

**THE EFFECT OF USING COOPERATIVE SCRIPT TECHNIQUE  
TOWARD STUDENTS' ABILITY IN READING  
COMPREHENSION AT THE SEVENTH  
GRADE OF MTsN 4 KERINCI**

**THESIS**



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**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2020 M/1441 H**

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**THESIS**

**Submitted to English Department of Tarbiyah Faculty IAIN Kerinci  
in Partial Fulfillment of the Requirement for an undergraduate  
in English Teaching**

By :

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Sungai Penuh, Juni 2020

To.

The Rector of IAIN Kerinci

in -

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OFFICIAL NOTE

*Assalamu 'alaikum, Wr.wb.*

After guiding, analyzing, briefing, and correcting, the writing of Susanti Hendria Sari's thesis (The student's number is 08 917 15) entitled :“ The Effect of Using Cooperative Script Technique toward Students' Ability in Reading Comprehension at The Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020”. We are of the opinion that her thesis has met qualification as one of partial fulfillment of the requirement for a degree in English Education Program Faculty of Education and Teacher Training Institute Islamic College of Kerinci (IAIN).

Thus, we processed this thesis to the faculty for an immediate administrative process for final examination.

*Wassalamu 'alaikum, Wr. Wb.*

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### CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled **“The Effect of Using Cooperative Script Technique toward Students Ability in Reading Comprehension at The Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020”** is my own work and that, the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom researcher have worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of my own work, expect to the extent that assistance from others in the project’s design and conception or in style, presentation and linguistic expression is acknowledged.

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**APPROVAL AND ACCEPTANCE**

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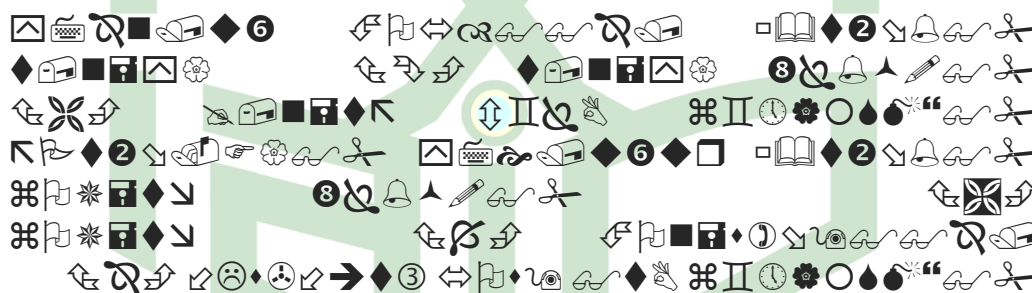
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## DEDICATION AND MOTTO

### Dedication

*I dedicated this thesis for,  
My beloved mother (Almh. Desi Suswanti)  
and father (Jon Hendri Putra)  
For their motivation, effort and support for me  
And praying for my success in the future  
My Brother (M. Haikal and M. Haldi)  
who always motivated, give me inspiration  
And spirit to finish this thesis  
My family and My best friends  
Who always give their helping and suggestion for me*

**Motto :**



Meaning : “*Read : In the of they lord who createth (1) Createth man from a clot (2) Read : And thy Lord is the most bounteous(3) Who teacheth by the pen(4) Teacheth man that which he knew not(5)*” (Q.s Al-alaq 1-5)<sup>1</sup>

Artinya : “*Bacalah dengan (menyebut) nama Rabbmu yang menciptakan. Dia telah menciptakan manusia dari segumpal darah. Bacalah dan Rabbmulah yang paling pemurah yang mengajar manusia dengan perantara*

<sup>1</sup>Marmaduke Pickthal, *The Glorious Qur'an Text and Explanatory Translation*, (Karachi; Taj Company LTD, 1976), P. 629.

*pena. Dia mengajarkan kepada manusia apa yang tidak diketahuinya”.<sup>2</sup>*

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world, and the sequel is for those who keep their duties unto his, further will be no hostility expect against wrongdoers. Blessing and salutation be upon the most honorable prophet and messenger, his family, all his companions, and those who follow them in his faith till the day of judgment.

In her good accession, the researcher would like to express her gratitude to Allah SWT, due to her favor and charity, so the researcher could finish the writing of this thesis. Besides, the researcher should never forget to thank to the following people who deserve special recognition for their invaluable help in accomplishing this thesis entitled **“The Effect of Using Cooperative Script Technique toward Students Ability in Reading Comprehension at The Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020”**. As one of the requirements to obtain the undergraduate degree in English Education Program Faculty of Education and Teacher Training. There are thankful for :

1. The Rector of Islamic Institute College of Kerinci Dr. Y. Sonafist, M.Ag.
2. The first, second and third Vice Rector of State Islamic Institute of Kerinci.
3. The dean of Faculty of Education and Teacher Training Dr. Dairabi Kamil, M.Ed

---

<sup>2</sup>Departemen Agama RI, *Al qur'an dan Terjemahnya*, (Jakarta: PT. Tanjung Mas Inti. 1992). p. 631.

4. The Head and Secretary of English Education Rodi Hartono, M.Pd and Musdzal, M.Pd, also as my first and second advisor.
5. All the lecturers of State Islamic Institute of Kerinci especially at the English Department.
6. The Head Master, English teacher and the Seventh Grade Students of MTsN 4 Kerinci.

As human being, the researcher has limitation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh, June 2020  
The researcher

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## ABSTRACT

**Susanti Hendria Sari, 2020 : The Effect of Using Cooperative Script Technique toward Students Ability in Reading Comprehension at The Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020**

**Advisors : 1. RODI HARTONO, M.Pd  
2. MUSDIZAL, M.Pd**

The problem of this research were firstly most of students did not understand text when reading activity. Secondly, most of students did not know good step in reading activity. Thirdly, most of students did not focus when reading text. Finally, the students can not concluded text which their read. The purposes of the research was to know significant Effect of cooperativescript toward Students ability in Reading comprehension at Seventh Grade Students of MTsN 4 KerinciAcademic Year 2019/2020. This research was experiment research. This research used two class of the research. There were control and experiment class. The number of each class of the test was 21 students, so number of students test was 42 students. The researcher used difficulty index and descrimition of power to check item validity. Besides, the researcher used normality, validity, reliability and t test to analyzed data of the research. The result of this research was Cooperative Script Technique toward Students' Ability in Reading Comprehension. It look that score of reliability of the inter rater reliability was 95,37with very good correlation variable x and y. Besides, result of hypothesis was the result of  $t_{count}$  was 1,61 and  $t_{table}$  was  $df = (n_1 + n_2 - 1)$ . It means, df this research was 41. It means  $t_{table}$  was 2,019. So,  $t_{count}$  was higher than  $t_{table}$ . It means  $H_a$  was accept and  $H_o$  was reject. The hyphotesis of this research was there is significant effect of Cooperative Script Technique toward Students' Ability in Reading Comprehension.

## ABSTRAK

**Susanti Hendria Sari, 2020 : Pengaruh Penggunaan Teknik *Cooperative Script* terhadap Kemampuan Siswa dalam Memahami Bacaan di Kelas Tujuh MTsN 4 Kerinci Tahun Akademik 2019/2020.**

**Pembimbing : 1. Rodi Hartono, S.Pd  
2. Musdzilal, M.Pd**

Masalah yang terdapat pada penelitian ini adalah .pertama kebanyakan siswa tidak memahami teks ketika membaca. Kedua, kebanyakan siswa tidak mengetahui langkah-langkah yang baik dalam membaca. Ketiga, banyak siswa yang tidak fokus ketika membaca teks. Dan terakhir siswa tidak dapat menyimpulkan teks yang telah mereka baca. Tujuan penelitian ini adalah untuk mengetahui pengaruh teknik cooperative script terhadap kemampuan siswa dalam memahami bacaan di kelas VII MTsN 4 Kerinci tahun akademik 2019/2020. Penelitian ini adalah penelitian eksperimen. Peneliti menggunakan dua kelas dalam penelitian ini, yaitu kelas kontrol dan kelas eksperimen. Total siswa pada masing-masing kelas adalah 21 siswa, sehingga total populasi penelitian adalah 42 siswa. Peneliti menggunakan indeks kesukaran dan daya beda untuk melihat kesesuaian soal tes. Disamping itu, peneliti juga menggunakan rumus normalitas, validitas, reliabilitas dan uji t untuk menganalisa data penelitian. Hasil penelitian yang ditemukan adalah teknik *cooperative script* mampu meningkatkan kemampuan siswa dalam memahami bacaan. Hal ini terlihat dari score reliabilitas tes adalah 95,37 dengan kategori hubungan yang baik antara variable x dan y. disamping itu, hasil hipotesis adalah  $t_{hitung}$  1,61 dan  $t_{tabel}$  adalah 2,019. Sehingga  $t_{hitung}$  lebih besar dibandingkan  $t_{tabel}$ . Artinya  $H_{alternatif}$  diterima dan  $H_{null}$  di tolak. Hipotesis penelitian adalah terdapat pengaruh signifikan antara teknik *cooperative script* terhadap kemampuan membaca tek siswa.

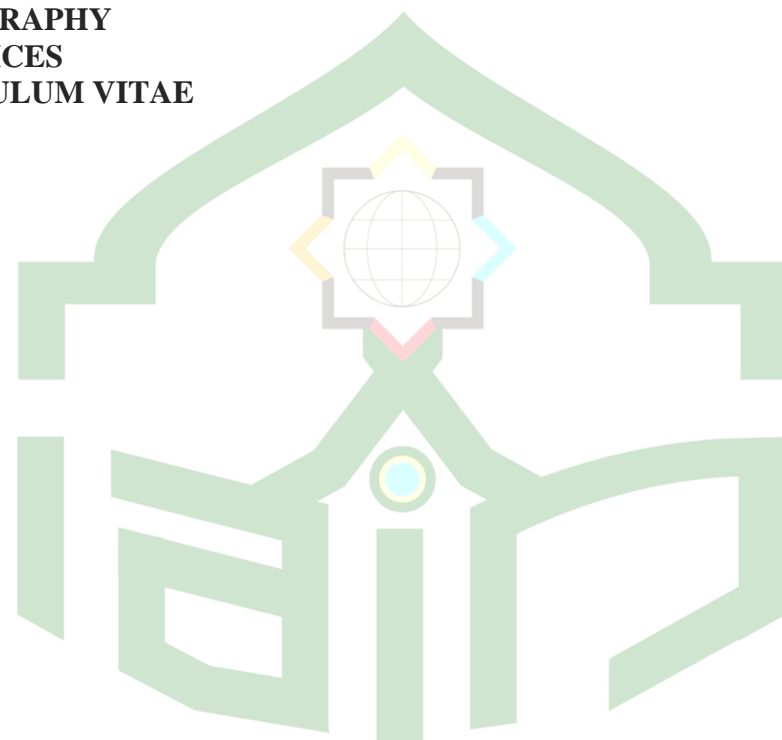
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

As one of the four skills in English, reading plays an important role in enhancing students' English ability. More importantly, reading has a function as a tool to access information worldwide. However, according to McLaughlin (in Celce-Murcia) reading is the most complex and difficult skill students should master at school. In fact, the students do complex interactive processes in reading.<sup>3</sup>

Reading is one of the most important skill which should be mastered in learning a language beside listening, speaking and writing. Like other skills, reading is enjoyable when it is carried out efficiently and seriously. Reading is useful and rewarding experience that can provide the students with wealth of interesting information in a pleasant way.<sup>4</sup>

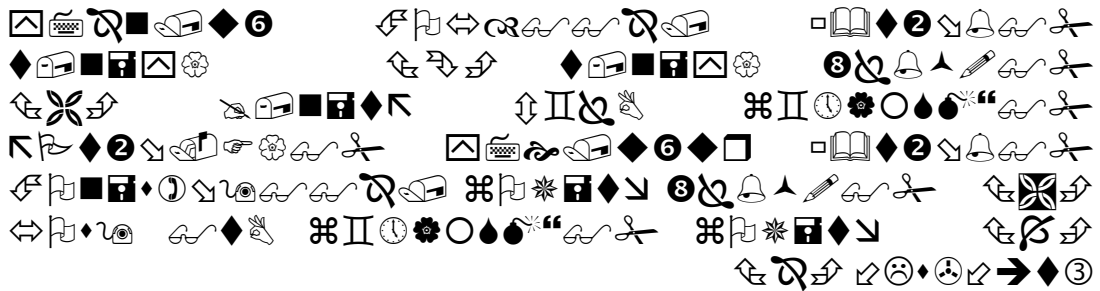
Reading may enrich the students knowledge from written texts. Reading may enable the students to comprehend and to understand what they read and to find out the main idea of the texts.<sup>5</sup> Through Reading, it may enable the student to be active during their learning activities as well. Reading can also help the students to improve their English Mastery. It can be said that reading is one of the “Bridge” to the students in mastering English. In Holly Quran said :

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<sup>3</sup>Celce,Murcia. M. *Teaching English as a Second Language third edition*, (USA:Thomson Learning Company,2001), p.154,

<sup>4</sup>John R. Kirby,*Reading Comprehension*, (Canada: Canadian Language Literacy Research Network, 2007). p. 1.

<sup>5</sup>Ika Olviyanti, *An Analysis on the Ability Comprehending A reading Text by the Sixth Year Students*, (Pontianak: Universitas Kalimantan, 2010), p. 1,



Meaning : “Read : In thy of they Lord who createth (1) Createth man from a clot (2) Read : And thy Lord is the most bounteous(3) Who teacheth by the pen(4) Teacheth man that which he knew not(5)” (Q.s Al-alaq 1-5)<sup>6</sup>

Based on the verse above, the researcher concluded that Allah asked human to reading anything. So, the human can get more knowledge, information and solution for new situation which different before. It means, reading was important for us which asked by holly Quran. The important of reading was as a reason for students to be creative and innovative in reading activity. The students should be created some idaes in getting skill and knowledge.

There were some kinds of reading. One of them was reading comprehension. Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and hen using background knowledge to construct an approximate understanding of the writer's message.<sup>7</sup> Reading comprehension describes

<sup>6</sup> Marmaduke Pickthall, *Op.Cit.*, p. 629.

<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching third Edition*, (London: Longman, 2008), p. 94.

function of general reading. It emphasized students understanding when reading text.

Based on result of researcher pre-observed at MTsN 4 Kerinci on July 2019, most of students and teacher do not care about reading function for students in English activity. Most of English teacher and student reading text to do only activity in learning process in the school without care reading function for students in add their knowledge and information about something in future. It means, reading in English class only to do curriculum given of government without want the big result after this activity.

The result of pre-observed created some problems when students reading text in the class. Firstly most of students did not understand text when reading activity, because they have little vocabulary mastery. Secondly, most of students did not know good step in reading activity. Thirdly, most of students did not focus when reading text. So the students did not understand what they read. Finally, the students were not concluded text which their read. The effect of this phenomenon, most of students got low score in reading activity.<sup>8</sup>

The problems were influenced by some factors such as the students were low motivation to read some texts, class condition was still uncomfortable, ignoring of vocabulary in text, teaching media was unnecessary in class, teaching of teacher was still uninteresting and they were bored with reading learning.

Based on the problems above, the researcher proposed a solution to improve reading skill of the students by cooperative script technique in teaching reading. Cooperative script is a learning method made students worked in pairs

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<sup>8</sup>Result of researcher pre-observation on 04 July 2019,

The procedures of cooperative script are: (1) Partners worked together to learn text material. (2) The text is broken down into sections and both partners read the first section. (3) One partner summarizes the material for his or her partner, who in turn provides a critique of the summary. (4) Both partners elaborate the information, and they then alternate roles for the second section of the text.

The researcher used descriptive text as material in the research. It is because this text used of students as reading material in the second semester at seventh grade of Junior High School. The researcher guided students understanding descriptive text by using Cooperative Script Technique. So, the title of this research was **The Effect of Using Cooperative Script Technique toward Students' Ability in Reading Comprehension at The Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020.**

## **B. Identification of the Problems**

There were some problems researcher found, firstly most of semester students at seventh grade Junior High did not understand text when reading activity. Secondly, most of second semester students at seventh grade Junior High School was students did not know good step in reading activity. Thirdly, most of students did not focus when reading text. Finally, the second semester students at seventh grade Junior High School did not able to conclude text which their read.

## **C. Limitation of the ProblemS**

The researcher limited this research about using cooperative script technique to improve students reading comprehension. The researcher used

descriptive text in reading process at second semester students at seventh grade Junior High.

#### **D. Research Question**

Based on the limitation above, the researcher formulated research question for this research : “Is there any significant effect of cooperative script toward students Ability in Reading comprehension at Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020?”

#### **E. Purpose of the Research.**

The purpose of this research was to know significant Effect of cooperative script toward Students ability in Reading comprehension at Seventh Grade Students of MTsN 4 Kerinci Academic Year 2019/2020.

#### **F. Significances of the Study**

The researcher hopes that the result of this study have some benefit as follows :

##### 1. For the Students

Students get new lesson and get new information dealing with new technique use by the teacher in reading activity. As the result, the students reading descriptive text improve.

##### 2. For the Teacher

The result of this study can give input to the teacher in teaching reading comprehension at Islamic Junior High School. It can also provide an effective method in teaching reading activity.

### 3. For the researcher

The researcher can get valuable experience which it can be use for doing a better action research in the future.

## G. Definition of Key Terms

The key of terms used in this research defines as follow :

1. Reading comprehension is acquiring information from context and combining disparate elements into a new whole moreover.<sup>9</sup>
2. Cooperative Script Technique is a learning methodology in which the roles played by the interacting partners and the processing activities in which they engage are specified.<sup>10</sup>
3. MTsN 4 Kerinci is an Islamic Junior High School in Kerinci as subject of this research about effect of using cooperative script technique toward students reading comprehension.

## H. Hypothesis

There were two hypothesis that test in this research, they are null hypothesis ( $H_0$ ) and researcher hypothesis ( $H_a$ ).

$H_0$ = There is no significant Effect of Using Cooperative Script Tecnique toward Students' Ability in Reading Comprehension.

$H_a$ = There is a significant Effect of Using Cooperative Script Tecnique toward Students' Ability in Reading Comprehension.

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<sup>9</sup>*Ibid*, h. 22,

<sup>10</sup>Agus. Suprijono, *Cooperative Learning: Teori and Aplikasi Paikem*. (Yogyakarta: Pustaka Pelajar : 2010), p. 126,

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of the Related Theories

##### 1. Concept of Reading

###### a. Definition of Reading

Reading is an activity done by people in order to get information out of a text. Some scholars, such as Harris and Sipay define reading as meaningful understanding printed or written verbal symbolson the text.<sup>11</sup> Byrne states that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It means that reading has an active and interactive process although it is a receptive skill.<sup>12</sup>

Reading is one of the important skills for developing the three other skills, related to this idea, reading is the most important in language study.<sup>13</sup>

Someone who wants to study English should be able to read English well. It is also a tool for gathering information as well as for enjoyment. It enables us to add our knowledge because the more we read the more knowledge we get.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode

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<sup>11</sup> Harris, A.J.&Sipay, E.R. *How to Increase Reading Ability: A Guide to Developmental and Remedial Methods* (7th ed). (New York: Longman Inc, New York: 1980,), p. 43.

<sup>12</sup> Byrne, K. *Using Authentic literary text with advanced learners*, From: [www.developingteachers.com/articleschtraining/aulitlp1\\_Kathy.htm](http://www.developingteachers.com/articleschtraining/aulitlp1_Kathy.htm). 2004, Retrieved June 24<sup>th</sup> 2019.

<sup>13</sup> Ronald Charter-David Nunan, *Teaching English to Speakers of other Language*, (Australia: Cambridge University Press, 2001), p. 20,

(sound out) the printed words and also comprehend what we read.<sup>14</sup>The goal of teaching reading is to assist students in improving their reading skills so that they can read English texts efficiently and effectively.

### **b. Concept of Reading Comprehension**

Reading comprehension is the process of understanding and constructing meaning from a piece of text. According to Olson and Diller (In Rifki Hadyan Research), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.<sup>15</sup> Other than that, Harris and Sipay say that reading comprehension ability is learned to be a set of generalized knowledge acquisition skills which permits people to acquire and exhibit information gained as a consequence of reading printed language.<sup>16</sup>

Reading comprehension is the ability to gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information.

Reading comprehension is a process in activating the prior knowledge at the reader that cooperates with the reader appropriate cognitive skills and reasoning ability to find out the concept from printed.<sup>17</sup>Reading is a basic medium in getting knowledge. Thus, the students are expected to be able to read in English in order to transfer the idea from its written form. If the

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<sup>14</sup> Caroline T Linse, *practical English Language Teaching*,(Avenue of the Americas,Newyork Copyright, 2005) p.69,

<sup>15</sup> Rifki Haydan, *Implementation of The Cooperative Learning Method in Teaching Reading Comprehension*, (Journal of English and Education 2013, 1(2), 57-64), p. 58.

<sup>16</sup> Harris, A.J.&Sipay, E.R.*Op Cit*, p. 47.

<sup>17</sup>David, P. Haris, *Testing English as a Second Language*, (New Delhi-London, Tata Mcgraw-Hill Publishing Company, 1994), p. 234,



students are lack of comprehension in reading English, it will be difficult for them to understand English textbook.<sup>18</sup>

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.

However, Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read.<sup>19</sup>

According to researcher, reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading

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<sup>18</sup>Jeremy Harmer, *The practice of English Language Teaching* third Edition, (London;Longman, 1998),p.4.

<sup>19</sup>Anna Setianingsih, *The Use of Three Phases Technique to Improve Students Participation and Reading Comprehension in Narrative Text*, Journal of English Language Teaching 2 (2) (2013), p. 3.

comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

### c. Indicator of Reading Comprehension

#### 1. Topic

The topic sentence is a sentence that is used at the beginning of a paragraph to tell the reader what it is that you are going to be talking about in that paragraph. It's very similar to the thesis statement that you may have learned about if you took an English composition class, except on a much smaller scale.<sup>20</sup> The topic sentence is important because it leads the reader into the points that you are trying to make, without leaving them confused. It also helps to prevent any miscommunication on your part. There are a few qualities that make for a good topic sentence:

- a. Brevity: Long, rambling sentences can be confusing. Don't pack your topic sentence too full of details. That's what the rest of the paragraph is for.
- b. Clarity: Likewise, don't beat around the bush. Say exactly what you want to say. Try not to engage in wordplay and don't speak in vague terms.

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<sup>20</sup>April Klazema, *Example of Topic Sentences*, <https://blog.udemy.com/examples-of-topic-sentences/retrieved> on 12 August 2019,

- c. Precision: Don't be too broad when introducing the topic that you're going to discuss. Not only is that a bland approach, it is also unhelpful to readers.

On the other hand, there are a few things that make for a bad topic sentence. Be sure that you aren't using these kinds of sentences to introduce your paragraphs, as they are unhelpful to readers and do little to help you get your point across.

1. Don't use facts as topic sentences. Remember, you are using the topic sentence to introduce a point you are trying to make, or your opinion.
2. Don't just talk about the "what" – talk about the "why" as well. That is, don't just think about the effect, but its cause.
3. Don't say "I am going to tell you..." or "I am going to speak about..." when introducing a topic.<sup>21</sup>

## 2. Main Idea of Paragraph

The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. It is easy to identify a main idea that is directly expressed in the text.

- a. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- b. Main ideas are also found in the concluding sentences of a paragraph.

The main idea can be expressed as a summation of the information in

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<sup>21</sup>*Ibid.*,

the paragraph as well as a link to the information in the next paragraph.

The main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways.

1. Several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic.
2. Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading you to discover the main idea in the selected text.
3. Try the passage below to see if you can pick out the main idea.

### **3. Content of Descriptive Text**

#### **a. Generic Structure**

Descriptive text has two parts of generic structure. There are :

##### **1. Identification**

This part is introductory statement introducing general classification of the things being described.

##### **2. Description.**

This part describes the description of the general classification mentioned before.<sup>22</sup>

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<sup>22</sup>Rifki Haydan, *Op Cit*, p. 60,

## b. Language Features

There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense.<sup>23</sup>

## 4. Inference

Inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. People make inferences every day, both in oral and written communication. Many times this is so automatic most readers or listeners don't even realize the information wasn't included in the conversation or text.<sup>24</sup>

Making inferences requires students to combine what they are reading with what they already know, to reach into their own personal knowledge and apply it to what they are reading. In the previous example, a student needs to know that having a bathing suit means someone is going swimming and that getting seasick means someone is going on a boat.

This previous knowledge helps readers make inferences and understand what they are reading. Although this is a natural process and students with dyslexia may be able to apply these concepts to an oral

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<sup>23</sup>*Ibid.*,

<sup>24</sup>Eileen Bailey, *Making Inference to Improve Reading Comprehension*, (<https://www.thoughtco.com/making-inferences-3111201>), retrieved on 12 August 2019,

conversation, they have more difficulty doing so with printed material. Teachers must work with such students to help them understand the process of making inferences, to be aware of inferences made in oral conversations, and then to apply this understanding to written works.<sup>25</sup>

#### **d. Procedure in Reading Activity**

There are three part procedure in reading activity. It was pre-reading, whilst- reading and post-reading activities.

##### **1. Pre-reading Activities**

Pre-reading activities can serve five important purposes. It helps students access background information that can facilitate subsequent reading, provides specific information needed for successful comprehension, stimulates student interest, steps up student expectations, and models strategies that students can later use on their own. Some commonly used pre-reading activities conclude the following :

- a. Previewing the text the general topic of the reading, relevant vocabulary and possible challenges.
- b. Skimming the text or portions of the text to decide what the main ideas of the text.
- c. Answering question about information in the text or formulating questions for which students want answers.
- d. Exploring key vocabulary.

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<sup>25</sup>Eileen Bailey, *Making Inference to Improve Reading Comprehension*, (<https://www.thoughtco.com/making-inferences-3111201>), retrieved on 12 August 2019,

- e. Reflecting on or reviewing information from previously read texts in light of the topic of the new text.<sup>26</sup>

## 2. Whilst Reading Activities

Whilst reading activity or during reading activity guides students through the text, often focusing on understanding difficult concepts, making sense or complex sentences, considering relationship among ideas or characters in the text, and reading purposefully and strategically. Some commonly used during-reading activities include the following :

- a. Outlining or summarizing key ideas in difficult section.
- b. Examining emotions and attitudes of key characters.
- c. Determining sources of difficulty and seeking clarification.
- d. Looking for answers to questions posed during pre-reading activities.
- e. Writing down predictions of what will come next.<sup>27</sup>

## 3. Post-reading Activities

Post-reading activities typically extends ideas and information from the text while also ensuring that the major ideas and supporting information are well understood. Post-reading activities often require students to use text information in other tasks. Some commonly used post-reading activities are:

- a. Completing a graphic organizer based on text information
- b. Expanding or Changing a semantic map created earlier.

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<sup>26</sup>*Ibid*, p. 191,

<sup>27</sup>*Ibid*,

- c. Listening to a teacher and comparing information from the text and the teacher.
- d. Ranking the importance of information in the text based on a set of sentences provided.
- e. Answering questions that demonstrate comprehension of the text, require the application of the text material, demand a critical stance on text information, or oblige students to connect text information to personal experiences and opinions.<sup>28</sup>

## **2. Descriptive Text**

### **a. Definition of Descriptive Text**

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.<sup>29</sup>

Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a

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<sup>28</sup>*Ibid*,

<sup>29</sup> Johnson, D.W. & Johnson, R.T. (2000). *Methods of cooperative learning: What can we proveworks cooperative method: A meta-analysis*. Minneapolis, Minnesota: University of Minnesota (online) accessed August 12th 2019. From : [www.clcrc.com](http://www.clcrc.com),



description that classifies and describes things in general and specific terms.

Descriptive texts draw attention to the characteristics of a particular thing.<sup>30</sup>

Furthermore, Johnston & Morrow state that the purpose of descriptive text is to describe objects or persons in which the writer is interested.<sup>31</sup> Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

### **b. Generic Structure**

Descriptive text has two parts of generic structure. There are :

#### **1. Identification**

This part is introductory statement introducing general classification of the things being described.

#### **2. Description.**

This part describes the description of the general classification mentioned before.<sup>32</sup>

### **c. Language Features**

There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense.<sup>33</sup>

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<sup>30</sup> Rifki Haydan *Implementation of The Cooperative Learning Method in Teaching Reading Comprehension*, (Jakarta: English Education Study Program of Indonesia University of, 22 February 2013), p. 59,

<sup>31</sup> Johnston, K. & Morrow, K. *Communication in the classroom*, (London: Longman KangGuru in the Classroom. 1981),

<sup>32</sup>Rifki Haydan, *Op Cit*, p. 60,

### 3. Cooperative Script Technique

#### a. Definition of Cooperative Script Technique

Cooperative script method consists of two words, namely "Cooperative" and "Script". Cooperative word comes from the word "Cooperate" which means cooperation, help each other, mutual assistance, but it also comes from the word "Cooperation" which means cooperation, cooperative partnership. Whereas word "script" is derived from the word "Script" which means banknotes, emergency, temporary share certificates and share temporary letters. So that meant Cooperative Script here is a letter of authorization<sup>34</sup>.

According to Dansereau and his friends in Tahir, Cooperative Script is a way work together in making handwritten manuscript with pairs and take turns verbally in to crystallize the materials studied.<sup>35</sup> While according to Slavin. RE Cooperative Script is a method of learning in which students work in pairs and take turns role as a reader or listener in to crystallize sections are studied.

In other words cooperative script method is a method of learning that require cooperation between the two, which one speaker and one listener. Cooperative Script method, also known as Cooperative Script Method. With this method, students can work or think for themselves not only rely

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<sup>33</sup>*Ibid.*,

<sup>34</sup> Oktaviyani, Vani. *Keefektifan Metode Pembelajaran Cooperative Script Dalam Pembelajaran Membaca Pemahaman Siswa Kelas VII Smp Negeri 1 Manisrenggo*, (Skripsi. Yogyakarta: Universitas Negeri Yogyakarta: 2013),

<sup>35</sup> Tahir, S. Z. B. *Redefining Terms of Teaching and Learning Strategy, Method, Approach, Technique, and Model. Public lecture on Microteaching at English Education Department of University of Iqra Buru*, November 01st 2012.

just one student in the group. Because each student required to be to crystallize matter and express their opinions directly with their partne.

In cooperative script agreement between students about the rules of collaboration. Problems which solved together concluded together. The role of teachers only as a facilitator which direct students to achieve the learning objectives. There is an agreement on student interaction, discussion, expression of ideas of the subject matter, to remind each other of the misconceptions is concluded, made a joint conclusions. Learning interaction that occurs truly dominant student interaction with students. In cooperative learning activities of students during script truly overreach students to actualize the potential of knowledge and skills, so it truly is in accordance with the constructivist approach currently developed.

Learning is a social process which requires interaction amongst pupils. Surely, everyone always learn to learn wherever. It can be occurred in a formal education or informal education. Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. Students encourage and support each other assume responsibility for their own and each other's learning, employ group related.<sup>36</sup>

According to O'Donnell and Alison in Esti Polawasti, cooperative scripting is a learning methodology in which the roles played by the interacting partners and the processing activities in which they engage are specified. These activities include overt summarizing, error detection,

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<sup>36</sup> Istarani, *58 Model Pembelajaran Inovatif*, (Medan : Media Persada. 2011), p. 98,

elaboration and review and are known to aid text processing and comprehension. It means that in this method the student has partner in studying about materials. And the students will interact with their pair. Then, they were understanding the material and the result will be presented in front of class.<sup>37</sup>

### **b. Procedure of Using Cooperative Script Technique**

According to Suprijono, cooperative script is learning method which the students work in pairs to interpret orally the parts of the material learnt changeably. The procedures of cooperative script are :<sup>38</sup>

- (1) The teacher divides the students in pairs
- (2) The teacher distributes the texts to each the student
- (3) The students read and make summary of the text in pairs
- (4) The teacher makes regulations who the first as the speakers and the second as the listener
- (5) The speakers read completely the summary with the main idea. While the listeners listen to the speakers' presentation
- (6) The teacher shows the main idea that is not complete to the students
- (7) The teacher changes the role who the first pair as speakers are changed as listeners and vices versa
- (8) The teacher and the students make conclusion of summary
- (9) The students make closing.

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<sup>37</sup>Esti Polawasti, *Improving Students' Reading Skill through Cooperative Script Technique*, (Surakarta: Result of Research on 2014), p. 6,

<sup>38</sup>Agus. Suprijono, *Cooperative Learning: Teori and Aplikasi Paikem*. (Yogyakarta: Pustaka Pelajar : 2010), p. 126,

### c. Advantage and Disadvantage Using Cooperative Script Technique

There are some advantage and disadvantage of using cooperative script in reading comprehension.<sup>39</sup> The advantages are the students can : (1) practice listening accurately (2) play roles (3) practice giving feed back to others' mistake orally. The disadvantages are: (1) the method is only used to the teach certain subject (2) the cooperative script is used by only two persons or pairs (not all class), so the feed back to the others' mistake is limited to the pairs.

## B. Review of the Related Findings

There are many relevant studies that have been conducted. One of them is a research conducted by Idzni Fildza about The Use of Cooperative Script Method in Teaching Vocabulary at the Second Grade of MTs Madani Alauddin Pao-Pao. This research was Quasi-experimental design applied in this research with two groups pre-test and post-Test design. Class VIII/C chosen as experimental class that taught by using the cooperative script method while Class VIII/B chosen as control class by using conventional method. The instrument used to collect data was objective test, exactly multiple choice and completion to complete sentence.

The result of the research showed that, the second grade of MTs Madani Alauddin Pao-Pao especially the experimental class got score on pre-test with the mean score 53.8. after giving the treatment by using the cooperative script method the students got improvement, the score got with the mean score 68.16 in

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<sup>39</sup>A'la, Miftahul. *Quantum Teaching*. (Yogyakarta : Diva press, 2011). p. 98,

the students' vocabulary mastery. It proved by the result of the statistical analysis of the level significance  $P = 0.05$  with degree of freedom ( $df$ ) = 48 indicated that, the t-test values of the students' (3.05) was higher than t-table value (2.00).

The second research by Esti Polawasti about Improving Students' Reading Skill through Cooperative Script Techniques. This research is aimed: (1) to find out whether cooperative script technique improves the students' reading skill of XI IPS -1 Grade of MAN I Surakarta in Academic Year of 2014/2015 and (2) to describe how cooperative script technique improves the students' reading skill of XI IPS -1 Grade of MAN I Surakarta in Academic Year of 2014/2015.

The method used in this research was a Classroom Action Research. The research was conducted in two cycles to XI IPS – 1 grade of MAN 1 Surakarta from February to May 2015. In collecting the data, the researcher used observation, interview, field note, and test (pre – test and post – test). In analyzing the data, t – test formula was employed to calculate the mean score of pre-test and post-test. In this study, the researcher applied cooperative script techniques to improve the students' reading skill. Cooperative script technique is learning method to make students work in pairs. Then the researcher collected the results of the students score and participation in learning reading of XI IPS - I class of MAN 1 Surakarta.

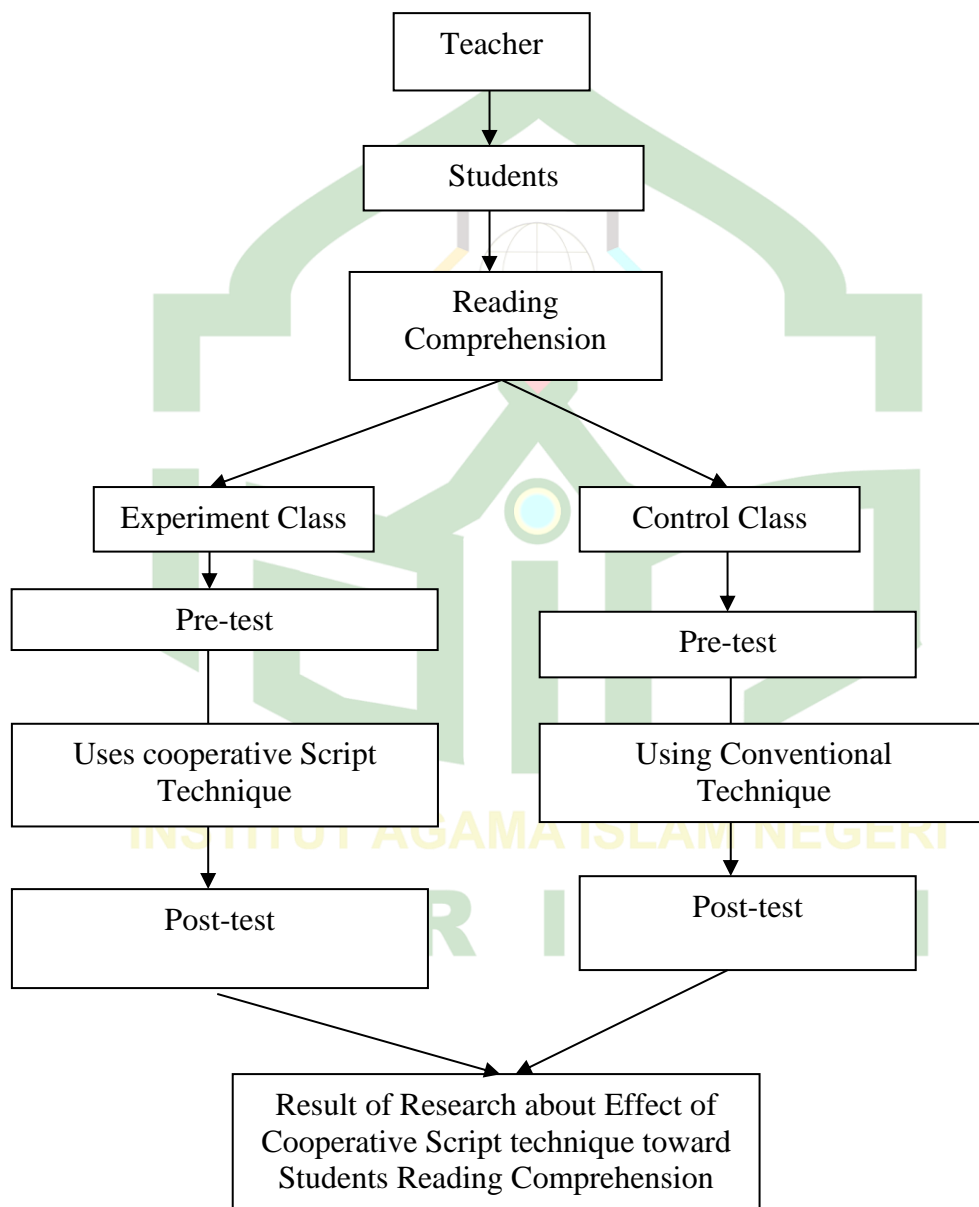
Based on the results, the reading skill of the students of XI IPS - 1 class of MAN 1 Surakarta through cooperative script techniques has improved. The results of mean scores are pre – test (64.32), post – test 1 (73.08) and post – test 2 (83.52). Then the t-test value of cycle 1 is 7,89 and t-test value of cycle 2 is 11,92. Based on the finding can be concluded that the application of the

cooperative script techniques can improve the students' reading skill of XI IPS– 1 Grade students in MAN 1 Surakarta.

Besides, this research about Improving Students Reading Comprehension Through Cooperative Script technique At The Seventh Grade Students of MTsN Seleman. The purpose of this research was known Effect of Using Cooperative Script technique toward Students' Ability in Reading Comprehension at The Seventh Grade Students of MTsN Seleman. The researcher used experimental research.

### **C. Conceptual Framework**

This schema described about research process in using experimental research. This research have experiment and control class, which the researcher was give explanation about cooperative Script Technique in Reading Comprehension in experiment class. But control class without learning and practice using cooperative Script Technique. It is only use to control class. The last step, each class used pre and post-test activities. But, it was difference which experiment class was get treatment after pre-test and control class did not. Finally the researcher used differences result test between experiment and control class.





## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Design

The design of this research was experimental research. The experimental method is only the method of research that truly test hypothesis concerning cause and effect relationship.<sup>40</sup> This research was consisted of two parallel group of theSeventh Grade Students of Islamic Junior High School (MTsN) 4 Kerinci. There were experiment and control class. It was VII A as experiment and VII B as control class. It means target of the research was experiment class.<sup>41</sup> Experiment class used some treatment in the research.

This research conducted in order to know the effect of cooperative Script Technique toward Students' Ability in Reading Comprehension at The Seventh Grade Students of MTs4 Kerinci academic year 2019/2020.

**Table 1**  
**The Design of This Research**

| <b>Group</b> | <b>R</b> | <b>T</b> |   |   | <b>S</b> |
|--------------|----------|----------|---|---|----------|
| <b>X</b>     | √        | √        | √ | √ | √        |
| <b>C</b>     | √        | X        | X | X | √        |

Note :

X : Experiment Class

C : Control Class

R : *Pre-test*

S : *Post-test*

T : Treatment

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<sup>40</sup> Gay, L.R, *Educational Research*, (Third edition : Merill A Publishing Company, 2000), p. 260.

<sup>41</sup> Subana, *Dasar-dasar Penelitian imiah*, (Bandung: PT. Pustaka Setia, 2005), p. 93,

## B. Population and Sample

### 1. Population

Population is a complete persons or objects that possess some common characteristic that it of interest to the research.<sup>42</sup> The other mean, population was all of number object which interest to research. The population consists of 42 students devide into two classes. The total number of the population can be seen on the following table :

**Table 2**  
**Population of the research**

| No           | Class | Males | Famales | Total Number |
|--------------|-------|-------|---------|--------------|
| 1            | VII A | 11    | 10      | 21           |
| 2            | VII B | 13    | 8       | 21           |
| Total Number |       |       |         | 42           |

Source : Documentation of MTsN Seleman Academic Year 2019/2020

### 2. Sample

In this research, the researcher used total sampling technique in determining the sample of the research.<sup>43</sup>Total sampling technique was all of population as member sample of the research.<sup>44</sup>It was VIIA and VIIB. The number of each class is 21 which total population sampling was 42 students.

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<sup>42</sup>*Ibid*, p. 77,

<sup>43</sup> Subana, *Op Cit*, p, 153,

<sup>44</sup>*Ibid*, p. 129.

### C. Instruments of the Test

The Researcher test used to know students comprehension on reading. Test done in control and experiment class. They are *pre* and *post* test. The instrument of the test as bellow :

**Table 3**  
**Indicators of Reading Test**

| <b>Reading Comprehension</b> | <b>Descriptive Text</b>           | <b>Number of Items</b> |
|------------------------------|-----------------------------------|------------------------|
| Topic                        | Find about topic                  | 5(1,6,11, 16,21)       |
| Main Idea of paragraph       | Find idea of paragraph            | 5 (2,7, 12, 17, 22)    |
| Content                      | Find Generic                      |                        |
|                              | a. Identification                 | 4 (4,8,14,18)          |
|                              | b. Description                    | 5 (3, 9, 13, 23,24)    |
|                              | Language Feature of the text      |                        |
|                              | a. Synonym                        | 2 (10,25)              |
|                              | b. Anthony                        | 2 (5,15)               |
| Inference                    | Find inference in some paragraph. | 2 (19,20)              |

The data collected through following procedures :

1. The researcher gave some texts for students' understanding and answer some questions related text in each cycle.
2. The researcher evaluated the students answers and give score.
3. The scores of each question number were similar.
4. All of students true answers was divided by total item of the question and multiply with 100 and it was the idea score.

Based on the scoring system which is apply above, the scale was range from 0-100, it is based on criteria minimum of English score (KKM). Describe of the scale test as follow :

**Table 4**  
**Interpreting of Students Score**

| Score    | Category  |
|----------|-----------|
| 81 – 100 | Very Good |
| 61 – 80  | Good      |
| 41 – 60  | Fair      |
| 21 – 40  | Poor      |
| 0 – 20   | Very Poor |

#### **D. Technique of Collecting Data**

##### **1. Pre-test**

The data of this research was take from reading pre-test. The researcher used *pre-test* before learning in experiment class or in first meeting. And first meeting too for *pre-test* in control class, but this class do not get treatment. The researcher used descriptive text for student *pre-test*. The items of the *pre-test* was multiple choiced which 25 items of the test

##### **2. Post-test**

The researcher gave next test for experiment class in during learning activities. It was fifth meetings. The researcher give *post-test* for experiment class in last meeting and control class in last meeting too. It means experiment class have two time test given and control class only two time for test activity too. The test was answer some question based on the descriptive text. The items of test used multiple choice which number 25 items of the test.

#### **E. Validity and Reliability of the Test**

##### **1. Difficulty Index**

Difficulty index purposed to check item difficulty of test. The researcher was done try out before test. Try out done before test at SMPN 11 Sungai Penuh, the researcher chooce Grade Seventh Students which number of

students 21. It was done on January 6<sup>th</sup>, 2020. The number item when try out was 25 items. The researcher used difficulty index to choice match items to students test.

The scoring technique for each reading comprehension scale was score by totaling the score of each reading comprehension scale items. The scoring of multiple choice test was be bellow :<sup>45</sup>

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

B = The number of students answer True  
 JS = The total of Students Test

**Table 5**  
**The classification of index difficulties suggested are as follow**

|                  |                 |
|------------------|-----------------|
| IK = 0,00        | Very difficulty |
| 0,01 < IK > 0,30 | Difficulty      |
| 0,31 < IK > 0,70 | Average         |
| 0,71 < IK > 1,00 | Easy            |

Based on the classification of index difficulties item, the researcher concluded that students score 0,71 until 1,00 the items was easy, students score 0,31 until 0,70 the items was average, 0,01 until 0,31 the items was difficulty and score students 0,00 was very difficulty. So, the researcher was classify easy, average, difficulty and very difficulty items. If the researcher find difficulty , very difficulty and easy items, so the researcher was delete it. And the researcher used average items for students test.

Based on the result of researcher check difficulty index in this research, the researcher found that most of students got score 0,52 until 0,67 in try out with average category (Look at appendix 10). So, the researcher did not delete

<sup>45</sup>M. Subana dan M. Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: PT. Pustaka Setia, 2005), p. 133,

some items of try out. It because the all items of test was valid and can used in students test activity.

## 2. Discrimination of Power Items

The items discrimination power measure by separating the highest and lowest of the number of the students who answer correctly. The formula was as follow<sup>46</sup>:

$$DP = \frac{BA - BB}{JA}$$

BA = Number of students answer true in higher class

BB = Number of students answer true in lower class

JA = The number of students in higher class

JB = The number of students in lower class.

DP = Description of power

**Table 6**  
**The classification of the item discrimination power is as follows**

|                  |           |
|------------------|-----------|
| IK = 0,00        | Poor      |
| 0,00 < DP > 0,20 | Fair      |
| 0,20 < DP > 0,40 | Enough    |
| 0,40 < DP > 0,70 | Easy      |
| 0,70 < DP > 1,00 | Very easy |

Based on the students result of try out, the researcher found discrimination of power items was 0 until 0,50 with poor, fair and easy category. (Look Appendix 11)

<sup>46</sup>*Ibid*, p. 132.

### 3. Validity of the Test

Validity is to extent to which inference made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment.<sup>47</sup> The researcher used content validity for this test. Based on the quotation, the researcher used descriptive text as instrument of the test. The researcher consulted with English teacher at MTsN 4 Kerinci to check students result of reading test.

The researcher was used product moment for check validity between variable x and y. The data was divided from the students score was take from the result test in variable x and variable y. In order to find the significance different between two variables, and the researcher was classify of variable x and variable y use formula bellow<sup>48</sup>.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\left[ N \sum X^2 - (\sum X)^2 \right] \left[ N \sum Y^2 - (\sum Y)^2 \right]}$$

In which :

R<sub>xy</sub> = The significant effect between variable x and y

N = The total number of the test

X = The score of students post-test in experiment class

Y = The score of students post-test in control class

Based on the formula above, the researcher got interpretation by “r” product moment. It was bellow<sup>49</sup> :

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<sup>47</sup> Douglas Brown, *Language Assessment Principle and Classroom Practice*, (USA, Longman, 2009), p. 244.

<sup>48</sup>Subana, *Dasar-dasar Penelitian Ilmiah*, (Bandung:Pustaka Setia, 2005), p, 130.

<sup>49</sup>*Ibid*, p. 180,

**Table 7**  
**Interpreting of Result in Product Moment**

| Score       | Interpretation   |
|-------------|--|
| 0,00 – 0,20 | Very poor, so did not correlation between variable x and y         |
| 0,20 – 0,40 | Poor, so gets weak correlation between variable x and y            |
| 0,40 – 0,70 | Fair, so gets fair correlation between variable x and y            |
| 0,70 – 0,90 | Good, so gets good correlation between variable x and y            |
| 0,90 – 1,00 | Very good, so gets very good correlation between variable x and y. |

The result of validity of the test was 0,26 with poor category. It means, get weak correlation about variable x and variable y. So, the item of students test was valid, but differences between variable x and y still correlated. The result was bellow :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{42(103824) - (1724)(1260)}{\sqrt{[42(142384) - (2972176)][42(77552) - (1587600)]}}$$

$$r_{xy} = \frac{4360608 - 2194920}{\sqrt{[5980128 - (2972176)][(3257184) - (1587600)]}}$$

$$r_{xy} = \frac{2165688}{(3007952)(1669584)} = \frac{12446816}{502168905} = 0,24$$

#### 4. Reliability of the Test

The researcher used KR 20 as formula reliability of the test. It was be bellow :

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



$s^2$  = Varians

$(\Sigma x)^2$  = Square of Score was get of Students

$\Sigma x^2$  = Score was get of Students

$n$  = Number of students test

after getting result of varians above, the researcher used formula bellow to get reliability of students test.

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

$r_{11}$  = The all reliabilitas of test.

$p$  = True answer

$q$  = False Answer

$\Sigma pq$  = True answer and False answer

$N$  = Number of Items

$S^2$  = Standart deviation of Test

The researcher was check reliability of the test, the result of reliability of the test was 95,37. It means get very good correlation between variable x and y in this research. It was can be seen bellow :

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

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

$$r_{11} = \left( \frac{42}{42-1} \right) \left( \frac{(441,5 - 3,48)}{441,5} \right)$$

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$$r_{11} = (1,02)(93,5) = 95,37$$

## H. Procedures of the Research

According to Gay, there was some steps to do the research such as preparation, application, and finishing.

### 1. Preparation

In collecting data, the researcher follow the procedures of preparation : firstly, the researcher prepared some descriptive text for students read and as item of students test too. Besides, the students prepared some elements to check students reading paragraph. Secondly, the researcher collected the students paragraph and checked students understanding it. Thirdly, the researcher read students paragraph minimally in twice and give correction for students false in answer of some questions given. And finally, the researcher give score for students' test based on scoring scale system.

### 2. Application

Here, the teaching procedures for both experimental and control class:

**Table 8**  
**Teaching Procedure in Learning Activities in**  
**Experiment and Control Class**

| Experiment Class  | Control Class   |
|---|---|
| a. Pre – Activities<br>1) The teacher motivates the students by asking some question related to the topic.<br>2) The teacher explained about idea of paragraph. | a. Pre-Activities<br>1) The teacher gave one topic in reading activity.<br>2)The teacher gave some explanations about topic of paragraph. |

|  |  |
|--|--|
| <p>b. Whilst – Activities</p> <ol style="list-style-type: none"> <li>1) The teacher explained some steps about cooperative script technique in reading descriptive text.</li> <li>2) The students tried to understanding text</li> <li>3) The teacher guided students in understanding text</li> <li>4) The students tried answer some questions about text given</li> </ol> | <p>b. Whilst-Activities</p> <ol style="list-style-type: none"> <li>1) The students read of paragraph and then try to understanding it.</li> <li>2) The teacher guided of students to answer some questions based on the text.</li> </ol> |
| <p>c. Post – Activities</p> <ol style="list-style-type: none"> <li>1) The teacher checked students result of the test and give some input and correction about their project.</li> <li>2) The students tried to understanding of teacher explanation.</li> </ol>   | <p>c. Post –Activities</p> <ol style="list-style-type: none"> <li>1) The teacher checked result students test</li> <li>2) The teacher corrected the students test and give score to each students.</li> </ol>                            |

### 3. Finishing

In the last activity or finishing, the researcher gave last test for experiment and control class. After that, the researcher collect students result of reading test and give scoring for them. Based on the result of students test, the researcher concluded and giving feedback about students learning reading by using cooperative script technique. And finally the researcher gave input and correction for students false in reading activity.

- **Technique of Analyzing Data**

- 1. Normality of Test**

Based on the result of students reading test, the researcher used normality test. It used to result of students post-test in experiment and control class. The form of normality test was bellow<sup>50</sup> :

$$x^2 = \sum \frac{(O_1 - E_1)^2}{E_1}$$

Where :

$x^2$  = Normality of sample

$O_1$  = Frequency need and  $E_1$  = Frequency of observation

- 2. Homogeneity of Test**

Besides, form of homogeneity was be bellow :

$$S_{x^2} = \sqrt{\frac{n \cdot \sum x^2 - (\sum X)^2}{n(n-1)}} \text{ and } S_{y^2} = \sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}}$$

After that used<sup>51</sup> :

$$F = \frac{\text{High } S/S_{x^2}}{\text{Low } S/S_{y^2}}$$

- 3. T-test and Check Hypothesis**

The researcher used t-test to check hypothesis of this research, the t-test score based on t-test score of the test. The researcher used the form bellow to check research hypothesis<sup>52</sup> :

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<sup>50</sup> Subana, *Op Cit*, p, 153,

<sup>51</sup> *Ibid*, p, 161,

<sup>52</sup> Anas Sujono, *Op Cit*, p. 191,

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

And then

$$t = \frac{s_1 - s_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The score of t-test based on normality and homogeneity score of the test. So, the last score of t-test checked research hypothesis. It matched with t-table too. If the SScore of t-test is lower than t-table, the hypothesis ( $H_a$ ) accepted.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Result of *Pre-Test*

###### a. Score of *Pre-Test*

The researcher did *pre* and *post*-test at March, 20<sup>st</sup> 2020. The result of *pre*-test was different with result of try out Test. The result of *pre*-test can be seen at table bellow :

**Table 9**  
**Result of *Pre -Test***

| <b>Students Code</b> | <b>Pre-Test In Control Class</b> | <b>Pre-Test in Experiment Class</b> |
|----------------------|----------------------------------|-------------------------------------|
| 1                    | 60                               | 72                                  |
| 2                    | 52                               | 68                                  |
| 3                    | 52                               | 72                                  |
| 4                    | 60                               | 64                                  |
| 5                    | 52                               | 60                                  |
| 6                    | 36                               | 64                                  |
| 7                    | 60                               | 72                                  |
| 8                    | 40                               | 72                                  |
| 9                    | 44                               | 64                                  |
| 10                   | 36                               | 76                                  |
| 11                   | 52                               | 76                                  |
| 12                   | 48                               | 60                                  |
| 13                   | 48                               | 68                                  |

|                |              |             |
|----------------|--------------|-------------|
| 14             | 40           | 68          |
| 15             | 52           | 72          |
| 16             | 64           | 76          |
| 17             | 60           | 84          |
| 18             | 48           | 72          |
| 19             | 52           | 80          |
| 20             | 32           | 72          |
| 21             | 64           | 68          |
| <b>Total</b>   | <b>1052</b>  | <b>1480</b> |
| <b>Average</b> | <b>50,09</b> | <b>60</b>   |

Based on the result of the *pre-test* in each class, the researcher concluded that score of *pre-test* in experiment class was higher than control class. The total score *pre-test* in control class was 1052 with average 50,09 and experiment class got total score 1480 with average 60.

The student got different score between pre-test in control and experiment class. The number student got score 30 until 40 was 5 students, the students got score 41 until 50 was 4 students, the number of students got score 51 until 60 was 10 students and the number of students got score 61 until 70 was 2 students. It was condition of control class when pre-test.

The experiment class has different condition. The number of students got score 51 until 60 was 2 students, the students got score 61 until 70 was 8 students, the students got score 71 until 80 was 10 students and only 1 student

got score 80 until 90. The lower score for this class was 60 and higher score was 84.

### b. Score of Ancova

The researcher used Ancova test to check effect of Cooperative Script Technique toward students ability in reading. The researcher use SPSS version 20 to get pre-test score. The researcher got result of test bellow :

**Table 10**  
**Ancova Test**

**Tests of Between-Subjects Effects**

Dependent Variable: Experiment Class

| Source          | Type III Sum of Squares | df | Mean Square | F        | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 103,500 <sup>a</sup>    | 7  | 14,786      | 10,390   | ,000 |
| Intercept       | 3048,948                | 1  | 3048,948    | 2142,504 | ,000 |
| Y               | 103,500                 | 7  | 14,786      | 10,390   | ,000 |
| Error           | 18,500                  | 13 | 1,423       |          |      |
| Total           | 4847,000                | 21 |             |          |      |
| Corrected Total | 122,000                 | 20 |             |          |      |

a. R Squared = ,848 (Adjusted R Squared = ,767)

In the table above, the researcher said that score of corrected model was 0,000. It lower than 0,05, so  $H_0$  was rejected and  $H_a$  was excepted. Besides, score of intercept and variable Y was 0,000 too. It was lower than 0,05. So,  $H_a$  was excepted and  $H_0$  was rejected.

## 2. Result of *Post-Test*

### a. Score of *Post-test*

The researcher was done *post-test* at March, 22<sup>nd</sup> 2020. The result *post-test* was higher than *pre-test*. The score of student in this test was 10 until 25.



The each total score was 315 for control class, with average score 70,5 and 430 with average score 81,9 for experiment class.

**Table 11**  
**Result of Post-Test**

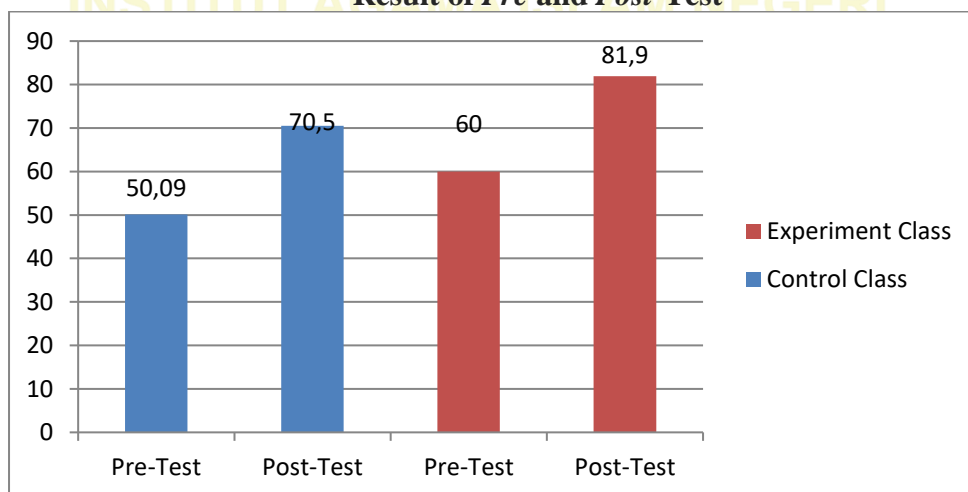
| <b>Students Code</b> | <b>Post-Test in Control Class</b> | <b>Post-Test In Experiment Class</b> |
|----------------------|-----------------------------------|--------------------------------------|
| 1                    | 72                                | 84                                   |
| 2                    | 64                                | 88                                   |
| 3                    | 60                                | 92                                   |
| 4                    | 68                                | 84                                   |
| 5                    | 68                                | 72                                   |
| 6                    | 44                                | 76                                   |
| 7                    | 72                                | 84                                   |
| 8                    | 52                                | 80                                   |
| 9                    | 52                                | 68                                   |
| 10                   | 44                                | 84                                   |
| 11                   | 64                                | 88                                   |
| 12                   | 56                                | 72                                   |
| 13                   | 56                                | 76                                   |
| 14                   | 52                                | 80                                   |
| 15                   | 56                                | 80                                   |
| 16                   | 68                                | 88                                   |
| 17                   | 60                                | 92                                   |
| 18                   | 64                                | 80                                   |
| 19                   | 64                                | 88                                   |
| 20                   | 44                                | 84                                   |

|             |      |      |
|-------------|------|------|
| 21          | 80   | 84   |
| Total Score | 1260 | 1724 |
| Average     | 70,5 | 81,9 |

The each score of *post-test* was 44 until 92. The student got different score between *post-test* in control and experiment class. The number student got score 40 until 50 was 3 students, the number of students got score 51 until 60 was 8 students, the number of students got score 61 until 70 was 7 students and the students got score 71 until 80 was 3 students. It was condition of control class when *post-test*.

The experiment class has different condition. The number of students got score 51 until 60 was 0 student, the students got score 61 until 70 was 1 student, the students got score 71 until 80 was 8 students, 10 students got score 81 until 90 and only two students got score 91 until 100. The lower score for this class was 68 and higher score was 92. The result of pre and *post-test* can be seen at chart bellow :

**Chart 1**  
**Result of *Pre* and *Post-Test***



## b. Score of Ancova

The researcher used Ancova test to check effect of Cooperative Script Technique toward students ability in reading. The researcher use SPSS version 20 to get post-test score. The researcher got result of test bellow :

**Table 12**  
**Score of Ancova Post-test**

**Tests of Between-Subjects Effects**

Dependent Variable: Experiment Class

| Source          | Type III Sum of Squares | df | Mean Square | F        | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 32,143 <sup>a</sup>     | 6  | 5,357       | 4,387    | ,011 |
| Intercept       | 5896,994                | 1  | 5896,994    | 4829,293 | ,000 |
| Y               | 32,143                  | 6  | 5,357       | 4,387    | ,011 |
| Error           | 17,095                  | 14 | 1,221       |          |      |
| Total           | 8854,000                | 21 |             |          |      |
| Corrected Total | 49,238                  | 20 |             |          |      |

a. R Squared = ,653 (Adjusted R Squared = ,504)

Based on the table above, the researcher said that score of corrected model was 0,011. It lower than 0,05, so Ho was rejected and Ha was excepted. Besides, score of intercept and variable Y was 0,000 and 0,011 too. It was lower than 0,05. So, Ha was excepted and Ho was rejected.

## 3. Normality and Homogeneity of the Test

The researcher measure of normality test used table frequency observation and ekspektasi score:

$$x^2 = \sum \frac{(O_1 - E_1)^2}{E_1}$$

$$X^2 = \frac{(3+7)^2}{-7} + \frac{(6+7)^2}{-7} + \frac{(10+8)^2}{-8} + \frac{(6-7)^2}{7} + \frac{(11-7)^2}{7} + \frac{(6-7)^2}{7}$$

$$X^2 = -14,2 - 24,14 - 80,5 + 0,14 - 2,28 + 0,14$$

$$X^2 = 120,84$$

Df = 42-1 = 41 ( $X_{\text{tabel}}$  score in significant of 5% = 55,76) and  $X_{\text{count}}$  was 120,84. It means  $X_{\text{count}}$  was higher than  $X_{\text{tabel}}$ . So the sample was normal and homogen.

$$\begin{aligned}
 S_1^2 &= \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} = \sqrt{\frac{42(1724) - (2972176)}{42(42-1)}} \\
 &= \sqrt{\frac{72408 - 2972176}{42(42-1)}} = \sqrt{\frac{-2899768}{1722}} = 41,03 \\
 S_2^2 &= \sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}} = \sqrt{\frac{42(1260) - (1587600)}{42(42-1)}} \\
 &= \sqrt{\frac{52920 - (1587600)}{42(41)}} = \sqrt{\frac{1534680}{1722}} = 29,85
 \end{aligned}$$

After that used :

$$F = \frac{41,03}{29,85} = 1,37$$

$F_{\text{table}} = 3,23$  at significant of 0,05 and  $F_{\text{hitung}} = 1,37$ . It means  $F_{\text{table}} > F_{\text{hitung}}$ . So, variable X and Y was Homogen.

#### 4. Result of t-test and checked Hypothesis

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S = \frac{(42 - 1)41,3 + (42 - 1)29,85}{42 + 42 - 2} = \frac{1693,3 + 1223,85}{82} = 35,57$$

And checked hypothesis by t-test :

$$t = \frac{S_1 - S_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{41,3 - 29,85}{35,57 \sqrt{\frac{2}{42}}} = \frac{11,45}{7,11} = 1,61$$

The result of  $t_{\text{count}}$  was 1,61 and  $t_{\text{table}}$  was  $df = (n_1 + n_2 - 1)$ . It means,  $df$  this research was 41. It means  $t_{\text{table}}$  have score 2,019. So,  $t_{\text{count}}$  was lower than  $t_{\text{table}}$ . It means  $H_a$  was accept and  $H_o$  was reject. The hypotesis of this research was there is a significant Effect of Using Cooperative Script Technique toward Students' Ability in Reading Comprehension.

So, the hypotesis of this research was there is significant effect of Using Cooperative Script Technique toward Students' Ability in Reading Comprehension. It means,  $H_a$  was accept and  $H_o$  was reject.

## **B. Discussions**

The researcher was done research about Cooperative Script Technique toward Students' Ability in Reading Comprehension. The researcher choose this topic because some problem found when students reading activity in the class. The some problem were most of students did not understand text when reading activity, because they have little vocabulary mastery. Secondly, most of students did not know good step in reading activity. Thirdly, most of students did not focus when reading text. So the students did not understand what they read. Finally, the students were not concluded text which their read.

As solution of the problem above the researcher use Cooperative Script Technique toward Students' Ability in Reading Comprehension. Result of this practice was better than before. Cooperative script is a learning method made

students worked in pairs. It related with advantages Cooperative script technique, they were : (1) practice listening accurately (2) play roles (3) practice giving feed back to others' mistake orally. It means, based on the Cooperative script technique made many skill for students. The students able to read, listen and speaking too. The students were interaction with other students, they were understanding the material and result of it will be presented in front of class what they read.

One of the research related is a research conducted by Idzni Fildza about The Use of Cooperative Script Method in Teaching Vocabulary at the Second Grade of MTs Madani Alauddin Pao-Pao. The result of the research showed that, the second grade of MTs Madani Alauddin Pao-Pao especially the experimental class got score on pre-test with the mean score 53.8. after giving the treatment by using the cooperative script method the students got improvement, the score got with the mean score 68.16 in the students' vocabulary mastery. It proved by the result of the statistical analysis of the level significance  $P = 0.05$  with degree of freedom ( $df$ ) = 48 indicated that, the t-test values of the students' (3.05) was higher than t-table value (2.00).

The explanation above, improved with result of researcher research. The researcher found that students using Cooperative Script Technique toward Students' Ability in Reading Comprehension. It look that score of reliability of the inter rater reliability was 95,37 with fair correlation variable x and y. Besides, result of hypothesis was the result of  $t_{count}$  was 1,61 and  $t_{table}$  was  $df = (n_1 + n_2 - 1)$ . It means,  $df$  this research was 41. It means  $t_{table}$  was 2,019. So,  $t_{count}$  was higher than  $t_{table}$ . It means  $H_a$  was accept and  $H_o$  was reject. The hypotesis of this

research was there is significant effect of Cooperative Script Technique toward Students' Ability in Reading Comprehension.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of researcher research, it could concluded some results in this research. Firstly, the score of reliability of the test was 95,37. Secondly, result normality and homogeneity of the test was 120,84 and 1,37 with  $t_{table}$  was 1,68 and 3,23 . It means  $t_{table}$  was higher than  $t_{count}$ . So, the test was normal and homogent.

Thirdly, result of hypothesis was the result of  $t_{count}$  was 90,4 and  $t_{table}$  was  $df = (n_1 + n_2 - 1)$ . It means,  $df$  this research was 41. It means  $t_{table}$  was 2,019. So,  $t_{count}$  was higher than  $t_{table}$ . It means  $H_a$  was accept and  $H_o$  was reject. The hyphotesis of this research was there is significant effect of Cooperative Script Technique toward Students' Ability in Reading Comprehension.

#### B. Suggestions

1. The English teacher should use Cooperative Script Technique in Reading Comprehension to increase students ability in reading comprehension.
2. The English teacher should more attention for students in learning reading.
3. The students and teacher should create new method, media and strategy in students learning reading.
4. The students should more seriously in learning reading with Cooperative Script Technique.
5. The English teacher should give feedback and comment for students' in reading comprehension.



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## Appendix 1 Items of Pre-test

*Direction : Please Answer some questions bellow by crossing a, b, c or d based on the text*

### The Text is questions no. 1 until 5

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

1. What is topic of the paragraph?
  - a. The robot
  - b. The Uncle
  - c. The body
  - d. The battery
2. What is the main idea of the paragraph above?
  - a. The robot is very nice
  - b. The just got a new toy from my uncle
  - c. The robot has a strong body
  - d. My uncle is a sailor
3. How tall is the robot?
  - a. 12 cm
  - b. 20 cm
  - c. 22 cm
  - d. 25 cm
4. Can Robot be moved with two medium sized batteries?
  - a. Yes, he can
  - b. Yes, it can
  - c. No, he can not
  - d. No, it can not
5. My robot can be moved with two medium sized batteries.  
What is the Synonym of underline word above?
  - a. Touch
  - b. Smile
  - c. Walk
  - d. Lift

**Read the text below to answer questions 5 to 8!**

Kartikasari is beautiful girl. She was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

6. What is topic of paragraph above?
- Tika
  - Her Friend
  - Ira
  - Kartika
7. What is the main idea of the paragraph?
- Kartikasari is beautiful girl
  - Her friends call her Ika
  - Her parents must be proud of her.
  - She is an SMP students
8. What does Kartika look like?
- She has long wavy hair and brown eyes
  - She has short curly hair and brown eyes
  - She has short wavy hair and dark eyes
  - She has long wavy hair and dark eyes
9. She always does well in her class because she is ...
- Friendly
  - Honest
  - Punctual
  - Symphatic
10. She is quite tall and slim.  
The antonym of the underline word is.....
- Long
  - Big
  - High
  - Large

**Read the text below to answer questions 11 to 15!**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

11. What is the topic of the paragraph is.....
  - a. Doraemon
  - b. Nobita
  - c. Robotic cats
  - d. Fujiko Fujio
  
12. What is main idea of the second paragraph?
  - a. Doraemon possesses a large pocket
  - b. The pocket is called *yojigen-pocket*
  - c. a Japanese treat filled with red bean paste
  - d. The fourth- dimensional pocket.
  
13. What is the weakness of Doraemon?
  - a. He has a magic pocket
  - b. He gets panic easily
  - c. He is only a robotic cat
  - d. He likes eating *Dorayaki*
  
14. Who is created Doraemons' cartun in the TV?
  - a. Robotic cat
  - b. Fujiyoko
  - c. Fujiko Fujio
  - d. Big Cat
  
15. "... he will frantically pull out every unnecessary ... " (paragraph 3).  
The underline word can be best replaced by ...
  - a. Happily
  - b. Calmly
  - c. Worriedly
  - d. Diligently

**The text is for question number 16 until 20**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

16. What is topic of the paragraph?
- Kartika
  - Peter
  - Isyana Sarasvati
  - Ira
17. What is main idea of the paragraph ?
- Peter is the best badminton player in our family.
  - Peter is the youngest in our family.
  - Peter is the best badminton player in our family.
  - Peter is fourteen years old and four years younger than me
18. How old is Peter? He is ... years old.
- Four
  - Forty
  - Fourteen
  - Ten
19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....
- Dislike sport
  - Finds sport not really entertaining
  - Hates sport very much
  - Really likes sport
20. "But he usually does what he is asked to do"  
The underlined phrase means ...
- He does anything he wants.
  - He always asks.
  - He is lazy.
  - He is diligent.

**The text is for questions number 21 until to 25**

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

(Sumber : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)

21. What is the topic of the paragraph above?
  - a. Longest bridge
  - b. Sura and madu bridge
  - c. Suramadu bridge
  - d. toll bridge
  
22. What is the main idea of last paragraph?
  - a. The Construction was started on August 20, 2003
  - b. A girder collapsed,
  - c. There was evidence of vandalism of cables supporting the main span
  - d. Work on the bridge halted
  
23. Suramadu's bridge connects the island....
  - a. Java and Sumatra
  - b. Java and Bali
  - c. Sumatra and Kalimantan
  - d. Java and Madura
  
24. The following statement is true, except ....
  - a. Suramadu's bridge is also known Surabaya-Madura bridge
  - b. The long of Suramadu's bridge is 5400 meters
  - c. Suramadu's bridge connects the islands of Java and Madura
  - e. Bridge was opened on March 31, 2009
  
25. Construction was started on August 20, 2003.  
The synonym of underlined word is.....
  - a. Opened
  - b. Worked
  - c. Lead
  - d. Finish

**Appendix 2**  
**Items for post-test**

*Direction : Please Answer some questions bellow by crossing a, b, c or d based on the text*

**The text is for questions no 1 until to number 5**

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

1. What is the topic of the paragraph?
  - A. Kartika
  - B. Mr. Tucker
  - C. Isyana Sarasvati
  - D. Ira
  
2. What is main idea of this paragraph two?
  - A. Mr. Tucker is my math teacher at school
  - B. Mr. Tucker teaches us at class IX.
  - C. Mr Tucker doesn't like his students came late at class.
  - D. Mr. Tucker always tells us to be honest
  
3. The writer describes Mr. Tucker as a ...
  - A. Serious man
  - B. Humorous man
  - C. Easy going man
  - D. Friendly than
  
4. What is Mr. Tucker job's?
  - A. He is an English Teacher.
  - B. He is a Math Teacher.
  - C. He is a smart teacher
  - D. He is a success teacher



5. The writer cantell Mr. Tucker habit precisely.  
Antonym of underlined word is.....
- Said
  - Listen
  - See
  - Explain

**The Text is for question no 6 until 10**

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is reallt sweet and friendly animal.

(Source : pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

6. What is topic of the paragraph?
- a pet
  - My Pet
  - Isyana Sarasvati
  - Dogly
7. What is main idea of this paragraph above?
- I have a pet
  - Dolgy is a chinese breed
  - Dogly is reallt sweet and friendly animal
  - My pet is Dolgy
8. What is some foods for your pet?
- A pet food
  - Soft food like steamed rice, fish or bread
  - My pet eats rice and fish
  - Fish is favorite food
9. How does Dolgy look like?
- big, fierce, and cute
  - big, fluffly, and fierce
  - small, fierce, and stink
  - small, fluffly, and cute.
10. Every day it eats soft food like steamed rice, fish or bread.  
What is meaning of underline word above....

- a. Food of Pet
- b. Dolgy
- c. Chinese breed
- d. My Pet

**The text is for questions number 11 until 15**

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world.

Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

(Source : <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-deskriptif-teks-lengkap-dan-terbaru.html>)

11. What is the topic of the paragraph?
  - a. Paris
  - b. Unesco
  - c. Paris island
  - d. Dogly
12. What is main idea of this paragraph three?
  - a. Paris is called as the city of light
  - b. Paris is the capital of Frace
  - c. Paris is named after a group of people called the parisii
  - d. Paris area
13. What are the famous places in Paris?
  - a. Pisa Tower and The louvre museum
  - b. The cathedral of Notre Dame and Pisa Tower
  - c. The louvre museum, Eiffel Tower, and Pisa Tower
  - d. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
14. What is the mean of UNESCO?
  - a. United Nations Educational, Scientific, Cultural and Organizations
  - b. United Nations Education, Scientific, Cultural Organizations

- c. United Nations Educational, Scientific, Organizations Cultural
- d. United Nations Education, Scientific, Culture Organizations

15. Today around eight million people live in the Paris area.  
The synonym of underlined word is....
- a. See
  - b. Stay
  - c. Leave
  - d. Sit

**The text is for questions number 16 until 19**

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

16. What is topic of paragraph above?
- a. Paris
  - b. Giraffe
  - c. Paris island
  - d. Dogly
17. What is main idea of this paragraph above?
- a. Giraffe is the tallest animal
  - b. Raguna Zoo
  - c. Characteristic of Giraffe
  - d. Paris area
18. How is the colour of giraffe skin?
- A. Big Brown eyes
  - B. It has brown spots its skin
  - C. Brown Skin of Giraffe
  - D. The Dark and Brown colour of Giraffe
19. "Its tail is long with thick hair..." The antonym of the underlined word is....
- A. beauty
  - B. strong
  - C. short
  - D. thin

**The text is for question no 20.**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

20. ...Rohmi and her brother work part-time to earn some money.”

What do the underlined words mean?

- work for the whole of working week
- work for only part of each day or week
- work for the purpose of getting money as much as possible
- work for family

### The Text is for questions number 21 until 25

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

21. What is topic about paragraph above?

- The culture of Toraja
- The society of Toraja
- The distinctive features of traditional houses
- The decription of a traditional houses of Toraja

22. What is main idea of paragraph one?

- The Ethnic groups in the mountain regions of southwest and Central Sulawesi
- The society of Toraja
- The distinctive features of traditional houses

- D. The description of a traditional houses of Toraja
23. What are the ordinary people commonly called?
- a. Tongkonan
  - b. Makaka
  - c. Celebes
  - d. Rengnge
24. Which of the following does not symbolize a buffalo?
- a. Status
  - b. Courage
  - c. Strength
  - d. Cowardice
- 25 “... and even today they bulid modern...” (paragraph 3)  
The underlined word was synonym of...
- a. Raja
  - b. Rengnge
  - c. Society
  - d. Researcher



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### Appendix 3

#### KEY ANSWERS PRE-TEST

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

#### KEY ANSWERS POST-TEST

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







| o  |                     |          |          |          |          |          |          |          |          |          |          | 0        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 0        | 1        | 2        | 3        | 4        | 5          |            |    |
|----|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|----|
| 1  | Aidil Yuda Berlian  | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1          | 1          | 22 |
| 2  | Vicka Eydia Presti  | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 0          | 1          | 21 |
| 3  | Putra Ramadhan      | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1          | 0          | 21 |
| 4  | Alfin Mahendra      | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1          | 19         |    |
| 5  | Muhammad Fajri      | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1          | 18         |    |
| 6  | Bunga Febrina       | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 0        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1          | 17         |    |
| 7  | Doni Safrianto      | 1        | 1        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 0          | 17         |    |
| 8  | Akhil Almahda       | 1        | 0        | 1        | 1        | 1        | 0        | 0        | 0        | 0        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 1        | 1          | 16         |    |
| 9  | Ridal Putra         | 0        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 1          | 16         |    |
| 10 | Afrilia Zahara      | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1          | 15         |    |
|    |                     | <b>9</b> | <b>9</b> | <b>6</b> | <b>7</b> | <b>9</b> | <b>7</b> | <b>6</b> | <b>7</b> | <b>6</b> | <b>8</b> | <b>6</b> | <b>7</b> | <b>5</b> | <b>9</b> | <b>6</b> | <b>8</b> | <b>6</b> | <b>9</b> | <b>6</b> | <b>9</b> | <b>8</b> | <b>8</b> | <b>8</b> | <b>8</b> | <b>6</b> | <b>7</b>   | <b>182</b> |    |
| 1  | Khety Vanessa Putri | 1        | 1        | 0        | 0        | 1        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 1        | 1        | 1        | 1        | 0        | 0          | 15         |    |
| 2  | Laura Idrianda      | 0        | 1        | 0        | 1        | 0        | 0        | 0        | 1        | 1        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1          | 15         |    |
| 3  | Risti Novrian       | 0        | 0        | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 1        | 1          | 15         |    |
| 4  | Keysya Aurora       | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1          | 14         |    |
| 5  | Muhammad Alhaifari  | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 0        | 1        | 1        | 1        | 1          | 14         |    |
| 6  | Radit Agustiadi     | 1        | 0        | 1        | 0        | 0        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 1        | 1          | 14         |    |
| 7  | Fazira              | 0        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 0          | 14         |    |
| 8  | Rozi Rikafri        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 1        | 0        | 0        | 1        | 0        | 1          | 13         |    |
| 9  | Desis Fitriani      | 1        | 0        | 1        | 0        | 0        | 0        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 1          | 13         |    |
| 10 | Gien Arjuna         | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 0        | 1        | 0        | 0        | 1        | 0        | 1        | 1        | 1        | 0        | 1        | 1        | 0        | 0        | 1        | 0        | 0        | 0          | 13         |    |
| 11 | Nur Fasha Sandha    | 0        | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 0        | 1        | 1        | 0        | 0        | 0        | 0        | 1        | 0        | 0        | 0        | 0        | 0          | 11         |    |
|    |                     | <b>5</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>5</b> | <b>6</b> | <b>5</b> | <b>7</b> | <b>6</b> | <b>6</b> | <b>8</b> | <b>4</b> | <b>8</b> | <b>5</b> | <b>8</b> | <b>6</b> | <b>7</b> | <b>4</b> | <b>5</b> | <b>9</b> | <b>6</b> | <b>4</b> | <b>7</b> | <b>5</b> | <b>7</b> | <b>151</b> |            |    |

JB



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Appendix 6

Result of Pre-test in Control Class

| No                   | Name               | Item |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | Total |    |
|----------------------|--------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|----|
|                      |                    | 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   | Score |    |
| 1                    | Alman Islami Syafa | 1    | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 15    |    |
| 2                    | Aisya Rahma        | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 13    |    |
| 3                    | Aidil Fitra        | 0    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 13    |    |
| 4                    | Bunga Citra L      | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 15    |    |
| 5                    | Danni              | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 13    |    |
| 6                    | Fidia Oktavia      | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 9     |    |
| 7                    | Hersi Ilmi Hayati  | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1     | 15 |
| 8                    | Husnul Hotimah     | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 0    | 10    |    |
| 9                    | M. Azroy           | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 0    | 0    | 11    |    |
| 10                   | M. Ramadan         | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 0    | 0    | 0    | 0    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 0    | 9     |    |
| 11                   | M. Afie            | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1     | 13 |
| 12                   | M. Rizki zulkifli  | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1     | 12 |
| 13                   | M. Hafizi          | 0    | 1    | 0    | 0    | 0    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 12    |    |
| 14                   | M. Amirul          | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1     | 10 |
| 15                   | M. Irfansyah       | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 0    | 0    | 1    | 1     | 13 |
| 16                   | M. Aidil           | 0    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1     | 16 |
| 17                   | Meliya Delita      | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1     | 15 |
| 18                   | Putri Nursida      | 0    | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 1    | 1    | 0    | 0    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1     | 12 |
| 19                   | Putri Syahira. M   | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1     | 13 |
| 20                   | Sefti Ramadani     | 0    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 1    | 0    | 0    | 0    | 0    | 0    | 0    | 1    | 0    | 8     |    |
| 21                   | Yulya Nora Puspita | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 0    | 1    | 16    |    |
| Total Score Per-item |                    | 11   | 7    | 5    | 12   | 9    | 11   | 7    | 12   | 9    | 9    | 11   | 10   | 8    | 9    | 11   | 12   | 13   | 12   | 10   | 12   | 14   | 11   | 11   | 11   | 16   | 263   |    |
|                      | p                  | 0.52 | 0.33 | 0.24 | 0.57 | 0.43 | 0.52 | #### | 0.57 | 0.43 | 0.43 | 0.52 | 0.48 | #### | 0.43 | 0.52 | 0.57 | 0.62 | 0.57 | 0.48 | 0.57 | 0.67 | #### | 0.52 | #### | #### |       |    |

|    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |
|----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| q  | 0.48 | 0.67 | 0.76 | 0.43 | 0.57 | 0.48 | #### | 0.43 | 0.57 | 0.57 | 0.48 | 0.52 | #### | 0.57 | 0.48 | 0.43 | 0.38 | 0.43 | 0.52 | 0.43 | 0.33 | #### | 0.48 | #### | #### |  |
| pq | 0.25 | 0.22 | 0.18 | 0.24 | 0.24 | 0.25 | #### | 0.24 | 0.24 | 0.24 | 0.25 | 0.25 | #### | 0.24 | 0.25 | 0.24 | 0.24 | 0.24 | 0.25 | 0.24 | 0.22 | #### | 0.25 | #### | #### |  |



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Appendix 7

Result of Pre-test in Experiment Class

| No | Name         | Item |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Total Score |
|----|--------------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------|
|    |              | 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 |             |
| 1  | Aliya Sahida | 1    | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 18          |

|                      |                    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |     |    |    |
|----------------------|--------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|----|----|
| 2                    | Al Zikri           | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 16  |    |    |
| 3                    | Bela Sasmika       | 0    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 1   | 15 |    |
| 4                    | Embun Kastuti      | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1   | 17 |    |
| 5                    | Erin Maharani      | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 17 |    |
| 6                    | Imelda             | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1   | 11 |    |
| 7                    | M. Irpan Habil     | 0    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1   | 18 |    |
| 8                    | Mhd. Allaisi Risma | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0   | 1  | 13 |
| 9                    | M. Mugni           | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 0    | 0    | 0   | 13 |    |
| 10                   | Nur Hafiza         | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0   | 1  | 11 |
| 11                   | Novendra Aniq      | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0   | 1  | 16 |
| 12                   | Nur Hapipah        | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 0    | 0    | 1   | 1  | 14 |
| 13                   | Nur Hapizah        | 0    | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1   | 1  | 14 |
| 14                   | Tina Aulia         | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 0    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1   | 1  | 13 |
| 15                   | Pahrul Rozi        | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 0    | 1    | 1   | 1  | 14 |
| 16                   | Qori Irwansyah     | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1   | 1  | 17 |
| 17                   | Zar Maili          | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1   | 1  | 15 |
| 18                   | Ulfa Zahara        | 1    | 1    | 0    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1   | 1  | 16 |
| 19                   | Mhd. Rizwan        | 0    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1   | 1  | 16 |
| 20                   | Nur Liana          | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 0    | 1    | 1    | 0    | 0    | 1    | 0    | 0    | 0    | 0    | 0    | 1   | 0  | 11 |
| 21                   | Zona Audira        | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 0    | 1   | 20 |    |
| Total Score Per-item |                    | 13   | 12   | 8    | 12   | 11   | 16   | 8    | 14   | 9    | 12   | 15   | 11   | 10   | 11   | 13   | 13   | 14   | 14   | 11   | 16   | 15   | 12   | 14   | 12   | 19   | 315 |    |    |
|                      | p                  | 0.62 | 0.57 | 0.38 | 0.57 | 0.52 | 0.76 | #### | 0.67 | 0.43 | 0.57 | 0.71 | 0.52 | #### | 0.52 | 0.62 | 0.62 | 0.67 | 0.52 | 0.76 | 0.71 | #### | 0.67 | #### | #### |      |     |    |    |
|                      | q                  | 0.38 | 0.43 | 0.62 | 0.43 | 0.48 | 0.24 | #### | 0.33 | 0.57 | 0.43 | 0.29 | 0.48 | #### | 0.48 | 0.38 | 0.38 | 0.33 | 0.33 | 0.48 | 0.24 | 0.29 | #### | 0.33 | #### | #### |     |    |    |
|                      | pq                 | 0.24 | 0.24 | 0.24 | 0.24 | 0.25 | 0.18 | #### | 0.22 | 0.24 | 0.24 | 0.20 | 0.25 | #### | 0.25 | 0.24 | 0.24 | 0.22 | 0.22 | 0.25 | 0.18 | 0.20 | #### | 0.22 | #### | #### |     |    |    |



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Appendix 8  
The Result of Post-Test in Control Class

| No                   | Name               | Item |      |      |      |      |      |      |      |     |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      | Total Score |
|----------------------|--------------------|------|------|------|------|------|------|------|------|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------------|
|                      |                    | 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   |             |
| 1                    | Alman Islami Syafa | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 0    | 1   | 0   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 18          |
| 2                    | Aisya Rahma        | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1   | 0   | 1   | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 17          |
| 3                    | Aidil Fitra        | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 0   | 1   | 1   | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 18          |
| 4                    | Bunga Citra L      | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 0   | 1   | 1   | 0    | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 16          |
| 5                    | Danni              | 1    | 0    | 0    | 1    | 0    | 1    | 1    | 0    | 1   | 1   | 1   | 1    | 0    | 1    | 0    | 0    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 15          |
| 6                    | Fidia Oktavia      | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0   | 1   | 1   | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 0    | 0    | 16          |
| 7                    | Hersi Ilmi Hayati  | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1   | 0   | 1   | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 18          |
| 8                    | Husnul Hotimah     | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 1    | 0   | 1   | 0   | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 18          |
| 9                    | M. Azroy           | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0   | 1   | 0   | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 16          |
| 10                   | M. Ramadan         | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 19          |
| 11                   | M. Afie            | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 0    | 1   | 1   | 0   | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 19          |
| 12                   | M. Rizki zulkifli  | 1    | 1    | 0    | 0    | 1    | 0    | 1    | 0    | 0   | 1   | 1   | 0    | 1    | 1    | 0    | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 15          |
| 13                   | M. Hafizi          | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1   | 0   | 1   | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 17          |
| 14                   | M. Amirul          | 1    | 0    | 1    | 0    | 1    | 1    | 0    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 17          |
| 15                   | M. Irfansyah       | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0   | 1   | 1   | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 18          |
| 16                   | M. Aidil           | 1    | 0    | 0    | 1    | 1    | 0    | 1    | 0    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 19          |
| 17                   | Meliya Delita      | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 21          |
| 18                   | Putri Nursida      | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1    | 1   | 1   | 1   | 0    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 18          |
| 19                   | Putri Syahira. M   | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0   | 1   | 0   | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 20          |
| 20                   | Sefti Ramadani     | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 0    | 1   | 1   | 1   | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 18          |
| 21                   | Yulya Nora Puspita | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1   | 0   | 1   | 0    | 1    | 1    | 1    | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 17          |
| Total Score per-item |                    | 13   | 8    | 13   | 12   | 13   | 17   | 14   | 12   | 12  | 16  | 17  | 13   | 17   | 18   | 16   | 12   | 15   | 12   | 16   | 19   | 19   | 17   | 16   | 17   | 16   | 370         |
|                      | p                  | 0.62 | 0.38 | 0.62 | 0.57 | 0.62 | 0.81 | 0.67 | 0.57 | ### | ### | ### | 0.62 | 0.81 | 0.86 | 0.76 | 0.57 | 0.71 | 0.57 | 0.76 | 0.90 | 0.90 | 0.81 | 0.76 | 0.81 | 0.76 |             |
|                      | q                  | 0.38 | 0.62 | 0.38 | 0.43 | 0.38 | 0.19 | 0.33 | 0.43 | ### | ### | ### | 0.38 | 0.19 | 0.14 | 0.24 | 0.43 | 0.29 | 0.43 | 0.24 | 0.10 | 0.10 | 0.19 | 0.24 | 0.19 | 0.24 |             |

|  |    |      |      |      |      |      |      |      |      |     |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--|----|------|------|------|------|------|------|------|------|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|  | pq | 0.24 | 0.24 | 0.24 | 0.24 | 0.24 | 0.15 | 0.22 | 0.24 | ### | ### | ### | 0.24 | 0.15 | 0.12 | 0.18 | 0.24 | 0.20 | 0.24 | 0.18 | 0.09 | 0.09 | 0.15 | 0.18 | 0.15 | 0.18 |
|--|----|------|------|------|------|------|------|------|------|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|



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## Appendix 9

## The Result of Post-Test in Experiment Class

| No                   | Name               | Item |      |      |      |      |      |      |      |     |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      | Total Score |    |
|----------------------|--------------------|------|------|------|------|------|------|------|------|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------------|----|
|                      |                    | 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   |             |    |
| 1                    | Aliya Sahida       | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 21          |    |
| 2                    | Al Zikri           | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 22          |    |
| 3                    | Bela Sasmika       | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 22          |    |
| 4                    | Embun Kastuti      | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 21          |    |
| 5                    | Erin Maharani      | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1   | 1   | 1   | 0    | 1    | 1    | 0    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 18          |    |
| 6                    | Imelda             | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 0    | 0    | 19          |    |
| 7                    | M. Irpan Habil     | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 21          |    |
| 8                    | Mhd. Allaisi Risma | 1    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 0   | 1   | 0   | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 20          |    |
| 9                    | M. Mugni           | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    | 0   | 1   | 0   | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 17          |    |
| 10                   | Nur Hafiza         | 0    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 21          |    |
| 11                   | Novendra Aniq      | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 22          |    |
| 12                   | Nur Hapipah        | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 0    | 1   | 1   | 0   | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 18          |    |
| 13                   | Nur Hapizah        | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1   | 0   | 1   | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 0    | 19          |    |
| 14                   | Tina Aulia         | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 20          |    |
| 15                   | Pahrul Rozi        | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 0   | 1   | 1   | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 1    | 0    | 1    | 1    | 1    | 20          |    |
| 16                   | Qori Irwansyah     | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 1    | 0    | 1           | 22 |
| 17                   | Zar Maili          | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 23          |    |
| 18                   | Ulfa Zahara        | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 0   | 1    | 1    | 1    | 0    | 1    | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 20          |    |
| 19                   | Mhd. Rizwan        | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 0   | 1   | 0   | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 22          |    |
| 20                   | Nur Liana          | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 1   | 1   | 0    | 1    | 0    | 1    | 1    | 1    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 21          |    |
| 21                   | Zona Audira        | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 1   | 0   | 1   | 1    | 1    | 1    | 1    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1    | 0    | 21          |    |
| Total Score per-item |                    | 20   | 17   | 15   | 18   | 20   | 20   | 18   | 14   | 17  | 19  | 18  | 16   | 19   | 18   | 19   | 15   | 15   | 12   | 16   | 19   | 19   | 17   | 16   | 17   | 16   | 430         |    |
|                      | p                  | 0.95 | 0.81 | 0.71 | 0.86 | 0.95 | 0.95 | 0.86 | 0.67 | ### | ### | ### | 0.76 | 0.90 | 0.86 | 0.90 | 0.71 | 0.71 | 0.57 | 0.76 | 0.90 | 0.90 | 0.81 | 0.76 | 0.81 | 0.76 |             |    |
|                      | q                  | 0.05 | 0.19 | 0.29 | 0.14 | 0.05 | 0.05 | 0.14 | 0.33 | ### | ### | ### | 0.24 | 0.10 | 0.14 | 0.10 | 0.29 | 0.29 | 0.43 | 0.24 | 0.10 | 0.10 | 0.19 | 0.24 | 0.19 | 0.24 |             |    |



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**Appendix 10**  
**Difficulty Index of Try Out**

| Items Number | Total Score of each Item | Number of Item | p    | Explained |
|--------------|--------------------------|----------------|------|-----------|
| 1            | 14                       | 25             | 0,67 | Average   |
| 2            | 14                       | 25             | 0,67 | Average   |
| 3            | 12                       | 25             | 0,57 | Average   |
| 4            | 14                       | 25             | 0,67 | Average   |
| 5            | 14                       | 25             | 0,67 | Average   |
| 6            | 13                       | 25             | 0,62 | Average   |
| 7            | 11                       | 25             | 0,52 | Average   |
| 8            | 14                       | 25             | 0,67 | Average   |
| 9            | 12                       | 25             | 0,57 | Average   |
| 10           | 14                       | 25             | 0,67 | Average   |
| 11           | 14                       | 25             | 0,67 | Average   |
| 12           | 11                       | 25             | 0,52 | Average   |
| 13           | 13                       | 25             | 0,62 | Average   |
| 14           | 14                       | 25             | 0,67 | Average   |
| 15           | 14                       | 25             | 0,67 | Average   |
| 16           | 14                       | 25             | 0,67 | Average   |
| 17           | 13                       | 25             | 0,62 | Average   |
| 18           | 13                       | 25             | 0,62 | Average   |
| 19           | 11                       | 25             | 0,52 | Average   |
| 20           | 12                       | 25             | 0,57 | Average   |
| 21           | 14                       | 25             | 0,67 | Average   |
| 22           | 12                       | 25             | 0,57 | Average   |
| 23           | 14                       | 25             | 0,67 | Average   |
| 24           | 11                       | 25             | 0,52 | Average   |
| 25           | 14                       | 25             | 0,67 | Average   |

**Appendix 11**  
**Descrimination of Power Item**

| Number of Items | BA | BB | JA | DP    | Explanation |
|-----------------|----|----|----|-------|-------------|
| 1               | 9  | 5  | 10 | 0.40  | Enough      |
| 2               | 9  | 5  | 10 | 0.40  | Enough      |
| 3               | 6  | 6  | 10 | 0.00  | Fair        |
| 4               | 7  | 7  | 10 | 0.00  | Fair        |
| 5               | 9  | 5  | 10 | 0.40  | Enough      |
| 6               | 7  | 6  | 10 | 0.10  | Fair        |
| 7               | 6  | 5  | 10 | 0.10  | Fair        |
| 8               | 7  | 7  | 10 | 0.00  | Fair        |
| 9               | 6  | 6  | 10 | 0.00  | Fair        |
| 10              | 8  | 6  | 10 | 0.20  | Enough      |
| 11              | 6  | 8  | 10 | -0.20 | Poor        |
| 12              | 7  | 4  | 10 | 0.30  | Enough      |
| 13              | 5  | 8  | 10 | -0.30 | Poor        |
| 14              | 9  | 5  | 10 | 0.40  | Enough      |
| 15              | 6  | 8  | 10 | -0.20 | Poor        |
| 16              | 8  | 6  | 10 | 0.20  | Enough      |
| 17              | 6  | 7  | 10 | -0.10 | Poor        |
| 18              | 9  | 4  | 10 | 0.50  | Easy        |
| 19              | 6  | 5  | 10 | 0.10  | Fair        |
| 20              | 9  | 9  | 10 | 0.00  | Fair        |
| 21              | 8  | 6  | 10 | 0.20  | Enough      |
| 22              | 8  | 4  | 10 | 0.40  | Enough      |
| 23              | 8  | 7  | 10 | 0.10  | Fair        |
| 24              | 6  | 5  | 10 | 0.10  | Fair        |
| 25              | 7  | 7  | 10 | 0.00  | Fair        |

**Appendix 12**  
**Result of Post-Test**

| <b>Students Code</b> | <b>Post-Test in Control Class</b> | <b>Post-Test In Experiment Class</b> |
|----------------------|-----------------------------------|--------------------------------------|
| 1                    | 72                                | 84                                   |
| 2                    | 64                                | 88                                   |
| 3                    | 60                                | 92                                   |
| 4                    | 68                                | 84                                   |
| 5                    | 68                                | 72                                   |
| 6                    | 44                                | 76                                   |
| 7                    | 72                                | 84                                   |
| 8                    | 52                                | 80                                   |
| 9                    | 52                                | 68                                   |
| 10                   | 44                                | 84                                   |
| 11                   | 64                                | 88                                   |
| 12                   | 56                                | 72                                   |
| 13                   | 56                                | 76                                   |
| 14                   | 52                                | 80                                   |
| 15                   | 56                                | 80                                   |
| 16                   | 68                                | 88                                   |
| 17                   | 60                                | 92                                   |
| 18                   | 64                                | 80                                   |
| 19                   | 64                                | 88                                   |
| 20                   | 44                                | 84                                   |
| 21                   | 80                                | 84                                   |
| <b>Total Score</b>   | <b>1260</b>                       | <b>1724</b>                          |

**Appendix 13**  
**Result of Validity and Reliability of Test**

| <b>N</b>    | <b>Y</b>                                    | <b>X</b>                                    | <b>XY</b>                                      | <b>Y<sup>2</sup></b>                           | <b>X<sup>2</sup></b>                            |
|-------------|---|---|--|--|---|
| 1           | 72  | 84  | 6048   | 5184   | 7056  |
| 2           | 64  | 88  | 5632   | 4096   | 7744  |
| 3           | 60  | 92  | 5520   | 3600   | 8464  |
| 4           | 68  | 84  | 5712   | 4624   | 7056  |
| 5           | 68  | 72  | 4896   | 4624   | 5184  |
| 6           | 44  | 76  | 3344   | 1936   | 5776  |
| 7           | 72  | 84  | 6048   | 5184   | 7056  |
| 8           | 52  | 80  | 4160   | 2704   | 6400  |
| 9           | 52  | 68  | 3536   | 2704   | 4624  |
| 10          | 44  | 84  | 3696   | 1936   | 7056  |
| 11          | 64  | 88  | 5632   | 4096   | 7744  |
| 12          | 56  | 72  | 4032   | 3136   | 5184  |
| 13          | 56  | 76  | 4256   | 3136   | 5776  |
| 14          | 52  | 80  | 4160   | 2704   | 6400  |
| 15          | 56  | 80  | 4480   | 3136   | 6400  |
| 16          | 68  | 88  | 5984   | 4624   | 7744  |
| 17          | 60  | 92  | 5520   | 3600   | 8464  |
| 18          | 64  | 80  | 5120   | 4096   | 6400  |
| 19          | 64  | 88  | 5632   | 4096   | 7744  |
| 20          | 44  | 84  | 3696   | 1936   | 7056  |
| 21          | 80  | 84  | 6720   | 6400   | 7056  |
| <b>N=42</b> | <b><math>\sum y =</math></b><br><b>1260</b> | <b><math>\sum x =</math></b><br><b>1724</b> | <b><math>\sum xy =</math></b><br><b>103824</b> | <b><math>\sum y^2 =</math></b><br><b>77552</b> | <b><math>\sum x^2 =</math></b><br><b>142384</b> |

## Appendix 14

|      |                    |                    |                       |                       |                        |
|------|--------------------|--------------------|-----------------------|-----------------------|------------------------|
| N=42 | $\sum y =$<br>1260 | $\sum x =$<br>1724 | $\sum xy =$<br>103824 | $\sum y^2 =$<br>77552 | $\sum x^2 =$<br>142384 |
|------|--------------------|--------------------|-----------------------|-----------------------|------------------------|

### 1. Score Validity of Test

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\left[ N \sum X^2 - (\sum X)^2 \right] \left[ N \sum Y^2 - (\sum Y)^2 \right]}$$

$$r_{xy} = \frac{42(103824) - (1724)(1260)}{[42(142384) - (2972176)][42(77552) - (1587600)]}$$

$$r_{xy} = \frac{4360608 - 2194920}{[5980128 - (2972176)][(3257184) - (1587600)]}$$

$$r_{xy} = \frac{2165688}{(3007952)(1669584)} = \frac{12446816}{502168905} = 0,24$$

### 2. Score Reliability of Test

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

$$S^2 = \frac{142384 - \frac{2972176}{42}}{42}$$

$$S^2 = \frac{142384 - 123840,66}{42} = \frac{18543,34}{42} = 441,5$$

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

$$r_{11} = \left( \frac{42}{42-1} \right) \left( \frac{(441,5 - 3,48)}{441,5} \right)$$

$$r_{11} = (1,02)(93,5) = 95,37$$

## Appendix 15

### Normality and Homogeneity of Sample

1. The low score test was 36 and high score was 92

2.  $R = 92 - 44 = 48$

3. Class Interval =

$$1 + 3,3 \text{ Log } n = 1 + 3,3 (\log)42$$

$$= 1 + 3,3 (1,62) = 6,9$$

4. Long of class = 6

5. Table Distribution of Frequency

| No    | Class Interval | f  | (xi) |
|-------|----------------|----|------|
| 1.    | 44 – 51        | 3  | 44,5 |
| 2.    | 52 - 59        | 6  | 52,5 |
| 3.    | 60 – 68        | 10 | 60,5 |
| 4.    | 69 – 76        | 6  | 69,5 |
| 5.    | 77 – 84        | 11 | 77,5 |
| 6.    | 85 - 92        | 6  | 85,5 |
| Total |                | 42 |      |

6. Mean =  $\frac{2984}{42} = 71,04$



## 7. Standar Deviation

| No. | Class interval | f         | (xi) |        |         |                 |
|-----|----------------|-----------|------|--------|---------|-----------------|
| 1.  | 44 – 51        | 3         | 44,5 | -26,54 | -79,62  | 6339,344        |
| 2.  | 52 - 59        | 6         | 52,5 | -18,54 | -111,24 | 12374,34        |
| 3.  | 60 – 68        | 10        | 60,5 | -10,54 | -105,4  | 11109,16        |
| 4.  | 69 – 76        | 6         | 69,5 | -1,54  | -9,24   | 85,3776         |
| 5.  | 77 – 84        | 11        | 77,5 | 6,46   | 71,06   | 5049,524        |
| 6.  | 85 - 92        | 6         | 85,5 | 14,46  | 86,76   | 7527,298        |
|     |                | <b>42</b> |      |        |         | <b>42485,04</b> |

## 8. Class Interval

| No | Class Interval | Low of limit | High of limit |
|----|----------------|--------------|---------------|
| 1. | 44 – 51        | 44,5         | 51,5          |
| 2. | 52 - 59        | 52,5         | 59,5          |
| 3. | 60 – 68        | 60,5         | 68,5          |
| 4. | 69 – 76        | 69,5         | 76,5          |
| 5. | 77 – 84        | 77,5         | 84,5          |
| 6. | 85 - 92        | 85,5         | 92,5          |

## 9. Find score of Z

| Low of limit (Z) | Large of Z (Low) | High of Limit (Z) | Large of Z (High) |
|------------------|------------------|-------------------|-------------------|
| 44,5             | -26,54           | 51,5              | -19,54            |
| 52,5             | -18,54           | 59,5              | -11,54            |
| 60,5             | -10,54           | 68,5              | -2,54             |
| 69,5             | -1,54            | 76,5              | 5,46              |
| 77,5             | 6,46             | 84,5              | 13,46             |
| 85,5             | 14,46            | 92,5              | 21,46             |

10. Score of 0-Z

| Large of Z (Low) | Ei |
|------------------|----|
| -7               | -7 |
| -7               | -7 |
| -8               | -8 |
| -7               | 7  |
| -7               | 7  |
| -7               | 7  |

11. Score Ei and Oi

| Class Interval | Limit of Class | Z    | Large Table Z | Ei | Oi        |
|----------------|----------------|------|---------------|----|-----------|
| 1              | 2              | 3    | 4             | 5  | 6         |
| 44 – 51        | 44,5           | 51,5 | -7            | -7 | 3         |
| 52 - 59        | 52,5           | 59,5 | -7            | -7 | 6         |
| 60 – 68        | 60,5           | 68,5 | -8            | -8 | 10        |
| 69 – 76        | 69,5           | 76,5 | -7            | 7  | 6         |
| 77 – 84        | 77,5           | 84,5 | -7            | 7  | 11        |
| 85 - 92        | 85,5           | 92,5 | -7            | 7  | 6         |
|                |                |      |               |    | <b>42</b> |

$$12. X^2 = \sum \frac{(O_1 - E_1)^2}{E_1}$$

$$X^2 = \frac{(3+7)^2}{-7} + \frac{(6+7)^2}{-7} + \frac{(10+8)^2}{-8} + \frac{(6-7)^2}{7} +$$

$$\frac{(11-7)^2}{7} + \frac{(6-7)^2}{7}$$

$$X^2 = -14,2 - 24,14 - 80,5 + 0,14 - 2,28 + 0,14$$

$$X^2 = 120,84$$

Df = 42-1 = 41 ( $X_{\text{tabel}}$  score in significant of 5% = 55,76) and  $X_{\text{count}}$  was

120,84. It means  $X_{\text{count}}$  was higher than  $X_{\text{tabel}}$ . So the sample was normal and homogen.



**Appendix 17**  
**TABEL NILAI KRITIS DISTRIBUSI T**

| df | One-Tailed Test |          |          |          |          |          |          |
|----|-----------------|----------|----------|----------|----------|----------|----------|
|    | 0,25            | 0,10     | 0,05     | 0,025    | 0,01     | 0,005    | 0,001    |
|    | Two-Tailed Test |          |          |          |          |          |          |
|    | 0,50            | 0,20     | 0,10     | 0,05     | 0,02     | 0,01     | 0,002    |
| 41 | 0,680521        | 1,302543 | 1,682878 | 2,019541 | 2,420803 | 2,701181 | 3,301273 |
| 42 | 0,680376        | 1,302035 | 1,681952 | 2,018082 | 2,418470 | 2,698066 | 3,295951 |
| 43 | 0,680238        | 1,301552 | 1,681071 | 2,016692 | 2,416250 | 2,695102 | 3,290890 |
| 44 | 0,680107        | 1,301090 | 1,680230 | 2,015368 | 2,414134 | 2,692278 | 3,286072 |
| 45 | 0,679981        | 1,300649 | 1,679427 | 2,014103 | 2,412116 | 2,689585 | 3,281480 |
| 46 | 0,679861        | 1,300228 | 1,678660 | 2,012896 | 2,410188 | 2,687013 | 3,277098 |
| 47 | 0,679746        | 1,299825 | 1,677927 | 2,011741 | 2,408345 | 2,684556 | 3,272912 |
| 48 | 0,679635        | 1,299439 | 1,677224 | 2,010635 | 2,406581 | 2,682204 | 3,268910 |
| 49 | 0,679530        | 1,299069 | 1,676551 | 2,009575 | 2,404892 | 2,679952 | 3,265079 |
| 50 | 0,679428        | 1,298714 | 1,675905 | 2,008559 | 2,403272 | 2,677793 | 3,261409 |
| 51 | 0,679331        | 1,298373 | 1,675285 | 2,007584 | 2,401718 | 2,675722 | 3,257890 |
| 52 | 0,679237        | 1,298045 | 1,674689 | 2,006647 | 2,400225 | 2,673734 | 3,254512 |
| 53 | 0,679147        | 1,297730 | 1,674116 | 2,005746 | 2,398790 | 2,671823 | 3,251268 |
| 54 | 0,679060        | 1,297426 | 1,673565 | 2,004879 | 2,397410 | 2,669985 | 3,248149 |
| 55 | 0,678977        | 1,297134 | 1,673034 | 2,004045 | 2,396081 | 2,668216 | 3,245149 |
| 56 | 0,678896        | 1,296853 | 1,672522 | 2,003241 | 2,394801 | 2,666512 | 3,242261 |
| 57 | 0,678818        | 1,296581 | 1,672029 | 2,002465 | 2,393568 | 2,664870 | 3,239478 |
| 58 | 0,678743        | 1,296319 | 1,671553 | 2,001717 | 2,392377 | 2,663287 | 3,236795 |
| 59 | 0,678671        | 1,296066 | 1,671093 | 2,000995 | 2,391229 | 2,661759 | 3,234207 |
| 60 | 0,678601        | 1,295821 | 1,670649 | 2,000298 | 2,390119 | 2,660283 | 3,231709 |
| 61 | 0,678533        | 1,295585 | 1,670219 | 1,999624 | 2,389047 | 2,658857 | 3,229296 |
| 62 | 0,678467        | 1,295356 | 1,669804 | 1,998972 | 2,388011 | 2,657479 | 3,226964 |
| 63 | 0,678404        | 1,295134 | 1,669402 | 1,998341 | 2,387008 | 2,656145 | 3,224709 |
| 64 | 0,678342        | 1,294920 | 1,669013 | 1,997730 | 2,386037 | 2,654854 | 3,222527 |
| 65 | 0,678283        | 1,294712 | 1,668636 | 1,997138 | 2,385097 | 2,653604 | 3,220414 |
| 66 | 0,678225        | 1,294511 | 1,668271 | 1,996564 | 2,384186 | 2,652394 | 3,218368 |
| 67 | 0,678169        | 1,294315 | 1,667916 | 1,996008 | 2,383302 | 2,651220 | 3,216386 |
| 68 | 0,678115        | 1,294126 | 1,667572 | 1,995469 | 2,382446 | 2,650081 | 3,214463 |
| 69 | 0,678062        | 1,293942 | 1,667239 | 1,994945 | 2,381615 | 2,648977 | 3,212599 |
| 70 | 0,678011        | 1,293763 | 1,666914 | 1,994437 | 2,380807 | 2,647905 | 3,210789 |
| 71 | 0,677961        | 1,293589 | 1,666600 | 1,993943 | 2,380024 | 2,646863 | 3,209032 |
| 72 | 0,677912        | 1,293421 | 1,666294 | 1,993464 | 2,379262 | 2,645852 | 3,207326 |
| 73 | 0,677865        | 1,293256 | 1,665996 | 1,992997 | 2,378522 | 2,644869 | 3,205668 |
| 74 | 0,677820        | 1,293097 | 1,665707 | 1,992543 | 2,377802 | 2,643913 | 3,204056 |
| 75 | 0,677775        | 1,292941 | 1,665425 | 1,992102 | 2,377102 | 2,642983 | 3,202489 |
| 76 | 0,677732        | 1,292790 | 1,665151 | 1,991673 | 2,376420 | 2,642078 | 3,200964 |
| 77 | 0,677689        | 1,292643 | 1,664885 | 1,991254 | 2,375757 | 2,641198 | 3,199480 |
| 78 | 0,677648        | 1,292500 | 1,664625 | 1,990847 | 2,375111 | 2,640340 | 3,198035 |
| 79 | 0,677608        | 1,292360 | 1,664371 | 1,990450 | 2,374482 | 2,639505 | 3,196628 |
| 80 | 0,677569        | 1,292224 | 1,664125 | 1,990063 | 2,373868 | 2,638691 | 3,195258 |

## Appendix 18

| Percentage Points of the Chi-Square Distribution |   |        |        |        |        |       |       |       |       |
|--|---|--------|--------|--------|--------|-------|-------|-------|-------|
| Degrees of Freedom                               | Probability of a larger value of $\chi^2$ |        |        |        |        |       |       |       |       |
|  | 0.99                                      | 0.95   | 0.90   | 0.75   | 0.50   | 0.25  | 0.10  | 0.05  | 0.01  |
| 1  | 0.000                                     | 0.004  | 0.016  | 0.102  | 0.455  | 1.32  | 2.71  | 3.84  | 6.63  |
| 2  | 0.020                                     | 0.103  | 0.211  | 0.575  | 1.386  | 2.77  | 4.61  | 5.99  | 9.21  |
| 3  | 0.115                                     | 0.352  | 0.584  | 1.212  | 2.366  | 4.11  | 6.25  | 7.81  | 11.34 |
| 4  | 0.297                                     | 0.711  | 1.064  | 1.923  | 3.357  | 5.39  | 7.78  | 9.49  | 13.28 |
| 5  | 0.554                                     | 1.145  | 1.610  | 2.675  | 4.351  | 6.63  | 9.24  | 11.07 | 15.09 |
| 6  | 0.872                                     | 1.635  | 2.204  | 3.455  | 5.348  | 7.84  | 10.64 | 12.59 | 16.81 |
| 7  | 1.239                                     | 2.167  | 2.833  | 4.255  | 6.346  | 9.04  | 12.02 | 14.07 | 18.48 |
| 8  | 1.647                                     | 2.733  | 3.490  | 5.071  | 7.344  | 10.22 | 13.36 | 15.51 | 20.09 |
| 9  | 2.088                                     | 3.325  | 4.168  | 5.899  | 8.343  | 11.39 | 14.68 | 16.92 | 21.67 |
| 10   | 2.558                                     | 3.940  | 4.865  | 6.737  | 9.342  | 12.55 | 15.99 | 18.31 | 23.21 |
| 11   | 3.053                                     | 4.575  | 5.578  | 7.584  | 10.341 | 13.70 | 17.28 | 19.68 | 24.72 |
| 12   | 3.571                                     | 5.226  | 6.304  | 8.438  | 11.340 | 14.85 | 18.55 | 21.03 | 26.22 |
| 13   | 4.107                                     | 5.892  | 7.042  | 9.299  | 12.340 | 15.98 | 19.81 | 22.36 | 27.69 |
| 14   | 4.660                                     | 6.571  | 7.790  | 10.165 | 13.339 | 17.12 | 21.06 | 23.68 | 29.14 |
| 15   | 5.229                                     | 7.261  | 8.547  | 11.037 | 14.339 | 18.25 | 22.31 | 25.00 | 30.58 |
| 16   | 5.812                                     | 7.962  | 9.312  | 11.912 | 15.338 | 19.37 | 23.54 | 26.30 | 32.00 |
| 17   | 6.408                                     | 8.672  | 10.085 | 12.792 | 16.338 | 20.49 | 24.77 | 27.59 | 33.41 |
| 18   | 7.015                                     | 9.390  | 10.865 | 13.675 | 17.338 | 21.60 | 25.99 | 28.87 | 34.80 |
| 19   | 7.633                                     | 10.117 | 11.651 | 14.562 | 18.338 | 22.72 | 27.20 | 30.14 | 36.19 |
| 20   | 8.260                                     | 10.851 | 12.443 | 15.452 | 19.337 | 23.83 | 28.41 | 31.41 | 37.57 |
| 22   | 9.542                                     | 12.338 | 14.041 | 17.240 | 21.337 | 26.04 | 30.81 | 33.92 | 40.29 |
| 24   | 10.856                                    | 13.848 | 15.659 | 19.037 | 23.337 | 28.24 | 33.20 | 36.42 | 42.98 |
| 26   | 12.198                                    | 15.379 | 17.292 | 20.843 | 25.336 | 30.43 | 35.56 | 38.89 | 45.64 |
| 28   | 13.565                                    | 16.928 | 18.939 | 22.657 | 27.336 | 32.62 | 37.92 | 41.34 | 48.28 |
| 30   | 14.953                                    | 18.493 | 20.599 | 24.478 | 29.336 | 34.80 | 40.26 | 43.77 | 50.89 |
| 40   | 22.164                                    | 26.509 | 29.051 | 33.660 | 39.335 | 45.62 | 51.80 | 55.76 | 63.69 |
| 50   | 27.707                                    | 34.764 | 37.689 | 42.942 | 49.335 | 56.33 | 63.17 | 67.50 | 76.15 |
| 60   | 37.485                                    | 43.188 | 46.459 | 52.294 | 59.335 | 66.98 | 74.40 | 79.08 | 88.38 |

K E R I N G I

**Appendix 19**  
**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 1  
**Tanggal Pelaksanaan** : 10 February 2020

**A. Standar Kompetensi**

Understanding the meaning of functional and simple short paragraph in form descriptive and recount to interact with environment.

**B. Kompetensi Dasar**

Reading aloud and have meaning functional text/paragraph and simple short paragraph in form descriptive and recount using cooperative script technique.

**C. Indikator**

1. Reading aloud and have meaning paragraph in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding paragraph using cooperative script technique.
4. Give report and answer some question based on the paragraph after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the paragraph after reading.

**D. Tujuan Pembelajaran**

1. Siswa dapat membaca dan memahami paragraph singkat dalam bentuk descriptive.
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam paragraph.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi paragraph/teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

**E. Materi**

Descriptive Paragraph

## F. Metode/Tecnique Pembelajaran

Cooperative script technique.

## G. Kegiatan Pembelajaran

### 1. Pendahuluan

- Greeting
- Guru mengecek kesiapan siswa untuk belajar
- Guru memberikan motivasi
- Guru menyampaikan tujuan pembelajaran yang akan dicapai
- Guru menyebutkan judul sebuah teks yang akan diajarkan

### 2. Kegiatan inti

- Guru membagi siswa untuk berpasangan
- Guru membagikan wacana/materi tiap siswa untuk dibaca dan membuat ringkasannya
- Guru dan siswa menetapkan siapa yang pertama berperan sebagai pembicara dan siapa yang berperan sebagai pendengar
- Pembicara membacakan ringkasannya selengkap mungkin, dengan memasukkan ide-ide pokok dalam ringkasannya, sementara pendengar menyimak mengoreksi menunjukkan ide-ide pokok yang kurang lengkap dan membantu mengingat/menghafal ide-ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya
- Bertukar peran, semula sebagai pembicara ditukar menjadi pendengar dan sebaliknya
- Sambil memantau kegiatan siswa dalam membaca, guru membantu dan mendampingi siswa memahami teks
- Guru meminta siswa menjawab pertanyaan yang berhubungan dengan teks
- Guru meminta siswa menceritakan kembali isi teks yang dipahaminya

### 3. Kegiatan akhir

- Siswa menyimpulkan isi tek berdasarkan pemahamannya
- Guru memberikan feed back terhadap penjelasan siswa dalam memahami paragraf

## H. Penilaian

- Tes lisan dan tertulis

## J. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, August 2019  
Researcher

**Habibah, S.Pd**  
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**Susanti Hendria Sari**  
NIM. 08 917 15



INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I



**Rencana Pelaksanaan Pembelajaran (RPP)  
Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 2  
**Tanggal Pelaksanaan** : 17 February 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short paragraph in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text/paragraph and simple short paragraph in form descriptive and recount using cooperative script Technique.

C. Indikator

1. Reading aloud and have meaning paragraph in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding paragraph using cooperative script Technique.
4. Give report and answer some question based on the paragraph after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the paragraph after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami paragraph singkat dalam bentuk descriptive.
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam paragraph.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi paragraph/teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive Paragraph

F. Metode/Technique Pembelajaran

## Cooperative script Technique

### G. Kegiatan Pembelajaran

#### 1. Pendahuluan

- Greeting
- Guru mengecek kesiapan siswa untuk belajar
- Guru memberikan motivasi
- Guru menyampaikan tujuan pembelajaran yang akan dicapai
- Guru menyebutkan judul sebuah tek yang akan diajarkan

#### 2. Kegiatan inti

- Guru menjelaskan bagian-bagian teks yang diberikan kepada siswa di depan kelas
- Guru memberikan contoh kepada siswa dalam menemukan topic dan ide paragraf descriptif di depan kelas secara berpasangan
- Guru memberi contoh dalam menyimpulkan paragraf yang telah dibaca di depan kelas kemudian meminta kepada masing-masing siswa yang memiliki pasangan untuk menyimpulkan isi paragraph yang berbeda.
- Guru mendampingi siswa membaca dan menyimpulkan tek serta memberikan feed back terhadap hasil bacaan siswa.
- Guru meminta siswa menjawab pertanyaan yang berhubungan dengan teks

#### 3. Kegiatan akhir

- Siswa menyimpulkan isi tek berdasarkan pemahamannya
- Guru memberikan feed back terhadap penjelasan siswa dalam memahami paragraf

### H. Penilaian

- Tes lisan dan tertulis

### J. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, August 2019  
Researcher

**Habibah, S.Pd**

NIP. 19720831 2014112 001

**Susanti Hendria Sari**

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**Rencana Pelaksanaan Pembelajaran (RPP)  
Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 3  
**Tanggal Pelaksanaan** : 24 February 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short paragraph/text in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short paragraph/text in form descriptive and recount using Cooperative Script Technique.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
3. Identify any information and other textual meaning of the text.
4. Understanding text using Cooperative Script Technique.
5. Give report and answer some question based text after reading and understanding text.
6. Identify the communicative purposes of descriptive and recount text.
7. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan menggunakan strategi langsung Cooperative Script Technique.
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode/Technique Pembelajaran

Cooperative Script Technique.

G. Kegiatan Pembelajaran

### 1. Pendahuluan

- Greeting
- Guru menyampaikan tujuan pelajaran yang dilakukan
- Guru memberikan motivasi
- Guru mengevaluasi pelajaran pada pertemuan yang lalu
- Guru menyebutkan judul sebuah teks yang akan diajarkan di depan kelas

### 2. Kegiatan inti

- Guru membagi siswa untuk berpasangan
- Guru membagikan wacana/materi tiap siswa untuk dibaca dan membuat ringkasannya
- Guru dan siswa menetapkan siapa yang pertama berperan sebagai pembicara dan siapa yang berperan sebagai pendengar
- Pembicara membacakan ringkasannya selengkap mungkin, dengan memasukkan ide-ide pokok dalam ringkasannya, sementara pendengar menyimak mengoreksi menunjukkan ide-ide pokok yang kurang lengkap dan membantu mengingat/menghafal ide-ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya
- Bertukar peran, semula sebagai pembicara ditukar menjadi pendengar dan sebaliknya
- Guru membantu siswa menyusun kesimpulan

### 3. Kegiatan akhir

- Siswa menyimpulkan isi tek berdasarkan pemahamannya
- Guru memberikan feed back terhadap pemahaman siswa
- Guru menjelaskan kembali dan menyimpulkan teks yang telah diajarkan

### H. Penilaian

- Tes lisan dan tertulis

### J. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, August 2019  
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**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 4  
**Tanggal Pelaksanaan** : 02 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short paragraph/text in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short paragraph/text in form descriptive and recount using Cooperative script technique.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using Cooperative script technique.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan menggunakan teknik cooperative script.
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode/Technique Pembelajaran

Cooperative Script Technique

## G. Kegiatan Pembelajaran

### 1. Pendahuluan

- Greeting
- Guru menyampaikan tujuan pelajaran yang dilakukan
- Guru memberikan motivasi
- Guru mengevaluasi pelajaran pada pertemuan yang lalu
- Guru menyebutkan judul sebuah teks yang akan diajarkan

### 2. Kegiatan inti

- Guru meminta siswa duduk berpasangan dan menentukan siapa pembicara dan pendengar dalam menguraikan penjelasan isi teks.
- Guru mendampingi siswa memahami tek di kelas
- Guru membimbing siswa menemukan ide dan topic dalam paragraf sesuai peran masing-masing siswa
- Guru meminta siswa membaca dan memahami tek dengan baik dan melakukan Tanya jawab berkenaan dengan teks
- Guru meminta siswa menceritakan kembali isi teks yang dipahaminya
- Guru memberikan masukan dan perbaikan terhadap penjelasan siswa

### 3. Kegiatan akhir

- Siswa menyimpulkan isi teks berdasarkan pemahamannya
- Guru memberikan feed back terhadap pemahaman siswa
- Guru menjelaskan kembali dan menyimpulkan tek yang telah diajarkan

## H. Penilaian

- Tes lisan dan tertulis

## I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020

Researcher

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**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 5  
**Tanggal Pelaksanaan** : 09 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using Cooperative Script Technique.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using Cooperative Script Technique.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode Pembelajaran

Cooperative Script Tecnique

## G. Kegiatan Pembelajaran

### A. Pendahuluan

- Greeting
- Guru memberikan motivasi
- Guru mengevaluasi kegiatan pembelajaran sebelumnya
- Guru memberikan teks yang berbeda dengan pertemuan sebelumnya

### B. Kegiatan inti

- Guru meminta siswa untuk duduk secara berpasangan dan menentukan siapa pembicara dan pendengar dalam kegiatan diskusi
- Meminta siswa menjelaskan/menceritakan kembali isi teks yang telah dibaca di depan kelas sesuai peran masing-masing
- Meminta siswa memberikan sanggahan atau penjelasan ulang terhadap isi teks yang diuraikan siswa sesuai dengan perannya.
- Guru memberikan feed back terhadap penjelasan siswadi depan kelas
- Guru membimbing siswa menemukan ide dan topic dalam paragraph sehingga mampu memahami teks dengan baik baik secara individu maupun bersama.
- Guru meminta siswa menjawab beberapa pertanyaan sesuai teks

### C. Kegiatan akhir

- Siswa menyimpulkan isi teks berdasarkan pemahamannya
- Guru memberikan feed back dan merevisi penjelasan siswa

## H. Penilaian

- Tes lisan dan tertulis

## I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020

Researcher

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**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Experiment**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 6  
**Tanggal Pelaksanaan** : 16 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using Cooperative Script Technique.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information Cooperative Script Technique.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode Pembelajaran

Cooperative Script Technique

## G. Kegiatan Pembelajaran

### 1. Pendahuluan

- Greeting
- Guru memberikan motivasi
- Guru mengevaluasi kegiatan pembelajaran sebelumnya
- Guru memberikan teks yang berbeda dengan pertemuan sebelumnya
- Guru meminta siswa duduk sesuai pasangannya masing-masing

### 2. Kegiatan inti

- Guru meminta siswa untuk membaca teks dibimbing oleh guru yang bersangkutan di depan kelas sesuai peran yang telah ditetapkan
- Guru lebih semangat dan memotivasi siswa untuk memahami teks dengan cara mengunjungi siswa per meja dan mengoreksi hasil membaca mereka.
- Meminta siswa menjelaskan/menceritakan kembali isi teks yang telah dibaca di depan kelas sesuai perannya masing-masing
- Guru memberikan feed back terhadap penjelasan siswa sehingga siswa dan guru tambah faham mengenai materi yang diajarkan
- Guru membimbing siswa menemukan ide dan topic dalam paragraph sehingga mampu memahami teks dengan baik secara individu dan bersama
- Guru meminta siswa menjawab beberapa pertanyaan sesuai teks

### 3. Kegiatan akhir

- Siswa menyimpulkan isi teks berdasarkan pemahamannya
- Guru memberikan feed back dan merevisi penjelasan siswa

## H. Penilaian

- Tes lisan dan tertulis

## I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020  
Researcher

**Habibah, S.PdI**  
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**Susanti Hendria Sari**  
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**Rencana Pelaksanaan Pembelajaran (RPP)  
Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 1  
**Tanggal Pelaksanaan** : 10 February 2020

**A. Standar Kompetensi**

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

**B. Kompetensi Dasar**

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

**C. Indikator**

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
3. Give report and answer some question based text after reading and understanding text.
4. Identify the communicative purposes of descriptive and recount text.
5. Retell about idea and topic of the text after reading.

**D. Tujuan Pembelajaran**

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

**E. Materi**

Descriptive text

**F. Metode Pembelajaran**

Conventional method

**G. Kegiatan Pembelajaran**

1. Pendahuluan

- Greeting
- Guru mengabsen siswa

2. Kegiatan inti

- Guru mengenalkan materi pelajaran
- Guru meminta siswa untuk membaca teks
- Guru menanyakan siswa hal yang belum dimengerti
- Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan teks
- Guru meminta siswa menyimpulkan teks yang dibaca

3. Kegiatan akhir

- Guru mengoreksi jawaban siswa
- Guru memberikan nilai tes kepada siswa

H. Penilaian

- Tes lisan dan tertulis

I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, February 2020  
Researcher

**Habibah, S.PdI**

NIP. 19720831 2014112 001

**Susanti Hendria Sari**

NIM. 08 917 15

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 2  
**Tanggal Pelaksanaan** : 17 February 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode Pembelajaran  
Conventional method

G. Kegiatan Pembelajaran

1. Pendahuluan
  - Greeting
  - Guru mengabsen siswa
2. Kegiatan inti
  - Guru mengenalkan materi pelajaran
  - Guru meminta siswa untuk membaca teks yang diberikan
  - Guru menanyakan siswa hal yang belum dimengerti mengenai isi teks
  - Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan teks
  - Guru meminta siswa menyimpulkan teks yang dibaca
3. Kegiatan akhir
  - Guru mengoreksi jawaban siswa
  - Guru memberikan nilai tes kepada siswa

H. Penilaian

- Tes lisan dan tertulis

I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, February 2020  
Researcher

**Habibah, S.PdI**  
NIP. 19720831 2014112 001

**Susanti Hendria Sari**  
NIM. 08 917 15

**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 3  
**Tanggal Pelaksanaan** : 24 February 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
3. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode Pembelajaran

Conventional method

G. Kegiatan Pembelajaran

1. Pendahuluan
  - Greeting
  - Guru mengabsen siswa
2. Kegiatan inti
  - Guru mengenalkan tek yang berbeda dengan pertemuan sebelumnya
  - Guru meminta siswa untuk membaca dan memahami teks secara mandiri
  - Guru menanyakan siswa hal yang belum dimengerti
  - Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan tek
  - Guru meminta siswa menyimpulkan teks yang dibaca
3. Kegiatan akhir
  - Guru mengoreksi jawaban siswa
  - Guru memberikan nilai tes kepada siswa

#### H. Penilaian

- Tes lisan dan tertulis

#### I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, February 2020  
Researcher

**Habibah, S.PdI**

NIP. 19720831 2014112 001

**Susanti Hendria Sari**

NIM. 08 917 15

INSTITUT AGAMA ISLAM NEGERI  
KERINCI



**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 4  
**Tanggal Pelaksanaan** : 02 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
4. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text about the Family

F. Metode Pembelajaran

Conventional method

G. Kegiatan Pembelajaran

1. Pendahuluan
  - Greeting
  - Guru mengabsen siswa
2. Kegiatan inti
  - Guru mengenalkan teks yang berbeda dengan pertemuan sebelumnya
  - Guru meminta siswa untuk membaca dan memahami teks secara mandiri
  - Guru menanyakan siswa hal yang belum dimengerti
  - Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan teks
  - Guru meminta siswa menyimpulkan teks yang dibaca
3. Kegiatan akhir
  - Guru mengoreksi jawaban siswa
  - Guru memberikan nilai tes kepada siswa

#### H. Penilaian

- Tes lisan dan tertulis

#### I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020  
Researcher

**Habibah, S.PdI**

NIP. 19720831 2014112 001

**Susanti Hendria Sari**

NIM. 08 917 15

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 5  
**Tanggal Pelaksanaan** : 09 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
5. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text

F. Metode Pembelajaran

Conventional method

G. Kegiatan Pembelajaran

1. Pendahuluan
    - Greeting
    - Guru mengabsen siswa
    - Mengecek kesiapan siswa dalam kegiatan pembelajaran
  2. Kegiatan inti
    - Guru meminta siswa menceritakan isi teks sebelumnya
    - Guru meminta siswa untuk membaca dan memahami teks baru secara mandiri
    - Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan teks yang telah dibaca
    - Guru meminta siswa menyimpulkan teks yang dibaca
  3. Kegiatan akhir
    - Guru mengoreksi jawaban siswa
    - Guru memberikan nilai tes kepada siswa
- H. Penilaian
- Tes lisan dan tertulis
- I. Sumber bahan pelajaran
- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020  
Researcher

**Habibah, S.PdI**  
NIP. 19720831 2014112 001

**Susanti Hendria Sari**  
NIM. 08 917 15

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

**Rencana Pelaksanaan Pembelajaran (RPP)**  
**Kelas Control**

**Satuan Pendidikan** : MTsN 4 Kerinci  
**Kelas/Semester** : VII/II  
**Meeting** : 6  
**Tanggal Pelaksanaan** : 16 March 2020

A. Standar Kompetensi

Understanding the meaning of functional and simple short essay in form descriptive and recount to interact with environment.

B. Kompetensi Dasar

Reading aloud and have meaning functional text and simple short essay in form descriptive and recount using conventional method.

C. Indikator

1. Reading aloud and have meaning essay text in form descriptive and recount text.
2. Identify any information and other textual meaning of the text.
3. Understanding text using conventional method.
4. Give report and answer some question based text after reading and understanding text.
5. Identify the communicative purposes of descriptive and recount text.
6. Retell about idea and topic of the text after reading.

D. Tujuan Pembelajaran

1. Siswa dapat membaca dan memahami text dengan benar
2. Siswa mampu mengidentifikasi berbagai informasi, makna gagasan dan tekstual dalam teks.
3. Siswa mampu mengidentifikasi tujuan komunikatif teks descriptive and recount.
4. Siswa mampu menceritakan kembali isi teks dan menjawab berbagai macam pertanyaan yang berhubungan dengan teks.
5. Siswa mampu menyimpulkan informasi yang terdapat didalam teks.

E. Materi

Descriptive text about the Family

F. Metode Pembelajaran

Conventional method

## G. Kegiatan Pembelajaran

### 1. Pendahuluan

- Greeting
- Guru mengabsen siswa
- Mengecek kesiapan siswa dalam kegiatan pembelajaran

### 2. Kegiatan inti

- Guru meminta siswa menceritakan isi teks sebelumnya
- Guru meminta siswa untuk membaca dan memahami teks baru secara mandiri
- Guru meminta siswa menjawab beberapa pertanyaan berkaitan dengan teks yang telah dibaca
- Guru meminta siswa menyimpulkan teks yang dibaca

### 3. Kegiatan akhir

- Guru mengoreksi jawaban siswa
- Guru memberikan nilai tes kepada siswa

## H. Penilaian

- Tes lisan dan tertulis

## I. Sumber bahan pelajaran

- Buku Bahasa Inggris untuk kelas VII (Rasio)

Guru Bidang Studi

Seleman, March 2020  
Researcher

**Habibah, S.PdI**  
NIP. 19720831 2014112 001

**Susanti Hendria Sari**  
NIM. 08 917 15

**K E R I N C I**

## CURRICULUM VITAE

Name : Susanti Hendria Sari  
Male/Female : Female  
Place/of date Birth : Koto Iman, 23 Juli 1997  
Religion : Islam  
Adress : Koto Iman, Tanah Cogok Subdistrict, Kerinci Regency  
Name of Parents :  
1. Father : Jon Hendri Putra  
2. Mother : Desi Suswanti (Almh)  
Education :  
1. SD Negeri 152/III Koto Iman finished 2009  
2. MTsN Seleman finished 2012  
3. SMA Negeri 1 Kerinci finished 2015  
4. IAIN Kerinci finished 2020

Sungai Penuh, June 2020  
Researcher



Susanti Hendria Sari  
NIM. 08 917 15

## Researcher Activity when Research





**Students Test**





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Alamat : Jalan Kapten Mursid Sungai Penuh Telp. 0748 – 21065Faks : 0748 – 22114  
KodePos : 37112 Website : www.iainkerinci.ac.id e-mail : info@iainkerinci.ac.id

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
Nomor : 214 Tahun 2019

**TENTANG**  
**PENETAPAN DOSEN PEMBIMBING SKRIPSI**  
**MAHASISWA IAIN KERINCI**  
**TAHUN 2018/2019**

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.  
2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci  
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/084/2019 Tanggal, 22-Agu-19

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk dan menugaskan kepada :
- |         |                      |                       |
|---------|----------------------|-----------------------|
| 1. Nama | : Rodi Hartono, M.Pd | Sebagai Pembimbing I  |
| 2. Nama | : Musdzal, M.Pd      | Sebagai Pembimbing II |

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : Susanti Hendrija Sari  
NIM : 08.917.15  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECT OF USING NEUROLOGICAL IMPRESS (NIM) METHOD TOWARD STUDENTS ABILITY IN READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS MTSN SELEMAN

**KEDUA** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



DITETAPKAN DI : SUNGAI PENUH  
TANGGAL : 22 – Agustus - 2019

A.n. Dekan,  
Wakil Dekan I

ADY SAADUDDIN, M.Pd

- Tembusan :*
1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
  2. Ketua Jurusan
  3. Dosen Pembimbing
  4. Penggagal



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Sungai Penuh telp. 0748-21065 faks: 0748-22114  
Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

SURAT KETERANGAN

Hal : **Validasi Instrumen Penelitian**

Yang bertanda tangan di bawah ini :

Nama : **Yelni Erniyati, M.Pd**

**Dosen Tadris Bahasa Inggris IAIN Kerinci.**

Setelah membaca, menelaah dan mencermati instrument penelitian berupa test reading multiple choice yang akan digunakan untuk mengukur pemahaman membaca (reading comprehension) untuk penelitian yang berjudul "*The Effect of Using Cooperative Script Technique toward students' ability in reading comprehension at the seven grade of MTsN 4 Kerinci academic years 2019/2020.*" yang dibuat oleh:

Nama : Susanti Hendria Sari  
NIM : 08.917.15  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan instrument penelitian berupa test tersebut: Layak dan dapat digunakan untuk mengambil data yang akan digunakan dalam penelitian .

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Sungai Penuh, 18 Desember 2019  
Dosen Tadris Bahasa Inggris

**Yelni Erniyati, M.Pd**  
NIP. 1984 0211 2019 03 2006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI  
MADRASAH TSANAWIYAH NEGERI 4 KERINCI**

Alamat Jalan Bukit Siru Seleman Kabupaten Kerinci – Jambi  
Websete : <http://mtsn4kerinci.mdrsh.id> E-Mail: [mtsn4kerinci@gmail.com](mailto:mtsn4kerinci@gmail.com)

**SURAT KETERANGAN**

NOMOR : B-73 / Mts.05.01.004/TL.00/07/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 4 Kerinci Kabupaten Kerinci, dengan ini menerangkan bahwa :

Nama : Susanti Hendria Sari  
Nomor Pokok Mahasiswa : 08.917.15  
Program Studi : Tarbiyah Dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Nama tersebut diatas telah selesai mengadakan Penelitian/Risert di Madrasah Tsanawiyah Negeri 4 Kerinci Kabupaten Kerinci dari tanggal 02 Januari 2020 s.d. 02 Maret 2020 guna untuk mengumpulkan data dalam menyelesaikan penulisan Skripsi dengan Judul **"The effect of using cooperative script technique toward students' ability in reading comprehension at the seventh grade of MTsN 4 Kerinci"**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya terima kasih.

Seleman, 28 Juli 2020

KEPALA,

