KI 1 dan KI 2 : Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3 : Memahami, menerapkan, dan menganalisis** pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : - Mampu memahami text yang sedang dipelajari dengan benar

- Mampu menjawab pertanyaan terkait dengan text

2. Indikator : - Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi tema atau *topic*, mengidentifikasi *main idea*, memahami *vocabulary* dan dapat memberikan kesimpulan text

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text dengan baik dengan bantuan metode yang diberikan oleh guru
- Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan dalam recount text.

D. Materi Pembelajaran

- Recount text

E. Metode Pembelajaran

1) Metode Pembelajaran : Conventional Strategy

F. Media Pembelajaran

3. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

4. Alat/Bahan

- Spidol, papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

1	Pertemuan Ke-1 (2 x 30Menit)
Kegiatan Pendahuluan (5 Menit)	
Guru :	
Orientasi	
●	Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran
●	Memeriksa kehadiran peserta didik
●	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
●	Memperkenalkan diri pada siswa dan menyampaikan maksud dan tujuan kedatangan ke dalam kelas
Motivasi	
●	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

Pemberian Acuan	
•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
•	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung
•	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (50 Menit)	
	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> - Peserta didik diberikan rangsangan, motivasi atau warm up sebelum belajara agar peserta didik focus dan semangat untuk belajar serta memberikan text atau materi untuk dipelajari bersama-sama. - Guru meminta siswa membaca text yang telah diberikan secara bergiliran - Guru menjelaskan tentang recount text - Guru mengajukan pertanyaan dan memberikan kesempatan kepada siswa untuk bertanya kembali mengenai penjelasan pembelajaran - Siswa bekerja sendiri atau tidak berkelompok - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut

	- Guru membantu dan memandu siswa menjawab lembar kerja
Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Kegiatan Penutup (5 Menit)	
Peserta didik :	
•	Membuat resume tentang poin penting dalam pembelajaran
•	Mengumpulkan lembar kerja yang telah dikerjakan
Guru :	
•	Meminta siswa untuk mengulang kembali pembelajaran atau materi di rumah agar lebih memudahkan siswa dalam pembelajaran berikutnya
•	Menutup kelas atau mengakhiri pembelajaran dengan salam
2	Pertemuan Ke-2 (2 x 30 Menit)
Kegiatan Pendahuluan (5 Menit)	
Guru :	
Orientasi	
•	Melakukan pembukaan dengan salam pembuka, dan berdoa bersama
•	Memeriksa kehadiran peserta didik
•	Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi	
•	Mengaitkan materi tentang pembelajaran sebelumnya
•	Mengingatn kembali materi sebelumnya dengan bertanya kepada peserta didik
Motivasi	
•	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
Pemberian Acuan	
•	Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
•	Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
•	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (50 Menit)	
	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> - Peserta didik diberi motivasi atau warming up agar mereka fokus dan semangat untuk belajar serta membagi text yang akan dipelajari - Guru meminta siswa membaca text yang telah diberikan secara bergiliran - Guru menjelaskan tentang Recount text

	<ul style="list-style-type: none"> - Guru mengajukan pertanyaan dan memberikan kesempatan kepada siswa untuk bertanya kembali mengenai penjelasan pembelajaran - Siswa bekerja sendiri atau tidak berkelompok - Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut - Guru membantu dan memandu siswa menjawab lembar kerja
<p>Catatan : Selama pembelajaran, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (5 Menit)</p>	
<p>Peserta didik :</p>	
●	Membuat resume tentang pelajaran
<p>Guru :</p>	
●	Peserta didik yang selesai mengerjakan tugas diberikan feedback
●	Menyimpulkan pembelajaran dari pertemuan pertama dan kedua
●	Menutup atau mengakhiri pembelajaran dengan salam

H. Penilaian : The Amount of Correct Answer in Completion

Sub Indikator Pencapaian	Teknik	Bentuk	Instrument
Kompetensi	Penilaian	Instrument	Soal
1. Identify the	Tes Tulisan	Multiple	Multiple

information	Choice	Choice
2. Identity the topic		Question
3. Identify main idea		(choose the
4. Give conclusion		best answer
5. Understand		by crossing
vocabulary		(x) a, b, c, or
		d)

Padangsidempuan, 2020

English Teacher

Mengetahui:
Researcher

Syafran Pasaribu,S.Pd

Ainun Mardiah
NIM. 16 203 00071

Kepala Sekolah
Mts s An- Nur Padangsidempuan

Syafran Pasaribu,S.Pd

Appendix 6

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Pre-Test

A. Calculation of Pre-Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{389}{30} = 12.97$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{5869}{30} - \left(\frac{389}{30}\right)^2}$$

$$SD_t = \sqrt{195.63 - 168.22}$$

$$SD_t = \sqrt{27.41} = 5.24$$

3. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{21+10+119+9+7+19+11+13+7+19+10+16+16+18+12+15+18+17+15+7+12+9+20+6+17+21}{26}$$

$$M_{pl} = \frac{364}{26} = 14$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_2}$$

$$M_{pl} = \frac{21+10+19+9+7+13+19+10+16+16+12+15+18+17+15+7+12+20+17+21}{20}$$

$$M_{pl} = \frac{294}{20} = 14.7$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{20+10+7+19+13+7+19+10+16+16+18+15+16+18+15+8+20+16+5+21}{16}$$

$$M_{pl} = \frac{289}{16} = 18.06$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{21+10+9+19+16+16+15+18+17+15+7+9+17+21}{14}$$

$$M_{pl} = \frac{210}{14} = 15$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{21+19+9+19+11+13+10+7+19+16+16+18+12+18+8+17+15+12+9+20+17+5+21}{23}$$

$$M_{pl} = \frac{332}{23} = 14.43$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{21+10+19+19+7+19+10+16+18+18+8+17+15+9+20+6+17+21}{18}$$

$$M_{pl} = \frac{270}{18} = 15$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{21+10+19+9+7+19+11+13+10+7+19+10+16+16+18+12+15+18+8+17+15+12+9+20+17+5+21}{27}$$

$$M_{pl} = \frac{374}{27} = 13.85$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{21+19+7+19+7+19+10+16+16+18+15+18+17+20+17+5+21}{17}$$

$$M_{pl} = \frac{265}{17} = 15.59$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+16+12+15+18+17+12+20+6+17+21}{17}$$

$$M_{pl} = \frac{266}{17} = 15.65$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{21+19+9+19+11+13+10+19+16+16+18+12+15+18+17+15+7+12+20+17+2+21}{22}$$

$$M_{pl} = \frac{327}{22} = 14.86$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{21+19+19+19+10+16+18+15+18+17+15+20+17+21}{14}$$

$$M_{pl} = \frac{245}{14} = 17.5$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{21+19+9+19+19+16+16+15+18+8+17+15+9+17+21}{15}$$

$$M_{pl} = \frac{239}{15} = 15.94$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{21+9+11+13+10+18+12+8+7+12+9}{11}$$

$$M_{pl} = \frac{130}{11} = 11.81$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{9+20}{2}$$

$$M_{pl} = \frac{29}{2} = 14.5$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{15}}$$

$$M_{pl} = \frac{21+10+19+7+19+19+10+16+16+18+15+18+17+20+17+21}{16}$$

$$M_{pl} = \frac{263}{16} = 16.44$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{21+19+19+19+16+16+18+15+18+17+15+17+21}{13}$$

$$M_{pl} = \frac{231}{13} = 17.77$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{11+13+10+16+12+15+17+15+12+6+17}{11}$$

$$M_{pl} = \frac{144}{11} = 13.09$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{100+9+11+13+10+16+12+8+12+9+20}{11}$$

$$M_{pl} = \frac{130}{11} = 11.82$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+18+12+12+20+21}{12}$$

$$M_{pl} = \frac{195}{12} = 16.25$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{21+19+19+19+16+18+15+8+17+15+20+17+21}{13}$$

$$M_{pl} = \frac{225}{13} = 17.3$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{21+10+19+7+19+10+16+16+18+15+18+17+20+6+17+5+21}{19}$$

$$M_{pl} = \frac{281}{19} = 14.79$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{10+19+18+18+8+7+20+2+21}{9}$$

$$M_{pl} = \frac{123}{9} = 13.67$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+10+16+18+12+18+15+12+20+21}{16}$$

$$M_{pl} = \frac{254}{16} = 15.88$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{21+19+19+11+13+10+19+16+18+12+18+15+12+20+21}{16}$$

$$M_{pl} = \frac{244}{16} = 15.25$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{21+19+19+19+18+20+6+21}{8}$$

$$M_{pl} = \frac{143}{8} = 17.88$$

4. Calculating of the Formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

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

$$r_{pbi} = \frac{14 - 12.97}{5.24} \sqrt{\frac{0.9}{0.1}}$$

$$r_{pbi} = \frac{1.03}{5.24} \sqrt{9}$$

$$r_{pbi} = 0.19 \times 3 = 0.57$$

Item 3

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

$$r_{pbi} = \frac{14.55 - 12.97}{5.24} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.58}{5.24} \sqrt{2.33}$$

$$r_{pbi} = 0.3 \times 1.53 = 0.46$$

Item 5

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

$$r_{pbi} = \frac{14.43 - 12.97}{5.24} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.46}{5.24} \sqrt{4}$$

$$r_{pbi} = 0.27 \times 2 = 0.54$$

Item 7

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

$$r_{pbi} = \frac{13.85 - 12.97}{5.24} \sqrt{\frac{0.9}{0.1}}$$

Item 2

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

$$r_{pbi} = \frac{14.7 - 12.97}{5.24} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.73}{5.24} \sqrt{2.33}$$

$$r_{pbi} = 0.33 \times 1.53 = 0.50$$

Item 4

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

$$r_{pbi} = \frac{15 - 12.97}{5.24} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.03}{5.24} \sqrt{1}$$

$$r_{pbi} = 0.40 \times 1 = 0.40$$

Item 6

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

$$r_{pbi} = \frac{15 - 12.97}{5.24} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.03}{5.24} \sqrt{1.5}$$

$$r_{pbi} = 0.39 \times 1.22 = 0.48$$

Item 8

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

$$r_{pbi} = \frac{15.59 - 12.97}{5.24} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{0.88}{5.24} \sqrt{9}$$

$$r_{pbi} = 0.17 \times 3 = 0.51$$

Item 9

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

$$r_{pbi} = \frac{15.65 - 12.97}{5.24} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.68}{5.24} \sqrt{1.5}$$

$$r_{pbi} = 0.51 \times 1.23 = 0.62$$

Item 11

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

$$r_{pbi} = \frac{17.5 - 12.97}{5.24} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{4.35}{5.24} \sqrt{1}$$

$$r_{pbi} = 0.86 \times 1 = 0.86$$

Item 13

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

$$r_{pbi} = \frac{11.81 - 12.97}{5.24} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{-1.16}{5.24} \sqrt{0.67}$$

$$r_{pbi} = -0.22 \times 0.81 = -0.18$$

Item 15

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

$$r_{pbi} = \frac{16.44 - 12.97}{5.24} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{3.47}{5.24} \sqrt{1}$$

$$r_{pbi} = \frac{2.62}{5.24} \sqrt{1.5}$$

$$r_{pbi} = 0.5 \times 1.23 = 0.61$$

Item 10

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

$$r_{pbi} = \frac{14.86 - 12.97}{5.24} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.89}{5.24} \sqrt{2.33}$$

$$r_{pbi} = 0.36 \times 1.53 = 0.55$$

Item 12

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

$$r_{pbi} = \frac{15.94 - 12.97}{5.24} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{2.97}{5.24} \sqrt{1}$$

$$r_{pbi} = 0.57 \times 1 = 0.57$$

Item 14

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

$$r_{pbi} = \frac{14.5 - 12.97}{5.24} \sqrt{\frac{0.1}{0.9}}$$

$$r_{pbi} = \frac{1.53}{5.24} \sqrt{0.11}$$

$$r_{pbi} = 0.29 \times 0.33 = 0.09$$

Item 16

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

$$r_{pbi} = \frac{17.77 - 12.97}{5.24} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{4.8}{5.24} \sqrt{0.67}$$

Appendix 7

Table Validity of Pre-Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	14	12.97	5.24	0.9	0.1	0.57	0.396	Valid
2	14.7	12.97	5.24	0.7	0.3	0.50	0.396	Valid
3	14.55	12.97	5.24	0.7	0.3	0.46	0.396	Valid
4	15	12.97	5.24	0.5	0.5	0.40	0.396	Valid
5	14.43	12.97	5.24	0.8	0.2	0.54	0.396	Valid
6	15	12.97	5.24	0.6	0.4	0.48	0.396	Valid
7	13.85	12.97	5.24	0.9	0.1	0.51	0.396	Valid
8	15.59	12.97	5.24	0.6	0.4	0.61	0.396	Valid
9	15.65	12.97	5.24	0.6	0.4	0.62	0.396	Valid
10	14.86	12.97	5.24	0.7	0.3	0.55	0.396	Valid
11	17.5	12.97	5.24	0.5	0.5	0.86	0.396	Valid
12	15.94	12.97	5.24	0.5	0.5	0.57	0.396	Valid
13	11.81	12.97	5.24	0.4	0.6	-0.18	0.396	Invalid
14	14.5	12.97	5.24	0.1	0.9	0.09	0.396	Invalid
15	16.44	12.97	5.24	0.5	0.5	0.66	0.396	Valid
16	17.77	12.97	5.24	0.4	0.6	0.76	0.396	Valid
17	13.09	12.97	5.24	0.4	0.6	0.02	0.396	Invalid
18	11.82	12.97	5.24	0.4	0.6	-0.18	0.396	Invalid
19	16.25	12.97	5.24	0.4	0.6	0.53	0.396	Valid
20	17.3	12.97	5.24	0.4	0.6	0.68	0.396	Valid
21	14.79	12.97	5.24	0.6	0.4	0.43	0.396	Valid
22	13.66	12.97	5.24	0.3	0.7	0.09	0.396	Invalid
23	15.88	12.97	5.24	0.5	0.5	0.56	0.396	Valid
24	15.25	12.97	5.24	0.5	0.5	0.44	0.396	Valid
25	17.88	12.97	5.24	0.3	0.7	0.62	0.396	Valid

Appendix 8

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Post-Test

B. Calculation of Post-Test

5. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{327}{30} = 10.9$$

6. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{4621}{30} - \left(\frac{327}{30}\right)^2}$$

$$SD_t = \sqrt{154.03 - 118.81}$$

$$SD_t = \sqrt{35.22} = 5.93$$

7. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{15+22+14+22+22+18+22}{7}$$

$$M_{pl} = \frac{135}{7} = 19.29$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{15+5+22+14+5+4+5+14+22+5+22+13+5+18+12+22}{16}$$

$$M_{pl} = \frac{203}{16} = 12.69$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{15+22+11+5+4+5+14+10+14+22+5+14+22+4+13+13+11+18+11+12+22}{21}$$

$$M_{pl} = \frac{267}{21} = 12.71$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{15+22+11+14+5+4+5+14+10+22+5+22+13+11+18+12+22}{18}$$

$$M_{pl} = \frac{225}{18} = 12.5$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{15+22+14+14+10+14+11+22+14+22+4+13+13+18+11+12+22}{18}$$

$$M_{pl} = \frac{251}{17} = 14.76$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{15+22+14+6+14+11+22+22+4+18+4+6+12+22}{14}$$

$$M_{pl} = \frac{192}{14} = 13.71$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{15+22+14+6+10+11+14+22+14+4+13+13+4+18+11+6+12+22}{17}$$

$$M_{pl} = \frac{231}{17} = 13.59$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{15+22+5+14+6+14+10+14+22+14+22+13+18+11+6+22}{16}$$

$$M_{pl} = \frac{228}{16} = 14.25$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{5+22+11+11+14+22+14+22+11+11+22}{11}$$

$$M_{pl} = \frac{165}{11} = 15$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{15+22+5+14+14+11+14+22+14+22+13+13+18+4+11+22}{16}$$

$$M_{pl} = \frac{234}{16} = 14.63$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{15+22+11+14+14+22+22+11+18+12+22}{12}$$

$$M_{pl} = \frac{168}{12} = 14$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{pl} = \frac{15+22+11+14+14+11+14+22+14+22+13+13+4+11+11+22}{14}$$

$$M_{pl} = \frac{237}{17} = 13.94$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{15+22+14+14+11+14+22+14+22+13+13+18+11+22}{14}$$

$$M_{pl} = \frac{205}{14} = 14.64$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{pl} = \frac{155+22+5+14+14+22+22+18+12+22}{10}$$

$$M_{pl} = \frac{166}{10} = 16.6$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{22+11+11+22+22+13+11+18+22}{9}$$

$$M_{pl} = \frac{152}{9} = 16.89$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{11+5+11}{3}$$

$$M_{pl} = \frac{27}{3} = 9$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{22+11+5+10+14+14+22+13+11+18+11+12+22}{13}$$

$$M_{pl} = \frac{185}{13} = 14.23$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{5+22+11+6+10+11+22+22+11+18+6+22}{12}$$

$$M_{pl} = \frac{166}{12} = 13.83$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{5+5+22+5+13+4}{6}$$

$$M_{pl} = \frac{54}{6} = 9$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{22+22+22+18+22}{5}$$

$$M_{pl} = \frac{106}{5} = 21.2$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{22+14+14+22+14+22+13+18+11+22}{10}$$

$$M_{pl} = \frac{172}{10} = 17.2$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{5+22+5+4+5+10+14+5+14+22+13+13+4+12+22}{15}$$

$$M_{pl} = \frac{170}{15} = 11.33$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{15+22+11+14+6+14+10+11+14+22+14+22+13+13+4+11+18+4+6+22}{20}$$

$$M_{pl} = \frac{266}{20} = 13.3$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{22+11+6+10+11+14+22+14+22+4+13+11+6+12+22}{15}$$

$$M_{pl} = \frac{200}{15} = 13.33$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{15+14+14+14+22+14+22+13+13+11+12}{11}$$

$$M_{pl} = \frac{164}{11} = 14.90$$

8. Calculating of the Formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

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

$$r_{pbi} = \frac{19.29 - 10.9}{5.93} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{8.39}{5.93} \sqrt{0.25}$$

$$r_{pbi} = 1.41 \times 0.5 = 0.70$$

Item 3

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

$$r_{pbi} = \frac{12.71 - 10.9}{5.93} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.81}{5.93} \sqrt{2.33}$$

$$r_{pbi} = 0.31 \times 1.53 = 0.47$$

Item 5

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

$$r_{pbi} = \frac{14.76 - 10.9}{5.93} \sqrt{\frac{0.6}{0.4}}$$

Item 2

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

$$r_{pbi} = \frac{12.69 - 10.9}{5.93} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{1.79}{5.93} \sqrt{1}$$

$$r_{pbi} = 0.30 \times 1 = 0.30$$

Item 4

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

$$r_{pbi} = \frac{12.5 - 10.9}{5.93} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.6}{5.93} \sqrt{1.5}$$

$$r_{pbi} = 0.27 \times 1.22 = 0.33$$

Item 6

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

$$r_{pbi} = \frac{13.71 - 10.9}{5.88} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{3.68}{5.93} \sqrt{1.5}$$

$$r_{pbi} = 0.65 \times 1.22 = 0.79$$

Item 7

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

$$r_{pbi} = \frac{13.59 - 10.9}{5.93} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.69}{5.93} \sqrt{1.5}$$

$$r_{pbi} = 0.45 \times 1.2 = 0.54$$

Item 9

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

$$r_{pbi} = \frac{15 - 10.9}{5.93} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{4.1}{5.93} \sqrt{0.67}$$

$$r_{pbi} = 0.69 \times 0.82 = 0.57$$

Item 11

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

$$r_{pbi} = \frac{14 - 10.9}{5.93} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{3.1}{5.93} \sqrt{0.67}$$

$$r_{pbi} = 0.52 \times 0.82 = 0.43$$

Item 13

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

$$r_{pbi} = \frac{14.64 - 10.9}{5.93} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{3.74}{5.93} \sqrt{1}$$

$$r_{pbi} = \frac{2.81}{5.93} \sqrt{1}$$

$$r_{pbi} = 0.47 \times 1 = 0.47$$

Item 8

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

$$r_{pbi} = \frac{14.25 - 10.9}{5.93} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{3.35}{5.93} \sqrt{1}$$

$$r_{pbi} = 0.56 \times 1 = 0.56$$

Item 10

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

$$r_{pbi} = \frac{14.63 - 10.9}{5.93} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{3.73}{5.93} \sqrt{1}$$

$$r_{pbi} = 0.63 \times 1 = 0.63$$

Item 12

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

$$r_{pbi} = \frac{13.94 - 10.9}{5.93} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.04}{5.93} \sqrt{1.5}$$

$$r_{pbi} = 0.51 \times 1.22 = 0.62$$

Item 14

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

$$r_{pbi} = \frac{16.6 - 10.9}{5.93} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{5.7}{5.93} \sqrt{0.43}$$

Appendix 9

Table Validity of Post-Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	19.29	10.9	5.93	0.2	0.8	0.70	0.396	Valid
2	12.69	10.9	5.93	0.5	0.5	0.30	0.396	Invalid
3	12.71	10.9	5.93	0.7	0.3	0.47	0.396	Valid
4	12.5	10.9	5.93	0.6	0.4	0.33	0.396	Invalid
5	14.76	10.9	5.93	0.6	0.4	0.79	0.396	Valid
6	13.71	10.9	5.93	0.5	0.5	0.47	0.396	Valid
7	13.59	10.9	5.93	0.6	0.4	0.54	0.396	Valid
8	14.25	10.9	5.93	0.5	0.5	0.56	0.396	Valid
9	15	10.9	5.93	0.4	0.6	0.57	0.396	Valid
10	14.63	10.9	5.93	0.5	0.5	0.63	0.396	Valid
11	14	10.9	5.93	0.4	0.6	0.43	0.396	Valid
12	13.94	10.9	5.93	0.6	0.4	0.62	0.396	Valid
13	14.64	10.9	5.93	0.5	0.5	0.63	0.396	Valid
14	16.6	10.9	4.93	0.3	0.7	0.63	0.396	Valid
15	16.89	10.9	5.93	0.3	0.7	0.67	0.396	Valid
16	9	10.9	5.93	0.1	0.9	-0.32	0.396	Invalid
17	14.23	10.9	5.93	0.4	0.6	0.46	0.396	Valid
18	13.83	10.9	5.93	0.4	0.6	0.41	0.396	Valid
19	9	10.9	5.93	0.2	0.8	-0.16	0.396	Invalid
20	21.2	10.9	5.93	0.2	0.8	0.87	0.396	Valid
21	17.2	10.9	5.93	0.3	0.7	0.70	0.396	Valid
22	11.33	10.9	5.93	0.5	0.5	0.07	0.396	Invalid
23	13.3	10.9	5.93	0.7	0.3	0.61	0.396	Valid
24	13.33	10.9	5.93	0.5	0.5	0.41	0.396	Valid
25	14.90	10.9	5.93	0.4	0.6	0.53	0.396	Valid

Appendix 10

Score of Experimental Class and Control Class

1. Score of Experimental Class Pre Test before Using Partner Reading Strategy

No	The Initial Name of Students (n)	Pre-test
1	AS	65
2	AR	70
3	KFH	45
4	BD	50
5	AF	50
6	AI	50
7	AD	55
8	YHL	60
9	CS	65
10	AH	60
11	ASR	60
12	AA	75
13	ARM	60
14	MN	55
15	IH	55
TOTAL		885

2. Score of Control Class Pre-test

No	The Initial Name of Students (n)	Pre-test
1	AMI	45
2	MMS	45
3	YH	60

4	RAF	55
5	AHL	50
6	MDT	60
7	SF	70
8	IF	60
9	MA	60
10	MMT	75
11	MAM	50
12	AN	55
13	MFA	50
14	RH	70
15	SS	65
TOTAL		870

Appendix 11

Score of Experimental Class and Control Class Post Test

1. Score of Experimental Class Post-Test after Using Partner Reading Strategy

No	The Initial Name of Students (n)	Post-test
1	AS	75
2	AR	70
3	KFH	80
4	BD	70
5	AF	70
6	AI	75
7	AD	75
8	YHL	80
9	CS	80
10	AH	65
11	ASR	70
12	AA	90
13	ARM	80
14	MN	80
15	IH	90
TOTAL		1150

2. Score of Control Class Post-Test after Using Conventional Strategy

No	The Initial Name of Students (n)	Post-test
1	AMI	50
2	MMS	50
3	YH	60

4	RAF	55
5	AHL	50
6	MDT	70
7	SF	60
8	IF	65
9	MA	60
10	MMT	65
11	MAM	50
12	AN	55
13	MFA	50
14	RH	70
15	SS	40
TOTAL		850

Appendix 12

RESULT OF NORMALITY TEST OF EXPERIMENTAL CLASS IN PRE-TEST

1. The score of VIII_A Class in pre-test from low score to high score as below:

45	50	50	50	55	55	55	60
60	60	60	65	65	70	75	

2. High = 75

Low = 45

$$\text{Range} = \text{High} - \text{Low}$$

$$= 75 - 45$$

$$= 30$$

3. Total of Classes = $1 + 3.3 \log(n)$
 $= 1 + 3.3 \log(15)$
 $= 1 + 3.3(1.17)$
 $= 1 + 3,86$
 $= 4,86$
 $= 5$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

5. Mean

Interval Class	F	X	X	Fx	x ²	fx ²
45-49	1	47	3	3	9	9
50-54	3	52	2	6	4	12
55-59	3	57	1	3	1	3
60-64	4	62	0	0	0	0
65-69	2	67	-1	-2	1	2
70-74	1	72	-2	-2	4	4
75-79	1	77	-3	-3	9	9
<i>i</i> = 6	15	-	-	5	-	39

$$M_x = M^1 + i \frac{\sum fx^i}{n}$$

$$\begin{aligned}
&=60,3 +6 \left(\frac{5}{15}\right) \\
&=60,3 +6 (0,33) \\
&=60,3 +(1,98) \\
&=62,28
\end{aligned}$$

$$\begin{aligned}
SD_t &= \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2} \\
&= \sqrt{\frac{39}{15} - \left(\frac{5}{15}\right)^2} \\
&= \sqrt{2,6 - (0,3^2)} \\
&= \sqrt{2,6 - 0,9} \\
&= \sqrt{1,7} \\
&=6(1.7) \\
&=10,2
\end{aligned}$$

Table of Normality Data Test with Chi-Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
		1,15	0,3749				
75-79	79,5			0,092	1,38	1	-0,27
		0,7 8	0,2823				
70-74	74,5			0,123	1,84	1	-0,45
		0,4 1	0,1591				
65-69	69,5			0,147	2,20	2	-0,09
		0,03	0,0120				
60-64	64,5			-0,117	-1,75	4	-1,25
		-0, 33	0,1293				
55-59	59,5			-0,128	-1,92	3	-0,56
		-0,70	0,2580				
50-54	54,5			-0,099	-1,48	3	-1,02
		-1,07	0,3577				
45-49	49,5			-0,067	-1,05	1	-0,04
		-1,44	0,4251				
	44,5			-0,052	-0,78		
X²							-3,68

Based on table above, the researcher found that $x^2_{\text{count}} = -3,68$ while $x^2_{\text{table}} = 5,591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-3,68 < 5,591$) with degree of freedom $dk = 5-3 = 2$ significant level $\alpha = 5\%$. So, distribution of VIII-A class (pre-test) was normal.

6. Median

No	Interval of Classes	F	Fk
1	45-49	1	1
2	50-54	3	4
3	55-59	3	7
4	60-64	4	11
5	65-69	2	13
6	70-74	1	14
7	75-79	1	15

Explanation :

$$Me = Bb + i \left[\frac{\frac{n}{2} - F}{f_m} \right]$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 4, that:

$$Bb = 59,5$$

$$F = 7$$

$$Fm = 4$$

$$i = 6$$

$$n = 15$$

$$1/2n = 7,5$$

So,

$$\begin{aligned}
 \text{Me} &= Bb + i \left[\frac{n/2 - F}{fm} \right] \\
 &= 59,5 + 6 \left[\frac{7,5 - 7}{4} \right] \\
 &= 59,5 + 6 (0,125) \\
 &= 59,5 + 0,75 \\
 &= 60,25
 \end{aligned}$$

7. Modus

No	Interval of Classes	F	Fk
1	45-49	1	1
2	50-54	3	4
3	55-59	3	7
4	60-64	4	11
5	65-69	2	13
6	70-74	1	14
7	75-79	1	15

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59,5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 6$$

$$\begin{aligned}
 M_o &= 59,5 + \frac{1}{1+2} 6 \\
 &= 59,5 + 0,33 (6) \\
 &= 59,5 + 1,98 \\
 &= 61,48
 \end{aligned}$$

Appendix 13

RESULT OF NORMALITY TEST OF CONTROL CLASS IN PRE-TEST

1. Score of VIII-2 class in pre-test from low score to high score :

45	45	50	50	50	55	55	60
60	60	60	65	70	70	75	

2. High = 75

Low = 45

$$\text{Range} = \text{High} - \text{Low}$$

$$= 75 - 45$$

$$= 30$$

3. Total of Classes = $1 + 3.3 \log(n)$
 $= 1 + 3.3 \log(15)$
 $= 1 + 3.3(1.17)$
 $= 1 + 3,86$
 $= 4,86$
 $= 5$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

5. Mean

Interval Class	F	X	X	Fx	x ²	fx ²
45-49	2	47	3	6	9	18
50-54	3	52	2	6	4	12
55-59	2	57	1	2	1	2
60-64	4	62	0	0	0	0
65-69	1	67	-1	-1	1	1
70-74	2	72	-2	-4	4	8
75-79	1	77	-3	-3	9	9
<i>i</i> = 6	15	-	-	8	-	49

$$M_x = M^1 + i \frac{\sum fx^i}{n}$$

$$=60 + 6 \left(\frac{8}{15} \right)$$

$$=60 + 6 (0,53)$$

$$=60 + (3,18)$$

$$=63,18$$

$$SD_t = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n} \right]^2}$$

$$= \sqrt{\frac{49}{15} - \left(\frac{8}{15} \right)^2}$$

$$= \sqrt{3,2 - (0,53)^2}$$

$$= \sqrt{3,2 - 0,28}$$

$$= \sqrt{2,92}$$

$$= 6(2,92)$$

$$= 17,52$$

Table of Normality Data Test with Chi-Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
		0,58	0,2190				
75-79	79,5			0,017	0,25	1	3
		0,53	0,2019				
70-74	74,5			0,107	1,60	2	0,25
		0,24	0,0948				
65-69	69,5			0,086	1,29	1	-0,22
		-0,03	0,0080				
60-64	64,5			-0,117	-1,75	4	-1,28
		-0,32	0,1255				
55-59	59,5			-0,100	-1,5	2	-0,33
		-0,60	0,2258				
50-54	54,5			-0,087	-1,30	3	-1,30
		-0,89	0,3133				
45-49	49,5			-0,067	-1,00	2	-1,0
		-1,18	0,3810				
	44,5			0,162	2,43		
						X²	-7,38

Based on table above, the researcher found that $x^2_{\text{count}} = -7,38$ while $x^2_{\text{table}} = 5,591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-7,38 < 5,591$) with degree of freedom $dk = 5-3 = 2$ significant level $\alpha = 5\%$. So, distribution of VIII-B class (pre-test) was normal.

6. Median

No	Interval of Classes	F	Fk
1	45-49	2	1
2	50-54	3	4
3	55-59	2	6
4	60-64	4	10
5	65-69	1	11
6	70-74	2	13
7	75-79	1	14

Explanation :

$$\text{Me} = \text{Bb} + i \left[\frac{\frac{n}{2} - F}{f_m} \right]$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 4, that:

$$\text{Bb} = 59,5$$

$$F = 7$$

$$F_m = 4$$

$$i = 6$$

$$n = 15$$

$$1/2n = 7,5$$

So,

$$\begin{aligned}
 \text{Me} &= Bb + i \left[\frac{n/2 - F}{fm} \right] \\
 &= 59,5 + 6 \left[\frac{7,5 - 7}{4} \right] \\
 &= 59,5 + 6 (0,125) \\
 &= 59,5 + 0,75 \\
 &= 60,25
 \end{aligned}$$

7. Modus

No	Interval of Classes	F	Fk
1	45-49	2	1
2	50-54	3	4
3	55-59	2	6
4	60-64	4	10
5	65-69	1	11
6	70-74	2	13
7	75-79	1	14

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 64,5$$

$$d_1 = 2$$

$$d_2 = 3$$

$$i = 6$$

$$M_o = 64,5 + \frac{2}{2+3} 6$$

$$= 64,5 + 0,4 (6)$$

$$= 64,5 + 2,4$$

$$= 66,9$$

Appendix 14

HOMOGENEITY TEST (PRE- TEST)

Calculation of parameter to get the variant of the first class as experimental class sample by Partner Reading strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

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

A. Variant of the VIII-A Class is:

No.	Xi	Xi ²
1	45	2025
2	50	2500
3	50	2500
4	50	2500
5	55	3025
6	55	3025
7	55	3025
8	60	3600
9	60	3600
10	60	3600
11	60	3600
12	65	4225
13	65	4225
14	70	4900
15	75	5625
	875	51.975

$$N = 15$$

$$\sum xi = 875$$

$$\sum xi^2 = 51975$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(51975) - (875)^2}{15(15-1)} \\
 &= \frac{779625 - 765625}{15(14)} \\
 &= \frac{14000}{210} \\
 &= 66,66
 \end{aligned}$$

B. Variant of the VIII-B Class is:

No.	Xi	Xi ²
1	45	2025
2	45	2025
3	50	2500
4	50	2500
5	50	2500
6	55	3025
7	55	3025
8	60	3600
9	60	3600
10	60	3600
11	60	3600
12	65	4225
13	70	4900
14	70	4900
15	75	5625
	870	51650

$$N = 15$$

$$\sum xi = 870$$

$$\sum xi^2 = 51650$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(51650) - (870)^2}{15(15-1)} \\
 &= \frac{774750 - 756900}{15(14)} \\
 &= \frac{17850}{210} \\
 &= 85
 \end{aligned}$$

The formula was used to test hypothesis was:

VIII- 1 and VIII-2

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{85}{66,66}$$

$$F = 1,27$$

After doing the calculation, researcher found that $F_{\text{count}} = 1,27$ with $\alpha = 5\%$ and $dk = 31$ from the distribution list F, researcher found that $F_{\text{table}} = 4,17$, cause $F_{\text{count}} < F_{\text{table}}$ ($1,27 < 4,17$). So, there is no different variant between the VIII-1 and VIII- 2 class. It means that the variant is homogeneous.

Appendix 15

RESULT OF THE NORMALITY TEST OF EXPERIMENTAL CLASS IN POST TEST

1. The score of experimental class in post test from low score to high score:

65	70	70	70	70	75	75	75
80	80	80	85	85	90	95	

2. High = 95

Low = 65

$$\begin{aligned} \text{Range} &= \text{High} - \text{Low} \\ &= 95 - 65 \\ &= 30 \end{aligned}$$

3. Total of Classes
- $$\begin{aligned} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (15) \\ &= 1 + 3.3 (1.17) \\ &= 1 + 3,86 \\ &= 4,86 \\ &= 5 \end{aligned}$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

5. Mean

Interval Class	F	X	X	Fx	x ²	fx ²
65-69	1	67	3	3	9	9
70-74	4	72	2	8	4	16
75-79	3	77	1	3	1	3
80-84	3	82	0	0	0	0
85-89	2	87	-1	-2	1	2
90-94	1	92	-2	-1	4	4
95-99	1	97	-3	-3	9	9
<i>i</i> = 6	15	-	-	8	-	43

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx^i}{n} \\ &= 79,6 + 6 \left(\frac{8}{15} \right) \end{aligned}$$

$$=79,6 + 6(0,53)$$

$$=79,6 + (3,18)$$

$$=82,78$$

$$SD_t = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

$$= \sqrt{\frac{43}{15} - \left(\frac{8}{15}\right)^2}$$

$$= \sqrt{2,8 - (0,53)^2}$$

$$= \sqrt{2,8 - 0,280}$$

$$= \sqrt{2,52}$$

$$= 6(2,52)$$

$$= 15,12$$

Table of Normality Data Test with Chi-Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$	
	99,5	1,10	0,3643					
95-99				0,084	1,26	1	-0,20	
	94,5	0,77	0,2794					
90-94				0,109	1,63	1	-0,38	
	89,5	0,44	0,1700					
85-89				0,126	1,89	2	0,05	
	84,5	0,11	0,0438					
80-84				-0,039	-0,58	3	-4,17	
	79,5	0,21	0,0832					
75-79				-0,122	-1,83	3	-0,63	
	74,5	-0,54	0,2054					
70-74				-0,102	-1,53	4	-1,61	
	69,5	-0,87	0,3078					
65-69				-0,007	-0,10	1	9	
	64,5	-1,20	0,3849					
							X^2	-16,04

Based on table above, the researcher found that $x^2_{count} = -16,04$ while $x^2_{table} =$

5,591 cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-16,04 < 5,591$) with degree of freedom $dk = 6-3 = 3$ significant level $\alpha = 5\%$. So, distribution of VIII- experiment class (post-test) was normal.

6. Median

No	Interval of Classes	F	Fk
1	65-69	1	1
2	70-74	4	5
3	75-79	3	8
4	80-84	3	11
5	85-89	2	13
6	90-94	1	14
7	95-99	1	15

Explanation :

$$Me = Bb + i \left[\frac{n/2 - F}{f_m} \right]$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 2, that:

$$Bb = 69,5$$

$$F = 1$$

$$Fm = 4$$

$$i = 6$$

$$n = 15$$

$$1/2n = 7,5$$

So,

$$\begin{aligned}
 \text{Me} &= Bb + i \left[\frac{n/2 - F}{fm} \right] \\
 &= + 6 \left[\frac{7,5 - 1}{4} \right] \\
 &= 69,5 + 6(1,6) \\
 &= 69,5 + 9,6 \\
 &= 79,1
 \end{aligned}$$

7. Modus

No	Interval of Classes	F	Fk
1	65-69	1	1
2	70-74	4	5
3	75-79	3	8
4	80-84	3	11
5	85-89	2	13
6	90-94	1	14
7	95-99	1	15

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 69,5$$

$$d_1 = 3$$

$$d_2 = 1$$

$$i = 6$$

$$\begin{aligned}
 M_o &= 69,5 + \frac{3}{3+1} 6 \\
 &= 69,5 + 0,75(6) \\
 &= 69,5 + 4,5 \\
 &= 74
 \end{aligned}$$

Appendix 16

RESULT OF THE NORMALITY TEST OF CONTROL CLASS IN POST TEST

1. The score of control class in post test from low score to high score:

40	50	50	50	50	50	50	55
55	60	60	60	65	60	70	

1. High = 75

Low = 40

$$\text{Range} = \text{High} - \text{Low}$$

$$= 75 - 40$$

$$= 30$$

2. Total of Classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (15)$
 $= 1 + 3.3 (1.17)$
 $= 1 + 3,86$
 $= 4,86$
 $= 5$

3. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{30}{5} = 6$

4. Mean

Interval Class	F	X	x	Fx	x ²	fx ²
40-45	1	42,5	3	3	9	9
46-51	6	48,6	2	12	4	24
52-57	2	54,5	1	2	1	2
58-63	4	60,5	0	0	0	0
64-69	1	66,5	-1	-1	1	1
70-75	1	72,5	-2	-2	4	4
			-	-20		43
$i = 6$	15	-	-		-	

$$M_x = M^1 + i \frac{\sum fx^i}{n}$$

$$= 54,9 + 6 \left(\frac{20}{15} \right)$$

$$= 54,9 + 6 (1,33)$$

$$=54,9 + (7,98)$$

$$=62,79$$

$$\begin{aligned} SD_t &= \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2} \\ &= \sqrt{\frac{43}{15} - \left(\frac{20}{15}\right)^2} \\ &= \sqrt{2,86 - (1,33)^2} \\ &= \sqrt{2,86 - 1,76} \\ &= \sqrt{1,1} \\ &= 6(1.1) \\ &= 6,6 \end{aligned}$$

Table of Normality Data Test with Chi-Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	75,5	1,92	0,4726				
70-75				0,128	1,92	1	0,47
	69,5	1,01	0,3438				
64-69				0,304	4,56	1	-0,78
	63,5	0,10	0,0398				
58-63				-0,248	3,72	4	-0,75
	57,5	-0,80	0,2881				
52-57				0,026	0,39	2	4,12
	51,5	-0,71	0,2612				
46-51				-0,234	3,51	6	0,70
	45,5	-2,61	0,4953				
40-45				-0,004	0,06	1	15,6
	39,5	-3,52	0,4998				
						X²	-22,42

Based on table above, the researcher found that $x^2_{\text{count}} = -22,42$ while $x^2_{\text{table}} = 5,591$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-22,42 < 5,591$) with degree of freedom $dk = 6-3 = 3$ significant level $\alpha = 5\%$. So, distribution of VIII-B class (post-test) was normal.

5. Median

No	Interval of Classes	F	Fk
1	40-45	1	1
2	46-51	6	7
3	52-57	2	9
4	58-63	4	13
5	64-69	1	14
6	70-75	1	15

Explanation :

$$\text{Me} = \text{Bb} + i \left[\frac{n/2 - F}{f_m} \right]$$

Me = Median

Bb = Low limit of the interval median conceives Me

Fm = Frequency of class conceives Me

F = Frequency of cumulative before interval of classes conceives Me

i = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 4, that:

$$\text{Bb} = 45,5$$

$$F = 1$$

$$F_m = 6$$

$$i = 6$$

$$n = 15$$

$$1/2n = 7,5$$

So,

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left[\frac{n/2 - 1}{f_m} \right] \\ &= 45,5 + 6 \left[\frac{7,5 - 1}{6} \right] \end{aligned}$$

$$=45,5+ 6 (1,08)$$

$$=45,5 + 6,48$$

$$=51,98$$

6. Modus

No	Interval of Classes	F	Fk
1	40-45	1	1
2	46-51	6	7
3	52-57	2	9
4	58-63	4	13
5	64-69	1	14
6	70-75	1	15

$$M_o = L + \frac{d_1}{d_1+d_2} i$$

$$L = 45,5$$

$$d_1 = 5$$

$$d_2 = 4$$

$$i = 6$$

$$M_o = 45,5 + \frac{5}{5+4} 6$$

$$= 45,5 + 0,5 (6)$$

$$= 45,5 + 3$$

$$= 48,5$$

Appendix 17**HOMOGENEITY TEST (POST- TEST)**

Calculation of parameter to get the variant of the first class as experimental class sample by Partner Reading strategy and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

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

C. Variant of the VIII-A Class is:

No.	Xi	Xi ²
1	75	5625
2	70	4900
3	80	6400
4	70	4900
5	70	4900
6	75	5625
7	75	5625
8	80	6400
9	80	6400
10	65	4225
11	70	4900
12	90	8100
13	80	6400
14	80	6400
15	90	8100
	1150	88900

$$N = 15$$

$$\sum xi = 1150$$

$$\sum xi^2 = 88900$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{15(88900) - (1150)^2}{15(15-1)} \\
 &= \frac{133500 - 1322500}{15(14)} \\
 &= \frac{11000}{210} \\
 &= 52,38
 \end{aligned}$$

D. Variant of the VIII-B Class is:

No.	X_i	X_i^2
1	50	2500
2	50	2500
3	60	3600
4	55	3025
5	50	2500
6	70	4900
7	60	3600
8	65	4225
9	60	3600
10	65	4225
11	50	2500
12	55	3025
13	50	2500
14	70	4900
15	40	1600
	850	49200

$$N = 15$$

$$\sum x_i = 850$$

$$\sum x_i^2 = 49200$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{15(49200) - (850)^2}{15(15-1)} \\
 &= \frac{738000 - 722500}{15(14)} \\
 &= \frac{15500}{210} \\
 &= 73,80
 \end{aligned}$$

The formula was used to test hypothesis was:

VIII- 1 and VIII-2

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{73,80}{52,38}$$

$$F = 1,40$$

After doing the calculation, researcher found that $F_{\text{count}} = 1,40$ with $\alpha = 5\%$ and $dk = 31$ from the distribution list F, researcher found that $F_{\text{table}} = 4,17$, cause $F_{\text{count}} < F_{\text{table}}$ ($1,40 < 4,17$). So, there is no different variant between the VIII-1 and VIII- 2 class. It means that the variant is homogeneous

Appendix 18

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was use to analyze homogeneity test of the both averages was t-test, that:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-2)S_2^2}{n_1+n_2+2}}$$

So,

$$\begin{aligned} S &= \sqrt{\frac{(15-1)66,66 + (15-2)85}{15+15-2}} \\ &= \sqrt{\frac{14(66,66) + 13(85)}{28}} \\ &= \sqrt{\frac{933,24 + 1105}{28}} \\ &= \sqrt{\frac{2038,24}{28}} \\ &= \sqrt{72,79} \\ &= 8,53 \end{aligned}$$

So,

$$\begin{aligned} T &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{62,28 - 63,18}{8,53 \sqrt{\frac{1}{15} + \frac{1}{15}}} \\ &= \frac{-0,9}{8,58 \sqrt{0,066 + 0,066}} \\ &= \frac{-0,9}{8,58(0,132)} \\ &= \frac{-0,9}{1,13} = -0,79 \end{aligned}$$

Based on researcher calculation result of the homogeneity test of the averages, researcher found that $t_{\text{count}} = -0,79$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1+n_2-2 = 15+15-2 = 28$, researcher found that $t_{\text{table}} = 2,048$, cause $t_{\text{count}} < t_{\text{table}} (-0,79 < 2,048)$. So, H_a is accepted, it means no difference average between the first class experimental class and the second class as control class in this research.

Appendix 19

T_{test} OF THE BOTH AVERAGES IN POST-TEST

The formula was use to analyze homogeneity test of the both averages was t-test, that:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-2)S_2^2}{n_1+n_2+2}}$$

So,

$$\begin{aligned} S &= \sqrt{\frac{(15-1)52,38 + (15-2)73,80}{15+15-2}} \\ &= \sqrt{\frac{14(52,38) + 13(73,80)}{28}} \\ &= \sqrt{\frac{733,32 + 959,4}{28}} \\ &= \sqrt{\frac{1.692,72}{28}} \\ &= \sqrt{60,45} \\ &= 7,77 \end{aligned}$$

So,

$$\begin{aligned} T &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{82,78 - 62,79}{7,77 \sqrt{\frac{1}{15} + \frac{1}{15}}} \\ &= \frac{19,99}{7,77 \sqrt{0,066 + 0,066}} \\ &= \frac{19,99}{7,77(0,132)} \\ &= \frac{19,99}{1,025} = 19,50 \end{aligned}$$

Based on researcher calculation result of the homogeneity test of the averages, researcher found that $t_{\text{count}} = 19,50$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1+n_2-2 = 15+15-2 = 28$, researcher found that $t_{\text{table}} = 2,048$, cause $t_{\text{count}} < t_{\text{table}} (19,50 < 2,048)$. So, H_a is accepted, it means no difference average between the first class experimental class and the second class as control class in this research.

Appendix 20

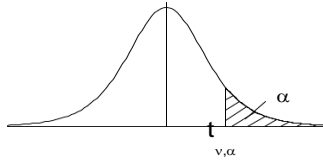
F-table 0.05

Table of F-statistics P=0.05

df2 \ df1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1 \ df2				
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	8.59	8.59	8.58	8.57	8.57	8.56	8.55	8.54	8.53	8.53	8.54	3				
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	5.63	5.63	4			
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62	4.60	4.59	4.58	4.57	4.56	4.54	4.53	4.52	4.50	4.50	4.48	4.46	4.45	4.44	4.43	4.42	4.42	4.41	4.39	4.37	4.37	4.36	5				
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	3.67	3.67	6			
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.29	3.27	3.25	3.24	3.23	3.23	3.23	7			
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.99	2.97	2.95	2.94	2.93	2.93	2.93	8			
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.73	2.72	2.71	2.71	2.71	9			
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.71	2.70	2.68	2.66	2.65	2.64	2.62	2.61	2.60	2.59	2.56	2.55	2.54	2.54	2.54	10			
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.63	2.61	2.59	2.58	2.57	2.55	2.53	2.52	2.51	2.49	2.48	2.47	2.46	2.43	2.42	2.41	2.41	2.41	2.41	11		
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.54	2.52	2.51	2.49	2.48	2.47	2.44	2.43	2.41	2.40	2.38	2.37	2.36	2.35	2.32	2.31	2.30	2.30	2.30	2.30	12		
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.23	2.22	2.21	2.21	2.21	2.21	13		
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.32	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.18	2.16	2.14	2.14	2.13	2.13	14		
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40	2.38	2.37	2.35	2.34	2.33	2.31	2.29	2.27	2.26	2.25	2.22	2.20	2.19	2.18	2.16	2.15	2.14	2.12	2.10	2.08	2.07	2.07	2.07	2.07	15		
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.32	2.30	2.29	2.28	2.25	2.24	2.22	2.21	2.19	2.17	2.15	2.14	2.12	2.11	2.09	2.08	2.07	2.04	2.02	2.02	2.02	2.02	2.02	16		
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.26	2.24	2.23	2.21	2.19	2.17	2.16	2.15	2.12	2.10	2.09	2.08	2.06	2.05	2.03	2.02	1.99	1.97	1.97	1.97	1.96	1.96	17		
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.22	2.20	2.19	2.17	2.15	2.13	2.12	2.11	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.93	1.92	1.92	1.92	1.92	18		
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.21	2.20	2.18	2.17	2.16	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.97	1.96	1.94	1.91	1.89	1.88	1.88	1.88	1.88	19		
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.20	2.18	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.05	2.04	2.01	1.99	1.98	1.97	1.95	1.93	1.92	1.91	1.88	1.86	1.85	1.84	1.84	1.84	20		
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.96	1.94	1.92	1.91	1.89	1.88	1.86	1.85	1.82	1.80	1.79	1.78	1.78	1.78	1.78	22	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.00	1.98	1.97	1.95	1.94	1.91	1.89	1.88	1.86	1.84	1.83	1.82	1.80	1.77	1.75	1.74	1.73	1.73	1.73	1.73	24	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07	2.05	2.03	2.02	2.00	1.99	1.97	1.95	1.93	1.91	1.90	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.71	1.70	1.66	1.64	1.63	1.62	1.62	26
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.93	1.91	1.90	1.88	1.87	1.84	1.82	1.80	1.79	1.77	1.75	1.74	1.73	1.69	1.67	1.66	1.66	1.66	1.66	1.66	28	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.71	1.70	1.66	1.64	1.63	1.62	1.62	1.62	1.62	30	
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.08	2.04	2.01	1.99	1.96	1.94	1.92	1.91	1.89	1.88	1.85	1.83	1.82	1.80	1.79	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.60	1.57	1.57	1.56	1.56	1.56	1.56	35	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92	1.90	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.61	1.59	1.55	1.53	1.52	1.51	1.51	1.51	1.51	1.51	40
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89	1.87	1.86	1.84	1.82	1.81	1.78	1.76	1.74	1.73	1.71	1.68	1.66	1.64	1.63	1.60	1.59	1.57	1.55	1.51	1.49	1.48	1.47	1.47	1.47	1.47	45	
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87	1.85	1.83	1.81	1.80	1.78	1.76	1.74	1.72	1.70	1.69	1.66	1.63	1.61	1.60	1.58	1.56	1.54	1.52	1.48	1.46	1.45	1.44	1.44	1.44	1.44	50	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84	1.82	1.80	1.78	1.76	1.75	1.72	1.70	1.68	1.66	1.65	1.62	1.59	1.57	1.56	1.53	1.52	1.50	1.48	1.44	1.41	1.40	1.39	1.39	1.39	1.39	60	
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81	1.79	1.77	1.75	1.74	1.72	1.70	1.67	1.65	1.64	1.62	1.59	1.57	1.55	1.53	1.50	1.49	1.47	1.45	1.40	1.37	1.36	1.35	1.35	1.35	1.35	70	
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79	1.77	1.75	1.73	1.72	1.70	1.68	1.65	1.63	1.62	1.60	1.57	1.54	1.52	1.51	1.48	1.46	1.45	1.43	1.38	1.35	1.34	1.33	1.33	1.33	1.33	80	
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77	1.75	1.73	1.71	1.69	1.68	1.65	1.63	1.61	1.59	1.57	1.54	1.52	1.49	1.48	1.45	1.43	1.41	1.39	1.34	1.31	1.30	1.28	1.28	1.28	1.28	100	
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.8																														

Appendix 21

PERCENTAGE POINTS OF STUDENT'S t-DISTRIBUTION



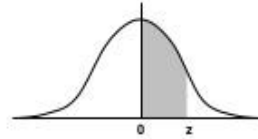
The value given is $t^{\alpha;fi}$ where $P(t^{\alpha;fi} > t^{\alpha;fi}) = fi$ for Student's t-distribution on v degrees of freedom.
 Note that $P(jt^{\alpha;fi} > t^{\alpha;fi=2}) = fi$.

$fi=2$	Two-tailed Probabilities				
	0.5	0.1	0.05	0.02	0.01
fi	One-tailed Probabilities				
v	0.25	0.05	0.025	0.01	0.005
1	1.000	6.314	12.706	31.821	63.657
2	0.816	2.920	4.303	6.965	9.925
3	0.765	2.353	3.182	4.541	5.841
4	0.741	2.132	2.776	3.747	4.604
5	0.727	2.015	2.571	3.365	4.032
6	0.718	1.943	2.447	3.143	3.707
7	0.711	1.895	2.365	2.998	3.499
8	0.706	1.860	2.306	2.896	3.355
9	0.703	1.833	2.262	2.821	3.250
10	0.700	1.812	2.228	2.764	3.169
11	0.697	1.796	2.201	2.718	3.106
12	0.695	1.782	2.179	2.681	3.055
13	0.694	1.771	2.160	2.650	3.012
14	0.692	1.761	2.145	2.624	2.977
15	0.691	1.753	2.131	2.602	2.947
16	0.690	1.746	2.120	2.583	2.921
17	0.689	1.740	2.110	2.567	2.898
18	0.688	1.734	2.101	2.552	2.878
19	0.688	1.729	2.093	2.539	2.861
20	0.687	1.725	2.086	2.528	2.845
21	0.686	1.721	2.080	2.518	2.831
22	0.686	1.717	2.074	2.508	2.819
23	0.685	1.714	2.069	2.500	2.807
24	0.685	1.711	2.064	2.492	2.797
25	0.684	1.708	2.060	2.485	2.787
26	0.684	1.706	2.056	2.479	2.779
27	0.684	1.703	2.052	2.473	2.771
28	0.683	1.701	2.048	2.467	2.763
29	0.683	1.699	2.045	2.462	2.756
30	0.683	1.697	2.042	2.457	2.750
35	0.682	1.690	2.030	2.438	2.724
40	0.681	1.684	2.021	2.423	2.704
45	0.680	1.679	2.014	2.412	2.690
50	0.679	1.676	2.009	2.403	2.678
60	0.679	1.671	2.000	2.390	2.660
1	0.674	1.645	1.960	2.326	2.576

Appendix 22

Distribusi Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Appendix 23**Documentation****Experimental Class**

Appendix 24
Documentation
Control Class





**YAYASAN AN-NUR PADANGSIDIMPUAN
PONDOK PESANTREN ISLAM TERPADU
MTs AN-NUR PADANGSIDIMPUAN**

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Padangsidempuan, 22 Agustus 2020

Nomor : /MTS-ANP/II/VIII/2020
Lampiran : -
Hal : **Izin Penelitian Penyelesaian Skripsi**

Kepada Yth.

Tekn. Bidang Akademik IAIN Padangsidempuan

Di-

Tempat

Assalamualaikum wr.wb

Berdasarkan surat yang kami terima nomor B-694/in.14/E.1/TL.00/08/2020 tanggal 11 Agustus 2020 perihal izin penelitian penyelesaian skripsi mahasiswa berikut:

Nama : Ainun Mardiah
NIM : 1620300071
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Sehubungan dengan surat ini disampaikan bahwa kami memberikan Izin Penelitian Penyelesaian Skripsi untuk mahasiswa tersebut dan telah dilaksanakan pada tanggal 15, 20 dan 22 Agustus 2020.

Demikian surat izin ini kami sampaikan dan diucapkan terima kasih.



Yayasan An-Nur Padangsidempuan

Hasanul Hasaribu, S.Pd.I



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 Penyelesaian Skripsi.

// Agustus 2020

Yth. Kepala Pesantren An Nur Padangsidempuan
 Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ainun Mardiah
 NIM : 1620300071
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Partner Reading Strategy on Students' Reading Comprehension at Grade Eight of Pesantren an Nur Padangsidempuan".

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.



Arif Rangkuti, S.Si., M.Pd.
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