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APPENDICES

Appendix 1: Pre-test and Post-test Questions for Reading Comprehension of News Texts

Read the following text to answer questions number 1 to 2.

Singapore to Develop Marine Tourism in Riau Islands of Indonesia

Singapore has expressed its interest in developing marine tourism in Natuna, Anambas and Lingga, three beautiful yet hidden regencies in the Riau Islands province of Indonesia.

According to Riau Islands deputy Governor, Soeryo Respationo, the three areas have their own beauty but lack of adequate infrastructure to boost tourism.

Singapore's investment in the tourism sector would perfectly match with the islands' need, he said recently. Soeryo said that Singapore Ambassador Anil Kumar Nayar visited the Riau islands asministration on Tuesday to show the country's commitment in developing the marine tourism sector.

- 1. Singapore is interested in making investment in
 - A. Tourism in the three islands in Riau
 - B. Tourism in the sea around the three islands in Riau
 - C. Building marine infrastructure in the three islands in Riau
 - D. Building tourism infrastructure in the three islands in Riau
 - E. Developing tourism industry in the three islands in Riau

- 2. What is the main idea of paragraph 3?
 - A. Singapore shows its commitment in developing the marine tourism sector in the three islands in Riau
 - B. Singapore ambassador visited the three islands in Riau
 - C. Singapore needs to invest in the three islands in Riau
 - D. Anil Kumar Nayar is the Singapore ambassador in Indonesia
 - E. Tourism is the best sector to invest your money in Riau

Read the following text to answer questions number 3 to 5.

The Growth of Indonesian Smokers

A survey has found about 13 percent of first-time smokers in the country are junior high school students. It also revealed 89 percent of young female employees were smokers. The survey was conducted in five major cities across the country, including Surakarta in Central Java.

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

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

- 3. The text mainly tells you about
 - A. The increase of Indonesian smokers
 - B. The health risks of smoking
 - C. Large amount of cigarettes
 - D. Young female smokers
 - E. The danger of smoking

- 4. Why does the growth of Indonesian smokers have to be concerned?
 - A. It decreases the selling of cigarette
 - B. It cannot make people work at cigarette factory
 - C. There are increasing younger smokers in Indonesia
 - D. It cannot make the large amount of cigarettes be distributed
 - E. It is likely that younger generation is uneducated to the risks of smoking
- 5. One of the advantages of cigarette industry is
 - A. To cause people addictive
 - B. To contribute a little amount to state revenue
 - C. To make sellers rich
 - D. To give a great job chance
 - E. To give jobs for certain people

Read the following text to answer questions number 6 to 9.

UN Conference

Indonesia has embarked on the task of counting its islands in order to better protect its territory and marine resources. It hopes to locate and name an additional 1,700 islands in time for the UN Conference on the Standardization of Geographical Names in August. Indonesia wants to claim sovereignty and fishing rights in the waters surrounding the islands, many of which its neighbors also claim.

The Indonesian government says illegal fishing in its waters is costing billions of dollars in lost revenue each year. A fisheries spokeswoman told the BBC: "Sixty per cent of islands in Indonesia don't have a name or officially have legal status, so they can easily be taken or claimed by another country."

Indonesia is the world's largest archipelago. At the last UN conference on geographical names in 2012, Indonesia registered 13,466 islands. A law in 1996

estimated that the number of islands was 17,508. The UN Convention on the Law of the Sea defines an island as, "a naturally formed area of land, surrounded by water, which is still exposed at high tide".

A spokesman from Indonesia's Ministry of Marine Affairs and Fisheries explained the scale of the task the counting team had. He said: "We have to visit every one of these islands, and then we note the coordinates, the name, the meaning of the name, the history of the land and describe the landscape and its geographical history...all that in great detail."

- 6. What kind of rights does Indonesia want to claim?
 - A. Water rights
 - B. Legal rights
 - C. Fishing rights
 - D. Lost rights
 - E. Mountain rights
- 7. Why does the growth of Indonesian smokers have to be concerned?
 - A. 1,000
 - B. 11,000
 - C. 17,000
 - D. 7,100
 - E. 1,700
- 8. When must an island be exposed for it to officially be an island?

UNIVERSITAS ISLAM NEGERI

itera utara medan

- A. At noon
- B. At midnight
- C. At low tide
- D. At high tide
- E. At night

- 9. "Indonesia has <u>embarked</u> on the task of counting" (paragraph 1) synonym of the underlined word is
 - A. Stayed
 - B. Launched
 - C. Stopped
 - D. Moved
 - E. Convened

Read the following text to answer questions number 10 to 11.

Tourist Boats Collided in Thailand, 42 Injured

Thailand: Forty-two passengers were injured and two were missing after two boats carrying Thai and foreign tourists collided in the popular island beach party, police said Sunday.

The speedboats were ferrying tourists to the Pha-Ngan island for a "Fullmoon" party, a monthly event that attracts thousands of young, mostly western tourists.

Provincial police officer, Adipong Tapee said of the 42 travelers injured, 39 were hospitalized including four Britons, four Australians and four Singaporeans. Also among them were Irish, Norwegian, Malaysian and Thai tourists, he said.

The boats collided and overturned before midnight Saturday, throwing the passengers into the rough sea water just off the island, the website of The Nation newspaper said. -AP

- 10. We know from the text that...
 - A. The boat carried forty two passengers
 - B. The accident happened not far from Pha-Ngan
 - C. The two missing passengers were westerners
 - D. The passengers were mostly foreign tourists
 - E. The boats collided on the way back to Pha-Ngan island

- 11. What had possibly caused the accident?
 - A. careless captain
 - B. Too many passengers on board
 - C. There were too many boats
 - D. A rough weather
 - E. The boats were speeding

Read the following text to answer questions number 12 to 13.

Madonna sues Manhattan co-op Board

NEW YORK – Madonna has sued the people who run her luxury co-op building overlooking the Central Park for refusing her request to buy a neighbor's apartment.

Madonna claimed in court papers that the co-op's board of directors wrongfully blocked her purchase of the seventh-floor apartment at West 64th street on the Upper West Side. The Material Girl actress, who already owns a large apartment in the building, is asking the court to let the sale go through and award her legal fees, according to a notice field Wednesday in Manhattan's State Supreme Court. The 49-year-old singer moved into the building after she was rejected by the board at the Ritzy San Remo co-op in 1985 presently home to U2 frontman, Bono. Midboro Management Inc., the company that manages the West 64th street building, refused to give comments on the dispute, and the co-op board president did not answer a call on Friday for comment.

Taken from "The Jakarta Post"

- 12. Madonna sued the Manhattan Co-op Board because.....
 - A. Midboro management Inc managed the West 64th street building wrongfully
 - B. they prevented her from buying another apartment at West 64th street
 - C. she's not allowed to sell her apartment in that building
 - D. they rejected Madonna to stay at the Ritzy San Remo co-op
 - E. they sold her apartment building at West 64th street

- 13. Where did Madonna live before she moved to her apartment at West 64th Street?
 - A. At the building overlooking the Central Park.
 - B. At Bono's apartment
 - C. At the luxury co-op building
 - D. At the Ritzy San Remo co-op building
 - E. At the building on the Upper West Side

Read the following text to answer questions number 14 to 15.

Protecting Sumatra's Forests & Ecosystems

(JP, Jakarta)

The Indonesia government and world wild fund (WWF) have announced a bold commitment to protect the remaining forest and critical ecosystem of Sumatra.

WWF said the historic agreement represented the first-ever island- wide commitment to protect Sumatra's stunning biodiversity.

The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN), world Conversation Congress in Barcelona and was endorsed by the governors of Sumatra's 10 provinces- the world's sixth-largest island- and also by four ministers.

Sumatra is the only place in the world where tigers, elephants, orangutans and rhinos co-exist.

The agreement commits all the governors in Sumatra, along with the Indonesia ministries of forestry, environment, home affairs and public works, to restore critical ecosystems in Sumatra and protect areas whit high conservation values.

WWF, Conservation International, Fauna and Flora International, Wildlife Conservation Society and other conservation groups working in Sumatra have agreed to help implement the political commitment to protect what remains of the island is species-rich forests and critical areas. The island has lost 48 percent of its natural forest cover since 1985.

More than 13 percent of Sumatra's remaining forests are peat forests, which sit a top the deepest peat soil in the world; clearing peat forests is a major source of carbon emissions that cause climate change

- 14. The following parties are involved in the commitment to protect Sumatra's biodiversity, EXCEPT:
 - A. The Indonesia Conservation Group
 - B. The minister of forestry
 - C. The minister of public works
 - D. The 10 governors of Sumatra
 - E. The World Wildlife Fund

15. The agreement is:

- A. to implement the decisions of the World Conservation Congress
- B. to support the governors of Sumatra to chase animals hunters
- C. to stop the emissions of carbon that cause climate change
- D. to protect the forests and ecosystems in Sumatra
- E. to work together for the development of Sumatra

Read the following text to answer questions number 16 to 20.

The Soccer Star David Beckham and His Wife

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their "Beckham brand". The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this.

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

- 16. The Beckham's huge income is depended on their
 - A. news
 - B. image
 - C. contracts
 - D. marriage
 - E. lifestyle
- 17. According to the newspaper, the Beckham's marriage was unhappy because of David Beckham's
 - A. affair
 - B. income
 - C. profession
 - D. public image
 - E. free kick
- 18. The marriage was really "on the rocks" (Paragraph 1 sentence 4)

 The phrase "on the rocks" means that the beckham's marriage is in a

 condition.

ra utara medan

- A. Bad
- B. good
- C. strong
- D. happy
- E. strange

- 19. The Beckhams' huge income (Paragraph 2 sentence 1). The word huge means
 - A. large
 - B. high
 - C. wide
 - D. big
 - E. small
- 20. David almost had a nervous breakdown because of arguments with his wife (Paragraph 2 sentence 3). The word arguments means
 - A. fight
 - B. angry
 - C. marriage
 - D. discussion
 - E. exercise

Read the following text to answer questions number 21 to 23.

Jakarta Post

Indonesia put in an impressive performance in their 2-0 defeat of Singapore, but still failed to qualify for next year's AFC U-22 soccer championship after finishing a third place at the end of Group E matches in Pekanbaru, Riau on Sunday.

The two goals for the home side, which welcomed Coach Aji Santoso back the sidelines from a four matches suspension, both came in the second half from Agung Supriyanto.

He scored his first goal from the penalty box before finding his second several minutes later. He beat a defender with a swift maneuver from the right flank and had the goalkeeper gasping as his thunderous goal blasted into the far post.

The young Indonesians collected 9 points, or just one point behind runner-up Australia, out of a six strong field of competitors. Japan topped the standing with a perfect collection 20-2 goal margin.

Singapore came in fourth with 7 points followed by Timor Leste with 3 points and Macau with no points.

In earlier matches in the day, favorite Japan continued their dominant form with a 5-0 drubbing of another tournament favorite Australia, while Timor Leste chalked up their first victory, a 4-1 over last-placed Macau.

- 21. Why did Indonesia fail to qualify for next year's AAFC U-22?
 - A. They defeated Singapore.
 - B. They got disqualified.
 - C. They finished in the third place.
 - D. They did not have the chance.
 - E. They showed impressive performance.
- 22. How did Agung Supriyanto get his second goal?
 - A. He let the goalkeeper keep the ball.
 - B. He beat a goalkeeper with a maneuver.
 - C. He welcomed Coach Aji Santoso back.
 - D. He kicked the ball from the penalty box.
 - E. He beat a defender with a swift maneuver.
- 23. What is the main idea of paragraph 1?
 - A. Indonesia failed to qualify next year's AFC U-22 despite their winning over Singapore.
 - B. Indonesia and Singapore participated in the AFC U-22 in Pekanbaru, Riau.
 - C. Indonesia's impressive performance has trounced Singapore by 2-0.
 - D. Indonesia did not perform well but could defeat Singapore by 2-0.
 - E. Indonesia could defeat Singapore by 2-0.

Read the following text to answer questions number 24 to 25.

Singapore to Develop Marine Tourism in Riau Islands of Indonesia.

Singapore has expressed its interest in developing marine tourism in Natuna, Anambas and Lingga, three beautiful yet hidden regencies in the Riau Islands province of Indonesia.

According to Riau Islands deputy Governor, Soeryo Respationo, the three areas have their own beauty but lack of adequate infrastructure to boost tourism.

Singapore's investment in the tourism sector would perfectly match with the islands' need, he said recently. Soeryo said that Singapore Ambassador Anil Kumar Nayar visited the Riau islands asministration on Tuesday to show the country's commitment in developing the marine tourism sector.

- 24. Singapore is interested in making investment in
 - A. Tourism in the three islands in Riau
 - B. Tourism in the sea around the three islands in Riau
 - C. Building marine infrastructure in the three islands in Riau
 - D. Building tourism infrastructure in the three islands in Riau
 - E. Developing tourism industry in the three islands in Riau

25. What is the main idea of paragraph 3?

- A. Singapore shows its commitment in developing the marine tourism sector in the three islands in Riau
- B. Singapore ambassador visited the three islands in Riau
- C. Singapore needs to invest in the three islands in Riau
- D. Anil Kumar Nayar is the Singapore ambassador in Indonesia
- E. Tourism is the best sector to invest your money in Riau

Appendix 2: Pre-test & Post-test Answer Key

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

Appendix 3: Question Item Validation Sheet

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ar 3. ite pr La	nswer The answer to the question men does not depend on the revious answer anguage Formulation of questions using	V	<i>U</i>		v		· · · · · · · · · · · · · · · · · · ·												- L						\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
ar 3. ito pr La	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language	VVV			v v		· · · · · · · · · · · · · · · · · · ·										\ \ \ \	V	- L						- 1
ar 3. ite pi La 1. ea	The answer to the question em does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using	V	<i>U U</i>		V		· · · · · · · · · · · · · · · · · · ·												- V						
ar 3. ite pi La 1. ea	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language	レレレ			V		V V												- 1						+
ar 3. ite pi La 1. ea	The answer to the question em does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using	レレレレ	U . U		V V		· · · · · · · · · · · · · · · · · · ·																		+
ar 3. itc pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	レレレレ	レ - レ - レ		レ ・ レ		V V												- L						
ar 3. itc pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V	U U U U										(2)	2)wr	inv	day	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	V	- L	10	L L L L L L L L L L L L L L L L L L L	· L	Sh.Co		
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext.	- V	V V	o:((i) W	Merc	lui	July Lee	را الله	L L	V V V V V V V V V V V V V V V V V V V	2)\wr	iny	day	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	V	- L	- U	L L L L L L L L L L L L L L L L L L L		Sh.Co		
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext ext	order or	V V	o:(L. Weter	lui	Le le	ر الم	L L L L L L L L L L L L L L L L L L L	· · · · · · · · · · · · · · · · · · ·	2)\wr	ihy x	day	u S		- L	- U	L L L L L L L L L L L L L L L L L L L		- L		
ar 3. ito pr La 1. ea 2.	The answer to the question em does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using	V V	ext ext	Corle	V V	o:(L L	lu lu j	July She	مان الم	, L	, (2	2)\wr	iny	day	u S		ary.					ntis	1
ar 3. itc pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext (Corle		o:((i) W	L L	lin	July She	رانالم	L . L . L	, (2	2)wr	iny.	day	L L M S	V	ary.				Sh.Co	ntis	1
ar 3. itc pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext ext	and a		o:(West Company	lui.	V V	رزيلم	L L	· · · · · · · · · · · · · · · · · · ·	2)wr	ing	day	L L M S	V V	ang.		n, 🤇			ntis	1
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext ext	ards.		o:(Meter	lui,	V V	انالم	L L L L L L L L L L L L L L L L L L L	(2	2)\w0	ing	day	u S		ang.	∕leda	n, 🤇			ntis	1
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	U U U	ext ext	orle order		o:(Muta	lui,	o o o o o o o o o o o o o o o o o o o	انالم	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	(2	2)\w(ing	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	U U	ext ext	Order Contract	L b	o:(my		Murc	lui,	de la lace	ما الما		(2	2)\wr	ing	day	L L L		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext	C C C C C C C C C C C C C C C C C C C		o:(L L	lin		ر الم		(2	2)\wr	iny.	day	u S		ang.	∕leda	ator,	Ine X		mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext	C C C C C C C C C C C C C C C C C C C		o:(L L	lais		C C C C C C C C C C C C C C C C C C C		, (2	2)\wr	iny .	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	U V		C C C C C C C C C C C C C C C C C C C		0: (v		Muse	lais	Le lucie de la luc	C adi	L L	, (2	2)\wr	ing	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext of	and		o:(L L	lui,	V V	al.;			2)\wr	in x	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V		and so		o:(L L L L L L L L L L L L L L L L L L L	lui,		o colin	us:	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	2)\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	in y	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	ext of	and so		o:(L L	lai,	V V	L L	L L	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	2)\wr	iny	day	v v v v		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. ito pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	C ext	C C C C C C C C C C C C C C C C C C C		- V		L L	lai,		- C		, (2	2)\wr	inx	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	
ar 3. itc pr La 1. ea 2.	The answer to the question men does not depend on the revious answer anguage Formulation of questions using asy-to-understand language Formulation of questions using ood and correct English	V V	- U			- C			lui,	o lue	- U		, (2	2)\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	iny	day	u S		ang.	∕leda	ator,	Ine X	24	mr's	

Appendix 4: Validity Test

		Scal_1	Stal_2	Stal_3	Scal_4	Soal_5	Stal_6	Soal_7	Stal_8	Scal_9	Stal_10	Soal_11	Stal_12	Scal_13	Soal_14	Stal_15	Soal_16	Stal_17	Scal_18	Soal_19	Stal_20	Soal_21	Soal_22	Scal_23	Soal_24	Stal_25	Skot_
al_1	Pearson Correlation	- 1	,356	,218	,921	,455	,418	,196	,408	,089	,327	,554"	,921	,683	,218	,772"	,554"	,318	,921"	,554"	,408	,196	,408	,196	,327	,554"	,
	Sig. (2-tailed)	١	,053	,247	,010	,012	,025	,299	,025	,640	,077	,001	010,	,000	,270	,000	,001	,097	,000	,001	,025	,299	,025	,299	,077	,001	
H_2	N Pearson Correlation	30	30	.136	30 .431	.934	30 508	.056	.508 [®]	.111	30 ,408	3D .191	30 431	.208	30	.433	.191	30 522 ^m	.431	30 .873	30 508	,056	30 508	.056	30 .408	30	H
	Sig. (2-tailed)	,053	'	,473	,017	,000	,004	,767	,004	,559	,025	,312	,017	,270	,101	,017	,312	,013	,017	,000	,004	,767	,004	,767	,025	,312	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
al_3	Pearson Correlation	,218	,136	1	,312	,067	,218	,346	,069	,408	,167	,000	,302	,218	,272	,424	,000	,202	,302	,134	,069	,346	,208	,346	,167	,010	Г
	Sig. (2-tailed)	,247	,473		,105	,724	,271	,061	,716	,025	,379	1,000	,105	,247	,146	,019	1,000	,285	,105	,431	,716	,061	,271	,061	,379	1,000	
-1.1	N Common Commission	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	-
oal_4	Pearson Correlation Sig. (2-tailed)	,921	,431° ,017	,302	1	,385 .035	,480° .007	,146 ,441	,323 .081	,185 ,329	,302 ,105	,494" .006	1,000	,592 .001	,123 .517	,853° .000	,494" ,006	,385	1,000	,494" ,006	,323 .081	,145 ,441	,480 .007	,145 ,441	,302 ,105	,494 ,006	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_5	Pearson Correlation	,455°	,934"	,067	,385	1	,451	,107	.591	,027	,437	.261	,385	,308	,384	,381	,261	,457°	,385	,935	,591"	,107	,451	,107	,437	,261	
	Sig. (2-tailed)	,012	,000	,724	,035		,012	,574	,001	,885	,016	.164	,035	,097	,036	,038	,164	,011	,035	,000	,001	,574	,012	,574	,016	,164	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
oal_6	Pearson Correlation	,408	,508"	,208	,480	,451	- 1	,005	,856	,056	,208	,536"	,480	,408	,508	,636	,536"	,451	,480	,536	,856	,005	1,000	,005	,208	,536	
	Sig. (2-tailed)	,025	,004	,271	,017	,012		,980	,000	,767	,271	,002	,007	,025	,004	,000	,002	,012	,007	,002	,000	,900	,000	,980	,271	,002	
Boal_7	N Pearson Correlation	.196	,056	.346	30 ,146	,107	.005	30	,005	,932	30 ,311	.018	30 ,146	,045	.198	.098	.018	-,172	.146	.157	30 ,005	1,000"	,005	1,000	.311	.018	\vdash
Na_i	Sig. (2-tailed)	,190	,167	,061	441	.101	.980	- '	.980	,000	,311	,923	,441	,812	,190	.000	,923	,353	.441	.407	980	,000	,980	.000	.094	,923	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_8	Pearson Correlation	,408	,508"	,069	,323	,591"	,856"	,005	1	-,085	,208	,536"	,323	,408	,508"	,489	,536"	,451	,323	,536"	1,000	,005	,856	,005	,208	,536"	Н
-	Sig. (2-tailed)	,025	,004	,716	,081	,001	,010	,980		,656	,271	,002	,081	,025	,004	,106	,002	,012	,081	,002	,000	,900	,000	,980	,271	,012	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_9	Pearson Correlation	,089	,111	,408	,185	,027	,056	,932"	-,085	1	,272	-,055	,185	-,059	,111	,144	-,055	-,110	,185	,092	-,085	,932	,056	,932	,272	-,055	
	Sig. (2-tailed)	,640	,559	,025	,329	,885	,767	,000	,656		,146	,775	,329	,755	,559	,447	,775	,563	,329	,667	,656	,000	,767	,000	,146	,775	
Soal 10	N Pearson Correlation	30	30	30	30	30 422	30	30	30	30	30	- 30	30	30	30	477	30	30	30	30 AEO ^{II}	30	30	30	30	4 000"	30	-
oual_IU	Pearson Correlation Sig. (2-tailed)	,327	,408° ,025	,167 .379	,302 ,105	,437 ,016	,208 ,271	,311 ,094	,208 ,271	,272 ,146	1	-,200 .288	,302 ,105	-,036 ,849	,238 ,205	,177 ,350	-,200 .288	,101 ,596	,302 ,105	,468° .009	,208 ,271	,311 ,094	,208 ,271	,311 ,094	1,000"	-,200 288	
	N (z-raneu)	30	,020 30	30	30	30	30	30	30	,140	30	,286 30	30	30	30	30	30	,090	30	30	30	30	30	30	30	30	
Soal_11	Pearson Correlation	554	,191	,000	,494	,261	,536"	,018	,536	-,055	-,200	1	,494	,554	,327	,614"	1,000"	,126	,494	,330	,536	,018	,536	,018	-,200	1,000"	
	Sig. (2-tailed)	,001	,312	1,000	,016	,164	,002	,923	,002	,775	,288		,006	,001	,077	,000	,000	,508	,006	,075	,002	,923	,012	,923	,288	,010	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_12	Pearson Correlation	,921	,431	,302	1,000	,385	,480"	,146	,323	,185	,302	,494"	1	,592	,123	,853"	,494"	,385	1,000"	,494"	,323	,146	,480	,146	,302	,494"	П
	Sig. (2-tailed)	,000	,017	,105	,010	,035	,007	,441	,081	,329	,105	,006		,001	,517	,000	,006	,035	,000	,006	,081	,441	,007	,441	,105	,016	
Boal_13	N Pearson Correlation	.683 ^m	.208	.218	30 592	30	30 .418	30 .045	.408	-,059	-036	.554"	.592 ^m	30	30 208	.617"	.554"	.161	.592"	30 .418	30 408	.045	. 408°	.045	-036	.554"	H
nel_IJ	Pearson Correlation Sig. (2-tailed)	,683	,208	,218	,592 ,001	,308 790,	,408	,812	,408 ,025	-,059 ,755	-,036 ,849	,004	,592 ,001	1	,218	,617 ,000	,554	,161	,592,	,418 ,025	,408	,812	,408 ,025	,045 ,812	-,036 ,849	,054	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Soal_14	Pearson Correlation	,218	,306	,272	,123	,384	,508"	,198	,508	,111	,238	,327	,123	,208	1	,289	,327	,384	,123	,454"	,508	,198	,508	,198	,238	,327	H
	Sig. (2-tailed)	,270	,101	,146	,517	,036	,014	,295	,004	,559	,205	,077	,517	,270		,122	,077	,036	,517	,010	,004	,295	,004	,295	,205	,077	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_15	Pearson Correlation	,772	,433	,424	,853	,381	,636	,098	,489	,144	,177	,614	,853	,617	,289	1	,614	,381	,853	,472	,489	,098	,636	,098	,177	,614	
	Sig. (2-tailed)	,000	,017	,019	,000	,038	,010	,607	,006	,447	,350	,000	010,	,000	,122		,000	,038	,000	,008	,006	,607	,000	703,	,350	010,	
Boal_16	N Pearson Correlation	30 554	.191	.000	30 .494	30 .261	30 536	30 .018	.536 [™]	055	-,200	1,000"	.494	.554	30	.614"	30	30 ,126	.494"	.330	30 536	.018	30 536	.018	- 200	1,000	H
10 a_10	Sig. (2-tailed)	,001	,191	1,000	,494	,164	,002	,923	,002	-,uso ,775	,288	,000	,494	,004	,027	,014	'	,120	,494	,075	,002	,923	,010	,923	,288	,000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Soal_17	Pearson Correlation	,318	,522"	,202	,385	,457	,451	-,172	,451	-,110	,101	,126	,385	,161	,384	,381	,126	1	,385	,396	,451	-,172	,451	-,172	,101	,126	Г
	Sig. (2-tailed)	,097	,003	,285	,035	,011	,012	,363	,012	,563	,596	,508	,035	,394	,036	,038	,508		,035	,031	,012	,363	,012	,363	,596	,508	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Soal_18	Pearson Correlation	,921"	,431	,302	1,000	,385	,480	,146	,323	,185	,302	,494"	1,000	,592	,123	,853	.494"	,385	1	,494	,323	,146	,480	,146	,302	,494	
	Sig. (2-tailed)	,000	,017	,105	,010	,035	,007	,441	,081	,329	,105	,006	010,	,001	,517	,000	300,	,035		,006	,081	,441	,017	,441	,105	,016	
Soal_19	N Pearson Correlation	30 554	.873 ["]	.134	30	.935"	30 536	.157	30	30 082	30 400"	30	30	.408	30 464	30 471"	30	30	.494"	30	30 536	30	30 536	.157	.468	30	-
will 13	Sig. (2-tailed)	,004	,873	,134	,494 ,006	,600,	,016	,157 ,407	,536 ,002	,012	,468 ,009	,330	,494 ,006	,408	,464,	,472 ,008	,390	,031	,494	1	,002	,157 ,407	,036	,157	,918	,330	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Soal_20	Pearson Correlation	,418	,508"	,069	,323	,591	,856	,005	1,000	-,085	,208	,536"	,323	,408	,518	,489	,536"	,451°	,323	,536	1	,005	,856	,005	,208	,536"	
	Sig. (2-tailed)	,025	,004	,716	,081	,001	,010	,980	,000	,656	,271	,002	,081	,025	,004	,006	,002	,012	,081	,002		,980	,000	,980	,271	,002	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_21	Pearson Correlation	,196	,056	,346	,146	,107	,015	1,000"	,005	,932	,311	,018	,146	,045	,198	,098	,018	-,172	,146	,157	,005	1	,015	1,000"	,311	,018	ī
	Sig. (2-tailed)	,299	,767	,061	,441	,574	,980	,000	,980	,000	,094	,923	,441	,812	,295	,607	,923	,363	,441	,407	,980		,980	,000	,094	,923	
Real 27	N Pearson Correlation	30 408	30 Eng [®]	30	30	30	30 4 000	30	30	30 .056	30	30	30	408	30	30 626	30 616"	30 451	30 401	30	30	30	30	30	30	526"	-
Boal_22	Pearson Correlation Sig. (2-tailed)	,418 ,025	,508 ,004	,208 ,271	,480 ,017	,451 ,012	1,000 ,000	,005 ,980	,856 ,000	,056 ,767	,208 ,271	,536	,480 ,007	,408	,508 ,004	,636, 000,	,536"	,012	,480 ,007	,536 ,002	,856 ,000	,005 ,580	1	,005 ,980	,208	,536 ,002	
	N (Zianes)	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
ical_23	Pearson Correlation	,196	,056	,346	,146	,107	,015	1,000	,005	,932	,311	,018	,146	,045	,198	,198	,018	-,172	,146	,157	,005	1,000"	,015	1	,311	,018	Г
	Sig. (2-tailed)	,299	,767	,061	,441	,574	,980	,000	,980	,000	,094	,923	,441	,812	,295	,607	,923	,363	,441	,407	,980	,000	,980		,094	,923	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Boal_24	Pearson Correlation	,327	,408	,167	,312	,437	,208	,311	,208	,272	1,000"	-,200	,312	-,036	,238	,177	-,200	,101	,302	,468	,208	,311	,208	,311	1	-,200	
	Sig. (2-tailed)	,077	,025	,379	,105	,016	,271	,094	,271	,146	,000	,288	,105	,849	,205	,350	,288	,596	,105	,009	,271	,094	,271	,094		,288	
had 65	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	H
ical_25	Pearson Correlation	,554"	,191	,000	,494 and	,261	,536	,018	,536	-,055	-,200	1,000"	,494	,554	,327	,614"	1,000"	,126 eee	,494	,330	,536	,018	,536	,018	-,200	1	
	Sig. (2-tailed) N	,001	,312 30	1,000	,016 30	,164	,002	,923	,002 30	,775	,288	,000	,016	,001 30	,077	,000	,000	,508	,006	,075	,002	,923	,012	,923	,288		
Sunr Tatel	N Pearson Correlation	,782 th	,646 ^{°°}	.391°	,771 ^m	.673 [°]	,756 ¹⁰	,402°	,708 ¹⁰	30 ,361	,419°	.618 ¹⁰	,771 T	.589 ¹⁰	30 ,541	,806"	.618	30 ,447	,771°	30 ,749	,708 ¹¹	,402°	,756	,402	,419	,618 ¹⁰	_
~==_IUId	Sig. (2-tailed)	,782	.000	.033	,771	,000	,000	,402	,000	,050	,419	.000	,771	.001	,012	,000	,016	,447	,//1	.000	.000	,402	,000	,028	,419 ,021	,018	
			(899	1000	,000	,000	Sean	1460	30	,000	100.0	,000	30	30	30	,499	1000	less.	1444	30	1000	30	,000	,000	1994	,200	

Appendix 5: Reliability Test

Reliability Statistics

	10.1.01.00
Cronbach's	
Alpha	N of Items
,927	25



Appendix 6: Control Class Lesson Plan

LESSON PLAN (CONTROL CLASS)

School : MAN Asahan

Course : English

Class/Semester : X- IPS 3 / 2

Time Allocation : 2 x 45 Minutes

Language Skill : Reading

Topic : News Text

A. Standard Competence

1. Understanding the value of news 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.
- 3.1 In the implementation of functional communication, show truthful, orderly, confident, and responsible conduct.
- 4.1 Understand the social role of simple narrative document, the text structure, and linguistic elements.
- 5.1 Describe the key thought and supporting detail in the text.
- 6.1 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 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 text through application conventional method

E. Strategy of Teaching

Conventional method

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	1. Greetings							
their attendance	2. Students answer a question from							
2. Teacher mentions the material.	a teacher							
3. Teacher explains the goals,	3. Students listen to an							
benefits, and learning processes.	interpretation							
~ 1	from the teacher							
Main Activities	6							
1. The teacher explain about the	1. Students read a reading text.							
general structure of the text.	2. In reading text, students difficult							
2. The teacher asks students for a	words and search in their dictionary							
reading text and define the general	for the meaning and define the							
structure of the text.	general structure of the text.							
3. The teacher asks students for	3. Students answer the questions of							
answer the questions of the text	the text.							
with their chairmate.								
Closing								
The teacher asked the students	1. Students answer teacher's							
whether they liked the lesson or not.	question.							
(honesty)	2. Students make conclusion what							
1. By discussing the material they	they have learned.							
have learned today. (responsive)								
2. The teacher ends the lesson by								
saying goodbye. (caring)								

I. Assessment

a. Knowledge Assessment

Instrument : Test

Form: Multiple Choices

News Text 1

Seven Killed in Accident on Jalan Sultan

Newsworthy Event

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night.

Backgroud Event

The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

Sources

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car—a small Japanese car—should not have been carrying more than five people. The names of the victims are not yet known.

News Text 2

YONKERS

Newsworthy Event

YONKERS, Nov 12th. A four alarm fire damaged 14 stores today in the Cross County Shopping Center. The largest shopping Center in Westchester County.

Backgroud Event

Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E Dewey Thruway.

Sources

Five fire-fighters were busy at the scene; Lieut. John Carey of Yonkers Arson Squad said the cause of the fire was under investigation.

- 1. The text mainly tells us about ...
 - A. the Yonkers Arson Squad.
 - B. the blaze at the shoe store
 - C. a fire in the shopping center
 - D. a shopping center in the cross county.
 - E. the largest shopping center in Westchester County.
- 2. The fire has lasted about ...
 - A. half an hour
 - B. forty fife minutes
 - C. one hour
 - D. one and a half hours
 - E. two hours
- 3. How many investigators and fire fighters were involved in the scene?

era utara medan

- A. Two
- B. Seven
- C. Twelve
- D. Thirteen
- E. Fourteen

The Key Answer

- 1. C
- 2. D
- 3. B

b. Scoring

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

Note:

S = the score

R = the right answer number

N = the number of test item

Kisaran, 12 Mei 2022

Known by,

Headmaster of MAN Asahan,



Researcher

English Teacher

Salsabila Utami

NIM: 0304182148

Ramai Sari Nasution

Appendix 7: Experimental Class Lesson Plan

LESSON PLAN (EXPERIMENTAL CLASS)

School : MAN Asahan

Course : English

Class/Semester : X- IPS 1 / 2

Time Allocation : 2 x 45 Minutes

Language Skill : Reading

Topic : News Text

A. Standard Competence

1. Understanding the value of news 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.
- 3.1 In the implementation of functional communication, show truthful, orderly, confident, and responsible conduct.
- 4.1 Understand the social role of simple narrative document, the text structure, and linguistic elements.
- 5.1 Describe the key thought and supporting detail in the text.
- 6.1 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	1. Greetings
their attendance	2. Students answer a question from
2. Teacher mentions the material.	a teacher
3. Teacher explains the goals,	3. Students listen to an
benefits, and learning processes.	interpretation
	from the teacher
Main Activities	
1. The teacher presents one or more	1. Students form discussion groups
notes or post it.	and choose a leader from each
2. The teacher asks students to form	group.
several groups.	2. The leader of each group comes
3. The teacher asks the leader of	to the front of the class.
each group to come to the front of	3. Students choose one of the news
the class.	title given by the teacher and write
4. The teacher asks students to	it down in their notes.
choose a news title given by the	4. Students read the news title in
teacher and write it in their notes.	their friends' notes to each other by
5. The teacher asks each student to	going around.
put their notes in their	5. Students receive notes selected
clothes/pockets.	by the teacher and discuss the news
6. The teacher asks students to read	title and text with their group
their friends' titles to each other by	friends.
going around.	6. Students return to the teacher and
7. The teacher exchanges the news	the group leader comes to the front
titles chosen by students with other	of the class to read the text and
friends.	questions and answers that have
8. The teacher asks students to	been discussed with their group

discuss the text given by the teacher	friends.
based on the title and answer	
questions with their group friends.	
9. The teacher asks the group leader	
to read the text and explain the	
questions and answers from the text	
in front of the class.	
Closing	
The teacher asked the students	1. Students answer teacher's
whether they liked the lesson or not.	question.
(honesty)	2. Students make conclusion what
1. By discussing the material they	they have learned.
have learned today. (responsive)	Α.
2. The teacher ends the lesson by	
saying goodbye. (caring)	

I. Assessment

b. Knowledge Assessment

Instrument: Test

Form: Multiple Choices

News Text 1

Wade withdraws from U.S. basketball team

(Reuters) - Miami Heat guard Dwyane Wade withdrew his name from the player pool for the U.S. Olympic basketball team on Thursday because his injured left knee will require surgery, USA Basketball said.

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SUMATERA UTARA MEDAN

After receiving the diagnosis from the Heat team physician, the All-Star guard, who helped Miami win the NBA title in five games over the Oklahoma City Thunder, informed USA Basketball chairman Jerry Colangelo that he was having the surgery soon and would be unable to compete in London.

"As many people may know, throughout the season, I struggled with a recurring knee issue," Wade said in a statement. "After the championship game, I visited with my doctors for a round of comprehensive medical tests, and the recent results dictate the need for surgery. "While every part of me wants to be in London, I need to take this time to do what's best to improve my health and allow me to continue to play the game I love."

Wade was the U.S. team's leading scorer in their run to 2008 Olympic gold in Beijing, scoring a game-high 27 points as the Americans beat Spain 118-107 in the Olympic final.

Despite having his knee drained during the NBA playoffs, Wade averaged over 22 points a game during Miami's championship series triumph over the Thunder.

Wade's exit from the U.S. squad left 17 players in the mix for 12 spots on the Olympic team following injuries that removed several players from consideration, including Derrick Rose of the Chicago Bulls and Dwight Howard of the Orlando Magic.

- 1. Why can't Wade play for U.S basketball team?
 - A. He is too old to play basketball
 - B. His injured left knee requires surgery
 - C. He doesn't want to complete in London
 - D. He wants to visit his doctor for a medical test
 - E. He was removed from the U.S. basketball team.
- 2. Based on the text, Dwyane Wade...
 - A. will be a guard in the U.S. Olympic basketball team
 - B. will never play basketball again for the U.S. team
 - C. failed to play in Beijing Olympic games
 - D. is the most valuable player in the Olympic games
 - E. was the leading scorer for the U.S. team in Beijing Olympic games
- 3. What is the main idea of paragraph 3?
 - A. Peole know that Dwyane Wade has a problam
 - B. Dwyane Wade visit his doctors for medical test
 - C. The doctors suggested Wade recovers his knee by surgery
 - D. Dwyane Wade wants to improve his health to continue the game
 - E. Dwyane Wade has struggled with his knee problem that he needs surgery

News Text 2

Baghdad

BAGHDAD (Reuters) – Six U.S. soldiers were killed by a blast north of Baghdad on Monday, the U.S. military said on Tuesday, in one of the single deadliest ground attacks against American forces in Iraq in months.

Three other soldiers were wounded after an explosion went off near their vehicles in the province of Salahaddin, the military said in a statement, without giving details. Salahaddin is a Sunni Arab insurgent stronghold.

More than 3,170 U.S. soldiers have died in Iraq since the U.S.-led invasion in March 2003.

Iraqi and U.S. forces are in the third week of a security crackdown in Baghdad aimed at stemming sectarian violence. U.S. military commanders have expressed concerns that insurgents could step up attacks outside Baghdad.

- 1. The text talks about
 - A. six U.S. soldiers killed by a blast
 - B. attacking against American
 - C. a blast north of Baghdad
 - D. a Sunni Arab insurgent
 - E. the U.S. military
- 2. Which of the following statements is NOT mentioned in the text?
 - A. Insurgents could increase attacks outside Baghdad.
 - B. Three soldiers were wounded after an explosion went off.
 - C. The U.S invasion has caused more than 3,170 of its soldiers died.
 - D. Six, US, soldiers died due to a blast north of Baghdad on Monday.
 - E. Iraqi and U.S. forces are in the second week of a security crackdown in Baghdad.
- 3. Iraqi and U.S. forces are in the third week of a security <u>crackdown</u> in Baghdad aimed at stemming sectarian violence. (Paragraph3)

The underlined word means....

- A. line
- B. guard
- C. attack
- D. clean-up
- E. protection

News Text 3

Patient's Medication Errors

(Reuters Health) - Half of all heart patients made at least one medication-related mistake after leaving the hospital, and guidance from a pharmacist didn't seem to reduce those errors, in a new study.

Consequences of mistakes - such as forgetting to take certain drugs or taking the wrong dose - can range from side effects like constipation to more serious drops in blood pressure. Two percent of errors were life-threatening.

Hospitals involved in the study were already taking steps to prevent medication mistakes in addition to the extra pharmacist intervention, said Dr. Sunil Kripalani, the study's lead author from the Vanderbilt University Medical Center in Nashville, Tennessee.

"We were surprised to see that in spite of these efforts that 50 percent (of patients) were still having these medication errors," he told Reuters Health.

Although the pharmacist visits didn't help the average patient, he added, certain ones seemed to benefit - such as patients who were on multiple drugs or had trouble understanding health information.

As for traditionally lower-risk patients, he said other strategies to prevent errors may be needed.

- 1. What does the text tell us about?
 - A. The patient's medication errors
 - B. The hospital's medical treatments
 - C. The doctor's medical treatment
 - D. The uncontrolled medical treatment
 - E. The pharmacist's medication mistakes

- 2. What is the effect of medication errors?
 - A. Bleeding on heart
 - B. Health information
 - C. Problem in healing
 - D. Life—long time
 - E. Life –threatening
- 3. "... and guidance from a pharmacist didn't seem to <u>reduce</u> those errors" (part 1)

The underlined word is closest in meaning to

- A. Improve
- B. Upgrade
- C. Decrease
- D. Degrade
- E. Increase

News Text 4

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) - Spain's most wanted thief, "The Loner," saw himself as a Robin Hood-style figure and said he robbed banks only because they stole from the public, his lawyer said Thursday.

Accused of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newspapers El Pais and El Mundo.

Trillo-Figueroa said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters

- 1. What is the text about?
 - A. The websites of newspaper EI Pais and EI Mundo
 - B. Spanish media reporter, Jose Mariano Trillo-Figueroa
 - C. The arresting of Spains's most wanted thief in Portugal
 - D. A submachine gun in preparation for another bank robbery
 - E. A Spanish 1970s television bandit in the style of Robin Hood
- 2. Before being arrested, Jaime Jimenez Arbe . . . in Spain
 - A. had just robbed a policeman.
 - B. had robbed 30 banks
 - C. would have killed three officers of the law
 - D. had robbed insurance companies
 - E. had been working for companies
- 3. The reason why "The Loner" robbed the banks is because
 - A. his lawyer helped him
 - B. he was the most wanted thief in Spain
 - C. he was accused of killing three policemen
 - D. he believed that the banks stole money from the public
 - E. he was himself as a Robin Hood-style figure

News Text 5

UN: Indonesia records 117th human case of bird flu

Geneva (AP): Indonesia has recorded another human case of the H5N1 strain of the bird flu, raising its world-leading total to 117 cases, according to the World Health Organization.

The agency said Friday night that the Indonesian Health Ministry had reported that a 16-year-old girl from West Java Province has been hospitalized since Jan. 4 with symptoms of the disease. It said the strain had been confirmed as H5N1.

Of the total number of human cases in Indonesia, 94 have been fatal. WHO says that globally 349 people have been infected with H5N1 since the 2003 outbreak of the disease. Of those, 216 have died.

After Indonesia the country with the next highest number of cases in Vietnam with 101, followed by Egypt with 43, according to the U.N. health agency

- 1. Which of the following statement is true according to the text?
 - A. Egypt ranked second as the highest number of bird flu cases
 - B. Indonesia's 117th human case of bird flu was found in West Java
 - C. The article is taken from the UN report
 - D. Since 2003, it has been reported that all 117 Indonesians died of bird flu
 - E. According to WHO, there have been 349 people in Indonesia infected by H5N1
- 2. In the WHO release, the country ranked second in number of bird flu case found is
 - A. Indonesia
 - B. Vietnam
 - C. Egypt
 - D. USA
 - E. Singapore
- 3. The word "fatal" in the third paragraph has the closest meaning to
 - A. Harmless
 - B. Poisonous
 - C. Tedious
 - D. Deadly
 - E. Extreme

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The Key Answer

News Text I	: I. B	2. E	3. C
News Text 2	: 1. B	2. E	3. B
News Text 3	: 1. A	2. E	3. C
News Text 4	: 1. C	2. B	3. D
News Text 5	: 1. B	2. B	3. D

b. Scoring

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

Note:

S = the score

R = the right answer number

N = the number of test item



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Appendix 8: Pre-test and Post-test Scores

Pre-Test and Post-test Scores in the Control Class

No	Name	Pre-test Score	Post-test Score
1	AM	92	92
2	AKP	80	84
3	AHR	76	88
4	AYA	88	92
5	DBP	92	96
6	DS	80	92
7	FA	76	88
8	HRC	64	76
9	HD	84	84
10	HS	84	88
11	IR	84	92
12	KSW	88	92
13	LW	84	96
14	LAN	84	92
15	MAN	92	92
16	MAF	80	84
17	MZS	72	100
18	NFJ/	80	88
19	NHK	92	100
20	NFB	76	88

Appendix 9: Pre-test and Post-test Scores

Pre-Test and Post-test Scores in the Experimental Class

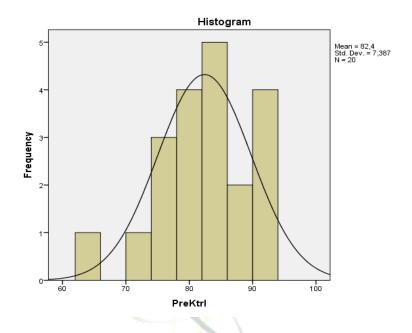
No	Name	Pre-test Score	Post-test Score
1	ATY	92	92
2	AS	76	92
3	AR	84	96
4	BR	92	92
5	DM	84	88
6	FY	76	84
7	GABB	72	80
8	HR	88	96
9	KF	96	100
10	KNP	80	88
11	MAZ	84	92
12	MAR	76	84
13	MC	84	96
14	MD	88	92
15	MHA	92	100
16	MR	80	88
17	NRS	88	96
18	NRM	84	88
19	NA	88	88
20	PA	100	100
21	QSR	84	96
22	RF	84	96
23	RAD	88	92
24	RA	72	84

Appendix 10: Descriptive Statistics of Control Class Pre-test Data

Pretest Kontrol

N	Valid	20
	Missing	4
Mear	1	82,40
Media	an	84,00
Std. [Deviation	7,387
Varia	nce	54,568
Rang	е	28
Minin	num	64
Maxir	mum	92
Sum		1648

_					
					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	64	1	4,2	5,0	5,0
	72	1	4,2	5,0	10,0
	76	3	12,5	15,0	25,0
	80	4	16,7	20,0	45,0
	84	5	20,8	25,0	70,0
	88	2	8,3	10,0	80,0
	92	4	16,7	20,0	100,0
	Total	20	83,3	100,0	
Missing	System	4	16,7		
Total		24	100,0		

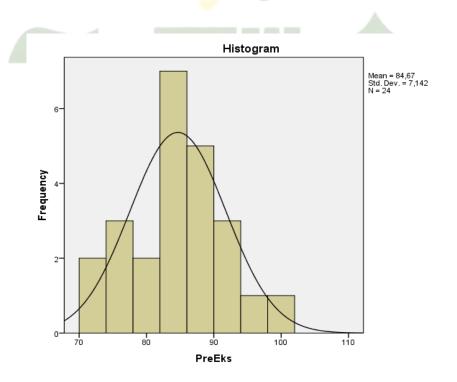


Appendix 11: Descriptive Statistics of Experimental Class Pre-test Data

PreTest Eksperimen

N	Valid	24
	Missing	0
Mean		84,67
Median		84,00
Std. De	7,142	
Varianc	51,014	
Range		28
Minimur	m	72
Maximu	m	100
Sum		2032

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	8,3	8,3	8,3
	76	3	12,5	12,5	20,8
	80	2	8,3	8,3	29,2
	84	7	29,2	29,2	58,3
	88	5	20,8	20,8	79,2
	92	3	12,5	12,5	91,7
	96	1	4,2	4,2	95,8
	100	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

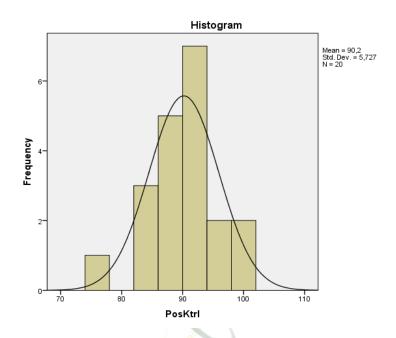


Appendix 12: Descriptive Statistics of Control Class Post-test Data

Posttest Kontrol

N	Valid	20
	Missing	4
Mean		90,20
Mediar	า	92,00
Std. De	eviation	5,727
Varian	ce	32,800
Range		24
Minimu	ım	76
Maxim	um	100
Sum		1804

					Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	76	1	4,2	5,0	5,0
	84	3	12,5	15,0	20,0
	88	5	20,8	25,0	45,0
	92	7	29,2	35,0	80,0
	96	2	8,3	10,0	90,0
	100	2	8,3	10,0	100,0
	Total	20	83,3	100,0	
Missing	System	4	16,7		
Total		24	100,0		

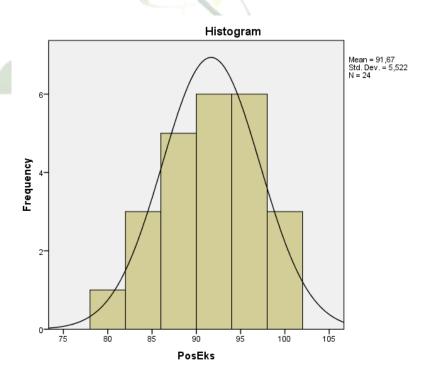


Appendix 13: Descriptive Statistics of Experimental Class Post-test Data

Posttest Eksperimen

N	Valid	24
	Missing	0
Mean		91,67
Media	an	92,00
Std. [Deviation	5,522
Varia	nce	30,493
Rang	е	20
Minim	num	80
Maxin	num	100
Sum		2200

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	4,2	4,2	4,2
	84	3	12,5	12,5	16,7
	88	5	20,8	20,8	37,5
	92	6	25,0	25,0	62,5
	96	6	25,0	25,0	87,5
	100	3	12,5	12,5	100,0
	Total	24	100,0	100,0	



Prerequisite Test for Analysis and Results of Data Analysis Normality Test of Data Distribution

Appendix 14: Pre-test Normality Test in Experimental Class

Case Processing Summary

	Cases					
	Valid Missing Total				Total	
Kelas	N Percent		N	Percent	N	Percent
PreTest Eksperimen	24	100,0%	0	0,0%	24	100,0%

Descriptives

	Descriptives			
Kelas			Statistic	Std. Error
PreTest Eksperimen	Mean		84,67	1,458
	95% Confidence Interval for	Lower Bound	81,65	
	Mean	Upper Bound	87,68	
	5% Trimmed Mean		84,56	
	Median		84,00	
	Variance		51,014	
	Std. Deviation		7,142	
	Minimum		72	
	Maximum		100	
	Range		28	
	Interquartile Range		8	
	Skewness		,027	,472
	Kurtosis		-,171	,918

Tests of Normality

	Kolmogo	nirnov ^a	v ^a Shapiro-Wilk			
Kelas	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Eksperimen	,171	24	,067	,960	24	,444

- *. This is a lower bound of the true significance.
- a. Lilliefors Significance Correction

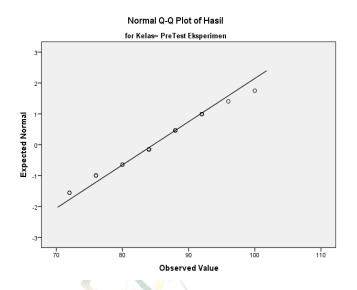
Experimental Class Pre-test Score

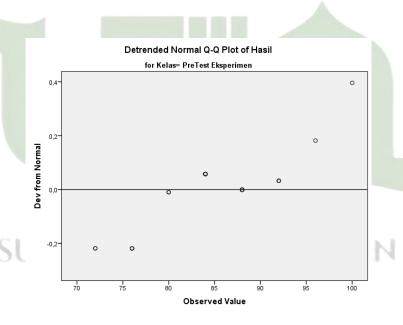
Hasil Stem-and-Leaf Plot for Kelas= PreTest Eksperimen

Frequency	Stem &	Leaf
2,00 3,00	7. 7.	22 666
9,00	8.	004444444
5,00	8.	88888
3,00	9.	222
1,00	9.	6
1,00	10 .	0

Stem width: 10
Each leaf: 1 case(s)







Appendix 15: Post-test Normality Test in Experimental Class

Case Processing Summary

	Cases					
	Valid		Missing		Total	
Kelas	N	Percent	Ν	Percent	N	Percent
PostTest Eksperimen	24	100,0%	0	0,0%	24	100,0%

Descriptives

	Descriptives			
Kelas	N		Statistic	Std. Error
PostTest Eksperimen	Mean	_	91,67	1,127
	95% Confidence Interval for	Lower Bound	89,33	
	Mean	Upper Bound	94,00	
	5% Trimmed Mean		91,81	
	Median		92,00	
	Variance		30,493	
	Std. Deviation		5,522	
	Minimum		80	
	Maximum		100	
	Range		20	
	Interquartile Range		8	
	Skewness		-,271	,472
	Kurtosis		-,619	,918
SUMAT	ERA UTARA	MEDAI	N	

Tests of Normality

	Kolmogo	nirnov ^a	Shapiro-Wilk			
Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
PostTest Eksperimen	,159	24	,121	,939	24	,159

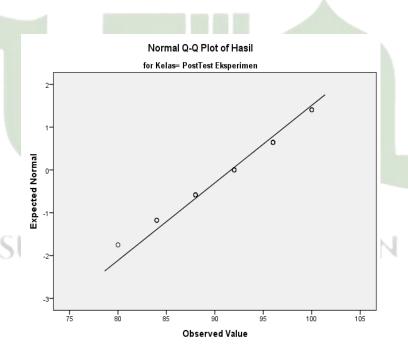
.

- *. This is a lower bound of the true significance.
- a. Lilliefors Significance Correction

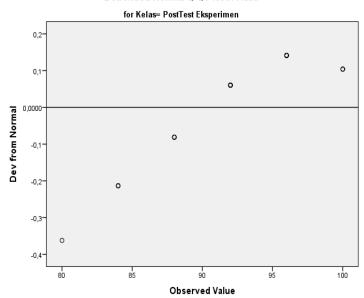
Experimental Class Post-test Score

Hasil Stem-and-Leaf Plot for Kelas= PostTest Eksperimen

Frequency	Stem	&	Leaf
4,00 5,00 6,00 6,00 3,00	8 8 9 9		0444 88888 222222 666666 000
Stem width: Each leaf:			0 case(s)



Detrended Normal Q-Q Plot of Hasil



Appendix 16: Pre-test Normality Test in Control Class

Case Processing Summary

	Cases					
	Valid		Missing		Total	
Kelas	N	Percent	Ν	Percent	N	Percent
PreTest Kontrol	20	100,0%	0	0,0%	20	100,0%

Descriptives

	Descriptives			
				Std.
Kelas			Statistic	Error
PreTest Kontrol	Mean	<u> </u>	82,40	1,652
	95% Confidence Interval for	Lower Bound	78,94	
	Mean	Upper Bound	85,86	
	5% Trimmed Mean		82,89	
	Median		84,00	
	Variance		54,568	
	Std. Deviation		7,387	
	Minimum		64	
	Maximum		92	
	Range		28	
	Interquartile Range		11	
	Skewness		-,622	,512
	Kurtosis		,523	,992

Tests of Normality

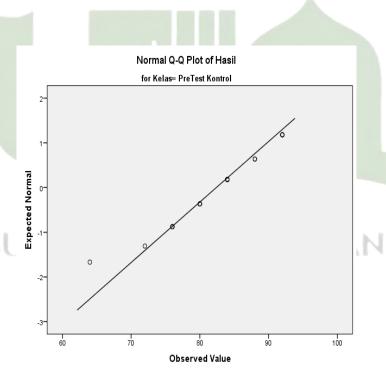
	Kolmogo	nirnov ^a	Shapiro-Wilk			
Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest Kontrol	,136	20	,200	,931	20	,160
SUMATERA UTARA MEDAN						

- *. This is a lower bound of the true significance.
- a. Lilliefors Significance Correction

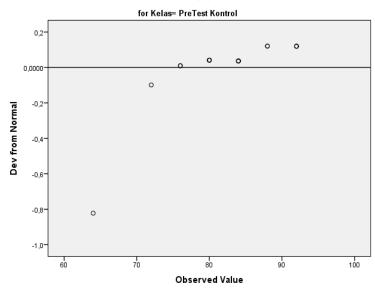
Control Class Pre-test Score

Hasil Stem-and-Leaf Plot for
Kelas= PreTest Kontrol-

Frequency	Stem	&	Leaf
1,00	6		4
,00	6		
1,00	7		2
3,00	7		666
9,00	8		000044444
2,00	8		88
4,00	9		2222
			10
Stem width:		1	0
Each leaf:		1	case(s)







Appendix 17: Post-test Normality Test in Control Class

Case Processing Summary										
Cases										
	\	/alid	N	/lissing	Total					
Kelas	N Percent		N	Percent	N	Percent				
PostTest Kontrol	20	100,0%	0	0,0%	20	100,0%				

Descriptives

	Descriptives			
				Std.
Kelas			Statistic	Error
PostTest Kontrol	Mean	 	90,20	1,281
	95% Confidence Interval for	Lower Bound	87,52	
	Mean	Upper Bound	92,88	
	5% Trimmed Mean		90,44	
	Median		92,00	
	Variance		32,800	
	Std. Deviation		5,727	
	Minimum		76	
	Maximum		100	
	Range		24	
	Interquartile Range		4	
	Skewness	·	-,410	,512
	Kurtosis		,892	,992

Tests of Normality

		rests of Normanty								
	Kolmogo	nirnov ^a	Shapiro-Wilk							
Kelas	Statistic	Df	Sig.	Statistic	df	Sig.				
PostTest Kontrol	,177	20	,102	,936	20	,197				

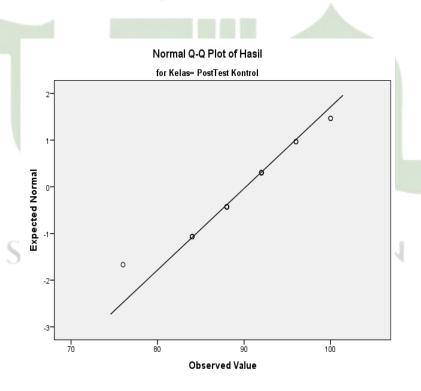
- *. This is a lower bound of the true significance.
- a. Lilliefors Significance Correction

Control Class Post-test Score

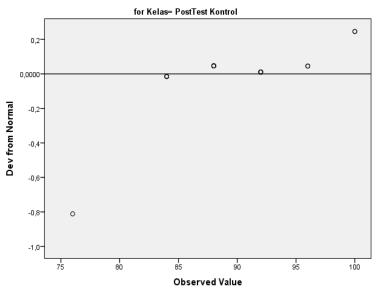
Hasil Stem-and-Leaf Plot for Kelas= PostTest Kontrol

Frequency	y Stem	&	Leaf
1,00	Extremes		(=<76)
3,00	8		444
5,00	8		88888
7,00	9		222222
2,00	9		66
2,00	Extremes		(>=100)

Stem width: 10
Each leaf: 1 case(s)



Detrended Normal Q-Q Plot of Hasil



HOMOGENITY TEST

Appendix 18: Pre-test Data of Homogenity Test

Oneway

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Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HasilPretestKtrl	Based on Mean	,055	1	42	,816
	Based on Median	,034	1	42	,855
	Based on Median and with	024	1	41,8	055
	adjusted df	,034	'	81	,855
	Based on trimmed mean	,044	1	42	,836

Appendix 19: Post-test Data of Homogenity Test

Test of Homogeneity of Variance

	1000 01 110111	ogeneity of varial	100		
		Levene Statistic	df1	df2	Sig.
HasilPosttest	Based on Mean	,001	1	42	,971
	Based on Median	,014	1	42	,907
	Based on Median and with adjusted df	,014	1	39,795	,907
	Based on trimmed mean	,001	1	42	,981

Appendix 20: Independent T-test of Pre-test Data in Experimental Class and **Control Class**

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean	
Hasil	PretestEks	24	84,67	7,142	1,458	
	PretestKtrl	20	82,40	7,387	1,652	

	Independent Samples Test									
	Levene's Test for Equality of									
Variances			ances			t-tes	t for Equality	of Means	95% Co	nfidence
									Interva	
						Sig. (2-	Mean	Std. Error	Differ	ence
		F	Sig.	t	df	tailed)	Difference	Difference	Lower	Upper
Hasil	Equal variances assumed	,055	,816	1,032	42	,308	2,267	2,196	-2,166	6,699
	Equal variances not assumed			1,029	40,054	,310	2,267	2,203	-2,186	6,719

Appendix 21: Independent T-test of Post-test Data in Experimental Class and Control Class

Group Statistics

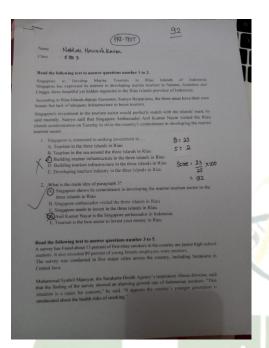
	Kelas	N	Mean	Std. Deviation	Std. Error Mean				
Hasil	PosttestEks	24	91,67	5,522	1,127				
	PosttestKtrl	20	90,20	5,727	1,281				

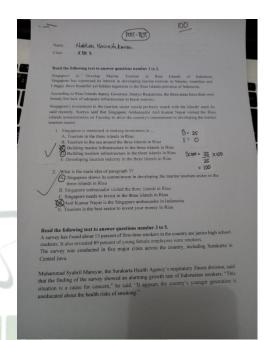


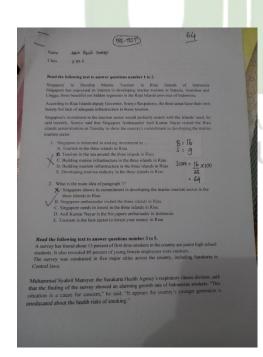
	independent dumpled rect										
			ie's Test								
		for Eq	uality of								
		Vari	ances			t-test f	or Equality o	f Means			
									95% Confidence		
									interv	al of the	
						Sig. (2-	Mean	Std. Error	Diffe	erence	
		F	Sig.	Т	df	tailed)	Difference	Difference	Lower	Upper	
Hasil	Equal variances assumed	,001	,971	1,863	42	,000	1,467	1,700	-1,965	4,898	
	Equal variances not assumed			,860	40,007	,395	1,467	1,706	-1,981	4,915	

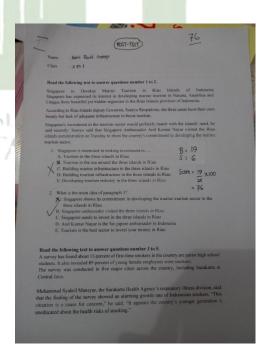
Appendix 22: Example of Student Work

1. Results of Pre-test and Post-test Score in Control Class

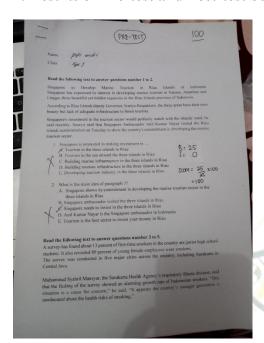


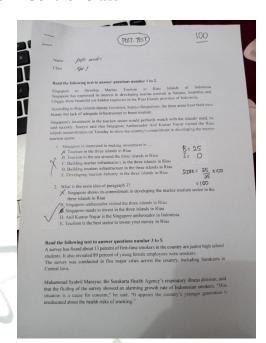


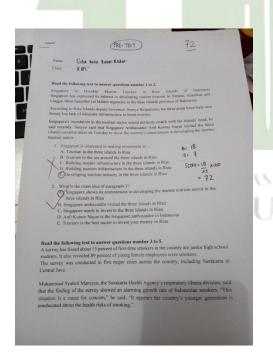


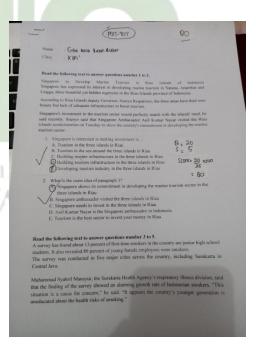


2. Results of Pre-test and Post-test Score in Control Class









Appendix 23: Research Documentation

1. The researcher was teaching reading comprehension in control class



2. The researcher was teaching reading comprehension in experimental class



3. Treatment activities (Trading Place strategy) in Experimental Class







4. The students were finishing the test in control class



5. The students were finishing the test in experimental class



Appendix 24: Research Permit



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

Nama : Salsabila Utami
NIM : 0304182148
Tempat/Tanggal Lahir : Kisaran, 11 Juli 2000
Program Studi : Tadris Bahasa loggris
Semester : VIII (Delapan)
J-HUNSNI THAMRIN NO.2 LK.III Kelurahan SELAWAN
Kecamatan KISARAN TIMUR

untuk hal dimaksud kami mohon memberikan Izin dan bantuannyaterhadap pelaksanaan Riset di Jl. Latsitarda Nusantara VIII Kel. Kisaran Naga Kec. Kisaran Timur Kab. Asahan Prov. Sumatera UlaraKodo Pos 21219, guna mempercoleh informasi/keterangan dan data- data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Improvement Of Students' Ability In Reading ComprehensionOf News Text By Using Trading Place Strategy At Tenth Grade Students

Demikian kami sampaikan, atas bantuan dan kerjasamannyadiucapkan terima kasih.



Yani Lubis, M.Hum NIP. 197006062000031006

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN ASAHAN MADRASAH ALIYAH NEGERI ASAHAN INDONESIA LISHIBIRAN SHARTAR VIII 1481 KEMENTA NEGERI ASAHAN TIMUT KABUPATEN ANTAN KABUPATEN KABUPATEN ANTAN KABUPATEN KA

SURAT KETERANGAN Nomor :1199 /Ma.02.16/PP.00.6/05/2022

1. Berdasarkan Surat Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan nomor : B-5604/ITK/ITK.V.3/PP.00.9/04/2022 tanggal 21 April 2022 hal Izin Riset guna

penulisan Skripsi Program Strata 1 (S1) atas : : SALSABILA UTAMI NIM : 0304182148

Tempat/Tgl. Lahir : Kisaran, 11 Juli 2000 Program Studi : Tadris Bahasa Inggris : VIII (Delapan)

Judul Skripsi The Improvement Of Students' Ability In Reading Comprehension Of News Text By Using Trading Place Strategy At Tenth Grade Students

di MAN Asahan mulai tanggal 23 April s.d 23 Mei 2022 guna penulisan Skripsi.

2. Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya,

