THE EFFECT OF TRADING PLACE STRATEGY ON READING COMPREHENSION AT EIGHT GRADE STUDENTS AT MADRASAH TSANAWIYAH MADINATUSSALAM SEI ROTAN

A SKRIPSI

Submitted to the Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan.

By:

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FACULTY OF TARBIYA AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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MEDAN

2020

Nomor : Istimewa   Medan, 20 November 2020

Lamp   : -   Kepada Yth ;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

    a.n **Silmy Anggita Putri Pjt**   UINSU

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                                    Trmpat

Assalamualaikum Wr. Wb.

   Setelah membaca, meneliti, mongoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari

    Nama   **: Silmy Anggita Putri Panjaitan**

    Jurusan   **: Tadris Bahasa Inggris**

    Judul   **: THE EFFECT OF TRADING PLACE STRATEGY ON READING COMPREHENSION AT EIGHT GRADE STUDENTS AT MADRASAG TSANAWIYAH MADINATUSSALAM SEI ROTAN.**

   Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamualaikum Wr. Wb.

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SURAT PENGESAHAN

Skripsi yang berjudul : **"The Effect of Trading Place Strategy on Reading Comprehension at Eight Grade Students at Madrasah Tsanawiyah Madinatussalam Sei Rotan"** oleh **Silmy Anggita Putri Pjt,** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 20 November 2020

Yang Membuat Pernyataan

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ABSTRACT

The Effect of Trading Place Strategy in Reading Comprehension at Eight Grade Students At MTs Madinatussalam Sei Rotan. A Thesis, English Education Program, Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera, 2020.

Key words: Trading Place Strategy, Reading Comprehension

This research was aimed to find out whether the students' ability in reading comprehension who taught by trading place strategy is better than without trading place strategy. The method of this research was quantitative method with the experimental research. The population of this research was the eight grade student which is distributed into two classes totally 60 students. There were 30 students in experimental class and there were 30 students in the control class. The finding of this research shows that teaching reading comprehension by using trading place strategy is effective. The mean of experimental class from pre-test was 34.00 and post-test was 71.67. It was proved by $t_{observed}$ (17.530) which is higher than t_{table} (1.671) in degree significance 5%. Furthermore, the hypothesis test that sign 2-tailed (p) was 0.00 while alpha (α) was 0.05 (0.00 < 0.005). It means that H_o was rejected and H_a was accepted. So, the students' ability in reading comprehension who taught trading place strategy is better than without trading place strategy.

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بِسْمِ ا للَّهِ الرَّحْمنِ ا لرَّحِيْمْ

All praises to Allah SWT, Lord of the worlds who has given His Loving and blessing until this thesis can be completed by the researcher. Salawat and Salam may always be upon the Prophet Muhammad *Shallallahualaihi wa Sallam* who led all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This thesis is written to fulfill one requirement to obtain the *sarjana degree* at English Education of Faculty Tarbiyah and Teachers Training, State Islamic University of North Sumatera, and the titled of this thesis is "**The Effect of Trading Place Strategy on Students' Reading Comprehension at Eight Grade Students in Mts Madinatussalam Sei Rotan**".

In the process the finalizing the thesis, beginning writing the proposal to the planning of the thesis, the researcher realized that many persons had directed, assisted, helped, and given unconditional love and constructive energy that the researcher received. For those reasons, the researcher would like to express her deepest appreciation for this opportunity:

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Finally, the researcher realizes that this thesis is far from great, but it is expected that not only the researcher, but also the readers will benefit from this thesis. For the reason, in order for the next study to proceed a positive suggestion is required. The

The researcher hopes that the research will provide the Department of English education with knowledge and a significant contribution. May God always bless us and guide us along His right path. Aamiin ya Rabbal 'alamiin.

Medan,   November 2020

The Researcher,

Silmy Anggita Putri Pjt

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In curriculum 2013, the objectives of teaching reading are the students expected to able to finding the main idea and supporting idea, finding explicit and implicit information, and able to analyzing social function, text structure, and language feature of the text. It means in curriculum 2013 students expected to comprehend and analyze the content of the text.

However, the objective of teaching reading comprehension is not accepted yet. This can be evidence by the fact that students' reading comprehension is still poor. Based on the researcher's observation, the researcher discovered that students had some trouble reading comprehension, students were difficult to take moral value from the text provided by the teacher, students had trouble inferring the meaning of certain words in the text, students were unable to identifying the main idea, students had difficulty in finding the implicit and explicit information from the text, and students had limited vocabulary and bad memory. They read the text word by word without knowing it. As a result, most of students always got bad score in reading comprehension and not able to reach minimum passing score.

Another factor that make students difficulties in reading comprehension are teacher just use traditional strategy in teaching reading and teacher doesn't use variety technique that make students do not more interest to learning about reading text. Therefore the student will be bored, unmotivated, and had difficulties in learning reading text. In fact, most of teacher only described and read the text. Besides, teacher did not give students a chance to share their opinions. Teacher rarely let students to discuss with their friend and didn't give a chance for students to give question. Then after teacher explained about the text, teacher asked students to correctly answer the text question. Actually, teaching reading of students is fun for teachers who should be able to do it. They should have good skill and competence to apply the strategies, methods, approaches, techniques and media that can make students more motivate and enjoy the material that they distribute in their class.

There are many strategies in teaching reading comprehension. They are expository learning strategy, communicative learning strategy, content-based instruction, and cooperative learning strategy, and trading place strategy. In this case, the researcher using trading place strategy. This strategy is effective to teach reading comprehension because the students have opportunity to explore and exchange ideas with other in order to motivated students to have confident in reading comprehension. Besides, by trading place strategy students able to inferring meaning of certain word, identify main idea and supporting idea of the text reading, finding implicit and explicit information of the text reading, finding

synonym of the text reading, and determine the reference of the text reading easily.

Based on the background above, the researcher gives the title of the study "**The Effect of Trading Place Strategy on Reading Comprehension at Eight Grade Students at Madrasah Tsanawiyah Madinatussalam Sei Rotan**."

B. Identification of the Problem

Based on the background above, there are many problems that can cause the law level of students' reading comprehension, they are: (1) most of the students have difficulty in comprehending of the reading text, (2) students have difficulty in inferring meaning of certain words in the text, (3) students have difficulty in finding the main idea and supporting idea in the text, (4) students difficult in finding implicit and explicit information of the text, (5) teacher still applies inappropriate strategy, (6) and etc.

There are unlimited problems that can be identified above. Therefore, it is necessary to limit the problem.

C. Limitation of the Problem

Based on the identification of the problem above, this research focused on the effect of trading place strategy in reading comprehension on eighth grade students at MTs Madinatussalam Sei Rotan.

D. The Researcher Problem

In relation to limitation of study, the problem in this research can be formulated as follows:

Is the students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy?

E. The Objective of the Study

Based on the research problem of study above, the objective the study is:

To know students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy or not.

F. The Significances of the Study

In this study the researcher expects that the research has some significance both theoretically and practically.

1. Theoretical Significance; (a) The result of this research is expected to enrich the theory in teaching strategy on English reading, especially junior high school, (b) The result of this research can provide feedback and motivation to improve the quality of teaching English reading.

2. Practical Significance; (a) For students to enhance their knowledge of reading comprehension and become more innovative in discussing ideas during discussion by trading place strategy, (b) For teacher to improve teaching on reading comprehension, and they have to teach with

interesting strategy, (c) For the stakeholder to improve qualities in teaching reading comprehension, and (d) For the other researchers, it is expected that this research can increase their knowledge, information, and references for the best result.

CHAPTER II

REVIEW OF LITERARTURE

Theories are required in this study to clarify some concepts that concern the study. To avoid misunderstanding, the components should be classified. In this reseaech, the following terms are used.

A. Theoretical Framework

There are some relevant parts of this research that are included in this chapter. In order to prevent confusion between the researcher and the reader, these significant sections should be clear from the beginning and should have some conceptual perception in this review. In addition, the researcher discusses this chapter in order to strengthen this study. The parts will be classified in the following.

1. Reading Comprehension

There are many definitions of reading comprehension. Some experts explained some opinions of reading comprehension. They explained that reading comprehension is not only gives simple process, but also give very complete process.

According to Sadoski, reading comprehension is a process to understanding the meaning where the readers attempt to reconstruct a message received writer.[1] It means that, there are several processes involved to reconstructing message from

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[1] Mark Sadoski, (2008). *Conceptual Foundations of Teaching Reading*. New York: The Guilford Press A Division of Guilford Publications, Inc.

writer. The readers should represent what they are reading, analyze it, compare it with their pervious information and try to get all of the messages from the text.

Moreover, Harris and Graham stated that sense, learning, and enjoyment are the best goal for read. He stated that reading comprehension is multi-component, high complete mechanism that encompasses multiple reader experiences with what they get from the text (previous experience and use of strategy).[2] It means that reading comprehension is a complex process where the reader tries to receive a message encoded in graphic language by writer.

Another definition Klingner stated that reading comprehension is the steps of building meaning come from complete process including word reading, world knowledge, and fluency.[3] It can be state that reading comprehension the ability to interpret sentences, to understand the meaning and the relation between ideas expresses in a text is readable understanding. He also mentioned that reading comprehension is the teacher's guidance to obey a three step procedure: mentioning, practicing, and assessing.

Furthermore, reading it is not only open students' knowledge every time, but also open mind and knowledge of teacher and parents. In order to use knowledge and ideas, purpose on reading is reading for meaning or reading to use

[2] Karen. R Harris & Steve Graham. (2007), *Teaching Reading Comprehension to Students With Learning Difficulties.* New York: The Guilford Press, P.8.
[3] Klingner, J.K., Vaughn, S. and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, P.2

information and ideas.[4] Allah asked us to read and said in al-Quran Surah al-Alaq verse 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ۝ خَلَقَ الْإِنْسَا نَ مِنْ عَلَقٍ ۝ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِا لْقَلَمِ ۝ عَلَّمَ الْإِنْسَا نَ مَالَمْ يَعْلَمْ ۝

Meaning:

"Recite in the name of your created Lord (1) Made man from a clinging substance (2) Recite, and the most gracious is your Lord (3) Who taught by the pen (4) Taught man what he did not know (5)".[5]

The verse above means that we should read if we want to gain knowledge and the facts. If we want to be good, we have to learn. We can learn about the world through reading, we can develop our knowledge, and we have the ability to change ourselves in order to be better again. Reading is not only paper, but also from reading about our world's situation and condition.

There are several verses in Quran that state that a person must understand. As a living person who is granted the right of justification, understanding is one of our tasks. In al-Ghashiyah verse 17-20, the instruction to understand is found:

أَفَلاَ يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ ۝ وَاِ لَى ا لسَّمَاءِكَيْفَ رُفِعَتْ ۝ وَالَى ا لْجِبَا لِ كَيْفَ نُصِبَتْ ۝

Meaning:

"Don't they look at the camel then – how are they made? (17) And in the sky – how did it rise? (18) And in the sky – How did it rise? (19) And How is it distributed on Earth?"

In al-Ghasiyah verses 17-20 above, Allah instruct human who have cause to care all of His inventions, to think and appreciate them. The relation between the above verse and studying English is that every student must read and think in comprehension. Evaluating the teacher's English question and student don't must lack in comprehension. Because if there is so much of God's force that human reason must understand.

Comprehension is one of the aims of reading. The center for reading is comprehension.[6] In reading a text we need understanding to build the text's meaning.[7] Good readers are interested in reading, and readers always use their experience and context to establish a sense of the text. Bos and Vaugh[8] stated three kinds of reading comprehension to increase readers' context understanding to build the meaning. The first kind is textually explicit. In this kind, readers have some data in this form that is mentioned in the text. Therefore, readers should not profoundly discern their context of comprehension. The second kind is textually implicit. In this kind, readers should use their knowledge context to offer the text

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[6]Karen Tankersley. (2008), *The Threads of Reading: Strategies for Literacy Development.* Alexandria: Association for Supervision and Curriculum Development. P. 90.

[7] Maryati Salmiah, *Reading as an Important Skills for Students,* Visiun, Vol 12, No. 12 (2017), p. 7

[8] Bos, S.C. and Vaugh, S. (2009). *Strategies for Teaching Students with Learning and Behaviour Problems Seventh Edition*. New Jersey: Pearson Education.

information in this way, since the knowledge that is received from the text is not enough to make readers understand the text. The last is scripturally implicit. As readers read with this kind, they should open their background of information to deeply understand the text. No knowledge exists both explicitly and implicitly in the text. Readers should have a lot of information from this situation that can assist readers to understand the text.

The process of reading comprehension got how readers received the language. It is divided into three categories; bout-up, top-down, and interactive reading.[9] In the bottom-up process, readers get information after reading overall the text. It states that the reader's understanding of the text based on the meaning of the word, sentences, and paragraph. Next, in top-down process, readers should use their basic of knowledge to know about the text. To estimate what the text is about, the reader looks at the title of the text and connects it to their experience. The last is interactive reading process. It is tries to concentrate between bottom-up process and top-down process. Readers are not only able to receive and recognize the text's language element, but readers can use their experience and opinion context to understand the text.

Reading comprehension is an essential aspect of English language learning, since it offers basic education for learning.[10] Based on Jeremy Harmer in his book 'How to Teach English', he stated that there are certain concepts that should pay more attention to in teaching reading. Those are as follows:

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[9]*Ibid*, P.298.
[10]Ahmadi, M.R. (2013). *The Relationship between Students' Reading motivation and Reading Comprehension.* Journal of Education and Practice. Vol 4, P. 18.

1. Reading is inactive skill but it is interactive skill. It is because students should be more involved in the reading process during reading exercise. Each part, the text's word, picture, and vocabulary of the text should be understandable to students. This allows students to grasp the entire goals of the text and get they want.

2. Students should have the opportunity to interact in what they read. Students should be mindful of this issue with their reading. So, they can catch the text's contents. In addition, the teacher asked to apply an interesting strategy in teaching reading to inspire students to learn and attempt to take messages from the text.

3. Students have to able to respond the overall text content. This suggest that students are not only able to understand the language structure, but also that students in each paragraph should be able to understand more in general.

4. Prediction is important concept in reading. Because, it is necessary to build student awareness to clarify what they read in the contents of the text. with attention to the title of the text, students can guess the content of the text. in this problem, the role of the teachers will help students to give effective guidance, so that students can easily predict the content of the text.

5. Providing the task with the required subject. Selecting interesting text and innovative assignments can help students to increase students' motivation

to learn the text. The assignment that given for students should be connected to the text they are reading.

6. Teacher gives full text reading. In each text, usually sentence convey implied or un-implied by author. For this problem, teacher have to give an interesting activity for students to master the important part of the text.[11]

There are six level of cognition, according to the Bloom taxonomy, which can be extended to the degree of reading comprehension. The table below outlines each of the cognitive standards of reading comprehension suggested by Bloom on the basis of the Anderson and Kratwohl analysis:[12]

Table 2.1 Bloom's Taxonomy of the Cognitive Levels

No.	Category	Expected Cognitive Levels	Key Concepts
1.	Remembering	Recalling acknowledging information, ideas and concepts, in the appropriate form.	Memory, knowledge, repetition, description.
2.	Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3.	Applying	Executing and implementing data and principles with a minimum of guidelines to complete a problem task.	Solution, application, and convergence
4.	Analyzing	Differentiating organizing and	Judgment,

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[11] Jeremy Harmer. (2001). *How to Teach English.* Edinburgh: Longman, P.70

[12] L. W. Anderson & D. R Kratwhol, (2001), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Education Objectives.* (Boston: Pearson Education Group,P. 215.

		attributing of the inference, theory, evidence, conclusion ana attribution of the inference, theory, evidence, conclusion and structure of a thought process statement.	selection
5.	Evaluating	Checking and critiquing on a basis of a particular norm and criterion.	Judgment, selection
6.	Creating	Generating, planning, and producing ideas into a product, plan or proposal	Divergence productive thinking and novelty.

Based on the explanations above, it can be conclude that reading comprehension is an activity to get meaning from the connected text, and interaction between reader and writer, where a reader tries to extract essential facts and understanding as a whole text.

2. Trading Place Strategy

a. Definition of Trading Place Strategy

Trading place strategy is the students' cooperation strategy, because they have the ability to change their views and ideas with their friends and solve the problem from the text. With this approach, students were supposed to meet each other mates.[13]

In teaching reading comprehension, it is not only the students who must have ability to comprehending the text, but also the teachers must have an active strategy to make students more interest and active in the class. The students should really enjoy in learning process. There is also a Hadist which mention below:

عَنْ أَنَس بْنِ مَا لِكِ عَنِ النَّبِيِّ صَلَّ اللهُ عَلَيْهِ وَسلَّمَ قَا لَ يَسِّرُواوَلاَ تُّعَسِّرُّواوَبَسِّرُواوَلاَتُنَفِّرُوا

(اخرجه ا لبخاري في كتاب العلم)

Meaning : "Make it quick, and don't make it hard. Advertise and don't make a break." (HR. Abdillah Muhammad bin Ismali al-Bukhori al-Ju'fi).

From the hadist above explain that teaching and process of learning should be teaching easier and enjoyable. This condition would make learners more involved and excited in the process of learning. A successful teacher must have an effective

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[13] Ramai Sari Nasution. (2014). *The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Report Text at Ninth Grade MTs Alwashliyah Sei Kepayang,* Perpustakaan UIN SU Medan.

strategy in reading comprehension, and trading place strategy may apply learning reading comprehension.

b. Principle or Trading Place Strategy

There are some key elements of principle trading place strategy: (1) Positive interdependence. The principle occurs when group members believe that all members will be strengthened by what benefits one member, and what affects one member will hurt others. It is generated by the structure of cooperative language tasks and by the creation of a spirit of group mutual support. Namely, for members of a group who have averaged a group can offer a single product such as an essay or the result. (2) Group information. In developing positive interdependence, this is an essential factor. The factors that involved in creating groups include, deciding on the level member of the group, gives tasks for students in group, and role of students in group. (3) Individual obligation. It is involves between group and individual result. For example, evaluating each students based on students' ability or calling students randomly, (4) Social skill. The way in which students communicative with each other in their group is decided. In order to ensure successful interaction, some specific social ability directions are usually required.[14]

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[14]Jack C. Richard & Thedore S. Rodgers, (2001), *Approaches and Methods in Language Teaching, 2nd ed,* Cambridge: University Press, P.194.

c. Design of Trading Place Strategy

1. The Objectives of Trading Place Strategy

The technique for trading place strategy is one of cooperative language learning. Instead of competition, cooperative language learning is strategy built a faster collaboration Trading place strategy has objective to develop skill of critical thinking students, and to develop their communicative competence through cooperate with their friends.[15]

2. Role of Instructional Materials

Material is important part to create students more active to work cooperatively. Teacher will use the same material in other classes, but creative are required in how the material is used. For example, if students are working in group, teacher should provide copy of the text to read for every student. Materials may be specially designed for cooperative language learning, modified from existing materials, or used from other disciplines.[16]

3. Role of Teacher

Johnson et al state that the teacher's role in cooperative language learning is different from the role of teachers in traditional teacher learning. In cooperative language learning, teacher should to make structured and well-organized learning in their class, they should setting goals, planning and give structured tasks,

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[15] *Ibid.* P. 195
[16] *Ibid.,* P.200.

arranging the class, assigning students, and choosing the best material and time. Besides, an important role as a teacher is facilitator foe their students.

In cooperative language learning, teacher speaks less than in tradition teaching learning. It means that teacher have to move around the class, and helping students. Teacher should provide wide question to make students more challenge thinking, they prepare students for the task they will finish, they help students with leaning tasks, they give some suggestion, and control their emotion in the class. Besides, the teacher also gives restricting of lesson so that students can work cooperatively. It is involve the following steps, according et al: (1) Teacher take existing lesson, curriculum, sources, and structure students cooperatively, (2) diagnose the students' problems that they have when they are working together and, (3) helping students to increase leaning groups' effectiveness.[17]

4. Role of Students

The essential role of students is to cooperative with the other members of the community on their assignments. Students should learn skills for team work. Students are often administration with their own learning. They should think about planning, monitoring, and evaluating their own learning. So, learning is a process that requires direct of students and active complicity and participation.

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[17]*Ibid.*

Trading place strategy is most typical of cooperative learning langue and it is make student to be more active in the class.[18]

d. Procedure of Trading Place Strategy

There are some of procedures for Trading Place Strategy, they are[19]: (1) teacher provides one or several notes or post it for their student, (2) as the result of their knowledge, suggestions, and imaginative solution of the problems, and their statement about the problems that are general at the moment, the teacher instructs the students to mention on their note about one of the problems, (3) the teacher instructs the students to put their note in their garment or pouch, and next they can found out or read the note from their friend around the class, (4) The teacher requests the students to sit and collect about an exchange of notes that they have read and put on the Trade – Post. Students should share a note that they read as many as with the other classmate, (5) The teacher should consider the students in the class and instruct them to give their mates a reason and comment on the note they have chosen.

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[18]*Ibid.,* P.199.
[19]Silberman, Mel. (2000). *Active Learning 101 Strategies to Teach Any Subject.*Prentice-

e. Advantages and Disadvantages Strategy

The advantages of trading place strategy, as follows: (1) Students are more involved in process of learning, (2) Efficient material of the text, (3) It can help students to be more imaginative and innovative, (4) It can enhance the capacity of interpersonal and interactive students, (5) It help teacher to develop the awareness of students to acquire new information, (6) Cooperation with the other will help students demonstrate the best information, (7) it gives spirit fighting in the learning process, (8) students are more courageous, careful, and accurately communicate.[20]

Some disadvantages in trading place strategy, as follows: (1) Students have trouble adapting and reacting to the activity and connected the material seriously, (2) It makes students to distracted and gives more time to talk with their friends, (3) When students talk, it makes class noisy, and if they could answer the question, they will have the best score, but if they don't know each other about the subject, they will have a bad score. They should work cooperatively and it makes it impossible for the teacher to give their students interaction.

B. Related Study

The researcher realizes that this research should support with the other research. The researcher takes some of related study that focused on to increase the reading comprehension using trading place strategy. From the some related study, the researcher takes similar topics or subjects but may different in using the

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[20] Ramai Sari Nasution, op. cit. P.24

way or the source to apply it. Here, the researcher finds four studied related to the research.

The first was thesis by Nasution conducted a research entitled "*The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Report Text at Ninth Grade MTs Alwashliyah Sei Kepayang*". The research was conducted by Classroom Action Research. The subject of this study was students of ninth grade MTs Alwashliyah Sei Kepayang in academic year 2014/2015. The data was taken from the students' score, observation sheet, diary notes and documentation. Based on the reading tests, the performance of the students in each test continued to increases, it could be seen from the improvements of the mean score of students from pre-test, post cycle I and post cycle II test. The total improvement of the students' score from the pre-test cycle I to the post test of cycle II was 86,66%. The improvement can also be seen by the result of observation sheet and diary notes, it mentioned that the students' expressions were more engaged, enthusiastic, courageous, confident in reacting to understand the text in the learning process.[21]

The second was thesis by Ulfa conducted a research entitled "*The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Narrative Text at Ninth Grade Mts N Tanah Jawa*". The research was performed using Classroom Action Research. The result of the research showed that by using trading place strategy, there was a growing score of

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[21] Ramai Sari Nasution. (2014). *The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Report Text at Ninth Grade MTs Alwashliyah Sei Kepayang, P*erpustakaan UIN SU Medan.

students reading comprehension of narrative text. It can be mentioned that the implementation of trading place strategy was effective to improve the students' interest in following the learning process.[22]

The third was study by Sapsuha & Bugis conducted a research entitled *"Think Pair Share Technique to Improve Students' Reading Comprehension".* The aims of this study were to find out if there any distinct significant change in student reading using he Think Pair Share Technique and to find out motivates between the pretest and posttest of the students' reading after they have been treatment. This research employed Pre-Experimental design namely *The One-group pre-posttest design.* The sample consisted of 23 students at Eleventh Grade of SMA Negeri Sawa. The result of the research was: The use of Think Pair Share Technique in teaching reading improved the students' reading and it can be mentioned that the using of Think Pair Share Technique is effective to be implemented in improving the students' reading through Think Pair Share Technique.[23]

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[22] Ulfa, Resi Aulianin. (2018). *The Implementation of Trading Place Strategy to Improve the Students' Ability in Reading Comprehension of Narrative Text at Ninth Grade Mts N Tanah Jawa*". Perpustakaan UIN SU Medan.

[23] Sapsuha, Sahrin. & Riki Bugis. (2013). *Think Pair Share Technique to Improve Students' Reading Comprehension.* Maluku: Universitas Iqra Buru.

C. Conceptual Framework

Trading places strategy is effective in reading comprehension, because the strategy is not only activates prior knowledge of reading text, but also encourages the students' participation in comprehending whole of the text. Besides, the strategy assist the students in identifying main idea and supporting idea, assist the students in finding the implicit and explicit information from the text and synonym, and determining student to inference the text. Trading place strategy also help students to more focus on process of learning, and make students more involved, enthusiastic, and enjoyable in process of learning. The last trading place strategy can influence ability of students in reading comprehension also.

D. Hypothesis

The hypothesis of this research is drawn as follows, based on the explanation of the conceptual frame work above:

Students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy.

CHAPTER III

RESEARCH METHOD

The researcher will discuss the method of research in this chapter. This part consist of place and time of the study, population and sample, research method, instrument of the study, technique of data collection, and technique of analyzing data.

A. Place and Time of the Study

This research is conducted in Madrasah Tsanawiyah Madinatussalam Sei Rotan which is located on Sidomulyo street, Percut Sei Tuan, Deli Serdang Regency, North Sumatera. The focus is on eighth grade in Madrasah Tsanawiyah Madinatussalam Sei Rotan academic year 2020/2021.

B. Population and Sample

1. Population

Population is an object of a topic that has the consistency and unique feature to be studied and concluded by researchers[24]. In the other side Arifin state that population is every subject of the research. They are human, object, events or places. Thus, it can be mentioned that population is every students are in a school,

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[24] Sugiono, (2013), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D,* Bandung: Alfabeta, P. 350.

but the sample is class or classes that the researcher uses to get the data[25]. The population of this research is the eighth grade students of Madrasah Tsanawiyah Madinatussalam Sei Rotan in the academic year 2020/2021. The total class of eighth grade is five classes. They consist VIII [1,] VIII [2], VIII [3], VIII [4], and VIII [5].

2. Sample

A sample is a group of individuals who explains the whole individuals in the population[26]. In addition Sekaran states that sample is subject of the population. Several representatives chosen from the population were compared. In the other words, sample takes form some students but not all members of the population would from the sample[27]. The way to get the sample has done by cluster random sampling, caused the population is big and individual group, those are 2 classes which are taken. The sample of this study is VIII[1] and VIII[4] at the first semester of the eight grades at MTs Madinatussalam Sei Rotan. The total of students in each class is 30 students.

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[25] Arifin, Zainal, (2012). *Penelitian Pendidikan.* Bandung: Remaja Rosdakarya. P.215.

[26]Arikunto, Suharismi, (2008), *Prosedur Penelitian: Suatu Pendidikan Praktik (Edisi Revis VII),* Jakarta: Rineka Cipta. P.38.

[27] Sekaran Uma, (2000), *Studying for Research Methods for Bussined: A Skill Building Approach,* Haddington: Scotprint, P.267

C. Research Method

This research use experimental research design. In the experimental research have two group classes that used. They are treatment (experimental) class, and control class[28]. Experimental research started with make hypothesis that have independent and dependent variable, next step is pre-test, it is followed by give treatment (stimulus) into experimental group, and the last measure dependent variable after given post-test (stimulus). The objective of the experimental research is to determine cause and effects relationship.

In the other word, the experimental class is teach using trading place strategy, and the control class is teach without using trading place strategy. Quasi-experimental design focus on treatment and result, hence the data will take from post-test experimental class and control class in order to know the effect of trading place strategy in reading comprehension.

Table 3.1 Research Method

Name of Class	Step I Treatment	Step II
VIII [1]	Experimental Class	Post-Test
VIII [4]	Control Class	Post-Test

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[28]Blaxter, Loraine et al. (2006), *How to Reach; 3rd Ed.* New York: Open University Press. P.75.

D. Instrument of Study

The instrument used to collect the data is multiple choice tests. The test consist 20 questions to measure reading comprehension of students. Each question of test consist of four option namely a, b, c. and d. The researcher realized that multiple choice tests are the most actively used and accurately to test development for students. The test could use to measure the students' understanding and applying because the students can answer the question in large number with short time.

There are some explanation why researcher chosen multiple choices to measure students' reading comprehension. Firstly, measuring the ability of students is efficient. Secondly, the objective score is truthful, clear and precise. Thirdly, the students often inspired to improve their comprehensive knowledge.

a. Conceptual definition

Reading comprehension is a method of obtaining meaning through interaction and involvement with written language.

b. Operational definition

The students' reading comprehension is the scores that students get after finishing the test.

c. Specification

Reading test by using aspect of reading comprehension divided into four aspects: (a) identifying main idea, (b) identifying supporting idea, (c) identifying reference, and (d) making reference.

Table 3.2 Specification of Reading Test Items

Indicator	Question Types	Number of Item	Number Test Item
Identifying the main idea	Multiple Choice	10	5, 10, 23, 25, 27, 29, 37, 41, 45, 46
Identifying supporting ide		26	1, 2, 5, 6, 7, 8, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 26, 28, 30, 36, 40, 44, 50, 59, 60
Identifying vocabulary context		9	3, 4, 9, 17, 35, 39, 47, 52, 58,
Identifying pronoun reference		6	33, 34, 38, 48, 51, 54,
Identifying inference		9	12, 31, 32, 42, 43, 53, 55, 56, 57,
Total		60	

d. Calibration

In this case, the validity and reliability be important part to check instrument of the research.

1. Validity

The best instrument is said valid. According to Ary et al defines validity is characterized as the degree to which an instrument has measured what it claims to measure. In experimental research, the researcher should check the validity and reliability of instrument.[29] Validity is the most important idea to remember when preparing or selecting an instrument. In the other word, validity can defined as the instrument that measures what is supposed to be measured.[30]

The researcher attempted to check the validity and reliability of the reading test before the instruments were given to the students. The first, researcher arranged the question. The questions are sixty questions. The type of this text is multiple choices. The second, the researcher checked the content validity. The researcher tried to check the validity of the test by using SPSS 21 after the researcher tried to give the instrument of the test for students. The third, researcher found the result of test validity.

There are several instruments that are stated valid and invalid as the consequence of the instruments validity test. The validity of the test is number of 3,7,13, 14, 16, 18, 20, 25, 26, 27, 29, 31, 34, 36, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 54, 55, 56, 57, 58, 59, 60.

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[29] Ary, D., Jacobs, L. C., & Sorenson, C. (2010). *Introduction to Research in Education (8th ed).* Belmont, CA: Wadsworth, Cengage Learning.

[30] Frankel & Wallen, (2006), *How to Design and Evaluate Research in Education (5th ed).* New York: McGraw-Hill Publishing.

2. Reliability

Reliability is a test that uses to calculate the same object, the effect of data will consistency or stability.[31] So, the reliability using when measure different of result. The criteria of reliability instrument can be divided into 5 classes as follow as:

0.800 – 1.00   : highest

0.600 – 0.800 : high

0.400 – 0.600 : fair

0.200 – 0.400 : low

0.00 – 0.200   : lowest

In this research, the researcher used SPSS 21 for window to know the reliability of test as instrument intended to use. The calculation of reliability by using SPPS 21 is 0.99. It can be seen **Appendix VIII**. Based on the requirements of reliability coefficient above, the test can be showed as reliable 0.99 put between 0.800 – 1.00. It can be mentioned that the reliability of the test was highest.

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[31] Sugiyono. (2010). *Statistic untuk Penelitian.* Bandung: Alfa Beta, P.173.

E. Technique of Analyzing Data

In this research, data analysis was collect from experiment group and control group to find out the result of students' reading comprehension by using trading place strategy and without trading place strategy. In this problem, data obtained from the control group and experiment group will be analyzed by using t-test formula, it is used to find out the variations between the student score from the control group and experimental group treatment and post-test. Before using t-test, the researcher will be testing the data with normality testing by using lilliefors and homogeneity testing. The researcher will use normality testing to see whether the data normal or not, while for homogeneity testing, it will be used to see whether the sample (control group and experiment group) are homogenous or not.

1. The normality of testing

The objective of the normality test is to shows whether the data originated from normal distribution or not. Post-test from the experimental class and control class will be carried out for the normality test. The requirements to measure normality of the data is; if the significance > 0.05 it said that the data was normally distributed, and if the significance < 0.05 it said the data was normally distributed.[32]

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[32] Budi Susetyo, (2010), *Statistika untuk Analisis Data Penelitian,* Bandung: Refika Aditama, PP. 144-148

2. Homogeneity testing

The objective of the homogeneity test is to understand the homogeneity or similarity of data both of the experimental class and control class.[33] In analysis, the homogeneity test used SPSS 21 for windows well. The homogeneity test was done in pre-test and post-test form experimental class and control class.

3. Hypothesis testing

Then the researcher did the calculation after the data was normally distributed and homogeneous. The information obtained was used to find out the differences of students' reading comprehension in experimental class and control class. Statistical analysis technique through *t-test* formula used to analyze the data. The researcher used Independent Samples t-test in SPSS 21 Windows to measure the data. Next the result would show whether trading place strategy is effective or not in students' reading comprehension. Compared with data from two classes, x was the experimental class and y was the control class.

F. Statistical Hypothesis

Statistical hypothesis are expresses as follow:

If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.

If $t_{observed} < t_{table}$, H_o is rejected and H_a is accepted

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[33]*Ibid.,* P.160.

a. Alternative hypothesis (H$_a$)

The students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy.

b. Null hypothesis (H$_o$)

The students' ability in reading comprehension taught by trading place strategy is no better than without trading place strategy.

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

   1. **Description of Data**

This research was carried out the use of experimental research. Two classes were included in this study, namely the experimental class and the control class. This research applied a multiple choice test which consisted of 20 items. The researcher gave the treatment to the students in the experimental class by Trading Place Strategy while control class without Trading Place Strategy. The experimental class was VIII[1] consisted of 30 students and the control class was VIII[4] consisted of 30 students.

By using a multiple choice test, the researcher measured the reading comprehension of students. Before the researcher provided the test to each of the classes, the validity and reliability instrument testing was conducted. There were 60 number questions given to the 30 students in VIII[3] of MTs Madinatussalam Tembung. Then there were 40 questions out of 60 questions collected from the validity and reliability test. More detail on the validity and reliability result can be seen in Appendix VII.

After measuring the researcher got the data of the students' score in pre-test and post-test from both experimental class and control class.

Table 4.1 The Score of Post-Test of Experimental Class and Control Class

No	THE EXPERIMNETAL CLASS		THE CONTROL CLASS	
	Students' Initial	Post-Test	Students' Initial	Post-Test
1.	AAL	85	AD	35
2.	AH	65	BA	40
3.	ASL	60	DTR	45
4.	AGA	70	DYS	20
5.	AF	75	HZ	40
6.	APB	70	IRS	30
7.	AS	65	MFH	35
8.	AFL	75	MFAT	30
9.	ACW	55	MI	40
10.	AAZ	55	NSL	40
11.	ABP	90	RFA	40
12.	AA	75	RAZ	30
13.	ACP	75	RR	40
14.	ANL	85	RI	30
15.	ARS	80	RM	35

16.	AZH	70	RA	20
17.	AIEP	65	RL	40
18.	AR	65	RSH	35
19.	ANS	60	SA	30
20.	BSL	65	SAP	30
21.	BHM	75	SS	30
22.	CGN	80	TS	35
23.	CL	65	TAGA	30
24.	CS	60	WA	20
25.	DN	85	YAG	30
26.	FMP	80	ZN	35
27.	FA	70	ZTP	35
28.	NAP	65	TA	20
29.	NAL	85	ASRH	40
30.	RRA	80	AAS	45
Σn = 30		**ΣX$_2$ =2150**	**Σn = 30**	**ΣX$_2$ = 1005**
Average		71.67	**Average**	33.50
Min		55	**Min**	20
Max		90	**Max**	45
Median		70.00	**Median**	35.00

Mode	65	Mode	30
Std. Deviation	9.589	Std. Deviation	7.089
Variance	91.954	Variance	50.259

From the table above, it can be mentioned that the mean of post-test in experimental class is 71.67. The lowest score for post-test is 55 and the highest score is 90. The median is 70.00, the mode is 65, the Std. deviation is 9.589, and the variance is 91.954.

For the post-test of control class, it can be seen that the mean of post-test is 33.50. The lowest score is 20 and the highest score is 45. The median is 35.00, the mode is 30, the Std. deviation is 7.089, and the variance is 50.259.

Based on the table 4.1 and table 4.4 above, the mean score both the experimental class and control class increased. However, the score of experimental class is better than the score of control class. This can be seen through the range score gained by two groups. The experimental class was 71.67 and the control is 33.50.

Table 4.2 Frequency Distribution Post-Test of the Experimental Class

Post Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
	55	2	6.7	6.7	6.7
	60	3	10.0	10.0	16.7
	65	7	23.3	23.3	40.0
	70	4	13.3	13.3	53.3
Valid	75	5	16.7	16.7	70.0
	80	4	13.3	13.3	83.3
	85	4	13.3	13.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on table 4.2 above, it can be mentioned that in post-test of experimental class has 8 interval classes. They are the score 55, 60, 65, 70, 75, 80, 85, and 90. The score 55 has frequency 2 and the percent is 6.7. The score 60 has the frequency 3 and the percent 10.0. The score 65 has the frequency 7 and the percent 23.3. The score 70 has the frequency 4 and the percent 13.3. The score 75 has the frequency 5 and the percent 16.7. The score 80 has the frequency 4 and the percent 13.3. The score 85 has the frequency 4 and the percent is 13.3. The last score 90 has the frequency 1 and the percent 3.3

However, the histogram of the post-test in experimental class can be showed the following figure bellow:

Figure 1

The Histogram of the Post-test Experimental Class
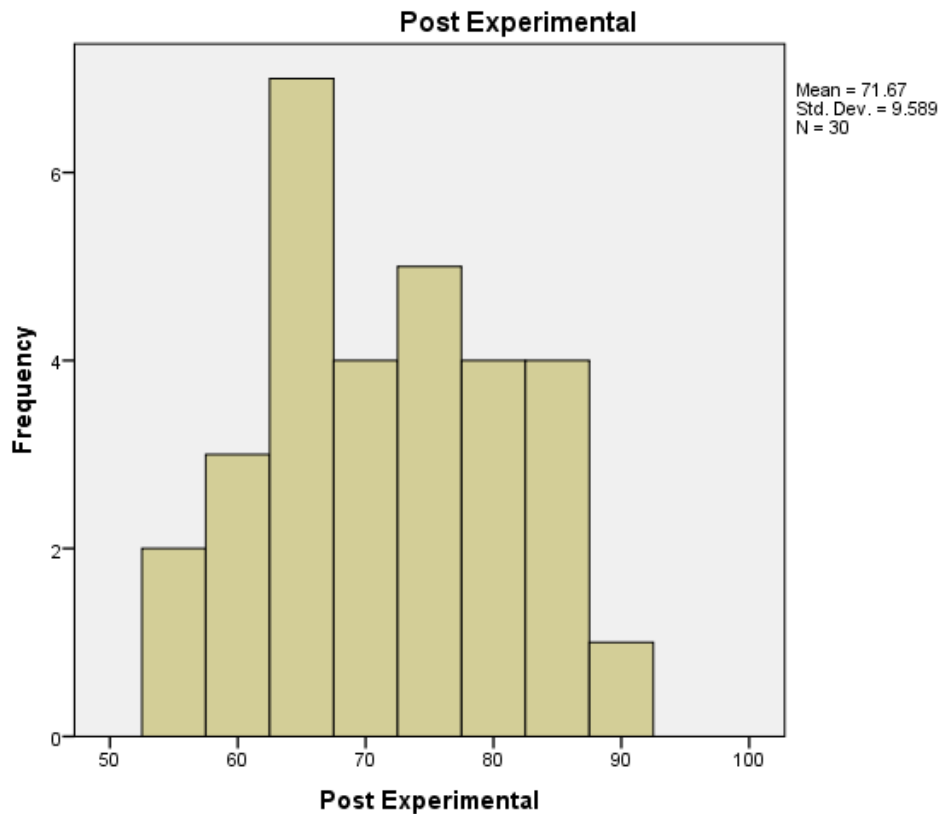
Post Experimental

Based on the histogram above, it can be mentioned the score of post-test of experimental class has 8 interval class. The score 55 has the frequency 2. It means that there 2 students in post-test of experimental class that got the score 55. The score 60 has the frequency 3. It means that there are 3 students that got the score 60. The score 65 has the frequency 7. It means that there are 7 students got the score 65. The score 70 has the frequency 4. It shows that there are 4 students that got the score 70. The score 75 has the frequency 5. It means that there are 5 students got the score 75. The last students that got score 80 has the frequency 4.

It shows that the score 80 in post-test of experimental class has 4 students. the score 85 has 4 frequency, it means that there are 4 students that got the score 85. The score 90 has 1 frequency, it means that there are a student that got the score 90.

Tabel 4.3 Frequency Distribution Post Test of the Control Clas

Post Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	4	13.3	13.3	13.3
	30	9	30.0	30.0	43.3
	35	7	23.3	23.3	66.7
	40	8	26.7	26.7	93.3
	45	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on table 4.3 above, it can be mentioned that there are 5 interval classes in post-test of control class. The scores are 20, 30, 35, 40, and 45. The score 20 has the frequency 4 and the percent 13.3. The score of 20 has the frequency 9 and the percent is 30.0. The score of 35 has the frequency 7 and the percent 23.3. The score 40 has the frequency 8 and the percent is 6.7. The score 45 has 2 frequency and the percent is 6.7.

However, the histogram of the post-test in control class can be showed the following figure bellow:

Figure 2

The Histogram of the Post-Test Control Class
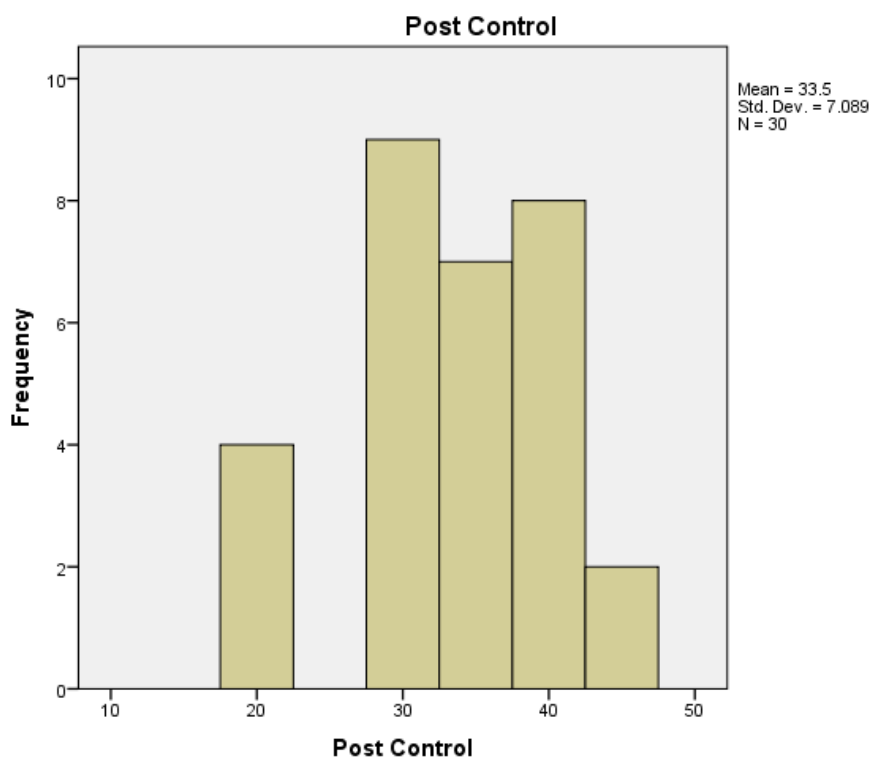
Based on the histogram of the post-test of control class, the score of 20 has the frequency 4. It means that there 4 students in post-test of control class that got the score 20. The score 30 has the frequency 9. It means that there are 9 students that got the score 30. The score 35 has the frequency 7. It means there are 7 students that got the score 35 in post-test of control class. The score 40 has the frequency 8. It means that score 40 has 8 students in post-test of control class. The score of 45 has 2 frequency, it means that there are 2 student that got the score 45 in control class.

2. **Analysis Requirement Testing**

1. **Normality testing**

In this research, in order to count the normality of each test, the normality test was checked using Liliefors in SPSS 21 windows. If the result of absolute differences shows smaller than in the result of liliefors table with the sample is 30, the test will be normal.

Tabel 4.4 Normality of Post-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PostTest_Control	.177	30	.017	.898	30	.008
PostTest_Experimental	.157	30	.059	.954	30	.210

a. Lilliefors Significance Correction

Based on the table 4.4, it is shown that the data of the experimental class is 0.059 while the data of the control class is 0.017. It can be stated that the data of the experimental and control class are smaller than the calculation Liliefors table. It can be seen from n = 30 and at level of significance $\alpha = 0.05$, L_{table} is 0.161. So, it can mentioned that the result of post-test both experimental and control class are normally distributed.

2. Homogeneity Testing

After the normality test, the researcher conducted the homogeneity test that was measured using SPSS 21 to test the similarity the experimental class and control class. To measure the homogeneity test, the researcher used the Levene statistical test. The data would be homogenous if the result of the data calculation is higher than 0.05, the result as follows:

Table 4.5

Post-Test of Homogeneity of Variances Both Experimental and Control Test

Test of Homogeneity of Variances

PostTest_Control_Experimental

Levene Statistic	df1	df2	Sig.
4.302	1	58	.043

Based on the table above, it is shown that the significance of post-test both experimental and control class was 0.043. However, the data of post-test was homogenous because 0.043 is higher than 0.005.

3. Hypothesis Testing

After measuring the normality and homogeneity test then the researcher calculated data by using a t-test in SPSS 21 to know the significant difference between the students' reading comprehension in experimental class and control class. The researcher used t-test to get the effect of trading place strategy in students' reading comprehension by using SPSS 21. The researcher used the data from post-test experimental class and control class and got the score from both

classes. The t-test result of post-test score both control class and experimental

class as follows:

Table 4.6

The T-Test Result of Post Test both Experimental Class and Control Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil	PostTest_Experiemntal	30	71.67	9.589	1.751
	PostTest_Control	30	33.50	7.089	1.294

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	4.302	.043	17.530	58	.000	38.167	2.177	33.808	42.525
	Equal variances not assumed			17.530	53.409	.000	38.167	2.177	33.800	42.533

The result of post-test both control class and experimental class was

calculated after doing the treatment. Based on the 4.6, it can be seen that there was

a significant difference between the experimental class (M= 71.67 and SD=

9.589) and control class (M= 33.50 and SD 7.089).

Then, the researcher was compared $t_{observed}$ and t_{table} to know whether trading place strategy in teaching reading comprehension is effective to improve students' reading comprehension or not. After calculating the data in table 4.6, it is shown that the result of $t_{oberved} = 17.530$ with the Sig. (2-tailed) = 0.00, and t_{table} of 0.05 (5%) as the significance level is 1.671 with degree of freedom (df) = (n_1 + n^2 – 2) (30 + 30 – 2) = 58. It can be found that $t_{observed} = 17.530 > t_{table} = 1.671$ and sig (2-tailed) is 0.00 < 0.005. It means that student's ability in reading comprehension taught by using trading place strategy is better than without trading place strategy.

The last calculation was testing hypothesis. This was important calculation to answer the research problem of this research that whether is the students' ability on reading comprehension at eighth grade students at MTs Madinatussalam Sei Rotan taught by using trading place strategy is better than without trading place strategy. So, the conclusion as follows:

H_a : The students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy

H_o : The students' ability in reading comprehension taught by trading place strategy is no better than without trading place strategy.

Then, the criteria of the hypothesis test as follows:

1. If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected or if the Sig. (2 tailed) < 0.05

2. If $t_{observed} < t_{table}$, H_o is accepted and H_a is rejected or if the Sig. (2-tailed) > 0.05

Based on the result of post-test experimental class and control class, it can be found that $t_{observed} = 17.530 > t_{table} = 1.671$ and in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.00 < 0.005$. Then, it can be concluded that $t_{observed} > t_{table}$ and the Sign. (2-tailed) < 0.05, it means that Ha is accepted and Ho is rejected. So, the researcher can be concluded that the trading place strategy is effective toward students' reading comprehension.

B. Discussion

Based on the analysis data in eighth grade students at MTs Madinatussalam Sei Rotan can be showed that, the students' ability on reading comprehension taught by trading place strategy is better than without trading place strategy. The result of the data taken from the post-test both of the classes. The students that taught by using trading place strategy had a higher score than the students that taught without trading place strategy.

After being calculated the normality test by using SPSS 21 it can be stated that post-test between experimental class and control class were normally. It can be mentioned that the data of the experimental class and the control class are smaller than the measurement of the Liliefors table, which is the critical point of 30. The result of the data post-test in experimental class is 0.059 while the data of control class 0.017. It can be concluded that the whole of the used in this research was normal.

Next, based on the result of the homogeneity test the data both experimental class and control class were divided as the homogenous group of the

data. It can stated from the significant result of the control class and experimental class pre-test both are 0.404 that is higher than the significance value 0.005 and the significance result of post-test bot of control class and experimental class are 0.043 that is higher than the significance value 0.005. However, it can be concluded the data is homogenous.

In analyzing the data, the researcher analyzed the pre-test and post-test hypothesis of both the experimental class and the control class to know whether it is better than or not to use trading place strategy in reading comprehension for students. The researcher analyzed by conducting t-test using SPSS 21 with 0.05 the significant level, then the criteria is $t_{observed}$ got 17.530 and t_{table} is 1.671; the sign. (2-tailed) is $0.000 < 0.005$. It mentions that the alternative hypothesis (H_a) is accepted and hypothesis null (H_o) is rejected. It can be stated that the students' reading comprehension taught by trading place strategy is better than without trading place strategy.

Based on the explanation above, the researcher stated that using trading place strategy on reading comprehension is better than without trading place strategy especially to the students at MTs Madinatussalam Sei Rotan.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of this study, it is conclude that the students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy. From the t-test calculation, it can be seen that the significance level 0.05 $t_{observed}$ (17.530) is higher than t_{table} (1.671). Besides, the experimental class got the mean 71.67 and the control class got the mean 33.50. However, the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. It means that the students' ability in reading comprehension taught by trading place strategy is better than without trading place strategy.

B. Implication

Choosing the good strategy in reading comprehension has an effect on students' Reading comprehension. There are differences between students that taught by trading place strategy without trading place strategy.

This research implies that apply trading place strategy is needed in Reading Comprehension. Moreover, students are interested and motivated in learning reading comprehension, and this strategy help them to understand reading comprehension easily. Trading Place strategy is more effective to

applied continuously in Reading comprehension, because this strategy help students to increase their ability in Reading Comprehension.

C. Suggestion

Based on the result of the study, the researcher would like to give some suggestion as follow:

1. The principal of MTs Madinatussalam Sei Rotan suggested providing better support for teacher especially English teacher, providing facilities in learning process, and providing guidance to English teacher about the best strategy that is acceptable for students.

2. English teachers of MTs Madintussalam Sei rotan suggested able to apply trading place strategy in teaching reading comprehension for that improve students' reading comprehension and make the learning process become more successful.

3. The students of MTs Madinatussalam Sei Rotan suggested reading more of the text and improve their reading comprehension by using trading place strategy.

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LESSON PLAN (EXPERIMENTAL CLASS)

School   : MTs Madinatussalam Tembung

Course   : English

Class/Semester   : VIII-1 / 1

Time Allocation   : 4 x 40 Minutes

Language Skill   : Reading

Topic   : Narrative Text

A. Standard Competence

1. Understanding the value of simple narrative text for engaging in every day life with practical written texts and short essay.

B. Basic Competence

1.1 Thank you for the chance to learn English as a way of incorporating foreign contact that is reflected in the learning spirit.

2.1 Demonstrate polite and caring conduct in carrying out interpersonal interaction with teacher and friends.

2.2 In the implementation of functional communication, show truthful, orderly, confident, and responsible conduct.

3.1 Understand the social role of simple narrative document, the text structure, and linguistic elements.

3.2 Describe the key thought and supporting detail in the text.

3.3 Based on the text, answer the question.

C. Learning Objectives

Students are required at the end of the course to be able to:

- Identify main idea and supporting idea the text that has been read
- Explaining the text through application trading place strategy

D. Teaching Objectives

- Students are able to main idea and supporting idea the text that has been read
- Students are able to explain the text through application trading place strategy

E. Strategy of Teaching

- Trading Place Strategy

F. Method

- Explanation
- Discussion
- Presentation

G. Sources

- Sources   : Text from the internet
- Media   : Copies of reading text items, whiteboard, and board marker

H. Learning activities

Activities of Teacher	Activities of Students
Opening	
1. Greeting students and checking their attendance 2. Teacher mentions the material. 3. Teacher explains the goals, benefits, and learning processes.	1. Greetings 2. Students answer a question from a teacher 3. Students listen to an interpretation from the teacher.

Main activities	
1. Teacher serves one or more note or post it 2. Teacher asks students to find out one title of their experience and write it on their note. 3. Teachers asks each students to put their note on their clothes/pocket. 4. Teacher ask students to find out or read their friend's message to each other around the room. 5. Teacher asks students to students to share as many as of their notes with the other friend. 6. Teacher ask students to share their title and text and discuss it with each other. 7. Teacher gathers the students in the class and asks them to give the explanation and comment on the note they want from their peers. 8. Teachers asks students to retell the experience of one of their peers 9. Teacher asks students to describe their subject to someone else.	1. Students find out one title of their encounter on their note and write it. 2. Students make their title in their sack 3. Students search or read their friends' note each other 4. Students are going to pass another to make an exchange 5. Students share and discuss their title and the text to each other 6. Students go back to teacher and give the reason and statement about their friend's note that they have choose. 7. Students retell one of the encounters of their friends and students describe their topic someone else.
Closing	

Teacher asks the students whether or not they like the lesson. (honesty) 1. By telling students what they have learned today, the teacher discusses the material. (responsive) 2. Teacher ends the lesson with "ggod bye" (caring).	1. Students answer teacher's question 2. Students make conclusion what they have learned.

I. Assessment

a. Knowledge Assessment

Instrument   : Test

Form   : Multiple Choices

The wind and the sun

The wind and the sun were arguing about which of them was more powerful. The wind, "I am so strong that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below, and many more clouds will be created by this." The sun and the wind kept on arguing for a long time. They saw a boy just then, walking down the road below. He had a hat on. Suddenly, the wind had an idea. He said, "let's see who can get the boy's coat off his back." The sun argued with him.

First, the wind began. He blew as hard as he was able to. He blew from behind and in front of the boy as well. The louder he blew, the more the boy hugged his coat tightly to prevent it from flying away. The wind gave u after a while.

Then, it was turn of the sun. he came out from behind the clouds and the boy was glowing. It felt warm to the boy. It started to get hotter and hotter after that. The boy was soon unable to related the heat any longer. He took off his hat. The sun has won.

1. What is the purpose of the text?

    a. To describe wind and sun

    b. To entertain the reader

    c. To retell experience

    d. To share knowledge

2. What is the text about?

    a. The description of wind and sun

    b. The strong boy

    c. Argument about who's stronger between the wind and the sun

    d. Procedure to get the coat off from a boy

3. What did the boy do to keep the coat off his body?

    a. He made the boy scared

    b. He shone brightly

    c. He buttoned it

    d. He held it tightly

4. "He came out from …" (paragraph 3)

    The underlined word refers to…

    a. The sun

    b. The wind

    c. The boy

    d. The cloud

5. What can we learn from the story?

    a. We may be more successful by being gentle than using force

    b. We must work hard to cheat others if we want to be successful

    c. We need to be strict with the people around us

    d. We've got to win the game no matter how we use it to do it

The Key Answer

1. B
2. C
3. D
4. A
5. A

b. Scoring

$$S = \frac{R}{N} \text{ x } 100$$
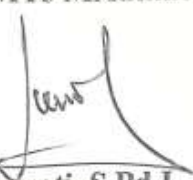
Note:

S = the score

R = the right answer number

N = the number of test items

Medan, 23 September 2020

Known by,

Headmaster of MTs MAdinatussalam,

Neli Herawati, S.Pd.I.

NUPTK: 7937756658300082

Researcher   **English Teacher**

Silmy Anggita Putri Pjt   **Dini Fitriani S.Pd.**

NIM: 0304162142

APPENDIX II

LESSON PLAN (CONTROL CLASS)

School   : MTs Madinatussalam Tembung

Course   : English

Class/Semester   : VIII-4 / 1

Time allocation   : 4 x 40 Minutes

Language Skill   : Reading

Topic   : Narrative Text

A. Standard Competence

5. Understanding the value of simple narrative text for engaging in every day life with practical written texts and short essay.

B. Basic Competence

1.2 Thank you for the chance to study English as a way of incorporating foreign contact that is reflected in the learning spirit.

2.3 Demonstrate polite and caring conduct in carrying out interpersonal interaction with teacher and friends.

2.4 In the implementation of functional communication, show truthful, orderly, confident, and responsible conduct.

3.4 Understand the social role of simple narrative document, the text structure, and linguistic elements.

3.5 Describe the key thought and supporting detail in the text.

3.6 Based on the text, answer the question.

C. Learning Objectives

Students are required at the end of the course to be able to:

- Identify main idea and supporting idea the text that has been read
- Explaining the tex t through conventional method

D. Teaching Objectives

- Students are able to main idea and supporting idea the text that has been read
- Students are able to explain the tex t through application trading place strategy

E. Strategy of Teaching

- Conventional Method

F. Method

- Explanation
- Discussion
- Presentation

G. Learning activities

Teacher activities	Students' activities
Opening	
1. Greeting and checks students' attendance 2. Teacher mentions the material. 3. Teacher explains the objectives, advantages, and learning procedure.	1. Greetings 2. Students answer a question from a teacher 3. Students listen to an interpretation from the teacher.
Main activities	
1. Teacher asks students for a reading text, describes the genre of the text, and asks them to read the text. 2. Teacher asks the students in the reading text to figure out the	1. Students read a reading text. 2. In reading text, students difficult words and search in their dictionary for the meaning.

difficult word and search the meaning in the dictionary. 3. Teacher asks students to rewrite the text in their own words and to ask the class to exchange their text with other students.	3. Students share their text to class.
Closing	
1. Teacher asks the students whether or not they like the lesson. (honesty) 2. By telling students what they have learned today, the teacher discusses the material. (responsive) 3. Teacher ends the lesson with "good bye" (caring).	1. Students answer teacher's question 2. Students make conclusion what they have learned.

H. Assessment

    a. Knowledge Assessment

    Instrument   : Test

    Form   : Multiple Choices

The wind and the sun

The wind and the sun were arguing about which of them was more powerful. The wind, "I am so strong that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below, and many more clouds will be created by this." The sun and the wind kept on arguing for a long time. They saw a boy just then, walking down the road below. He had a hat on. Suddenly, the wind had an idea. He said, "let's see who can get the boy's coat off his back." The sun argued with him.

First, the wind began. He blew as hard as he was able to. He blew from behind and in front of the boy as well. The louder he blew, the more the boy hugged his coat tightly to prevent it from flying away. The wind gave u after a while.

Then, it was turn of the sun. he came out from behind the clouds and the boy was glowing. It felt warm to the boy. It started to get hotter and hotter after that. The boy was soon unable to related the heat any longer. He took off his hat. The sun has won.

1. What is the purpose of the text?
   a. To describe wind and sun
   b. To entertain the reader
   c. To retell experience
   d. To share knowledge
2. What is the text about?
   a. The description of wind and sun
   b. The strong boy
   c. Argument about who's stronger between the wind and the sun
   d. Procedure to get the coat off from a boy
3. What did the boy do to keep the coat off his body?
   a. He made the boy scared
   b. He shone brightly
   c. He buttoned it
   d. He held it tightly
   e. "He came out from …" (paragraph 3)
4. The underlined word refers to…
   a. The sun
   b. The wind
   c. The boy
   d. The cloud
5. What can we learn from the story?

b. We may be more successful by being gentle than using force

c. We must work hard to cheat others if we want to be successful

d. We need to be strict with the people around us

e. We've got to win the game no matter how we use it to do it

The Key Answer

1. B
2. C
3. D
4. A
5. A

f. **Scoring**

$$S = \frac{R}{N} \times 100$$

Note:

S = the score

R = the right answer number

N = the number of test items.

Medan, 23 September 2020

Known by,

Headmaster of MTs MAdinatussalam,

Neti Herawati, S.Pd.I.

NUPTK: 7937756658300082

Researcher   **English Teacher**

Silmy Anggita Putri Pjt   **Dini Fitriani S.Pd.**

NIM: 0304162142

MULTIPLE CHOICES FOR POST-TEST

Name : ……………………….

Class : ……………………….

Date : ……………………….

Reading Text

Multiple choice questions

Choose the best answer by writing A, B, C, or D on your answer sheet. Keep the question sheets clean.

Text I question number 1-2

My mother was sick yesterday. My dad I took her to the hospital. Next, my dad spoke to the lady who was in charge of registration. She typed my mother's data on the screen. Then we waited for the turn of my mother. When her turn comes, I accompanied her to the doctor's room.

The doctor listened politely to my mother's concern. Then he looked at my mother by putting a stethoscope on her chest. After that, the nurse took the temperature of my mother by inserting a thermometer of my mother by interesting a thermometer in her armpit. He told me that my mother had to stay in bed for two days and come back after a week.

I went to the dispensary as soon as I could. Then my dad took us home straight away.

1. What is used to take the patient's temperature?
   a. Thermometer
   b. Stethoscope
   c. Spignomometer

      d. Electrocardiograph

2. Why does the writer write such a kind of the text?

      a. To present his point of view

      b. To retell the past event

      c. To persuade the readers to go to the doctor

      d. To explain how the doctor examined the patient

Text II questions number 2-4

It was Sunday morning December 26th 2004. It was a day that I would never forget forever. We went to the beach Meulaboh, Aceh. There were a lot of people there when I arrived. When we enjoyed the stunning sunrise, we were abruptly stunned by a violent shake in earth. Everyone on the beach was in panic. We soon realized that it was a very large earthquake, even though it had struck in a very short time.

After that, we saw the water flowing into the middle of the sea. No wonder if there were a lot of fish left on the beach. We all seemed amazed at the sight before we realized that there was a massive wave coming to us and crushing everything that was going on.

3. What is the text mainly discussed?

      a. The story about terrible earthquake

      b. The writer's experience with a big earthquake

      c. The steps to avoid danger in your life

      d. The story about beach in Meaulaboh, Aceh.

4. Everybody in the beach was panic because?

      a. The sun rose brightly

      b. There was an earthquake

      c. The beach was very enjoyable

      d. There was an amazing view in the sea

Text III questions number 5-6

This is Mr. Burhan's house. It is big, clean, and comfortable. In front of the house is a lawn. The garden has some tress and bulbs. The living room, the dinning room, the three bathrooms, the kitchen, the two bedrooms and the garage are all in the house. There also some pets for Mr. Burhan; dog, cat, and parrots. Mr. Burhan very carefully takes care of the dogs.

5. How many rooms in Mr. Burhan's house?
   a. 6
   b. 7
   c. 8
   d. 9
6. These are kinds of hobby of Brazilian people except…
   a. Singing
   b. Shopping
   c. Sunbathing
   d. Dancing

Text IV questions number 7-9

The Tiger and The Boar

A tiger was running down a hill one day when he heard a boar walking behind him.

Furious, he screamed, "You're blocking my way, I'm going to eat you now."

The boar complained, not feeling guilty, "But, sir, how am I blocking your path?" I am not in front of you, nor behind you.

"It's the same in front or behind, you're blocking my path, and I'm going to eat you," the tiger, so to speak, leaped on the boar and devoured him.

7. Furious, he yelled, "You're blocking my way, I'm going to eat you now."
   (line 3)

   The word *I* here refers to…

   a. The tiger

   b. The boar

   c. The writer

   d. The reader

8. The following facts made the tiger furious to the boar, except…

   a. The tiger was attempting to eat the boar

   b. The boar walked along the same road

   c. The boar had complained to him

   d. The boar blocked the path to the tiger

9. We can learn from the story that?

   a. Never run down in a hill

   b. Never walk behind a tiger

   c. The poor is always going to beat the good

   d. The powerful will always rule the poor

Text V questions number 10-13

The Thirsty Crow

A thirsty flew all over the field one hot day searching for water. She didn't find anything for a long time. She felt very weak, almost surrendering hope.

She immediately saw a water jug beneath her. She flew to see if there was any water hug beneath her. She flew to see if there was any water inside, straight down. Yes, inside the jug, she could see some water!

The crow was trying to force her head into the jug. Unfortunately, she discovered that the neck of the jug was too narrow. Then she attempted to force down the jug to get the water to drain out. She realized the jug was too heavy.

For a moment, the crow though hard. Then, looking around her, one by one, she saw some pebbles, dropping each one into the jug. The water kept rising as more and more pebbles filled the jug. Soon it was high enough to drink from a crow. It had worker her strategy.

10. The thirsty crow flew all over the field because…
    a. She felt very weak
    b. She couldn't find any water
    c. She couldn't find anything
    d. She was looking for water

11. She saw some <u>pebbles</u> (last paragraph).
The underlined word means…
    a. Leaves
    b. Little animals
    c. Big rocks
    d. Little stones

12. The complications of the text are found in…
    a. Paragraph 1 and 2
    b. Paragraph 2 and 3
    c. Paragraph 2 and 4
    d. Paragraph 3 and 4

13. What is the moral value of the text above?
    a. If someone has a problem we have to work hard to help him
    b. Don't be afraid to do something although it is very dangerous
    c. If you want something you have to do by yourself
    d. If you try hard enough you may soon find the answer to your problem

Text VI question number 14-18

The wind and the sun

The wind and the sun were arguing about which of them was more powerful. The wind, "I am so strong that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below, and many more clouds will be created by this." The sun and the wind kept on arguing for a long time. They saw a boy just then, walking down the road below. He had a hat on. Suddenly, the wind had an idea. He said, "let's see who can get the boy's coat off his back." The sun argued with him.

First, the wind began. He blew as hard as he was able to. He blew from behind and in front of the boy as well. The louder he blew, the more the boy hugged his coat tightly to prevent it from flying away. The wind gave u after a while.

Then, it was turn of the sun. he came out from behind the clouds and the boy was glowing. It felt warm to the boy. It started to get hotter and hotter after that. The boy was soon unable to related the heat any longer. He took off his hat. The sun has won.

14. What is the purpose of the text?
    a. To describe wind and sun
    b. To entertain the reader
    c. To retell experience
    d. To share knowledge

15. What is the text about?
    a. The description of wind and sun
    b. The strong boy
    c. Argument about who's stronger between the wind and the sun
    d. Procedure to get the coat off from a boy

16. What did the boy do to keep the coat off his body?

    a. He made the boy scared

    b. He shone brightly

    c. He buttoned it

    d. He held it tightly

17. "He came out from …" (paragraph 3)

    The underlined word refers to…

    a. The sun

    b. The wind

    c. The boy

    d. The cloud

18. What can we learn from the story?

    a. We may be more successful by being gentle than using force

    b. We must work hard to cheat others if we want to be successful

    c. We need to be strict with the people around us

    d. We've got to win the game no matter how we use it to do it

Text VII questions number 19-20

The Smartest Animal

There was a farmer in Laos once. He plowed his field very morning and evening with the help of his buffaloes. A tiger saw a farmer and his buffalo working on day. The tiger was shocked to see a huge animal listening to a tiny animal. He wanted to know more about the man and the buffalo.

The tiger talked with the buffalo after the man went home. You are so powerful. Why are you doing what the man says to you? "Oh, the man is very clever," the tiger said to the man the next day. "Could I see your intelligence?" But the man replied. "It's at home." "Is it possible to go and get it?" asked the tiger. "Yes." the man said. "But I fear that you kill my buffalo when I'm gone. Could I tie you to a tree?" "Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. He didn't go home to get

his intellect after the man tied the tiger to a tree. He took his plow and hit the tiger with a stick. Then he said, "If you have not seen it, now you know about my intellect.

19. Which statement is true according to the text?
    a. The tiger is the smartest animal
    b. A buffalo is smarter than a tiger
    c. Human is smarter than the tiger
    d. The tiger is smarter than the farmer

20. What can we learn from the story?
    a. Never underestimate others
    b. Every day, we have to plow the field
    c. A buffalo is more intelligent than a tiger
    d. The size of the body determined the strength of the body

Key Answer for Post-Test

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

APPENDIX V

RESULT OF VALIDITY

APPENDIX VI

RESULT OF RELIABILITY TEST

Case Processing Summary

		N	%
	Valid	30	100.0
Cases	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	50

APPENDIX VII

TABLE DESCRIPTION OF EXPERIMENTAL CLASS AND CONTROL

CLASS

Statistics

		Post Experimental	Post Control
N	Valid	30	30
	Missing	0	0
Mean		71.67	33.50
Std. Error of Mean		1.751	1.294
Median		70.00	35.00
Mode		65	30
Std. Deviation		9.589	7.089
Variance		91.954	50.259
Range		35	25
Minimum		55	20
Maximum		90	45
Sum		2150	1005

TABLE OF LILIEFORS (l)

Nilai Kritis Uji Liliefors

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
15	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,289	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source: Rusdi Ananda, dkk. (2018). *Statistik Pendidikan (Teori dan Praktik dalam Pendidikan).* Medan: Widya Pustaka. P. 342

APPENDIX IX

TABLE OF T DISTRIBUTION

Tabel Nilai "t" Untuk Berbagai df*

DF	one-tail = 0,05 two-tail = 0,10	0,025 0,05	0,005 0,01	0,0005 0,001
1	6,314	12.706	63.357	636.619
2	2,920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2,015	2.571	4.032	6.895
6	1,943	2.447	3.707	5.959
7	1,895	2.365	3.499	5.405
8	1,860	2.306	3.355	5.041
9	1,833	2.262	3.25	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.14
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.74	2.110	2.8989	3.965
18	1.734	2.100	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

Source: Rusydi Ananda, dkk. (2018). *Statistik Pendidikan (Teori dan Praktik dalam Pendidikan).* Medan: Widya Pustaka. P. 334.

APPENDIX X

TABLE OF R DISTRIBUTION

	Tabel r untuk df = 1 - 50				
df = (N-2)	**Tingkat signifikansi untuk uji satu arah**				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Tabel r untuk df = 51 - 100				
	Tingkat signifikansi untuk uji satu arah				
df = (N-2)	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Source: Ali Anwar. (2009). *Statistika untuk Penelitian Pendidikan dan Aplikasinya dengan SPSS dan Excel.* Kediri: IAIT Press. PP. 279-280.

APPENDIX XI

PROFIL SEKOLAH

Nama Sekolah   : MTS Swasta Madinatussalam

Alamat   : Jl. Sidomulyo Pasar IX Dusun XIII

Kelurahan   : Desa Sei Rotan

Kecamatan   : Percut Sei Tuan

Kota   : Medan

Provinsi   : Sumatera Utara

NPSN   : 10264244

Status   : Swasta

Jenjang Pendidikan   : MTs

Naungan   : Kementrian Agama

Akreditasi   : A

No. SK. Akreditasi   : 1452/BAN-SM/SK/2019

Tanggal SK. Akreditasi   : 12-12-2019

SK Pendirian Sekolah   : Kd.02.01/5/PP.03.2/1283/2009

Tanggal SK Pendirian   : 2009-08-28

SK Izin Operasional   : 1623 Tahun 2015

Tanggal SK Izin Operasional   : 2015-10-09

APPENDIX XII

THE RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-9581/ITK/ITK.V.3/PP.00.9/08/2020   12 Agustus 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs. Madinatussalam Tembung

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Silmy Anggita Putri Panjaitan**
NIM	: **0304162142**
Tempat/Tanggal Lahir	: **Simpang Empat, 10 April 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **VIII (Delapan)**
Alamat	: **Jalan Perintis, Dusun VII-B, Simpang Empat Kecamatan SIMPANG EMPAT**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. Madinatussalam Tembung, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Trading Place Strategy on Reading Comprehension at Eight Grade Students in MTs Madinatussalam Tembung

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 12 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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APPENDIX XIII

THE RESEARCH RESPONSE LETTER

**YAYASAN PERGURUAN MADINATUSSALAM
SUMATERA UTARA
MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM**
Jl. Sidomulyo Pasar IX Dusun XIII Desa Sei Rotan
Kec. Percut Sei Tuan Kab. Deli Serdang Provinsi Sumatera Utara
Telp. / HP. 0853 7037 3319 Kode Pos 20371 Email:madina.tussalam@yahoo.com

Nomor   : MTs.b/163/PP.01.1/659/10/2020   Sei Rotan, 07 Oktober 2020
Lamp   : -
Hal   : *Riset*

Kepada Yth   : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan
            Di -
               Tempat

Assalamualaikum Wr. Wb.

    Dengan Hormat, menindak lanjuti surat Bapak/Ibu Nomor : B-9581/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 12 Agustus 2020, dengan ini kami sampaikan bahwa:

Nama   : SILMY ANGGITA PUTRI PANJAITAN
NIM   : 0304162142
Semester / Prodi : VIII / Pendidikan Bahasa Inggris

Nama tersebut di atas telah mengadakan riset di Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan guna memperoleh keterangan dan data-data yang diperlukan dalam rangka penyusunan skripsi dengan judul :

The Effect of Trading Place Strategy on Reading Comprehension at Eight Grade Students in MTs Madinatussalam Sei Rotan

    Demikian surat keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Wassalamu'alaikum Wr. Wb.

Kepala MTs Madinatussalam

Nety Herawati, S.Pd.I

cc. File

APPENDIX XIV

DOCUMENTATION

1. The Researcher was teaching reading comprehension in experimental class
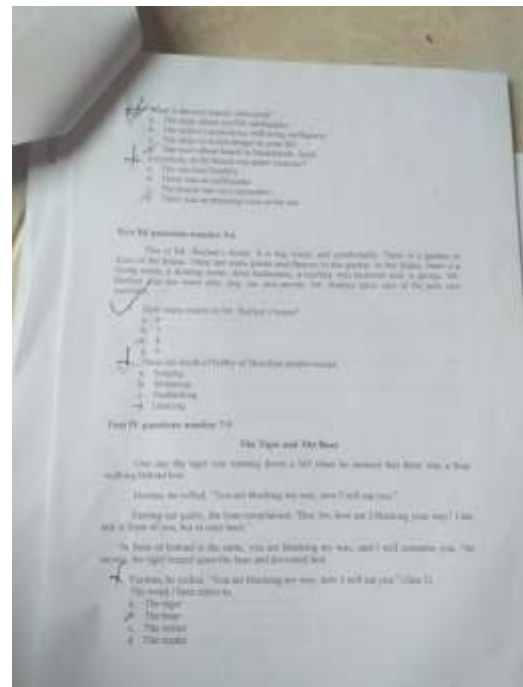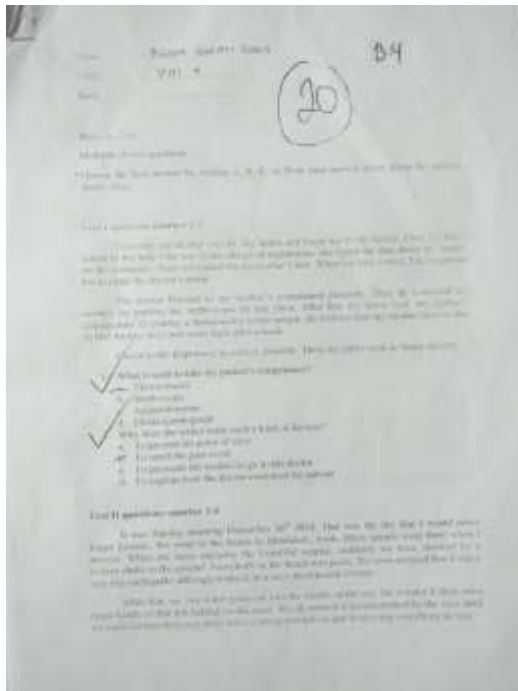

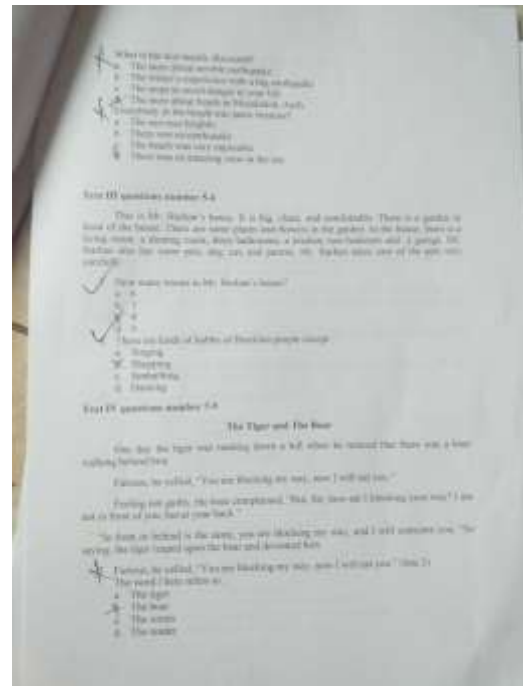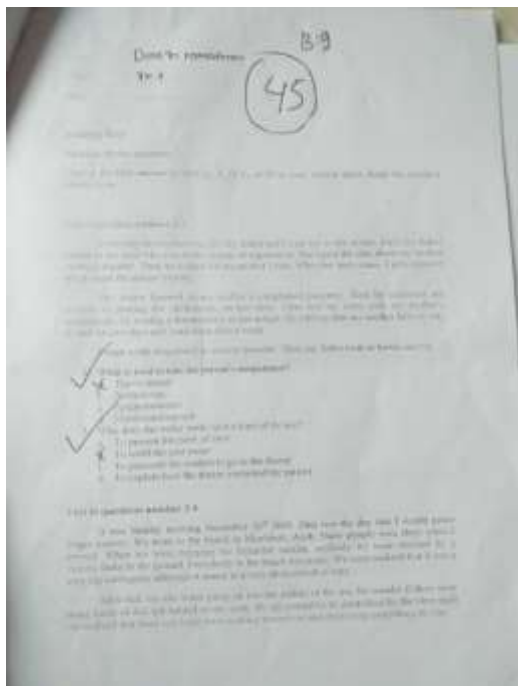2. The Researcher was teaching reading comprehension in control class

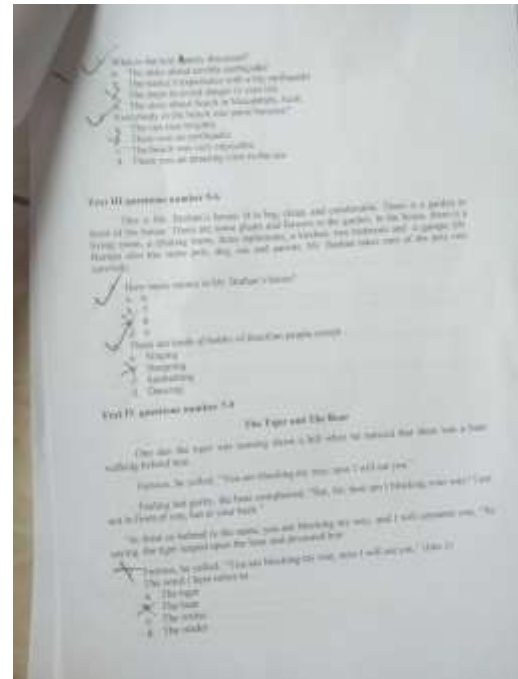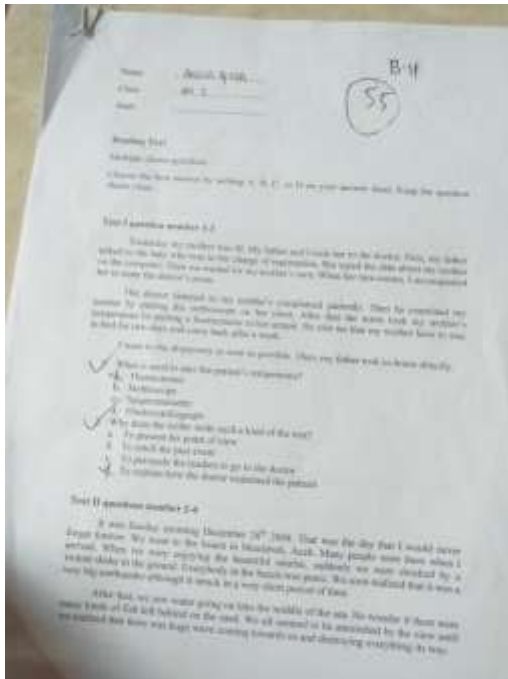3. The students were finishing the test in experimental class

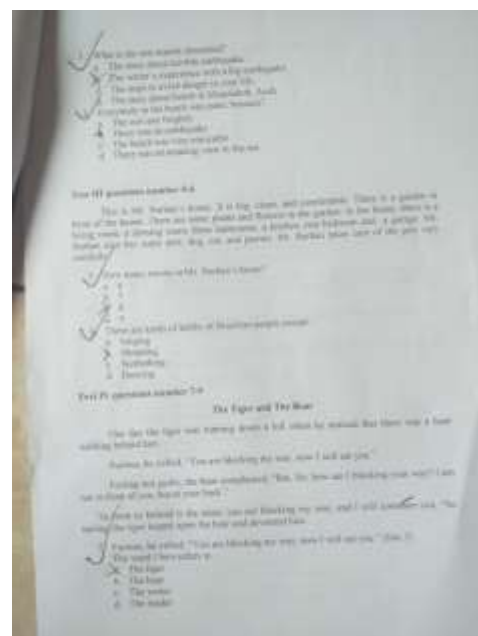
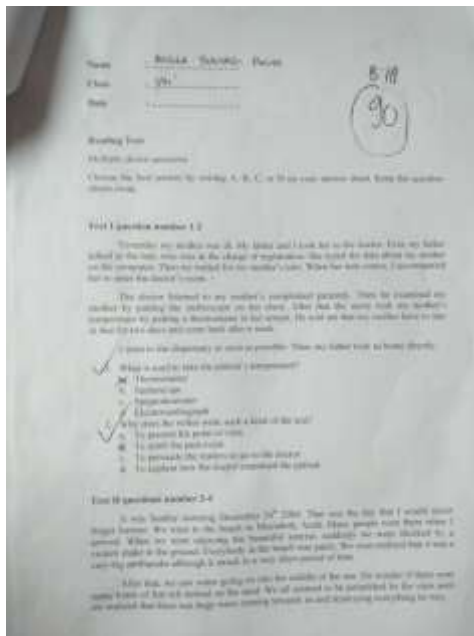4. The students were finishing the test in control clas

5. The lowest score in post-test of control class

6. The highest score in post-test of control class

7. The lowest score in post-test of experimental class

8. The higest score in post-test of experimental clas