

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading as one of the English skills plays an important role in learning English. According to Robert. etal (1985:2) “reading is the most efficient way to process information”. It means through reading, a reader can get information and increase his/her knowledge. However, to achieve the goal of reading, the reader must be able to comprehend what he/she read. Samway and Taylor (2008: 121) states that the most important aspect of reading is comprehension or making of meaning. Besides, for English foreign language students, by having good reading comprehension skill the students can enrich their vocabulary as well as get some information from a text they read. Therefore, reading comprehension is a very important skill for students.

Regardless of its complexity, reading is very important for students who are learning foreign language. Grabe and Stroller (2001), ranked reading as the number one skill that English as a foreign language (EFL) students’ wish to gain mastery. Through reading, students are able to gain understanding from written materials that they could not discuss orally with equivalent accuracy or thoroughness.

Beside, reading is not easy for students, because in reading process the students have to focus to comprehend the text. According to Elizabeth (2003:6) “reading is about understanding written texts. It is a complex

activity that involves both perception and thought". When the students read the text, they need to understand the clear meaning of the text, without understanding the real meaning sometime students would misunderstanding. But, some of students feel bored when they read, because some of students are lack of vocabulary and they difficult to find the main idea in the text. Thus, it make the students difficult to comprehending the text. That make some of students lazy to read the text because some of students feel English language was difficult to understand.

There are some survey results show that reading is not easy especially for English foreign language students such as Indonesian students. A survey conducted by the Program for International Student Assessment (PISA) in 2021 reported that Indonesian students' performance in reading is in the position 74 of 79 countries included in the PISA survey. The position of score is at Low ability. Additionally, survey result of Progress in International Reading Literacy Study (PIRLS) in 2021 show that Indonesia is in position 41 of 45 countries included in the reading survey of PIRLS with score is 405. Based on the survey's results, Indonesian students reading performance is still not satisfactory yet. Therefore, teachers have to increase their students' performance in reading.

Based on the researcher interviewed of the English teacher at the SMAN 11 Kerinci. The teacher said there are some problems of students when reading English: firstly, students are not able to comprehend some texts. It is because they reading comprehension is still low. Secondly, the

students did not able to answer some questions based on the text in the book; it is might because they have low vocabulary mastery. Thirdly, the teacher said that most of students did not able to re-explained text. Then, the students did not able to make conclusion about the text. Finally, the teacher explain that the students are also difficultto understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text.

Besides, the researcher also has interviewed some students related to their difficulty in reading comprehension. It found that the students got much difficulties and bored in lerning reading, because they do not use any reading strategy effectively to gain information from the text. Because they have to consider about aspects of English language and use the reading strategy effectively.

This is indicated by the low of the real students score in their exam, where the average of students have not reached the minimum score criteria that called KKM where the KKM score of the English subject is 70. Therefore, in this case, the teacher adds the students' exam score with the students daily score so that only a few of students who have to make an improvement to their score that called remedial. And from two classes of eleventh grade students SMA Negeri 11 Kerinci, class XI IPS is the class that has the lowest ability in English lessons. Therefore, the students of class XI IPS do remedial more than class XI IPA.

Based on this phenomenon a strategy is also an important component in education and instruction. Applying strategy to make the student active in learning process and can help to improve reading comprehension of student. There are many strategies of teaching reading which can be implemented in the class. One of them is RIDER (read, image, describe, evaluate, and repeat). According to Scevak and Moore (1997:86) RIDER strategy was developed to improve each student's ability to visualize and led to an improvement in their ability to spontaneously recall details of a text and their understanding of the text.

Dwi Anggraini (2016:7) explains that there are some steps of using RIDER strategy. It is explained as follows: Read (reading the sentence), Image (Making an image or picture in your mind), Describe (how the new image is different from the last sentence), Evaluate (making sure that the image contains everything necessary), Repeat (the step to RIDER as you read the text sentence).

Based on the description above, the researcher is interested doing the research entitled *“The Effect of Read, Image, Describe, Evaluated, and Repeat (RIDER) Strategy toward Students’ Reading Comprehension of News Item Text at the Eleventh Grade of SMA Negeri 11 Kerinci Academic Year 2021/2022”*

B. Identification of the Problem

Based on the background above, the researcher identifies some problems that found by students in reading as follows:

1. The students did not able to comprehend some texts. It is because they reading habit is still low.
2. The students did not able to answer some questions based on the text in the book; it is might because they have low vocabulary mastery.
3. The students did not able to re-explained news item text which their read. Then, the students did not able to make conclusion about text which their read.
4. The students difficult to understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text.
5. The students got much difficulties and bored in lerning reading, because they do not use any reading strategy effectively to gain information from the text. Because they have to consider about aspects of English language and use the reading strategy effectively.

C. Limitation of the Problem

Based on the identification of the problem above the researcher limited the research to the effect of using RIDER strategy toward students ability in reading comprehension of news item text. Then, the strategy used in teaching reading namely on using is RIDER (Read, Image, Describe, Evaluated, and Repeat) strategy in reading comprehension especially on news item text.

D. Formulation of the Problem

Based on the limitation of problem, the research question of this research:

“Is there any significant effect of using RIDER strategy in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci“.

E. Purpose of the Research

Based on research question above, the purpose of this research was to know whether any significant effect of using RIDER strategy in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci.

F. Significance of the research

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research were:

1. The students could learn how to improve their reading comprehension of news item text and enjoy the study with using RIDER strategy.
2. The teacher will take the advantages of the research to improve their techniques or strategies to teach English especially in reading comprehension of news item text with apply RIDER strategy.
3. The teacher is also expected to make situation of learning reading news itemtext interestingly and effectively by using RIDER strategy.

G. Definition of the Key terms

The researcher defines the key terms of the research as follow:

a. Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought.

b. The RIDER strategy

RIDER strategy is designed to improve the student's ability in reading comprehension of news item text.

c. Reading comprehension :

Reading comprehension is the process of deriving meaning from connected text.

H. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

a. The Alternative Hypothesis (H_i)

There is a significant effect of using RIDER strategy on students reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci.

b. The Null Hypothesis (H_0)

There is no significant effect of using RIDER strategy on students' reading comprehension on news item text at the eleventh grade of SMAN 11 Kerinci.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Reading

a. Definition of Reading

Jannate M. Hughes (2007:56) defines that: reading is an interactive, problem-solving process of making meaning from texts. Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.

According to Suhaimi (2020:2), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically

make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Moreover, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition Elizabeth S.P (2003:73) says that "reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe". Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.

There are many definitions about reading above. The researcher conclude that reading is a complex interaction between the text, the reader and the purposes for reading to get the meaning of the text. The process of looking at a series of written symbols and getting meaning from them. When the readers read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use

brain to convert them into words, sentences and paragraphs that communicate something to them.

b. Purpose of Reading

There are least five main purposes for comprehensive reading based on Said Nidhom (2017:32). All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3) Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspaper, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and

characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs and the main ideas.

There are many purposes of reading, such as to increase vocabulary, to getting knowledge, and others. Moreover, from the explanations above, the researcher concludes that the purpose of reading is to connect the ideas on the passage to what the reader already know so that the reader can get the information from the passage.

c. Types of Reading

1) Intensive Reading

Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

2) Extensive Reading

Beatrice S.M (2008:6) states that: extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for “comprehensible input”.

The emphasis is on the quantity of books read and the students’ enjoyment of their books. Students are never tested formally on their extensive reading. However, they are required to talk about the books they read in structured activities, including book conferences with the teacher, brief oral reports to the class, and discussions in small group settings.

Day and Bamford (1998) have documented the benefits of extensive reading, which include:

- Development of a positive attitude toward reading in a second language.
- Motivation to read more.
- Increased reading fluency.
- Gains in vocabulary and grammar knowledge.
- Improvement in writing in the second language.

According to Day and Bamford, extensive reading can be included in a second-language curriculum “as a separate course; as part of an existing reading course; as a non-credit addition to an existing course; and as an extracurricular activity”.

In conclusion, extensive Reading can broaden students' knowledge more than Intensive Reading. In Extensive Reading, students write summary and do presentation which lead them to minimize the use of dictionary. In opposition, the students' activities in intensive reading are more limited. The activities depend on the teacher's guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden knowledge by themselves as well as in extensive reading.

d. Techniques of Reading

In reading, the readers typically make use of backgroundknowledge, vocabulary, grammatical knowledge, experience with text and other strategies tohelp themunderstand written text (Koeak, 2011:66).

There are the following techniques of reading to develop the corresponding reading skills:

1) Skimming

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Infosys (2010:8) defines the skimming is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

2) Scanning

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

3) Close reading

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled researchers.

From the explanation above, the researcher concludes that; there are three techniques in reading. The first one is skimming, the readers read a text quickly for an overview to get a rough idea of what a text is about. Second is scanning. In scanning the readers search for specific information to get the type of information that they are looking for, such as numbers, proper nouns, etc. The last is close reading. in close reading, the readers read in detail as they would read a comprehension passage in an assessment to get every detail in the text.

e. Reading Strategies

A process is a method, a movement toward an end that is accomplished by going through all necessary steps.

1) Bottom-up Strategies

Brown (2000:299) says that: bottom-up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some of order on these signals. Bottom-up assumed that a reader process by moving eye from left to right across the page, first making in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text.

2) Top-down Strategies

Top-down is processing in which we draw on our own intelligence and experience to understand a text. Top-down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". In addition, top-down deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the text. In this process, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning.

3) Interactive Strategy

Interactive Strategy is combination of top-down and bottom-up processing (Brown, 2000:291). The interactive of the reading process deals with particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of reader's cognitive structure. Obviously, this process predicts that good readers will not become progressively more efficient at it as they develop their interpretative skills.

f. The Importance of Reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. Putri Dian

(2014:32) says that: the habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an add to the information available on various topics. It helps students to stay in-touch with contemporary researchers as well as those from the days and makes students aware to global issues.

JJ Wong (2014:54) divides; there are eight reasons why reading is important:

1. Expose Yourself to New Things

Through reading, readers expose theirself to new things, new information, new ways to solve a problem, and new ways to achieve one thing.

2. Self Improvement

Through reading, readers begin understand the world more. Through reading, readers begin to have a greater understanding on a topic that interest them; for example: how to build self confidence, how to make plan better before taking action, how to memorize things better and more. All of these self improvements start from the reading; through reading, they create a structured path towards a better understanding and better actions to take in the future.

3. Improve Understanding

The more readers read, the more they understand one thing: the A to Z of a thing. Reading also increases the understanding of the rules of life, in order for them to adapt, adopt and accommodate into the society better. To play well in a game, you first need to understand the rules well.

4. Preparation to Action

Reading is an essential way which can help the readers out. Read about how to cook a meal; how to play chess; which place is nice for the holiday family trip; read the menu before ordering food, read the manual before using a new gadget. These all can help readers become more prepared before they really get into it.

5. Gain Experience from Other People

When the readers are reading, they are actually gaining the knowledge and experience of someone. It can hasten your success towards a goal, as they don't need to repeat the same mistake while focusing on the right path in achieving one thing.

6. Tools of Communicating

Communication is the most important tool which can be transmitted through reading. As the human communicates through reading, they understand more, and thus they can communicate better with people.

7. Connecting Your Brain

When reading, the readers are in full silence because reading connects directly to their brain. In silence, they seek for more; in silence, their brain is clear and focuses.

8. Boost Imagination and Creativity

Reading exposes readers to a world of imagination, showing them nothing is impossible in this world. By reading, they are exploring a different angle to see a thing they have known, on how different action leads to different results.

From explanation above, the researcher conclude, reading is very important in life. From reading, the readers can get many things, such as new information, new knowledge, and others. And if the readers can comprehend the text clearly, they also can easier to understand and of course it is easy to get the information from the text.

g. Reading Comprehension

Suhaimi (2020:3) defines “reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text”. It is process to understanding of written words in the text from background of knowledge and a social context that helps to get the meaning (goals, purposes) clearly.

In reading comprehension, there are some general principles regarding the assessments of comprehension skills.

- 1) Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. It means that to understand written text, a student needs to decode printed text and inferences have to be generated as information is integrated during the course of reading.
- 2) The simple model shows that students may be at risk of reading comprehension failure because of difficulties with word-level decoding accuracy and fluency, with linguistic comprehension, or with both. A thorough assessment should include tests designed to measure both decoding skill, a student will struggle to comprehend text. However, it is important always to remember that successful comprehension will follow decoding is no guarantee that successful comprehension will follow; in the extreme case of 'hyperlexia' a student's decoding far outstrips their comprehension and such as students have been said to "bark at print".
- 3) Testing of reading comprehension varies in terms of the nature of text that the student reads, and the response format via which comprehension is measured. Across all response formats, the nature of the question varies substantially with some items being more or less dependent on decoding, specific vocabulary, background knowledge and the particular type of inference needed.

- 4) Since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which students may be identified – or fail to be identified – as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact highly dependent on decoding. Hence, students can fail because they have decoding rather than specific comprehension difficulties or, on the other hand, some students may pass leaving their comprehension impairments undetected.
- 5) Given the complexity of comprehension, it seems likely students may fail to understand what they have read for a variety of different reasons. Should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension.

h. Indicators of Reading Comprehension

Mehta P.D (2005:85) mentions there are some indicators to achieve a comprehensive reading:

a. Identifying topic

The topic is the one thing a text is about. In identifying the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

b. Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others are subordinate.

c. Identifying factual information/detail

Details are used to support clarify, and explain the main idea. Details may be words, phrases, or statement that explain or describe. Identifies the main idea the student may want to look to a paragraph for more details. The students should read the detailed to understand some paragraphs, whereas in other paragraphs the main idea may be sufficient.

d. Identifying reference (Personal pronoun)

Recognizing reference words and to identify the words or phrase to which they refer to will help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

e. Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts the students must be to master the vocabulary to easy comprehend the reading text.

f. Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the answer is not in the text, you were required to make a guess based on your own thoughts

2. News Items Text

a. *Definition of News Item*

News item text is text that aims to provide information that occurred on that day to the reader. Events reported are things that are worth reporting and things that are important. According to Eltis (1990: 15) news item is to inform readers about events of the day which are considered newsworthy or important. From the definition above, it can be concluded that a news item is factual text which informs readers about events of the day which are considered newsworthy or important.

According to Bojovic (2007), the communicative purpose/social function of a news item is “to inform the readers or listeners about events of the day that are considered newsworthy or important. Similar to Bojovic, Doddy (2008) argues that the social function of news item text is “to inform readers, listeners or viewers about events of the day which are considered newsworthy or important”.

Basically if there are events that must be known by many people, then the event is entitled to be reported. Moreover, the news text can

also be said as the news item text. However, if there are events that should not be worthy of being known by many people, then the event is not worth reporting.

b. Social Function of News Item

According to Eltis (1990:18) the social function of news item is factual text which informs readers of daily newspaper about events of the day which are regarded as newsworthy or important. Newspaper need to make the news as readable as possible in order to attract as many readers as possible. News stories especially the ones published in afternoon newspaper often make the events of the day as dramatic or as sensational as they can in order to make more people buy them.

It means that the purpose of news item text is the news story deals with events that are regarded as newsworthy in some way. Following details about who, what, where, and when, so it is background events. Then, usually includes a comment from a source relevant to the events.

c. Generic Structure of News Item

According to Eltis (1990:20) the general structure of news item text, they are:

a. Newsworthy Events

The newsworthy events stage is put at the beginning because the reader needs to get the angle on the events before deciding whether to read on. This stage gives information about who, what, when, where and why the events occurred. This information has to be

compressed into a small space because news story writers have to share space on the page with lots of other newspaper stories.

b. Background Events

Background events is the news story gives information about the events that lead up to. It can include information about how and why the events occurred, the circumstances surrounding the crisis. After the lead events, the news writer will often give more information about what happened during and after the crisis what is likely to happen in the future. The stage fills out the context of the events for the reader.

c. Sources

The news story has to show where the journalist got the information about the events. The news story is supposed to be about real events. If the writer is to appear reliable or the writer wants to highlight its importance, she needs to point to a reliable and relevant source of information. This stage is called sources because it shows who provided the information. The sources point up the significance of the events that lead to and follow the crisis make the events newsworthy.

d. Purpose of News Item

According to Eltis (1990:23) News Item Text aims to preach important events or things that are worth to be reported that happened on that day.

- 1) To inform the readers about the important event of the day
- 2) To present information to reader about the important event of the day

e. Language Feature of News Item

Eltis (1990: 26) divides the language feature of news item text as follow:

- 1) Focus on the events that occur (use language that is easy to understand while writing the text)
- 2) Using saying verbs: "...", She said, informed, told, reported.
- 3) At the beginning of news, sometimes the scene is mentioned: Jambi – / Kerinci – ...
- 4) Use Simple Past Tense when describing events that occur in the news. But if the news is a fact that is still happening, can use simple present tense while writing the text.
- 5) News is made in a short form, the story captured in headline by telegraphic information
- 6) Using adverbs: time, place and manner.
- 7) Uses of material processes to retell the event.

f. Example of News Item

According to Eltis (1990:28) example of news item is:

TITLE

Russian Nuclear Catastrophe

NEWSWORTHY EVENT

According to Eltis (1990:28) the newsworthy event is:

Moscow - A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

BACKGROUND EVENT

According to Eltis (1990:20) the background event is:

Yelena Vazrshavskya is the first journalist to speak to people. Who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo 22 near Vladivostok.

The accident, which occurred 13 months before the Chernobyl disaster. Spread radioactive fallout over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the explosion in the reactor of the Victor – class submarine during a refit had been a “thermal” and not a nuclear explosion. And those involved in the clean-up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

SOURCES

According to Eltis (1990:28) the sources are:

Aboard of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

3. The concept of RIDER strategy

a. Procedure of RIDER

Ahmad Nadhif (2018:13) defines, RIDER strategy is one of strategy that can be used to encourage reading activities selected by the teacher to assist

reading comprehension; it is used to improve reading comprehension for students at any grade level. Then, RIDER (Read, Image, Describe, Evaluate, and Repeat) strategy is believed to be able to help strengthen the students' ability to monitor their comprehension and to recall information. RIDER strategy is designed to improve the student's acquisition, storage, and recall of prose material. It suggests the students make image out of a written language, recall and relate these image, then reorganize and verbalize to concepts imaged. This may develop both comprehension and critical thinking skills.

According to Scevak, J. and Moore. P (2007:280) divides; the procedures of RIDER into some steps as follows: The teacher introduces the strategy.

R : Read , read a sentence from the text

I : Imagine, make an image or picture in your mind

D : Describe, describe how the new image is different from the last sentence

E : Evaluate, evaluate the image to make sure it contains everything necessary.

R : Repeat, repeat the steps to RIDE as your read the next sentence.

The teacher asks student to make a group then discuss. The first teach the students the steps involved in RIDER. The students read the title of the text, the sentence in the first paragraph and stop reading the text.

Then, the students imagine the picture in their minds. They closed their eyes before tell the story about. The students describe the picture that they have in their minds after read and imagine. The students have to make sure about what the picture in their imaginations. If they are sure, they have to write on whiteboard each group representative. Then, the students have to think about what is going to happen next. They have to repeat by using RIDER steps).

b. The Advantages of RIDER Strategy

There are some advantages of RIDER Strategy such as:

- a. Through RIDER strategy, the students can be motivated in reading
- b. RIDER strategy can train the students to do something in sequence. They know what they should do first, then and after that, because they have guidance. When they read the text, they read for a purpose.
- c. The RIDER strategy will help the student to be responsible with what they have done.
- d. The strategy can make the students relax and enjoyable in reading a text.
- e. The strategy is easy to do for the teacher. Teacher can applies without many teaching media. If there is no media, the teacher still can do it manually.

From those advantages, it can concluded that Rider strategy is an effective that can be easily used by students in constricting main idea,

encoding the information and gaining their active participation in a group discussion.

c. The disadvantages of RIDER Strategy

- a. The teacher will be difficult to control the students one by one when they are applied stage of RIDER strategy.
- b. Rider strategy also difficult in describe in thought more because noise ad difficult to control students will be unbearable when apply this strategy.

B. Review of the Related Findings

To make this research more accurate, the researcher presented the finding of other researcher that had done before about using RIDER Strategy in teaching English. The first, was done by Dwi Anggreini Waskito Putri the title was the effect of read-image-describe-evaluated-repeat (RIDER) strategy and reading motivation toward student reading comprehension at grade VIII of SMP Pertiwi 2 Padang The population of this research was the second grade students of SMPN Pertiwi 2 Padang the sample was 72 students The finding of this research showed that there was RIDER strategy that used in experimental group more effective.

The second, was done by Windika Arisnata the tittle was the effect of read-image-describe -evaluated-repeat (RIDER) strategy toward reading comprehension on narrative text of the second year student at SMPN 20

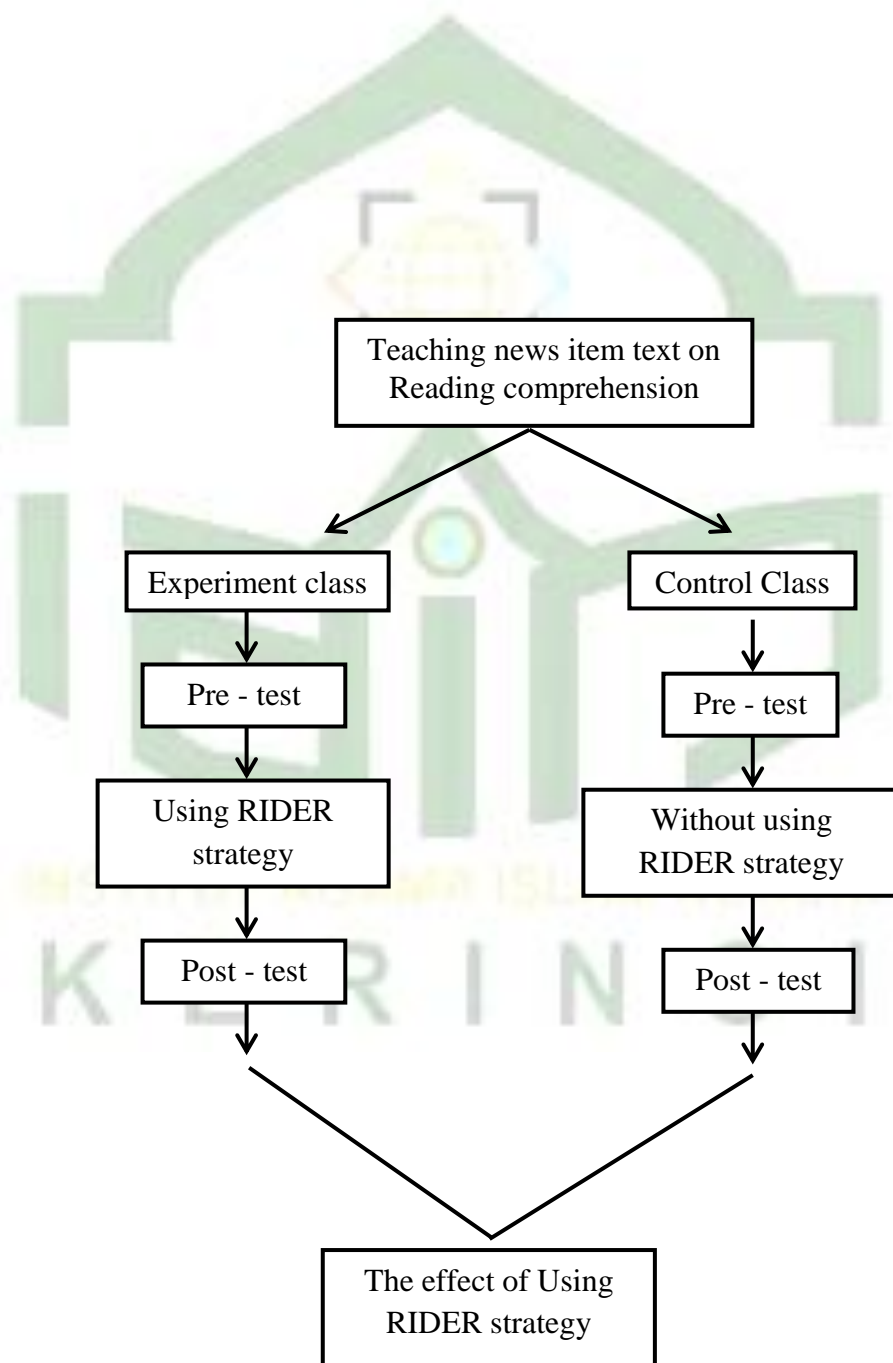
pekabaru, The population of this research was the second year students at SMPN 20 Pekanbaru. the sample was 76 students. the finding of this research showed that there was a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.

The third, was done by Sri Wahyu Harlina the title was the use RIDER strategy in teaching reading narrative text to the eleventh grade students of SMA Nasional Pati in 2015/2016 academic year, the sample was 36 student it is XI IPA. The result of this research that the reading comprehension of eleventh gradevat SMA Nasional pati in 2015/2016 academic year is was a significant effect of using RIDER strategy in teaching reading narrative text.

The similarity of this research with the previous research above is in the strategy use. This research also will use RIDER strategy to see the significant effect of it in learning reading process. Then the differences this research with others is in the text of reading use. Most of the others research used the general reading and narrative text. But, in this research the researcher will use the news item text to find out the significance effect of RIDER strategy toward students reading comprehension of news item text.

C. Conceptual Framework

In this research, the researcher taught reading comprehension of news item texts at the eleventh grade of SMAN 11 Kerinci. The conceptual framework of this research described as follows:



Based on the conceptual framework above, the researcher taught news item text in the control class and experiment class. Each class gave the pre-test. Then, the researcher used RIDER strategy in experiment class, and control class without RIDER strategy. And the last, to look the result both of experiment and control class get the post test.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of Research

In this research, the researcher used quantitative-experimental approach to collect the data. According to Latief (2015: 95), Experimental research measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable, like the effect of different methods of teaching to the students' achievement, the effect of an English training methods to participants' English skills. Experimental research is a powerful research method to establish cause-and-effect relationship (Borg, W.R., Gall, M.D. 1989:639) as cited in Latief (2015:95).

The design of this research used quasi experimental research. Creswell(2012: 262) states that quasi experimental research is a type of research that have a control group, but not fully functional to control external

variables that affect the experiment. In the quasi experimental research, the researcher used nonequivalent control group design involving pre-test and post-test to measure students' comprehension. This design did in two groups; the experimental group and the control group.

The first thing that the researcher gave pre-test after then gave action or treatment to the class by simulation and the next steps, the researcher gave post-test. After got the data, the researcher counted the average of mean between control group and experiment group. And used test to compare both values. To know the both test were have different or not, as an effect from treatment that the researcher was do in the class (Creswell, 2012: 262). The design for this research is expresses in the following table:

Table 1: The Table of Research Design

Group	Pre-test	Independent Variable	Post-test
E	T1	X	T2
C	T1	Y	T2

Note: E = Experimental class
 C = Control class
 T1 = Pre-test to experiment class and control class
 T2 = Post-test for experiment class and control class
 X = Treatment for experimental class
 Y = No treatment

B. Population and Sample

1. Population

Creswell (2012: 263) says that: a population is a group of individuals who have the same characteristic. In practice, quantitative researchers sample from lists and people available. A target population (or the *sampling frame*) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study.

The population of this research was all of students on the eleventh grade of SMA N 11 Kerinci.

Table 2: The population of the eleventh grade students

No	Class	Total Number
1	XI IPA	25
2	XI IPS	25
Total Number		50

2. Sample

Sample is part of the number and characteristics of the population. In this research, the researcher used total sampling technique in determining the sample of the research. Total sampling technique is a all of population as sample of the research. The class of sample are XI IPA and XI IPS. The number of each sample is 50 students. Class XI IPS as experiment class and class XI IPA as control class. In this research there were 25 students in the experiment class and 25 students in control class that consisted of 50 students from 2 classes.

C. Instruments

Instrument is very important in the research. John W. Creswell (2012: 267) defined that Instruments are tools for measuring, observing, or documenting quantitative data. The instrument may include a test, a questionnaire, a tally sheet, a log, an observational checklist, an inventory, or an assessment instrument. Because there are some instruments that can be used in collecting data of a research, in this research, however, the researcher used only test.

The researcher used test as a research instrument. Test is the device or procedure that uses to know or measures something in ambience by using way and rule that have defined before. (Arikunto, 2008:52). Test is a series question, exercise or other means which used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus the test is a method to gain the data by giving some question to the respondent.

a). **Pre-test**

The researcher used pre-test as instrument of this research. Pre-test did in first meeting in control and experiment class. The researcher prepared a topic for pre-test about news item text. The students have 90 minutes for reading pre-test which total items were 25.

b). **Post-test**

The final test was post-test. It did in the last meeting after treatment in class control and experiment. The kind of paragraph was news item text too which different topic with test before. The researcher asked the students to answer the multiple choice test of news item text given. The students have 90 minutes for reading post-test which total items are 25.

The researcher did the test to know the students comprehension on reading. Test was administered in control and experiment class. They were pre and post-test. The instrument of the test as bellow:

Table 3
Indicators of the Instrument of Pre-test

Variable	Indicator	Items Number
Reading Comprehension	1. Finding the topic of the text	1,8,24
	2. Finding the main idea of paragraph	6,10,22
	3. Finding the factual information/Detail	3,4,23
	4. Finding the meaning of vocabulary in context	9,12,14,20
	5. Identify reference	2,13,18
News Items	1. Generic Structure	15,16,17
	2. Social Function	11,19,21
	3. Language Feature	5,7,25

Table 4
Indicators of the Instrument of Post-test

Variable	Indicator	
Reading Comprehension	1. Finding the topic of the text	4,7,24
	2. Finding the main idea	2,8,19

	of paragraph 3. Finding the factual information/Detail 4. Finding the meaning of vocabulary in context 5. Identify reference	1,15,21 6,11,16,23 5,9,12
News Items	1. Generic Structure 2. Social Function 3. Language Feature	3,20,22 14,18,25 10,13,17

a) Validity

Validity can be interpreted as an evaluation of the accuracy of evaluating what it should be in evaluation. Validity is concern with how accurate the test measure and the appropriate of the test for the subjects.

A good testis a test that has good validity anyway. A test is considered valid if the test can measure exactly what is to measure, the validity of the test is seen is validity high contents, an achievement test can be said to be valid, if the test material really is a given lesson material.

To determine the validity of the test used the formula below:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Note:

r_{xy} = Correlation coefficient between X and Y ($x = X - \bar{X}$ and $y = Y - \bar{Y}$)

$\sum xy$ = sum of multiple between x and y

x^2 = the quadrate of x

y^2 = the quadrate of y

(Ismet and Hariyanto, 2014:28)

Then, item analyzed by count difficulty index and discrimination power index, the interpretation criteria of the correlation can be seen below:

Table 5:Interpetation of Validity

Correlation value	Interpretation
0,80 until 1,00	very high
0,60 until 0,79	High
0,40 until 0,59	Enough
0,20 until 0,39	Low
0.00 until 0,19	very low

The result of the validity of reading comprehension of news item texts: there were 25 items got valid and 5 items got not valid, there were number 10, 13, 17, 21 and 28. Therefore, the reseacher removed 5 items test that invalid and only used 25 items that valid in the research. (see appendix 5)

b) Reliability

Reliability of a test refers to the statistic of test scores or it measures consistently. The test is said to have a high level of confidence that if such tests can provide consistent results. To determine the reliability of the testused formula KR. 20 (Kuder Richardson):

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum p_i q_i}{St^2} \right)$$

Where:

r_{11} = koefisien reabilitas of test

n = total item
 S = Varian total
 p_i = proporsi subjek that have corect answer
 q_i = $1-p_i$

(Ismet and Hariyanto, 2014:35)

The interpretation criteria of the correlation coefficient can be seen bellow:

Table 6:Scale of Reliability

Scale	Interpretation
0,80 until 1,00	very high
0,60 until 0,80	High
0,40 until 0,60	Enough
0,20 until 0,40	Low
$0 < 0,20$	very low

In this result, the value of reliability were 0,95. It means, the interpretation criteria of the correlation coefficient was *very good* levels. (see appendix 8)

c) Index Difficulty

In analyzing every item, the researcher utilized difficulty index in every item where the formula as follows:

$$P = \frac{B}{JS}$$

Where:

P = items difficulties
 B = total students who have right answer
 JS = total of students

(Ismet and Hariyanto, 2014:31)

Concerning how to give interpretation on numeral of difficulty index, the researcher used the following scale:

Table7: Scale of Difficulty Index

Index Difficulty Items Which Used	
IK = 0,00	Very Difficult
$0,00 < IK \leq 0,30$	Difficult
$0,3 < IK \leq 0,70$	Average
$0,7 < IK \leq 1,00$	Easy
IK = 1,00	Very Easy

d) Items Discrimination

After the researcher got the difficulty index, the researcher calculated for discriminatory power. The discriminating power of test items is to differentials between students who achieve poorly or the lower group. The following formula used for identify the discriminating power.

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D : items discrimination

B_A: number of up group members who has correct answer

B_B: number of down group members who has correct answer

J_A: number of up group members

J_B: number of down group members

(Ismet and Hariyanto, 2014:32)

Concerning how to interpret Discriminatory Power. So, the researcher utilized a formula. The formula which used to classify as follows:

Table 8: Scale of Items Discrimination

Items Discrimination	
DP = 0,00	Very Bad
$0,00 < DP \leq 0,20$	Bad
$0,20 < DP \leq 0,40$	Enough

$0,40 < DP \leq 0,70$	Good
$0,70 < DP \leq 1,00$	Very Good

D. Research Procedures

This research conducted in 16 meeting. There were 8 meeting in control class and 8 meeting in experimental class. The researcher procedures in this research, as follow:

a. Experiment class

According to the steps of RIDER strategy, the researcher did the research by the procedure as follow:

- 1) Pre-activities
 - a) Greeting students
 - b) Asking students praying
 - c) Take attendance of students
 - d) Giving motivation
- 2). While-activity
 - a) The researcher gave motivation or simulation to focus attention on the topic.
 - b) The researcher explained the objectives of the material about reading news item text.
 - c) The researcher explained knowledge about reading news item text
 - d) The teacher asked students to make a group then discuss and read the text that has been given. The researcher guided

practice on students reading news item text using RIDER strategy.

- Read : The researcher asks the student to read the text given. The students read the title of the text, the sentence in the first paragraph and stop reading the text.
- Image : Then, the students imagine the picture in their minds. They closed their eyes before tell the story about. For example in reading of the text about “**Earthquake aftershock hits Nepal and India**” . The students imagine about this text. Then teacher ask about Who is in the text?, where the story happen?, when did the earthquake happen?, what happen after the earthquake?
- Describe : Describe the new image is different from the last sentence base on text given. Or the students describe the picture that they have in their minds after read and imagine.
- Evaluate : Making sure that the image contains everything necessary based on the text given.
- Repeat : The researcher asks the students to repeat the step of RIDER as you read the text sentence base on the text given.
- The researcher given chance to students to the independent practice of reading news item text.

3). Post-activity

- 1) The researcher and students conclude the material
- 2) Closing the teaching-learning process

b. Control class

1). Pre-activities

- a) Greeting students
- b) Asking students praying
- c) Take attendance of students.
- d) Giving motivation

2) While-activity

- a) The researcher gave motivation or simulation to focus attention on the topic.
- b) The researcher explained the objectives of the material about reading news item text.
- c) The researcher explained the material about news item text.
- d) The researcher gave exercise to students reading news item text.

3). Post-activity

- a) The researcher and students conclude the material
- b) Closing the teaching-learning process.

E. Techniques of Data Collection

Data collection techniques are ways that researcher can use to collect data. In this research, the technique of collecting data was follows:

a). **Pre-test**

The researcher used pre-test as instrument of this research. Pre-test did in first meeting in control and experiment class. The researcher prepared a topic for pre-test about news item text. The students have 90 minutes for reading pre-test which total items were 25.

The score of students' achievement calculated by using this following formula:

$$Score = \frac{\text{the number of right answer}}{\text{total item}} \times 100$$

b). **Post-test**

The final test was post-test. It did in the last meeting after treatment in class control and experiment. The kind of paragraph was news item text too which different topic with test before. The researcher asked the students to describe about news item text given. The students have 90 minutes for reading post-test which total items are 25.

The score of students' achievement calculated by using this following formula :

$$\text{Score} = \frac{\text{the number of right answer}}{\text{total item}} \times 100$$

(Ismet and Hariyanto, 2014:35)

The data was collected from the pre-test and post-test of the experimental class and control class. The pre-test result compared to the post-test result in order to find a significant difference of the students' reading comprehension.

To find out the levels of students ability in reading comprehension, the five point scale of Anas Sudijono was used. The classification can be seen in the table as follows:

Scores	Categories	Levels
80 – 100	Excellent	High Ability
66 – 79	Good	Average Ability
56 – 65	Fair	
46 – 55	Poor	Low Ability
0 – 45	Very poor	

(Source: Sudijono, 2006: 35)

F. Technique of Data Analysis

Test used by the researcher in collecting the data. The data from test gained to find out the result of students' reading news item text achievement by using RIDER strategy.

After distributing test at the pre-test and post-test, the researcher analyzed the data by using statistical analysis as in the following:

1. To find the mean score of each group. It calculated by the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

N = The Number of Students

$\sum x$ = Sum of raw score

\bar{x} = Average Score

2. To find out the result of the standard deviation of each group. It calculated by formula :

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{N - 1}}$$

Where :

$\sum(x - \bar{x})^2$ = sigma of individual deviation of students' score

S = Standard Deviation

N = The Numbers of Students

1 = Constant Number

(Sudjana, 2005:62)

3. Variance used to measure the variability of each group. It calculated by the formula :

$$S^2 = \frac{\sum(x - \bar{x})^2}{N - 1}$$

4. Made the normality test to know whether or not sample score come from normal population. Made the normality test with the Shapiro wilk that purpose with formula :

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Where :

D = Based on formula below

a_i = Coefisien of Saphiro Wilk test

X_{n-i+1} = Number of n-i+1 on the data

x_i = Number of i on the data

$$D = \sum_{i=1}^n (X_i - \bar{X})^2$$

x_i = Number of i on the data

\bar{x} = Average of the data

If value of $P > 5\%$, so H_0 is received ; H_1 is rejected

If value of $P < 5\%$, so H_0 is Rejected ; H_1 is received

(Sudjana, 2005:69)

5. Made the homogeneity of variance test to see whether or not the both of groups have homogeneity of variance. calculation is :

$$F = \frac{\text{thebiggestvariance}}{\text{thesmallestvariance}}$$

Data testing criteria accepted H_0 if $F_{\text{calculated}} < F_{\text{table}}$ for the real level α in other case H_0 refused. If H_0 accepted, both of sampel group have homogeneity of variance.

6. After that the researcher used t-test. It used to determine whether there was significant different between the means of post-test and pre-test. It was mean that to know the differences or dividedmake a match method is better than conventional method. The data collected from test that gave to the students of control class and experiment class. The formula of t-test as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

where: x_1 = mean score of the experiment class before treatment
 x_2 = mean score of the experiment class after treatment
 n_1 = Sum of the students experiment class
 n_2 = Sum of the students control class
 S_1^2 = standar deviation of the experiment class before treatment
 S_2^2 = standar deviation of the experiment class after treatment
 S = Standard deviation

$$S^2 = \frac{(n^1-1) s_1^2 + (n^2-1) s_2^2}{n^1 + n^2 - 2}$$

Where :

S = standard deviation

n^1 = sum of the students experiment class

n^2 = sum the student control class

s_1^2 = standar deviation of the experiment class before treatment

s_2^2 = standar deviation of the experiment class after treatment

(Sugiyono, 2009:72)

G. Effect Size

Test effect used to measure the influence of RIDER strategy toward students' reading comprehension, it used the formula of Cohen's d as follow:

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

where:

\bar{x} = Mean

S_{pooled} = Standar Deviation

D = Cohen's d

Subjective : t refer to treatment condition
 c refer to control condition with:

$$S_{pooled} = \frac{\sqrt{(nt-1)St^2 + (nc-1)Sc^2}}{nt+nc}$$

Where :

S_{pooled} = Standard deviation

n_t = number of students of eksperiment class

n_c = number of students of control class

s_t = standard deviation of eksperiment class

s_c = standard deviation of control class.

(Sugiyono, 2009:78)

Value of d described how much the influence of the variable on treatment classes, the criteria of Effect Size Classify as follows:

If d	Interoretation
$d < 0,2$	Small
$0,2 < d < 0,8$	Medium
$d > 0,8$	Big

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The result of try out

Before conducting the real research, firstly the instrument had been try out. The try out aimed to identify the difficulty index, discrimination power index, validity of news item test, and reliability with the time allocated for about 2 x 45 minutes. The students asked ready to do their test and the students must be read the text carefully, and then the students in try out class must answer the question derictly.

a. Difficulty Index of Item

A good test was a test which is not too easy or vice versa too difficult. A test should be standard and fulfil the characteristic of a good test. Difficulty index shows the level difficulty of a test. The lower index of a test, the more difficult the test is. And the higher the test, the easier it is.

There were 30 items that used for try out. And after the researcher did try out to the students, the result of difficulty index were obtained 4 items got *very easy* levels, 6 items got *very difficult* level and 20 items got *average* levels.

The items that got *very easy* levels were number 5, 9, 24 and 28 with value $> 0,70$. While the items that got *difficult* levels were number 7, 11, 17, 25, 27 and 30, with value $< 0,30$. And the rest was in *average* level. (see **appendix 6**). It means that it was suitable with the difficulty index table. And the items can used for the real test.

b. Discrimination Power Index

Discrimination power index is the extent to which an item differentiates between high and low ability test takers. This index used to measure to the ability of a test in discriminating the upper and lower group of students.

In this result, there were 4 item got *very good* level, 11 items got *good* levels, 9 items got *enough* levels and 6 item got *very bad* levels. Such as number 7 got *very good* level with value 0,7. (see **appendix 7**)

It means that the tests have a good discrimination power index.

c. Validity of Reading News Item Text

After got the result of difficulty index of item and discrimination power index, and then the researcher calculated the result of the validity of reading narrative test. The purpose of this test to saw the items test valid or not.

The result of the validity of reading comprehension of news item texts: there were 25 items got valid and 5 items got not valid, there were number 10, 13, 17, 21 and 28. Therefore, the researcher removed 5 items test that invalid and only used 25 items that valid in the research. (see appendix 5)

d. Reliability of test

Reliability refers to consistency of the test result. Reliability is the extent to which the measurement of a test remains consistent after repeated subject and in the same condition. The research considered reliable when providing consistent result for the measurements. If cannot be relied upon if repeated measurement give different result.

High and low reliability, empirically indicated by a number called the value of the reliability coefficient. High reliability is indicated by the value of r_{xx} approaching the number 1. The general agreement is considered to be quite satisfactory if $> 0,70$.

In this result, the value of reliability were 0,95. It means, the interpretation criteria of the correlation coefficient was *very good* levels. (see appendix 8)

2. The Result of Test

This research was done at SMAN 11 Kerinci. The sample of this research was the eleventh grade in academic year 2021/2022. The students

consisted of 50. There were two classes that involved in this research; they were experiment class and the control class. The class was chosen by calculating the normality and homogeneity, then the researcher chose the experiment class and the control class of the student's ability in each class of grade eight. After the each class normal and homogen, then the researcher chose the experiment class and the control by mixing the name of the classes that were written in a piece of paper. And then, the researcher got XI IPS as the experiment class and XI IPA as the control class. In the research were 25 students in the experiment class and 25 students in control class.

These following research findings were the answers of research question, in this research which consisted of one research question that was there any significance effect of using RIDER strategy on teaching reading comprehension of news item texts at the eleventh grade of SMAN 11 Kerinci.

The first was researcher has done the pre-test at the early of the research to know the level of students' reading comprehension of news item texts and the second was post-test in the end of research to know the result of the treatment that was done on the experimental class. The material of the test was same level for both classes.

a. Pre-Test for Control

The pre-test conducted to ensure that the students have the same background and the same English proficiency.

In this result, there were 25 students in the control class. Where 1 student got score 40, 6 students got score 44, 4 students got score 48, 9 students got score 56, 1 student got score 60, 3 students got score 64, 1 student got score 72.

Based on the score above, after holding pre-test on the control class for the obtained results were the average score of the control class was 52. However, the average score of control class were still below the minimum completeness when it is compared with the maximum score is 72. **(for more details see appendix 11).**

Then to find out the students of control class ability in reading comprehension before they are gotten treatment the five point scale of Anas Sudijono was used. The classification can be seen in the table as follows:

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	-	-	-	-	Excellent	High Ability
2.	66 – 79	72 (1)	1	4 %	56 %	Good	Average Ability
3.	56 – 65	56 (9) 60 (1) 64 (3)	13	52 %		Fair	
4.	46 – 55	48 (4)	4	16 %	44 %	Poor	Low Ability
5.	0 – 45	40 (1) 44 (6)	7	28 %		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, one student got good score (4%). Second, there were thirteen students gained fair score (56%) and their level include average ability. Third, there were four students got poor scores (16%), seven students gained very poor scores (28%) and their level was included to *Low Ability* (44%). It means that the students' ability in

reading comprehension belongs to *Average ability levels (56%)*. And from this result it was concluded that the students of control class ability in reading comprehension before they are gotten treatment was *Enough*.

b. Post-Test for Control

Post-test of control class carried out the time was allocated for about 2 x 45 minutes. In the post-test of control class was nothing much change for the students score with the pre-test. In this result the students still got score 44 as the lower score and 80 as higher score.

There were 2 students got score 44, 3 students got score 48, 4 students got score 52, 7 students got score 56, 5 students got score 60, 2 students got score 64, 1 student got score 68, only 2 students got score 80. (see appendix 12)

Based on the score above, after holding pre-test on the control class at the obtained results were the average score of the control class was 57.28. However, the average score of control class were still below the minimum completeness when it is compared with the maximum score is 80.

Then to find out the students of control class ability in reading comprehension after they are gotten treatment the five point scale of Anas Sudijono was used. The classification can be seen in the table as follows:

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (1)	1	4 %	4 %	Excellent	High Ability
2.	66 – 79	68 (1)	1	4 %	60 %	Good	Average Ability
3.	56 – 65	56 (7) 60 (5) 64 (2)	14	56 %		Fair	
4.	46 – 55	48 (3) 52 (4)	7	28 %	36 %	Poor	Low Ability
5.	0 – 45	44 (2)	2	8 %		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that:

First, one student got excellent score (4%) and in the high ability level. Second, there was one student gained good score (4%) and there were fourteen students gained fair score (56%), they level was include to average ability (60%). Third, there were seven students got poor scores (28%), two students gained very poor scores (8.%) and their level was included to *Low Ability* (36%). It means that the students' ability in reading comprehension belongs to *Average ability levels (60%)*. And from this result it was concluded that the students of control class ability in reading comprehension after they are gotten treatment was *Enough*.

c. Pre-Test for Experiment

The pre-test for experimental class conducted to ensure that the students have the same background and the same English proficiency. Pre-test carried out the time was allocated for about 2 x 45 minutes.

In this result, there was 1 students got score 36, 2 students got score 44, 5 students got score 48, 7 students got score 52, 5 students

got score 56, 3 students got score 60, 1 student got score 72, and only 2 students got score 76. That not much difference from pre-test for control class, where with the lower score was 36, but different with higher score was 76 that was little bit better then result of pre-test control. And then, the average score of experiemental class was 54,6, that was higher then average of the control class. (see appendix 9)

Then to find out the students of experimental class ability in reading comprehension before they are gotten treatment the five point scale of Anas Sudijono was used. The classification can be seen in the table as follows:

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	-	-	-	-	Excellent	High Ability
2.	66 – 79	72 (1) 76 (2)	3	12 %	44%	Good	Average Ability
3.	56 – 65	56 (5) 60 (3)	8	32%		Fair	
4.	46 – 55	48 (5) 52 (7)	11	44%	56%	Poor	Low Ability
5.	0 – 45	36 (1) 44 (2)	3	12%		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that:

First, there were three students gained good score (12%) and there were eight students gained fair score (32%), they level was include to average ability (44%). second, there were eleven students got poor scores (44%), three students gained very poor scores (12%) and their level was included to *Low Ability* (56%). It means that the students' ability in reading comprehension belongs to *low ability levels* (56%). And from this result it was concluded that the

students of experimental class ability in reading comprehension before they are gotten treatment was *Low*.

d. Post-Test for Experiment

After the researcher gave the treatment, the researcher gave post-test to the students in experimental class to find out the result of the whole treatment. The post-test carried out the time was allocated for about 2 x 45 minutes.

There was 1 students got score 40, 2 students got score 48, 1 student got score 52, 2 students got score 56, 4 students got score 60, 3 students got score 64, 3 students got score 68, 3 students got score 72, 1 student got score 76, 2 students got score 80 and only 3 students got score 88. (see appendix 10)

In this result, the lower score of students was 40 and the higher score of students was 88. That mean, more improvement than score of post-test in control class with the average score of experimental class was 66.08, that was higher than average value of control class in post-test.

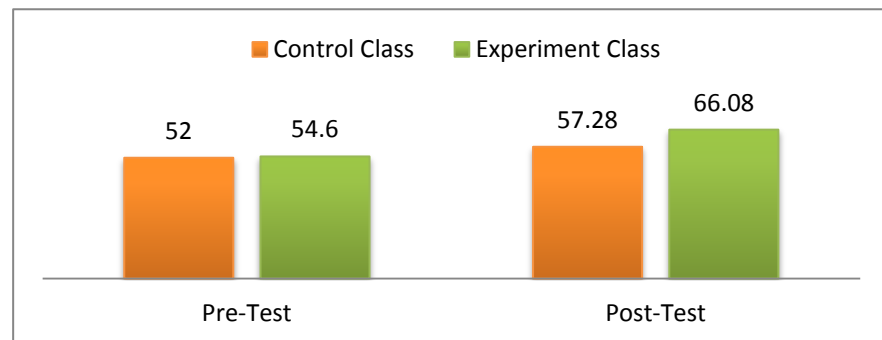
Then to find out the students of experimental class ability in reading comprehension after they are gotten treatment the five point scale of Anas Sudijono was used. The classification can be seen in the table as follows:

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (2) 88 (3)	5	20%	20%	Excellent	High Ability
2.	66 – 79	68 (3) 72 (3) 76 (1)	7	28%	64%	Good	Average Ability
3.	56 – 65	56 (2) 60 (4) 64 (3)	9	36%		Fair	
4.	46 – 55	48 (2) 52 (1)	3	12%	16%	Poor	Low Ability
5.	0 – 45	40 (1)	1	4%		Very poor	
Total			25	100 %	100%		

Based on the description above, it can be concluded that: First, there were five students gained excellent score (20%), their level include high ability. Second, there were seven students gained good score (28%), and nine students gained fair score (36), they level was include to average ability (64%). third, there were three students got poor scores (12%), onestudent gained very poor scores (4%) and their level was included to *Low Ability* (16%). It means that the students' ability in reading comprehension belongs to *average ability levels* (64%). And from this result it was concluded that the students of experimental class ability in reading comprehension after they are gotten treatment was *enough*.

e. The Graphic Result of Students' Control and Experiemental Class

The average score comparison between the experimental class and control class before and after treatment at the eleventh grade of SMAN 11 Kerinci. Can be seen in the following graphic:



From the graphic above, after holding pre test on the experimental class and the control class at the obtained results are the average score of the experimental class was 57.28 while the average score of the control class was 52. After holding post test on the experiment class and the control class at the obtained result were the average score of the experiment class was 66.08 while the average score of the control class was 57.28. It means that, RIDER Strategy is better to use than the conventional method in teaching English reading.

3. Hypothesis Testing

Before testing hypothesis by using t-test formula, the researcher had to test the normality and homogeneity first as the requirement of the analysis whether the data were from the normal population or not and homogeneity or not. It was based on the assumption that the data that could be used as the data in t-test was the data that was distributed normally and homogeneity. The data used was the post-test data.

a. Normality Testing

Test normality was a form of testing to know the data distributed normal or not.

Table 10 : Normality Testing Of Data

	Class Code	N	X²_{account}
Control Class	Cc	25	0,92
Experimental Class	Ec	25	0,96

The table above show the score of the students of control class was 0,92 that was higher than Alpa (0,05) or $0,92 \geq 0,50$ and the score of the students of experimental class was 0,96 that was higher than Alpa (0,05) or $0,96 \geq 0,50$. It means that the data was distributed normally. (see appendix 13)

b. Homogeneity Testing

Homogeneity test was used to know whether some variants are from the same population or not.

In this result, the calculation of homogeneity testing show that $F_{\text{observe}} = 1,22$ this score was lower that $F_{\text{table}} = 2,00$ or $1,22 < 2,00$ where it means the data score was homogeny. (see appendix 14)

After found the normality and homogeneity of the data, further analysis was done in order to know wether the research hypothesis was received or rejected. Therefore, the researcher used t-test.

The t-test used in analyzing post-test score is to know the significant effect of using RIDER Strategy on studnets reading comprehension ability. There were two types of hypothesis, they were:

H_a = There is significant effect of using RIDER strategy toward students ability in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci.

H_o = There is no significant effect of using RIDER strategy toward students ability in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci.

Based on the result of post test, it was found that the average of the experimental class was higher than the average of the control class.

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{obs} = 2,6$ while for the $t_{table} = 1,67$ in degree of freedom 48 at level of significance 0,05. (see **appendix 15**) It mean that t_{obs} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. And can be concluded that there is significant effect of using RIDER strategy toward students ability in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci.

c. **Effect Size**

Effect Size used to know the greatest effectiveness of the learning model, other terms can be interpreted as a step to measure how much scale the effectiveness of the method/model of the learning we have tested and applied to the students.

The result of effect size was 0,75. That included medium levels. That mean this strategy have enough effect to used in improvement students' reading comprehension of news item texts ability. (see appendix 16)

B. Discussion

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in SMAN 11 Kerinci, where the students' the eleventh grade as population and the sample of this research was XI IPS as experimental class and XI IPA as control class. In this result, the researcher tried to used RIDER strategy. Therefore, that strategy would be easy to apply in teaching and learning process.

RIDER strategy is one of strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension; it is used to improve reading comprehension for students at any grade level. Then, RIDER (Read, Image, Describe, Evaluate, and Repeat) strategy is believed to be able to help strengthen the students' ability to monitor their comprehension and to recall information. RIDER strategy is designed to improve the student's acquisition, storage, and recall of prose material. It suggests the students make image out of a written language, recall and relate these image, then reorganize and verbalize to concepts imaged. This may develop both comprehension and critical thinking skills.

Before using RIDER strategy the maximum score of the students in experimental class was 76 and the minimum score was 36. While after using the RIDER strategy the maximum score was 88 and the minimum score was 40. It means, the students' score have more improvement. It can be concluded that the score in after RIDER strategy was higher than before using RIDER strategy or the learning result of teaching reading by using RIDER strategy was better than conventional method. In addition, the researcher found the students in experimental class were more active than the students in the control class that teaching and learning reading without using RIDER strategy.

Then hypothesis with 5% (0,05) of level significant and the value of t_{table} of the level freedom df (48). The value t-count (2,6) was higher than value of t-table (1,67). It had mention that $t_{observe}$ in this research was higher than the value of the t_{table} . It meant that H_a was accepted and H_o was rejected. In other word, there was significant effect of using RIDER strategy in teaching reading comprehension at the eleventh grade of SMAN 11 Kerinci.

Moreover, after conducted this research, the researcher found some previous researches that used RIDER strategy: The first, was done by Dwi Anggreini Waskito Putri the title was the effect of read-image-describe-evaluated-repeat (RIDER) strategy and reading motivation toward student reading comprehension at grade VIII of SMP pertiwi 2 padang The population of this research was the second grade students of SMPN pertiwi 2

padang the sample was 72 students The finding of this research showed that there was RIDER strategy that used in experimental group more effective.

The second, was done by windika arisnata the tittle was the effect of read-image-describe -evaluated-repeat (RIDER) strategy toward reading comprehension on narrative text of the second year student at SMPN 20 pekabaru, The population of this research was the second year students at SMPN 20 Pekanbaru. the sample was 76 students. the finding of this research showed that there was a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.

The third, was done by sri wahyu harlina the tittle was the use RIDER strategy in teaching reading narrative text to the elevent grade students of SMA Nasional Pati in 2015/2016 academic year, the sample was 36 student it is XI IPA. The result of this research that the reading comprehension of elevent gradevat SMA Nasional pati in 2015/2016 academic year is was a significant effect of using RIDER strategy in teaching reading narrative text.

Thus, *The Advantages of RIDER Strategy*). Through RIDER strategy, the students can be motivated in reading b). RIDER strategy can train the students to do something in sequence. They know what they should do first, then and after that, because they have guidance. When they read the text, they read for a purpose.c). The RIDER strategy will help the student to be responsible with what they have done.d). The strategy can make the students relax and enjoyable in reading a text.e). The strategy is easy to do for

the teacher. Teacher can applies without many teaching media. If there is no media, the teacher still can do it manually.

From those advantages, it can concluded that Rider strategy is an effective that can be easily used by students in constricting main idea, encoding the information and gaining their active participation in a group discussion.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result in previous chapter, it can be concluded that there was significant effect of using RIDER strategy toward students' ability in reading comprehension of news item text at the eleventh grade of SMAN 11 Kerinci. The success of the research can be proved by the students score in reading comprehension test of post-test for both classes, as follow:

After did the pre test on the experimental class and the control class at the obtained results are the average score of the experimental class was 57.28 while the average score of the control class was 52. After holding post test on the experiment class and the control class at the obtained result were the average score of the experiment class was 66.08 while the average score of the control class was 57.28. It means that, RIDER Strategy is better to use than the conventional method in teaching English reading.

The result of post-test showed the differences result achieved by the control class which was taught without using RIDER strategy with the experimental class which was taught by using RIDER strategy. The mean of control class was 57.28 while the experimental class was 66.08. And after doing t-test, it was found that $t_{\text{observe}} = 2.6 > t_{\text{table}} = 1.67$. So. Can be concluded that there is a significant effect of using RIDER strategy toward students' ability in reading comprehension at the eleventh grade of SMAN 11 Kerinci academic year 2021/2022.

B. Suggestion

Based on the result of the analysis the data, the researcher gives some important suggestions as follow:

1. The students are suggested to increase in reading comprehension on news items texts, they should be more serious and active in learning English subject especially reading skill because reading is very important thing in learning English for get information.
2. The teacher are suggested should always give the motivation to the students to study hard, and the teacher can be choices RIDER strategy for in learning English especially in reading comprehension.
3. The researcher is suggested to the next researcher, to be able to conduct the research this strategy especially in teaching learning English.

BIBLIOGRAPHY

- Agus Irianto. (2012). *Statistik Konsep Dasar, Aplikasi & Pengembangannya* Jakarta: Kencana
- Alfhinamsamsiah. (2014). news item text, <https://pakpuguh.wordpress.com/2011/08/27/report-text/>.retrieved on 05 July 2021.
- Ardianti, Wilda. (2016). *The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Ability in Reading Comprehension at MAN Kuta Cane Aceh Tenggara*, (UIN-SU Medan)
- Anderson, Mark and Anderson, Kathy. (1997). *Text Types*. Macmillan Education: Australia PTV, Ltd..
- Beatrice S. Mikulecky. (2008). *Advanced Reading Power*. New York: Pearson Longman.
- Brown, H. Douglas. (2000). *Teaching by Principles; An Interactive Approach to Language Pedagogy*. California: Pearson Education.
- British Course, *Narrative Text : Definition, Purposes, Generic Structures, Language Features*, <http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php>, retrieved in August 13, 2017
- Bjovic, M. (2010). *Reading Skill and Reading Comprehension in English for Specific Purposes*. Retrieved on 11 March 2022 From: <https://researchgate.net/publication/261213403>.
- Cathy Healy. (2012). *Reading: What The Experts say (The Lowdown on the National Reading Panel)*. New York: McGraw. Hill Companies Inc
- Day R Richard and Bamford Julian. (2008). *Extensive Reading in the second language classroom*. Cambridge: Cambridge University Press.
- Dafik, Ahmad. (2018). *Teaching reading on narrative text by combining to column note with rider strategies at junior high school*, Journal of English language Teaching.
- David Nunan. (2003). *Practical English Language Teaching*. New York: McGraw. Hill Companies Inc.
- David. P. Haris. (1994). *Testing English as a Second Language*. London : Tata Mcgraw-Hill Publishing Company.

- Dian, Putri Purnami Karang.(2014). *Improving Reading Comprehension Through KWL Strategy At The Eighth Grade Students Of Smp N 1 Amlapura In Academic Year 2013/2014*, Denpasar University
- Durukun in Yuniata Fibriani and friends, *Teaching Descriptive Text Using Cooperative Integrated Reading and Composition Technique academic year 2014/2015*, Tanjungpura University,
- Dwi Anggreini Waskito Putri. (2016). The effect of read, image, describe, evaluate, and repeat (RIDER) strategy and reading motivation toward student reading comprehension. journal. vol.3, No 2.
- Doddy, A. (2007). *Developing English Competencies: for Senoir High Scholl*. Jakarta: Pusat Perbukuan Depdiknas.
- Emzir. (2008), *Metode Penelitian Pendidikan : Kuantitatif & Kualitatif*. Jakarta: PT. Grafindo Persad
- Elizabeth S. Pang and Friends. (2003). *Teaching Reading*,. IBE:Switzerland.
- Eltis, K.J. (1990). *Genre-Based Aproach to teching English*. Australia: Gerd Stabler.
- Fibriani, Yuniata and friends, *Teaching Descriptive Text Using CooperativeIntegrated Reading and CompositionTechnique academic year 2014/2015*, (Tanjungpura University: Pontianak)
- Infosys. (2010). *Reading Techniques*,. Retrieved on June 3rd 2021 From: <http://eca.state.gov/forum/vol38/no4/p12.htm>
- Institutes of Education Science in Said Nidhom. (2017). *The Application of CooperativeIntegrated Reading Composition (CIRC)Method to Improve ReadingComprehension of the Eighth Year of MTsPabelan Magelang in the Academic YearOf 2016-2017*, (State Institute for Islamic Studies (IAIN) Salatiga)
- Ismet Basuki and Hariyanto. (2014).*Asesmen Pembelajaran*. Bandung: Rosdakarya.
- Janette M Hughes. (2007).*Teaching language and literacy*, <https://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>
- JJ Wong. (2014). *8 Reason Why Reading is So Important*, <http://www.ispirationboost.com/8-reason-why-raeding-is-so-important>.

Retrieved on June 3rd 2021 From:
<http://eca.state.gov/forum/vol38/no4/p12.htm>

John W. Creswell. (2012). *Educational research(Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition*. USA : Pearson Education.

Koeak. M. (2011). *The Types of Reading and Exercises for Teaching Reading*, New Jersey: Prentice Hall

Katherine Devies Samway, Dorothy Taylor. (2008). *Teaching English Language Learners*. New York: Scholastic Inc.

L.R. Gay and Peter Airasian. (2004). *Educational Research*. New Jersey: Prentice Hall.

Leaddan. (2016). *Definition of news item text*. retrieved on 24th June 2021. from: <https://freeenglishcourse.info/what-is-report/>.

Marza., W. S. (1997). Teaching reading comprehension by using RIDER strategy combined with partner reading strategy at junior high school.

Mehta P.D. (2005). *Developing Reading Comprehension Skills and Strategies*. New York: Scholastic Inc.

Muryati, Sri. (2017). *Developing Written News Item Text Materials for the Tenth Graders of Senior High Schools*, (Register, Vol 6, 2013).

Nadhif Ahmad, *Rider strategy to improve students reading skill*, (Jurnal penelitian islam, vol 13, no. 02 ,2019, 337-351).

Nidhom, Said. (2017). *The Application of CooperativeIntegrated Reading Composition (CIRC)Method to Improve ReadingComprehension of the Eighth Year of MTsPabelan Magelang in the Academic YearOf 2016-2017*, (State Institute for Islamic Studies (IAIN) Salatiga),

NN. (2018). *News Item Text*. From, <http://popernity.blogspot.com/2010/07/report-text-definition-of-report-report.html>, retrieved on 2 July 2021.

Otong Setiawan in Rayendriani. (2014). *writing Narrative Text*, (English Education vol. 02 NO. 01 Januari 2014)

PISA 2021 PISA Result in focus, <http://www.oecd.org>, accessed on 25th March 2021

- PIRLS 2021 International Result in Reading, <https://timssandpirls.bc.edu>, accessed on 25th March 2021
- Putri, D. A. (2016). *The effect of read, image, describe, evaluate, and repeat (RIDER) strategy and reading motivation toward student reading comprehension. Mercer.*
- Robert. D. Postman. etal. (1985). *College Reading and Study Skill*, New York: Macmillan Publishing Company.
- Scevak, J and Moore, P. (2007). *Teaching reading comprehension by using RIDER (read, image, describr, evaluate and repeat) strategy combined with partner reading strategy at junior high school.* New york: Pearson Education
- Silabus bahasa inggris kurikulum. (2013). Retrived on July 15th 2021 From: www.didno76.com
- Slavin in Abidin in Andi Halimah. (2014). *Metode Cooperative Integrated Reading and Composition (CIRC) Dalam Pembelajaran Membaca dan menulis di SD/MI*, Fakultas Tarbiyah dan Keguruan UIN Alaudin Makassar.
- Slavin in Junariya. (2014). *The Effect of Using CIRC Technique to Improve Students' Reading Comprehension on Recount Text*, Syarif Hidayatullah State Islamic University Jakarta.
- sri wahyu harlina *The use of r.i.d.e.r. (read, image, describe, evaluate, and repeat) strategy in teaching reading narrative text to the eleventh grade students of sma nasional pati in 2015/2016* Thesis: English education department teacher training and education faculty muria kodus university.
- Sudjana. (2005). *Metoda Statistika*.(Bandung: Tarsito)
- Suhaimi, S. (2020). *The Influence of KWL Strategy on Students' Reading Comprehension. INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH 9 (03)*. Retrieved on January 24th 2022 from: <https://www.ijstr.org/final-print/mar2020/The-Influence-Of-Kwl-Strategy-On-Students-Reading-Comprehension.pdf>
- Suharsimi Arikunto. (2008). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Sulistyo, Irwan. (2013). *An Analysis of Generic Structure of Narrative TextWritten by the Tenth Year Students of SMA Yasiha Gubug*Vol. 4, No.2, August 2013

Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung : Alfabeta

Titin, Veronika. (2016). *An Analysis of Narrative Texts in Textbooks Used by Eighth Grade Students (Systemic Functional Linguistics Perspective)*, *Journal of English and Education* 2016, 4(2), 115-123, (Department of English Education, Indonesia University of Education)

Windika Arisnata. (2014). *The Effect Of Using Read, Imagine, Describe, Evaluate, Repeat (Rider) Strategy Towards Reading Comprehension On Narrative Text Of The Second Year Students At Smpn 20 Pekanbaru*. Thesis. Uin Suska Riau Publisher.



APPENDIX 1: PRE-TEST

SCHOOL : SMA NEGERI 11 KERINCI
 CLASS : XI (**PRE-TEST**)
 DURATION : 2 X45 MINUTES

Direction : Read the texts and choose the best answer for each question by crossing (X) a, b, c, d or e!

The text is for no 1 to 6

After 13 years of service, which culminated in an Olympic gold medal, Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.

“My decision to resign is final. It’s not an impulse or emotional decision. I’ve been thinking about quitting the national team since 2004, after I won at the Athens Olympics,” he said. “However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008.”

In 2001, Taufik threatened to quit the training camp because of Mulyo’s exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it. “It’s time for younger players to take the baton. I’m giving way to them. It’s all about regeneration in Indonesian badminton,” he said

(Source <https://taufik-hidayat-quitting-national-badminton-team-after-13-years-of-service-which-culminated-in-an-olympic-gold-medal-shuttler-taufik-hidayat-announced-friday-his-resignation-from-the-national-training-2/>)

1. What is the text tell about?
 - a. Taufik’s decision quitting from national badminton team
 - b. Taufik’s achievement in national badminton team
 - c. Taufik’s plan after quitting the national badminton team
 - d. Olympic gold medal
 - e. Taufik’s competition

2. Therefore I stayed until 2008... (Paragraph 2 line 4). The underlined word refer to?

a. People	d. Taufik;s Mentor
b. Writer	e. Djoko Santoso
c. Taufik Hidayat	

3. When did Taufik Hidayat plan to quit from the national team for the first time ?

a. In 2004	d. In 2011
------------	------------

- b. In 2008
c. In 2009
- e. In 2001
4. How many years Taufik Hidayat played badminton with national team?
a. 14 years
b. 15 years
c. 7 years
d. 13 years (3)
e. 4 years
5. "...I'm giving way to them. It's all about regeneration in Indonesian badminton," he said. The sentence is ?
a. Event
b. Language Feature
c. Newsworthy events
d. Source
e. Generic Structure
6. What is the main idea of the text ?
a. People kept on encouraging Taufik Hidayat to stay in national team
b. Taufik Hidayat announced Friday his resignation from the national training
c. Taufik Hidayat threatened to quit the training camp
d. Taufik made yet another threat to quit
e. Taufik decision to resign is final

The text is for no 7 to 10

Bridge breaks in Central Java, killing 5 people and injuring 29 others

A footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said.

The victims were evacuated to three nearby hospitals, said Suroso, an employee at the Baturaden resort in Central Java province, adding that they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped. Local police, chief Emron Putra Agung said five people were killed and 29 injured. The accident occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan, when people traditionally flock to holiday sites. Baturaden, located 300 kilometers (190 miles) east of the capital Jakarta, is one of the most popular resorts on the slopes of Mount Slamet (3,428 meters, 11,246 feet), Java's second-highest peak.

(Source : <https://brainly.co.id/tugas/40304420-newsitemtext>)

7. a rocky riverbed, police and tourist officials said. (Paragraph 1 line 3). The underlined sentences is ?
a. Event
b. Generic structure
c. Newsworthy events
d. Source
e. Language Feature

8. The text tells us about
- The evacuation of the victims
 - The tourist resort in Central Java
 - The killing of five visitors in Baturaden
 - The accident on the broken bridge in Central Java
 - The popular tourist resort in Central Java
9. “..... killing five people and injuring 29 after they *plunged into* a rocky riverbed”.(The first paragraph). What is the similar meaning of the words “ plunged into” ?
- Feel back
 - Feel away
 - Feel down
 - Feel off
 - Feel on
10. What is the main idea of the text ?
- A footbridge packed with tourist broke at a mountainous resort on Java Island
 - The victims were evacuated to three nearby hospitals
 - The accident occurred as the country enjoys a weeklong holiday
 - The most popular resorts on the slopes of Mount Slamet
 - It was used to evacuate the victims

The text for number 11-14



Source: www.football-wallpapers.com

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their

"Beckham brand". The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this.

The newspaper article suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of arguments with his wife. A lawyer for the newspaper commented on the high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham's infidelity, or is it happy? We say unhappy." The Beckhams, meanwhile, insist they are a happily married couple.

Taken from www.breakingnewsenglish.com

(Sources: <https://www.breakingnewsenglishnewsitemtext.com>)

11. The social function of text above is?
- To inform the Beckhams and his wife are happily married couple
 - To inform Beckhams carrier.
 - To inform the Beckhams is famous player.
 - To inform Beckhams and his wife are unhappy couple

- e. To inform the Beckhams story
12. The marriage was really "on the rocks" (Paragraph 1 sentence The phrase "on the rocks" means that the beckham's marriage is in a condition.
- | | |
|-----------|------------|
| a. bad | d. happy |
| b. good | e. strange |
| c. strong | |
13. ...*It said the couple.....(line 3 paragraph 3)*. The word *It* is refer to?
- | | |
|--------------|-------------------|
| a. Beckhams | d. happy |
| b. Couple | e. Beckham's wife |
| c. Newspaper | |
14. The Beckhams' huge income (Paragraph 2 sentence 1)
The word huge means
- | | |
|----------|----------|
| a. large | d. big |
| b. high | e. small |
| c. wide | |

The text for number 15-19

JAMBI: A pirate leader admitted, Wednesday, that his gang had been involved in six robberies and killed two police officers.

Itham Guntur, told police investigators that the gang consisted of six people, all formers members of ship crews. "Because we are all ex crew members, we know the major shipping lanes, such as Sunda straight and east Jambi coast very well," he said.

Itham identified the murdered officers as Brigadier General Mulyadi from south Sumatra police and Brigadier General Kennedy from the Jakarta police.

The pirates targeted cargo ships, fishing boats and oil tankers.

(Source: <https://5fa54594ec53a5001bc1174b/news-item-daily-test>)

15. The paragraph two from the text is?
- | | |
|----------------------|----------------------|
| a. Social function | d. Background events |
| b. Generic structure | e. Sources |
| c. Newsworthy events | |
16. The type of the text is called...
- | | |
|--------------|--------------|
| a. Recount | d. News item |
| b. Narrative | e. Report |
| c. Procedure | |

17. The generic structure of the text is...
- Newsworthy > Sources > Background Events
 - Background Events > Sources > Newsworthy Events
 - Sources > Newsworthy Events > Background Events
 - Background Events > Newsworthy Events > Sources
 - Newsworthy Events > Background Events > Sources
18.that his gang had been... (Paragraph 1 line 1). The underlined word refer to?
- General Mulyadi
 - A pirate leader
 - Two police
 - Itham Guntur
 - A Crew
19. The Social Function of the text is...
- To tell the reader what really happened
 - To explain sequence of events
 - To amuse the readers with problematic events
 - To inform the readers about newsworthy events
 - To describe the murderers in south Sumatra

The text for number 20-25

NLF Malaysia: The Malaysian police have notified the Singaporean police that a suspected murderer, Tan Chor Jin, who fled to Kuala Lumpur after shooting and killing Mr. Lim Hock Soon, has been arrested.

The 39-year-old suspect, who is blind in one eye, has been dubbed the “One-eyed dragon”. It was alleged that Tan entered Mr. Lim’s apartment at Serangoon Avenue on February 15 at 7:00 a.m. when the maid opened the door to send the victim’s daughter to school. Tan forced the maid and the daughter back into their apartment. Tan then shot Mr. Lim. Tan was said to have taken some valuables before he left the house. The wife then called the police. By the time the paramedics arrived, Mr. Lim was already dead. Some neighbors said they saw someone walking calmly along the corridor, shortly after the shooting.

Hundreds of police officers immediately surrounded the crime scene, and the police dogs were called in to search the entire apartment, unit by unit, looking for the suspect killer without any success. Within hours, the suspect’s features and identity were established. The police suspected the killer might have fled to another country. They immediately contacted Interpol for help to nab the alleged murderer.

According to a reliable source, the suspect who is also a Triad member had business transactions with the victim for many years. It was alleged that the victim had cheated Tan, and that Tan might have killed him cold-bloodedly because of this.

Tan was with his wife and three other people in a room on the 13th floor of the five-star Grand Plaza Park Royal Hotel in Kuala Lumpur when the Malaysian police stormed into the room. All the suspects were quickly arrested without any resistance.

The Singaporean police have requested their Malaysian counterpart of Tan to be extradited to Singapore to stand trial for the murder charge. And he also give the clearly explanation about this case. According to the spokesman, Malaysia has accepted the request and is now preparing documents for Tan's extradition to Singapore. If the suspect is found guilty of murder, the penalty will be death or life imprisonment plus canings.

(Source: <https://englishforsma.com/mafia-style-executioner-arrested-in-kuala-lumpur/>)

20. The Singaporean police have **requested** (Paragraph 6 line 1). The antonym of Requested is?
- Pray
 - Crave
 - Pray
 - Ask
 - Claim
21. The social function of the text above is?
- The Malaysian police have notified the Singaporean police that a suspected murderer.
 - The Thai police have notified the Singaporean police that a suspected murderer.
 - The Myamar police have notified the Singaporean police that a suspected murderer.
 - The U.S. police department have notified the Singaporean police that a suspected murderer.
 - The Laos police have notified the Singaporean police that a suspected murderer.
22. What is the main idea of the text?
- The suspect was arrested by the Singaporean police
 - Hundreds of police dogs surrounded the crime scene
 - The Malaysian police have notified the Singaporean police
 - Than Chor Jin was killed by Lim Hock Soon
 - The murderer is unknown to the victim
23. Why did the crime reporter say "According to a reliable source"?
- Because the crime reporter had no access of such information from crime scene but based on someone who told him/her the information
 - Because the reporter did not visit the crime scene
 - Because the reporter found it easier to base the information on hearsay

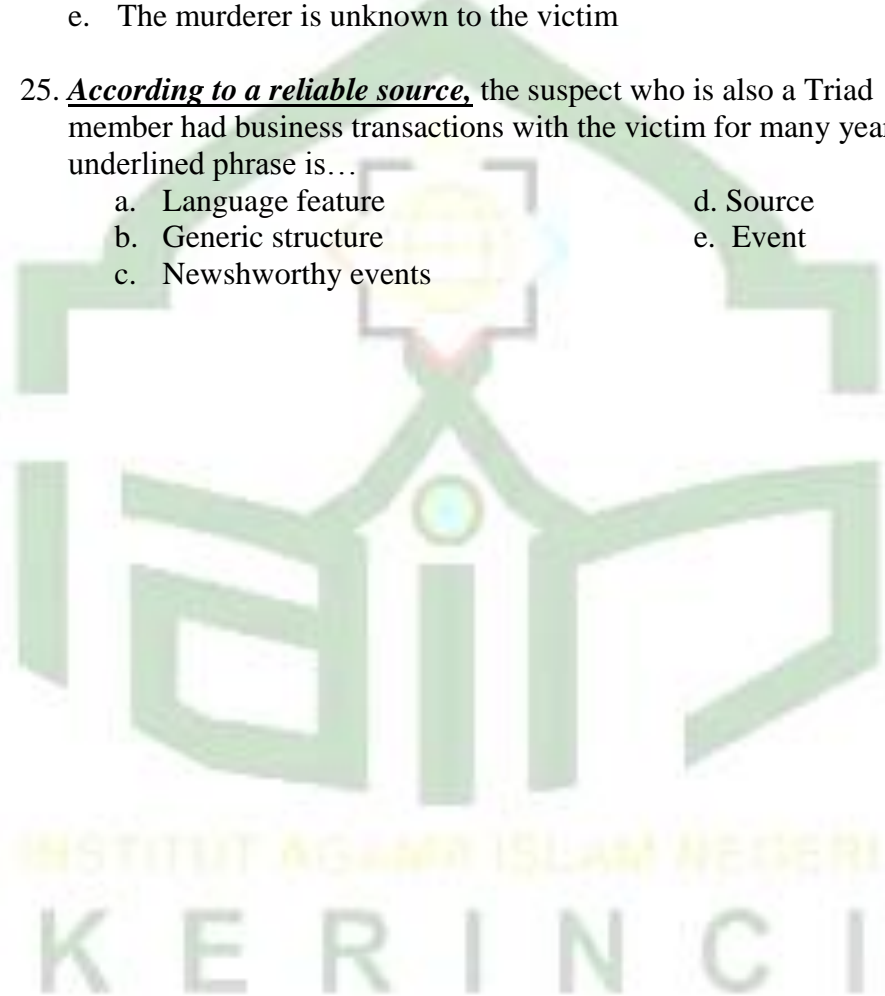
- d. Because the reporter was late visiting the crime scene and had to base his/her crime report on rumors
- e. Because the reporter was a novice and did not know how to obtain her own information

24. The text is tell about?

- a. The suspect was arrested by the Singaporean police
- b. Hundreds of police dogs surrounded the crime scene
- c. The Malaysian police have notified the Singaporean police
- d. Mafia style executioner arrested in Kuala Lumpur
- e. The murderer is unknown to the victim

25. According to a reliable source, the suspect who is also a Triad member had business transactions with the victim for many years. The underlined phrase is...

- a. Language feature
- b. Generic structure
- c. Newshorthy events
- d. Source
- e. Event



KEY ANSWERS OF THE PRE TEST ITEMS

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



APPENDIX 2 : POST TEST

SCHOOL : SMA NEGERI 11 KERINCI
 CLASS : XI (**POST-TEST**)
 DURATION : 2X45 MINUTES

Direction : Read the texts and choose the best answer for each question by crossing (X) a, b, c, d or e!

The text is for no 1-6

Man Jailed for Striking RI Maid.

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

Muhammad Shafiq Woon Abdulah admitted in a Singapore court he physically abused the women on several occasions between June and October 2002, The Straits Times said.

The magistrate's court heard that Shafiq, 31, began striking Winarti, 22, about a month fter she started working for him.

He hit her on the head with the TV set's remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

S.S Dhilon, Shafiq's lawyer, said his client lost his "better senses" when he saw his daughter's face covered as she lay in bed.

He said his client thought the maid had put child in danger.

(Source: <https://www.jondrihambani.com/2020/01/dec-9-man-jailed-for-striking-ri-maid-1.html>)

1. How long was the supervisor Jailed ?
 - a. Two years
 - b. Twelve years
 - c. Two days
 - d. two weeks
 - e. two months

2. What is the main idea of the text ?
 - a. A supervisor was jailed for two month for repeatedly striking Indonesian maid
 - b. Admitted in a Singapore court his physically abused the women
 - c. Face covered as she lay in bed in his daughter's
 - d. Punched her on the back after accusing her of daydreaming
 - e. he has a "better senses"

3. Which one of the following sentences is the statement from the source of the text !
 - a. Shafiq, 31, began striking Winarti, 22.

- b. He punched her on the back after accusing her of day dreaming
 - c. S.S. Dhillon Said “his dient lost his “better senses” when he saw his daughter’s face coveret as she lay in bed
 - d. the maid had put the child in danger
 - e. a supervisor was Jailed for two months for repeatly striking his Indonesian maid.
4. What is the topic of the text above?
- a. A supervisor was jailed for two month.
 - b. Admitted in a Singapore court his physically abused the wome
 - c. Man Jailed for Striking RI Maid
 - d. Punched her on the back after accusing her of daydreaming
 - e. he has a “better senses”.
5. He hit her on the head.
The underlined word refers to..
- a. Winarti
 - b. The magistrate’s court
Abdullah
 - c. Shafiq’s lawyer
 - d. S.S. Dhillon
 - e. Muhammad Safiq Woon
6. S.S Dhillon, lawyer, said is client lost his “better senses”,
What does the underlined words mean?
- a. Good news
 - b. Sense
 - c. Healthy
 - d. Mind
 - e. Sensibility

The text for no 7-10

JAKARTA: Seven people were killed in a collision between a bus, a car and a truck on Dipenogoro street at 10:35 p.m. last night. The dead were all the passengers of the car. The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the bus, since overtaking is not allowed on Dipenogoro street. In addition, the police report that the car, a small Japanese car, should not have been carrying more than five people. If the passengers had brought their identity cards, the police would have identified the names of the victim easily.

7. The text mainly reports that there was/were...
- a. A car accident.
 - b. Careless driver.
 - c. A small Japanese car.
 - d. Victim of an accident
 - e. The function on an identity card
8. What is the main idea of the text ?

- a. The truck came from the opposite direction
 - b. The car carried more than five people
 - c. The truck driver didn't use his lights
 - d. The truck driver didn't see the car
 - e. Seven people were killed in a collision between a bus, a car and a truck
9. "If the passengers had brought their identity cards, the police would have been easy to identify the names of the victims." (The last sentence)
The sentence above means...
- a. The victims' names were not known
 - b. The victims were easy to be identify
 - c. The passengers brought their identity cars
 - d. The police had no difficulty in identifying the victim the victims
 - e. It was easy for the police to identify the victims of the accidents
10. Seven people were killed in a collision between a bus...(paragraph 1 line 2)
What is the language feature that use in this text ?
- a. Past Continous Tense
 - b. Simple Present Tense
 - c. Simple Future Tense
 - d. Simple Past Tense
 - e. Past Future Tense

Question no 11 to 15 based on the following text

WASHINGTON: Former US presidents Bill Clinton and Goerge Bush – the current president's father – will visit tsunami – affected countries of South and Southeast Asia later this month, White House Speaker announced Friday.

Clinton and Bush, whom President Goerge Walker Bush last month put in charge of efforts to raise private US aid for nations devastated by December's Indian Ocean tsunamis, will lead a presidential delegation to Indonesia, Sri Langka, Thailand and the Maldives, the White House said in a statement.

They will visit region from February 19 – 21, the statement added. Clinton and Bush regularly appear on television advertisements requesting donations for the hundreds of thousands made homeless by the earthquake – triggered tsunamis.

(Source:<http://naysawidyatama.blogspot.com/2014/06/ini-deskripsi-tentang-news-item-text.html>)

11. ... Will lead a presidential... (Paragraph 2 line 3). The synonym of lead is?
- a. Member
 - b. Audience
 - c. Chief
 - d. Senator
 - e. Group
12. They will visit region from... (Paragraph 3 Line 1). The underlined word refer to?
- a. The writers

- b. The Presidents delegetion
 - c. The donators
 - d. Bill Clinton and Goerge Bush The presiden of US
 - e. Indian oceans people.
13. ...Thailand and the Maldives, the White House said in a statement. (Paragraph 2 line 3). This sentence is about?
- a. Events
 - b. Social Function
 - c. Language Features
 - d. Backgrounds Event
 - e. Sources
14. What is the Social function of the text above?
- a. To inform the visit of Clinton and bush in tsunami area
 - b. To inform the tsunami areas
 - c. To inform the tsunami victim
 - d. To inform the donations for tsunami victims
 - e. To inform the president of US
15. What countries will they visit ?
- a. Indonesia, Sri Langka, Thailand, Maldives, And white house
 - b. Indonesia, Sri Langka, Maldives, and White house
 - c. Indonesia, Thailand, Maldives, and White house
 - d. Indonesia, Sri Langka, Thailand and Maldives
 - e. Indonesia, Sri Langka, Thailand and White House

Question no 16 to 19 based on the following text

Tornado Wreaks Havoc in Semarang

Residents assessed the damage after a tornado damaged 150 houses in the district of Tembalang in Semarang, Central Java late on Saturday afternoon.

Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighborhoods were destroyed, while many others were seriously damaged as the tornado ripped off their roofs. Tohirin aka Jayeng, 40, a resident whose house was leveled at the Sendang Asri housing complex, said the winds hit about 4 p.m.

"I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house," he said.

Tohirin's wife, two children and mother-in law were in the kitchen at the time when the tornado known locally as "Ulur-ulur" passed over their home, destroying the guest and bedrooms. "It was as if the wind had lifted my home up," Tohirin said. The disaster also destroyed the walls of four neighboring houses.

Many other homes in the area lost their roofs and residents and neighbors had started rebuilding on Sunday.

Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said.

Villagers said the tornado was the worst to hit the district in living memory.

Semarang Mayor Sukawi Sutarip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials.

"We will provide the victims with assistance immediately," the mayoral spokesman Achyani said.

(Source: <https://www.coursehero.com/file/85853750/Tugas-News-Itemdocx/>)

16. The disaster also destroyed the walls of four neighboring houses. The synonym of the underlined word is....
- Fortune
 - Whirl wind
 - Storm
 - Calamity
 - Accident
17. It was as if the wind had lifted my home up," Tohirin said. (Paragraph 3 line 4) this sentence is about?
- Language Feature
 - Social Function
 - Generic structure
 - Backgrounds Event
 - Sources
18. The social function of the text above is?
- a tornado damaged 150 houses in the district of Tembalang in Semarang
 - Black wind coming and becoming pointed into a fannel
 - Resident assessed the damage after a tornado damaged 150 houses(2b)
 - The disaster also destroyed the walls of four neighboring houses
 - Tornado was the worst to hit the district in living memory
19. What is the main idea of the text ?
- Two children and mother in law were in the kitchen
 - Black wind coming and becoming pointed into a fannel
 - Resident assessed the damage after a tornado damaged 150 houses
 - The disaster also destroyed the walls of four neighboring houses
 - Tornado was the worst to hit the district in living memory

The text for no 20-25

A survey has found about 13 percent of first-time smokers in the country are junior high school students. It also revealed 89 percent of young female employees were smokers.

The survey was conducted in five major cities across the country, including Surakarta in Central Java. Muhammad Syahril Mansyur, the Surakarta Health Agency's respiratory illness division, said that the finding of the survey showed an alarming growth rate of Indonesian smokers. "This situation is a cause for concern," he said. "It appears the country's younger generation is uneducated about the health risks of smoking."

The Indonesian anti-tobacco campaign has reportedly been deemed as ineffective as the government refuses to sign the international convention on tobacco control. It said that cigarette producers contributed to a large amount to state revenue and gave jobs to thousands of workers.

(Source: <https://www.scribd.com/document/361805808/Growing-Number-of-High-School-Student-Smoking>)

20. What is the main idea of the text ?
- Revealed 89 percent of young female employees were smokers
 - The number of student smokers
 - The number of smokers in Indonesia
 - Number of male smokers
 - The number of children smokers
21. Who did survey smokers in Indonesia?
- Smokers
 - Student
 - Young Male
 - Young Female
 - Muhammad Syahril Mansyur
22. Which statement is NOT TRUE according to the text ...
- The survey was conducted in five major cities across the country
 - Mohammad Mansour Syahril was the Surakarta Health Agency's respiratory illness division
 - First-time smokers in the country are junior high school students
 - the country's younger generation is educated about the health risks of smoking
 - 89 percent of young female employees were smokers.
23. The Indonesian anti-tobacco campaign has reportedly been deemed as ineffective as.... " Paragraph 3) The underlined word has similar meaning to
- useful
 - useless
 - functional
 - To fail
 - Fall

24. The topic of the text above is?
- The survey was conducted in five major cities across the country
 - Mohammad Mansour Syahril was the Surakarta Health Agency's respiratory illness division
 - First-time smokers in the country are junior high school students
 - the country's younger generation is educated about the health risks of smoking (1B)
 - Growing Number of High School Student Smoking
25. What is the social function of this text ?
- To inform to the reader about Growing Number of High School Student Smoking.
 - To explain about Growing Number of High School Student Smoking
 - To announce about Growing Number of High School Student Smoking
 - To write down about Growing Number of High School Student Smoking
 - To retell about Growing Number of High School Student Smoking.



KEY ANSWERS OF THE POST TEST ITEMS

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



APPENDIX : 3**Score of English in Semester Test the eleventh grade of SMAN 11 Kerinci**

No	XI IPS	XI IPA
1.	75	40
2.	70	60
3.	45	60
4.	60	40
5.	65	75
6.	40	65
7.	55	55
8.	65	55
9.	70	60
10.	75	65
11.	50	65
12.	55	50
13.	60	70
14.	40	65
15.	40	45
16.	80	80
17.	55	65
18.	70	70
19.	45	75
20.	55	45
21.	60	75
22.	60	50
23.	70	60
24.	60	55
25.	55	65
ΣX	1475	1610
Average	59	64,4
S	11,2	11,7
S²	126	136,64

APPENDIX : 4**Population Normality Test****CLASS XI IPS****First Counting D Value**

Name Identity	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	75	-19	361
B	70	-19	361
C	45	-19	361
D	60	-14	196
E	65	-14	196
F	40	-9	81
G	55	-4	16
H	65	-4	16
I	70	-4	16
J	75	-4	16
K	50	-4	16
L	55	1	1
M	60	1	1
N	40	1	1
O	40	1	1
P	80	1	1
Q	55	6	36
R	70	6	36
S	45	11	121
T	55	11	121
U	60	11	121
V	60	11	121
W	70	16	256
X	60	16	256
Y	55	21	441
D			3150

Second, Counting T Value

I	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	40	17,8
2.	0.3069	35	10,7415
3.	0.2543	35	8,9005
4.	0.2148	25	5,37
5.	0.1822	25	4,555
6.	0.1539	20	3,078
7.	0.1283	15	1,9245
8.	0.1046	10	1,046
9.	0.0823	10	0,823
10.	0.0610	10	0,61
11.	0.0403	5	0,2015
12.	0.0200	0	0
13.	0.0000	0	0
			55,05

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{3150} [55,05]^2 \\
 &= \frac{1}{3150} [3030,503] \\
 &= 0,000317 \times 3030,503 \\
 &= 0,962064
 \end{aligned}$$

CLASS XI IPA

First Counting D Value

Name Identity	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	40	-20,4	416,16
B	60	-20,4	416,16
C	60	-15,4	237,16
D	40	-15,4	237,16
E	75	-10,4	108,16
F	65	-10,4	108,16
G	55	-5,4	29,16
H	55	-5,4	29,16
I	60	-5,4	29,16
J	65	-0,4	0,16
K	65	-0,4	0,16
L	50	-0,4	0,16
M	70	-0,4	0,16
N	65	4,6	21,16
O	45	4,6	21,16
P	80	4,6	21,16
Q	65	4,6	21,16
R	70	4,6	21,16
S	75	4,6	21,16
T	45	9,6	92,16
U	75	9,6	92,16
V	50	14,6	213,16
W	60	14,6	213,16
X	55	14,6	213,16
Y	65	19,6	384,16
D			2946

K E R I N C I

Second, Counting T Value

<i>I</i>	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	40	17,8
2.	0.3069	35	10,7415
3.	0.2543	30	7,629
4.	0.2148	30	6,444
5.	0.1822	20	3,644
6.	0.1539	20	3,078
7.	0.1283	10	1,283
8.	0.1046	10	1,046
9.	0.0823	10	0,823
10.	0.0610	5	0,305
11.	0.0403	5	0,2015
12.	0.0200	5	0,1
13.	0.0000	0	0
			53,095

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{2946} [53,095]^2 \\
 &= \frac{1}{2946} [2819,079] \\
 &= 0,000339 \times 2819,079 \\
 &= 0,956918
 \end{aligned}$$

APPENDIX 5

Validity Test

$$\begin{aligned}
 r_{xy} &= \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}} \\
 &= \frac{18.193 - (11)(261)}{\sqrt{\{18.11 - (11)^2\}\{18(4549) - (261)^2\}}} \\
 &= \frac{3474 - 2871}{\sqrt{\{198 - 121\}\{81882 - 68121\}}} \\
 &= \frac{603}{\sqrt{77 \times 13761}} \\
 &= \frac{603}{\sqrt{1059597}} \\
 &= \frac{603}{1029,4} \\
 &= 0,58(\text{Enough})
 \end{aligned}$$

The item test will be valid if $R_{xy} > R_{table}$, while $R_{xy} < R_{table}$ it means the item test was not valid. In this test $n = 18$ and $R_{table} = 0,46$. In the same way above, the result of the item validity number 2-30 are obtained. Here are the results:

No	Validity Test	Criteria
1	0,58	Valid
2	0,513	Valid
3	0,537	Valid
4	0,516	Valid
5	0,52	Valid
6	0,561	Valid
7	0,518	Valid
8	0,806	Valid

9	0,579	Valid
10	0,267	Not Valid
11	0,547	Valid
12	0,568	Valid
13	0,121	Not Valid
14	0,554	Valid
15	0,568	Valid
16	0,708	Valid
17	0,029	Not Valid
18	0,506	Valid
19	0,568	Valid
20	0,532	Valid
21	0,173	Not Valid
22	0,742	Valid
23	0,549	Valid
24	0,643	Valid
25	0,557	Valid
26	0,692	Valid
27	0,587	Valid
28	0,132	Not Valid
29	0,568	Valid
30	0,572	Valid

Based on the table above, it shows that 25 items was valid and 5 items was not valid (10,13,17,21 and 28) because had value under 0,46 or $R_{xy} < 0,46$.

APPENDIX 6**Difficulty Power Index**

$$P = \frac{B}{JS} = \frac{11}{18} = 0,6$$

In the same way above, the results of the item difficulty power index number 2-20 are obtained. Here are the results:

Item Number	B	Difficulty Power Index	Decision
1	11	0,6	Average
2	9	0,5	Average
3	9	0,5	Average
4	7	0,38	Average
5	14	0,77	Easy
6	6	0,33	Average
7	5	0,27	Difficult
8	8	0,44	Average
9	13	0,72	Easy
10	6	0,33	Average
11	5	0,27	Difficult
12	10	0,55	Average
13	9	0,5	Average
14	9	0,5	Average
15	11	0,61	Average
16	9	0,5	Average
17	5	0,27	Difficult
18	6	0,33	Average
19	11	0,61	Average
20	10	0,55	Average
21	9	0,5	Average
22	9	0,5	Average
23	10	0,55	Average
24	14	0,77	Easy
25	5	0,27	Difficult
26	9	0,5	Average
27	4	0,22	Difficult
28	13	0,72	Easy
29	7	0,38	Average
30	3	0,16	Difficult

Appendix 7

Item Duscriminations

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	
2	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0	
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1	0
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0	
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	1	0

Up Group

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y	
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	27
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	26
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	0	23	
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0	21	
2	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	20	
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	1	20	
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	16	
1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	14	
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	13	
BA	7	9	7	5	6	5	8	7	9	7	4	8	6	7	8	7	2	5	7	8	6	6	6	5	3	5	4	5	5	3	180	

Down Group

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	12
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	10
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	10
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	10
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	9
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	8
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	8
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0	8
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	6
BB	4	5	2	2	3	1	1	1	3	3	1	3	3	2	3	2	3	1	4	5	3	3	4	4	2	4	3	4	2	0	81

Appendix 8

Reliability Test

$$\begin{aligned}\delta &= \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \\ &= \frac{11 - \frac{(11)^2}{18}}{18} \\ &= \frac{11 - \frac{121}{18}}{18} \\ &= \frac{4,28}{18} \\ &= 0,23\end{aligned}$$

In the same way above, the results of the variants number 2-20 are obtained. Here are the results:

Item Test	δ
1	0,23
2	0,17
3	0,25
4	0,23
5	0,25
6	0,22
7	0,25
8	0,25
9	0,25
10	0,22
11	0,25
12	0,25
13	0,25
14	0,23
15	0,25
16	0,22
17	0,23

18	0,2
19	0,25
20	0,24
Σ	4,69

$$\begin{aligned}
 \text{Total of Variants} &= \frac{\Sigma y^2 - \frac{(\Sigma y)^2}{n}}{n} \\
 &= \frac{4549 - \frac{(261)^2}{18}}{18} \\
 &= \frac{4549 - \frac{68121}{18}}{18} \\
 &= \frac{4549 - 3784,5}{18} \\
 &= \frac{764,5}{18} \\
 &= 42,47
 \end{aligned}$$

$$\begin{aligned}
 r_{11} &= \left[\frac{n}{n-1} \right] \left[1 - \frac{\Sigma \delta i^2}{\delta t^2} \right] \\
 &= \left[\frac{18}{18-1} \right] \left[1 - \frac{4,69}{42,47} \right] \\
 &= \left[\frac{18}{17} \right] [1 - 0,1104309] \\
 &= 1,05 \times 0,9 \\
 &= 0,95 \text{ (Very Good)}
 \end{aligned}$$

Appendix 9

Scoring Test Multiple Choice For Pre-Test (Experiment Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Score
1	A	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	1	11	44
2	B	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	1	1	1	1	0	0	1	1	13	52
3	C	1	0	1	0	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	13	52
4	D	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	19	76
5	E	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	15	60
6	F	1	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	12	48
7	G	1	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	12	48
8	H	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	9	36
9	I	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	1	1	14	56
10	J	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	1	15	60
11	K	1	1	0	0	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	0	1	12	48
12	L	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	14	56
13	M	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	0	1	13	52
14	N	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	0	1	13	52
15	O	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	19	76
16	P	1	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	14	56
17	Q	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	1	1	0	12	48
18	R	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	15	60
19	S	1	1	0	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	1	1	1	0	13	52
20	T	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	12	48
21	U	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	11	44
22	V	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	0	1	0	1	1	14	56
23	W	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	18	72
24	X	1	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	1	0	0	0	0	1	1	13	52
25	Y	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	1	13	52
		Total																									1356	
		Average																									54.24	

Appendix 10

Scoring Test Multiple Choice For Post-Test (Experiment Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Score	
1	A	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	0	17	68	
2	B	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	10	40	
3	C	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	22	88	
4	D	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	1	0	1	14	56	
5	E	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	1	1	1	15	60	
6	F	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	17	68	
7	G	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	15	60	
8	H	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	1	14	56	
9	I	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	16	64	
10	J	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	20	80	
11	K	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	16	64	
12	L	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	18	72	
13	M	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	1	0	0	1	0	12	48	
14	N	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	17	68	
15	O	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	1	0	13	52
16	P	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	19	76
17	Q	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	18	72
18	R	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	22	88
19	S	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	1	1	0	0	0	12	48	
20	T	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	22	88	
21	U	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	0	15	60	
22	V	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	18	72	
23	W	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	20	80	
24	X	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	16	64	
25	Y	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	15	60	
		Total																								1652			
		Average																								66.08			

Appendix 11: Scoring Test Multiple Choice For Pre-Test (Control Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Score	
1	A	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	0	1	0	16	64	
2	B	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	1	10	40	
3	C	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	0	0	0	0	1	0	13	52	
4	D	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	0	0	0	1	1	16	64	
5	E	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	0	1	0	1	0	12	48	
6	F	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	13	52	
7	G	1	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	13	52	
8	H	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	16	64	
9	I	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	11	44	
10	J	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	15	60	
11	K	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	13	52	
12	L	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	11	44	
13	M	0	1	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	13	52	
14	N	1	0	1	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	1	1	1	0	0	13	52	
15	O	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	11	44	
16	P	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	0	1	14	56	
17	Q	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	1	11	44	
18	R	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	13	52
19	S	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	18	72
20	T	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	1	0	0	1	1	11	44	
21	U	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	0	1	0	1	1	13	52	
22	V	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	0	0	1	12	48	
23	W	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	12	48	
24	X	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	1	0	1	0	13	52	
25	Y	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	1	12	48	
		Total																								1300			
		Average																								52			

K E R I N C I

Appendix 12: Scoring Test Multiple Choice For Post-Test (Control Class)

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Score
1	A	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	1	14	56
2	B	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	0	1	0	1	1	15	60
3	C	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	15	60
4	D	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	20	80
5	E	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	15	60
6	F	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	0	1	13	52
7	G	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	1	13	52
8	H	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	0	0	1	1	0	0	11	44
9	I	1	0	1	0	0	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	14	56
10	J	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	15	60
11	K	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	12	48
12	L	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	13	52
13	M	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	17	68
14	N	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	16	64
15	O	1	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	12	48
16	P	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	1	14	56
17	Q	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	15	60
18	R	1	1	0	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	1	14	56
19	S	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	16	64
20	T	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	1	0	0	0	1	0	1	0	1	13	52
21	U	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	20	80
22	V	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	0	0	0	0	0	11	44
23	W	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	1	14	56
24	X	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	12	48
25	Y	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0	0	0	1	1	1	14	56
		Total																									1432	
		Average																									57.28	

K E R I N C I

Appendix 13

Normality Test of Pre-Test Normality in Experimental Class (XI IPS)

First Counting D Value

Name	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	44	-15,6	243,36
B	52	-15,6	243,36
C	52	-10,6	112,36
D	76	-10,6	112,36
E	60	-5,6	31,36
F	48	-5,6	31,36
G	48	-5,6	31,36
H	36	-5,6	31,36
I	56	-5,6	31,36
J	60	-5,6	31,36
K	48	-5,6	31,36
L	56	-0,6	0,36
M	52	-0,6	0,36
N	52	-0,6	0,36
O	76	-0,6	0,36
P	56	-0,6	0,36
Q	48	4,4	19,36
R	60	4,4	19,36
S	52	4,4	19,36
T	48	4,4	19,36
U	44	4,4	19,36
V	56	9,4	88,36
W	72	19,4	376,36
X	52	19,4	376,36
Y	52	24,4	595,36
D			2466

Second, Counting T Value

<i>I</i>	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	40	17,8
2.	0.3069	35	10,7415
3.	0.2543	30	7,629
4.	0.2148	20	4,296
5.	0.1822	10	1,822
6.	0.1539	10	1,539
7.	0.1283	10	1,283
8.	0.1046	10	1,046
9.	0.0823	10	0,823
10.	0.0610	5	0,305
11.	0.0403	5	0,2015
12.	0.0200	0	0
13.	0.0000	0	0
T			47,486

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{2466} [47,486]^2 \\
 &= \frac{1}{2466} [2254,92] \\
 &= 0,000406 \times 2254,92 \\
 &= 0,91
 \end{aligned}$$

Normality Test of Post-Test Normality in Experimental Class (XI IPS)

First Counting D Value

Name	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	68	-17,8	316,84
B	40	-17,8	316,84
C	88	-12,8	163,84
D	56	-12,8	163,84
E	60	-12,8	163,84
F	68	-7,8	60,84
G	60	-7,8	60,84
H	56	-7,8	60,84
I	64	-7,8	60,84
J	80	-2,8	7,84
K	64	-2,8	7,84
L	72	-2,8	7,84
M	48	-2,8	7,84
N	68	2,2	4,84
O	52	2,2	4,84
P	76	2,2	4,84
Q	72	7,2	51,84
R	88	7,2	51,84
S	48	7,2	51,84
T	88	12,2	148,84
U	60	12,2	148,84
V	72	12,2	148,84
W	80	12,2	148,84
X	64	17,2	295,84
Y	60	22,2	492,84
D			2954

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Second, Counting T Value

<i>I</i>	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	40	17,8
2.	0.3069	35	10,7415
3.	0.2543	25	6,3575
4.	0.2148	25	5,37
5.	0.1822	25	4,555
6.	0.1539	20	3,078
7.	0.1283	15	1,9245
8.	0.1046	15	1,569
9.	0.0823	15	1,2345
10.	0.0610	5	0,305
11.	0.0403	5	0,2015
12.	0.0200	5	0,1
13.	0.0000	0	0
T			53,2365

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{2954} [53,2365]^2 \\
 &= \frac{1}{2954} [2834,125] \\
 &= 0,000339 \times 2834,125 \\
 &= 0,96
 \end{aligned}$$

Normality Test of Pre-Test Normality in Control Class XI IPA)

First Counting D Value

Name	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	64	-15	225
B	40	-15	225
C	52	-10	100
D	64	-10	100
E	48	-5	25
F	52	-5	25
G	52	-5	25
H	64	-5	25
I	44	-5	25
J	60	-5	25
K	52	-5	25
L	44	-5	25
M	52	0	0
N	52	0	0
O	44	0	0
P	56	0	0
Q	44	0	0
R	52	0	0
S	72	5	25
T	44	5	25
U	52	5	25
V	48	15	225
W	48	15	225
X	52	20	400
Y	48	25	625
D			2400

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Second, Counting T Value

I	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	40	17,8
2.	0.3069	35	10,7415
3.	0.2543	25	6,3575
4.	0.2148	25	5,37
5.	0.1822	10	1,822
6.	0.1539	10	1,539
7.	0.1283	10	1,283
8.	0.1046	5	0,523
9.	0.0823	5	0,4115
10.	0.0610	5	0,305
11.	0.0403	5	0,2015
12.	0.0200	5	0,1
13.	0.0000	0	0
T			46,454

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{2400} [46,454]^2 \\
 &= \frac{1}{2400} [2148,693] \\
 &= 0,000417 \times 2157,974 \\
 &= 0,90
 \end{aligned}$$

Normality Test of Post-Test Normality in Control Class (XI IPA)

First Counting D Value

Name	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$
A	56	-20	400
B	60	-15	225
C	60	-10	100
D	80	-10	100
E	60	-5	25
F	52	-5	25
G	52	-5	25
H	44	-5	25
I	56	-5	25
J	60	-5	25
K	48	-5	25
L	52	0	0
M	68	0	0
N	64	0	0
O	48	0	0
P	56	0	0
Q	60	0	0
R	56	0	0
S	64	5	25
T	52	5	25
U	80	5	25
V	44	15	225
W	56	15	225
X	48	20	400
Y	56	25	625
D			2550

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Second, Counting T Value

<i>I</i>	α_i	$X_{n-i+1}-X_i$	$\alpha_i (X_{n-i+1}-X_i)$
1.	0.4450	45	20,025
2.	0.3069	35	10,7415
3.	0.2543	25	6,3575
4.	0.2148	25	5,37
5.	0.1822	10	1,822
6.	0.1539	10	1,539
7.	0.1283	10	1,283
8.	0.1046	5	0,523
9.	0.0823	5	0,4115
10.	0.0610	5	0,305
11.	0.0403	5	0,2015
12.	0.0200	0	0
13.	0.0000	0	0
T			48,579

$$\begin{aligned}
 T_3 &= \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-i+1}-x_i)]^2 \\
 &= \frac{1}{2550} [48,579]^2 \\
 &= \frac{1}{2550} [2359,919] \\
 &= 0,000392 \times 2359,919 \\
 &= 0,92
 \end{aligned}$$

Appendix 14

Homogeneity Variants Testing

Experimental Class

$$\bar{X} = 67,8$$

$$S^2 = 118,16$$

$$S = 10,9$$

$$n = 25$$

Control Class

$$\bar{X} = 60$$

$$S^2 = 102$$

$$S = 10,0995$$

$$n = 25$$

After knowing the variance for each test, the next step was using the formula of homogeneity testing as follow:

$$\begin{aligned} F_{obs} &= \frac{\text{bigger varians}}{\text{smaller varians}} \\ &= \frac{118,16}{102} = 1,2 \end{aligned}$$

$$F_{table} = F_{\alpha(n_1-1, n_2-1)}$$

$$= F_{0,05 (24,24)}$$

$$V_1 = 24$$

$$V_2 = 24$$

Interpolate:

$$F_{0,05 (24,24)} = 1,98$$

$$F_{0,05 (24,24)} = 1,98 - 3 \left(\frac{1,98 - 1,98}{3} \right)$$

$$F_{0,05 (24.24)} = 1,98 - 3 \left(\frac{0}{3}\right)$$

$$F_{0,05 (24.24)} = 1,98 - 3 (0)$$

$$F_{0,05 (24.24)} = 1,98 - (0)$$

$$F_{0,05 (24.24)} = 1,98$$

$$F_{table} = \mathbf{1,98}$$

The next step was comparing the F value that gotten from that formula to F_{table} . It was gotten $F_{observe} = 1,2$ and $F_{table} = 1,98$. It mean that $F_{observe} < F_{table}$ or $1,22 < 1,98$. So it can be concluded that the data's variants were homogeny.



Appendix 15

Hypothesis Testing (T-Test)

Hypothesis test was calculated by testing the similarity of both average the statistic test was used was test.

Finding T-Value using the formula:

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{67,8 - 60}{10,4919 \sqrt{\frac{1}{25} + \frac{1}{25}}} \\
 &= \frac{5,6}{10,4919 \sqrt{0,04 + 0,04}} \\
 &= \frac{7,8}{10,4919 \sqrt{0,08}} \\
 &= \frac{7,8}{10,4919 \times 0,282843} \\
 &= \frac{7,8}{2,969848} = 2,6
 \end{aligned}$$

With:

$$\begin{aligned}
 S^2 &= \frac{(n^1 - 1)S_1^2 + (n^2 - 1)S_2^2}{n^1 + n^2 - 2} \\
 &= \frac{(25 - 1)118,16 + (25 - 1)102}{25 + 25 - 2} \\
 &= \frac{2835,84 + 2448}{48} \\
 &= \frac{5283,84}{48} \\
 &= 110,08 \\
 S &= \sqrt{110,08}
 \end{aligned}$$

$$= 10,4919$$

By $dk = n_1 + n_2 - 2$ by the score $\alpha = 0,05$ so that was gotten t_{table} :

$$T_{table} = t(1 - \alpha)(n_1 + n_2 - 2)$$

$$= t(1 - 0,05)(25 + 25 - 2)$$

$$= t(0,95)(48)$$

$$= 1,67$$



Appendix 16

Effect size (Cohen's d)

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

$$= \frac{67,8 - 60}{10,27992}$$

$$= 0,758761$$

With:

$$S_{pooled} = \frac{\sqrt{(nt-1)St^2 + (nc-1)Sc^2}}{nt+nc}$$

$$= \sqrt{\frac{(25-1)118,16 + (25-1)102}{25+25}}$$

$$= \sqrt{\frac{2835,84 + 2448}{50}}$$

$$= \sqrt{\frac{5283,84}{50}} = \sqrt{105,6768} = 10,27992$$

(the effect size is **Medium**)