



**THE IMPLEMENTATION OF TRADING PLACE STRATEGY TO IMPROVE
THE STUDENTS' ABILITY IN READING COMPREHENSION
OF NARRATIVE TEXT AT NINTH GRADE
MTSN TANAH JAWA**

THESIS

*Submitted to the Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as
Partial Fulfilment of the Requirements for S-1 Program*

By :

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NIM. 34.14.3.108

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018



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STRATEGY TO IMPROVE THE STUDENTS' ABILITY
IN READING COMPREHENSION OF NARRATIVE
TEXT AT NINTH GRADE MTsN TANAH JAWA**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh institut batal saya terima.

Medan, Juni 2018

Yang Membuat Pernyataan

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ABSTRACT

Resi Auliani Ulfa (34143108). THE IMPLEMENTATION OF TRADING PLACE STRATEGY TO IMPROVE THE STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT NINTH GRADE MTSN TANAH JAWA.

Keywords: Reading Comprehension, Narrative Text, Trading Place Strategy

This research was aimed to find out the implementation of trading place strategy to improve students' ability in reading comprehension of narrative text. The subject of this research was a class which consisted of 38 students at ninth grade of MTsN Tanah Jawa 2017/2018 academic year. The research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, dairy notes and photography evidence. The quantitative data were taken from the tests such as: pre-test and post-tests. The data of this research were quantitative and qualitative data. The qualitative data were analyzed from the condition throughout teaching and learning process which was also observed from observation sheet, interview, diary notes and photography evidence. Then, the qualitative data were analyzed from students' score in the pre-test and two post-tests. The result of the research showed that there was the increasing score of students in reading comprehension of narrative text by using trading place staretgy. The result of the analysis showed that the mean of the pretest was 46,31. The mean of the post-test in the first cycle was 68,68. Then the mean of the post-test in the second cycle was 80,78. The percentage of students who got point up to 71 also grew up. In the pre-test, there were only 3 students (7,89%) who got point up to 71. In the post-test of cycle I, there were 11 students (28,94%) who got point up to 71. Then, in the post-test of cycle II, there were 33 students (86,84%) who got point up to 71. Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 74,43%. It showed that the implementation of trading place strategy could improve students' ability in comprehending text and could affect on students' achievement in reading comprehension. The students were more active, creative, interactive, brave and innovative in the learning activity. So, it can be concluded that the implementation of trading place strategy was effective to improve the students' interest in following the learning teaching process.

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Finally, the writer realized that this thesis is not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the writer hopes suggestions and critics from the reader to make this thesis better. The writer hopes this thesis can be practicable to all of people.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. The most important skill is reading. Reading as the one of the language skills that becomes a more important because it needed in daily life to get some information and it is very necessary in teaching learning process. Reading habits can increase the students' achievement in learning. The students need reading skill to get information from books, magazines, novels, essays, and internet. Therefore, the need for reading and retrieving the information from the various texts above seems very important.

Reading is one of important skills in learning English. Reading skills are as a far of respective skills that was given in the first priority in the language curriculum. Unfortunately, reading is one of the competence in the curriculum, students still have problem in reading. Whereas, reading is important to help students to gain information such as general knowledge which is needed to insure the continuing personal growth and adapt the change in the world.

Reading for meaning is also called reading comprehension. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. Comprehension is a really important in reading skill. The ability of someone to comprehend is closely related to one's background knowledge.

Reading for comprehension is not an easy task. Students must possess interpretation ability to the meaning of the words, expression, and sentences. The main goal of reading instruction must be understood, and the students can understand what is on a page.

Since the reading comprehension is very important, the teacher attempts to help the students to be able to read and comprehend the text. The students have to be able to discover the meaning which is the purpose of the text. The students need to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the students.

In reading comprehension involved the genre. Genre is a kind or type of text. The kinds of genre are narrative, descriptive, recount, report, news items, procedure, anecdote, analytical exposition, etc. Narrative text is telling an event or process chronologically in certain time. The main goal of narrative text is to explain the clear information about phrases, steps, and chronologically order of a process.

Generally, most of teachers just explained and read the text. They couldn't give more understanding about the text. Actually, teaching reading of English learners is exciting for teachers who have the ability to perform it. They must have skills and competence to apply the appropriate teaching strategies, methods, approaches, techniques, media, which can motivate the students to enjoy the materials. The aim of reading depends on the reader. But mostly the purpose of the reader is to get some information and comprehend.

In teaching reading skill, the teachers have to be able to help the students to read and comprehend the text. The teacher needs to lead the students to know the idea

of the text, the purpose of the text, and how the sentences are connected each other in order to comprehend the content of the text.

In reality, most teachers in doing the conventional method itself the teachers gave the basic knowledge, asked the students to read the text, answered the questions from the text or the teacher, and then corrected the answers. This situation did not give a good mood in teaching learning activity. The students were bored and the teacher could not give some motivations to the students. This poor reading strategy makes the students poor understanding of reading comprehension.

One of solution to improve the students' ability in reading comprehension of the text is using a strategy in teaching process. The teachers have to use variety of strategy to teach reading comprehension and one of the strategy include in cooperative learning, it is Trading Place Strategy. By Trading Place Strategy, the teacher has a role to guide the students in reading comprehension of the text. The students have more opportunity to interact with the others in understanding the text since they are working in group and it would help them in developing their question and found the answer by reading each section of the text by demonstrating until they had the same understanding of the text each other.

Trading place strategy is about exchange. It hope to the students to know a topic of their friends each other. Trading Place strategy is cooperation strategy to the students, so they can get more knowledge by understanding their friend stories.

Based on the explanation above, researcers will conduct a research under the title **“The Implementation of Trading Place Strategy to Improve the Students’**

Ability in Reading Comprehension of Narrative Text at Ninth Grade MTsN Tanah Jawa”

B. Statement of the Problem

Based on the background of study above, the problems that can be identified are :

1. Reading was one of skills in English Subject but there were still difficulties and challenges to comprehend it.
2. The students had ability especially in reading but they are uninterested to read English text.
3. The students have studied types or genre of the text in English but they are still confuse and difficult to comprehend the text.
4. The teacher has taught reading comprehension of the text but the students' ability in reading is still low.

C. Research Questions

In relation to the background of study, the problems in this research can be formulated as follow:

1. How is the application of trading place strategy in leraning reading comprehension of narrative text?
2. How is the improvement of students' ability in reading comprehension of narrative text by using trading place strategy?

D. Purposes of the Study

Based on the background in research questions of study above, the aims of study are:

1. To know the improvement of the students' ability in reading comprehension of narrative text tale by using trading place strategy.
2. To know the application of tarading place strategy in learning reading comprehension of narrative text.

E. Significances of Study

The result of this research will be expected to be useful for:

1. For the principle in supervising the English teacher to choose the appropriate strategy in teaching-learning English that is suitable for students and subject.
2. For the english teachers have to implement a suitable strategy especially in reading learning.
3. For students to improve the knowledge of reading comprehension of narrative text and they get more creative and dynamic to explore the ideas during discussion by using trading place strategy,
4. For the other reseachers who want to do futher research on the same subject.

F. Limitation of the Study

Based on the statement of study above, the researcher limit the study on the problem in reading. One of the important that can influence reading lesson is strategy to teach and comprehend reading text . Because the researcher thought that strategy can help the improvement of the students' ability in reading of the text. Reading here is limited on narrative text and strategy here is limited or focused on Trading Place strategy.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

To support the ideas of this research, some theories and some informations will be included to help the research design.

1. Reading

a. Definition of Reading

Reading is one of the language skills that the students have to learn. The goal of teaching reading is make them cope the different text, and prepare them to have assess to the text written in English when they continue their study to higher education. It will discuss the objective of reading, strategy in reading learning, finally we discuss how to evaluate reading comprehension.

By reading, we can be thought as a way to draw information from the text.

Allah SWT said in al-Quran surah al-Alaq, verse as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

*“Read in the name of loard who has created (all exist). He has created man from a clot (a piece of thick coagulated blood). Read! and your lord is the most generous. Who has thought (the writing) by pen. He has tought man that which he didn’t know”.*¹

¹ Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris. 2008. *Al-Qur'an Terjemah Indonesia Inggris*. Solo; Al-Qur'an Qamari. P. 1304.

So, from the verse, we know that human ability can be influenced by reading. In the other words, students do not only read text, but also understand the information from reading text. In reading, students are expected to be knowledgeable information from the text.

Reading is interacting with language that has been coded into print. Reading is an active going process that is affected directly by an individual's interaction with his environment. Reading ability is closely related to aral language ability.²

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading for academic purpose is a multifaceted subject.³ However, there is one fundamental aspect which can be the starting point for other consideration.

b. The Purpose of Reading

Reading is an activity with a purpose. The purpose of reading is usually to seek pleasure, information, general understanding. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The puposes fo reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. When students read, it is for a purpose. The purposes are:

² Arthur W. Heilman, (1981), *Principle and Practice of Teaching Reading*. Belle & Howel:Colombus. P.17

³ R.R. Jordan, (1997), *English for Academic Purposes*. United Kingdom: Cambridge University Press. P.143

- to understand ideas or theories
- to acquire information (fact or data)
- to discover authors' viewpoints
- to seek evidence for their own point of view or quote all of which may be needed for writing.

c. Types of Reading

In the case of reading, variety of performance is derived more from the multiplicity of types of texts than from the variety of over types of performance. Nevertheless, for considering assessment procedurs, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive

Perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other symbol.

2. Selective

Selective is largely an artefact of assesement formats. In order to ascertain one's reading recognition of lexical, grammatical, or dicourse features of language within a very short stretch of language, certain typically tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

3. Interactive

Interactive is a process of negotiating meaning; the readers brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.⁴

2. Reading Comprehension

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge.

Reading comprehension is a complex cognitive process that depends on a number of ingredients all working together in a synchronous, even automatic way. Vocabulary clearly plays a critical role in understanding what has been read.

According to Pearson & Johnson said "Comprehension, or 'understanding' but its very nature, is a phenomenon that can only be observed indirectly"⁵

Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgements, and evaluating.

Reading comprehension is the process of understanding the message that the author is trying to convey.⁶ The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

⁴ H. Douglas Brown, (2000), *Teaching By Principles*. California: Longman, P.306-310

⁵ E. Israel Susan, G. Duffy Gerald, (2009), *Handbook of Research on Reading Comprehension*. New York. P.38

⁶ Farris J. Pamela. (2004). *Teaching Reading: A Balanced Approach For Today's Classroom*. New York: McGraw Hill. P.321

Based on the explanation above, it is conducted that reading comprehension is the process of reconstructing meaning from text. Process of reconstructing meaning is the process of transform the information that is presented and illustrated how the readers can show the understanding about what they have read.

a. Strategies of Reading Comprehension

There are some strategies which can be practically applied to the classroom models, such as:

1. Identify the purpose of reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading model, make sure students know their purpose in reading something.

2. Use graphemic rules and patterns to aid in bottom-up decoding

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making correspondence between spoken and written English.

3. Use efficient silent reading models for relatively rapid comprehension

the teacher can increase efficiency by teaching a few silent reading rules, such as:

- a) You don't need to pronounce each word to yourself.
- b) Try to visually perceive more than one word at time, preferably phrases.
- c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4. Skim the text for main ideas

Perhaps the two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, articles, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.⁷

b. Improving Reading Comprehension

Improving Reading Skill sometimes depends on the ability of the reader to handle a sentence or a passage. Simple sentences are easy to understand, but compound and complex sentences need strategies to understand the author's message.⁸

Reading comprehension is a complex cognitive process that depends on a number of ingredients all working together in a synchronous, even automatic way.

⁷ Douglas Brown. *op.cit. Teaching By Principles*, P. 189

⁸ Team of Five, (2006), *Improving Reading Skill in English for University Student*, Jakarta: Kencana. P.4

Vocabulary clearly plays a critical role in understanding what has been read. Reading comprehension is an essential part of reading instruction and has been examined in many contexts over the years⁹. Typically, teachers have been taught to employ strategies before, during and after reading to get comprehension. The processes in teaching with the notion that students must learn to monitor their understanding and use approaches that help themselves make sense of the text.

Reading comprehension is the degree what we understand and read. We are using our reading comprehension skills to get the information from the text. It is common place to make a distinction between the process of reading, the result of the process, the product. The process is what we mean by reading proper, the interaction between a reader and the text. It is common place in theories of reading as well as in everyday talk about reading to distinguish different levels of understanding of a text. In summary, a consideration of the nature of reading must include recognition of frequently made distinction among levels of meaning and understanding from the text.

Strategy in reading is defined as the ability of the readers to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.

Teaching reading usually has two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, teaching reading

⁹Adrienne L.Herrell & Michael Jordan. 2006. *50 Strategies for Improving Vocabulary, Comprehension, and Fluency*. United State of America: Pearson Merrill Prentice Hall. P. 1

refers to teaching learners who already had reading skills in their first language.

One of important factor in teaching reading comprehension is students have to be actively involved in the processing and integration of the reading material. Reading material can be divided on several types. In curriculum of Junior High School, the students study about genre or kinds of text and one of genre is narrative text. We can see how about reading comprehension in narrative text, but firstly we have to know what is it.

3. Type of Text

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item. These variations are known as genre¹⁰.

a. Narrative Text

Narrative is the most famous type of any text. There are some definitions related to narrative text as follow:

- A. Narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.¹¹
- B. A narrative text is a text which contains about story or fairytale imaginative.¹²

To the function of narrative text is to entertain the reader and also to convey a moral message.¹³

¹⁰Sundari, (2011), *Improving Students' Comprehension in Reading Descriptive Text Through Directed Inquiry Activity Technique*. Medan. Unimed. P.11

¹¹ [Http://www.Englishindo.com/2017/10/Narrative-Text.html](http://www.Englishindo.com/2017/10/Narrative-Text.html) accessed on 28th December 2017 at 20.30

¹² Bambang K.Kartono, (2012), *SMP Plus*. Jakarta: Erlangga. P:75

Narrative text divided into two terms, they are:

1. Fiction

Fiction is writing that describes invented people and events, not real ones.¹⁴

Fiction may include folktales, fables, myths, mysteries, science legends, historical narratives and short stories.

2. Non-fiction

Narrative is called nonfiction if the story or event is true and actually occurred.

Non-fiction is mostly found in biography, history, life story, and human experiences.

As additionally, every narrative has six basic elements. They are:¹⁵

- a. where and when: the writer sets the scene of the action, event, or conflict that will take place.
- b. who: a narrative usually revolves around people, although an animal may take the central role.
- c. what: whether one event or a series occur, action, conflict, and change are essential to the story.
- d. how: the how of narrative often involves cause and effect.
- e. why: the reasoning or motivation, usually of the central character, that propels the action.

¹³ *Ibid.* P.75

¹⁴ Oxford Learners; S Pocket Dictionary, (2008), New York: Oxford University Press, P.164

¹⁵ Betty Mattix Dietsh, (2006), *Reasoning and Writing Well: A Rethoric, Research Guide, Reader and Handbook*. New York: McGraw-Hill, P.73-74

It can be concluded that narrative text is a type of text which contains many kinds of stories, past events either fiction or nonfiction and the purpose is to entertain and amuse readers and listeners.

b. Characteristics of Narrative Text

There are many characteristics in narrative text. They are: ¹⁶

- Participants are often specific and individualized.
- Many action verbs (material processes), and there is also the use of verbal and mental processes.
- Past tense usually used.
- Many use linking words related to time.
- Often include dialogue, and tense will probably change.
- Descriptive language used for creating images in the minds of readers.
- Can be written in the first person (I), or third (he, she, they).
- Using specific noun as a personal pronoun, certain animals and objects in the story. For example: the king, the queen, and so on.
- Using adjectives which form the noun phrase. For example: long black hair, two red apples, and so on.
- Using time and conjunction connectives to sequence events. For example: then, before, after, so, and so on.
- Using adverbs and adverbial phrase to indicate the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

¹⁶<http://Soehaarr.com/2010/03/28/Materi-Bahasa-Inggris-Narrative-Texts/accesed>
on 1st of January 2018 at 23.06

c. Generic Structure of Narrative Text

In The English handbook of SMP Plus, there are some generic structure of Narrative Text is as follow:¹⁷

- orientation: character recognition, time, and place of the story or event
- complication: the problem started inflicted in this section
- resolution: the completion of the issue
- re-orientation: this section only optional and is the end of the story. This part is also sometimes contain a solution.

In the other hand, there are some generic structure of Narrative Text:¹⁸

- orientation : it is about opening paragraph where the character of the story are introduced. (Provides an introduction to the character, place, and time of the story like; who or what, when and where)
- complication : where the problems developed in the story. (Problems arise/start going and growing)
- resolution : where the problems in the story is solved. The problem is finished, well “happy ending” or worse “bad ending”.

Sometimes the arrangement of narrative text may contain: Orientation, Complication, Evaluation, Resolution and Re-orientation. Here is one example of narrative text. It gives a story about the way things are.

¹⁷ Bambang K. Kartono, *Op.cit.* SMP Plus. P.75

¹⁸ [Http://Www.Englishindo.Com/2013/08/Narrative-Text.Html](http://Www.Englishindo.Com/2013/08/Narrative-Text.Html) accessed on 4th of January 2018 at 14.54

The Man Who Tried to Please Everybody

One fine morning, a farmer went to town to sell his donkey. His son went with him. They sang as they walked along. The farmer and his son passed some girls on the road. The girls began to laugh at them.

“What is wrong with your donkey?” asked the girls.

“Nothing.” Replied the farmer. “I’m going to sell him in town for a lot of money.”

The farmer wanted to please the girls. He lifted his son on to the donkey, and walked on beside them.

Farther along the road, the farmer and his son met an old man. The old man shook his stick at the boy. “What a selfish boy you are,” he cried, “riding the donkey while your poor father walks.” To please the old man, the farmer lifted down his son and got on to the donkey himself.

As they went on their way, the farmer and his son met some women and children. One of the women pointed to the farmer.

“Look at the lazy man!” she said. “He rides the donkey and make his poor little boy walk!” To please the woman, the farmer helped his son to get up behind him.

The farmer and his son rode along together on the donkey. They passed some men. “Is that your donkey?” the men asked. “You will kill him if you make him carry a heavy man and a boy. Why don’t you carry the poor donkey?” The farmer wanted to please the men. He and his son got off the donkey. They tied its legs together and slung it on a pole. The poor donkey struggled and kicked. The farmer and his son put the ends of the pole on their shoulders. They walked into the town carrying the donkey.

The people in the town laughed to see a man and a boy carrying a struggling donkey. They ran along beside the farmer and his son, laughing and shouting. The poor donkey was frightened. The farmer and his son were tired and hot. They but down the donkey. The beast kicked himself free, and galloped away. He fell into the river and was drowned. The farmer went sadly. I tried to please everybody,” he said to his son. “But I have pleased nobody, and I have lost my donkey.”¹⁹

4. Students’ Ability in Reading

Ability is defined as the capacity of the individuals to perform various tasks in a specific job. There are three types of ability including Intellectual ability, Physical ability and Job fit ability. Intellectual ability requires the individuals to do the mental activities. Physical ability requires to do tasks like stamina, strength, dexterity, and other similar characteristics. Job fit a cability is linked with employee performance because employee performance is increased when there is a high ability-job fit.²⁰

Ability reflects a person’s existing capacity to perform the various tasks needed for a given job and includes both relevant knowledge and skills. Aptitude represents a person’s capability of learning something. In other words, aptitude is potential abilities, whereas abilities are the knowledge and skills that an induvidual currently possesses.

Therefore, the students ability is very important to purpose the aim of education, the term ability in this writing is the power of the students to understand the material given by the teacher in the classroom, because according to Qur’an,

¹⁹ Dardjis Desmal, Sofyan Fanani, Aisyah Anwar, (2013), *Let’s Learn English*. Jakarta: PT Bumi Aksara

²⁰ <http://www.blurtit.com/q852687.html> accessed on 05th of February 2018 at 20.15

human being has abilities to achieve and develop the knowledge with Allah's permit. We have responsibility to share what we knew to the others eventhough it is little but good. As is a teacher, she/he is a leader in education form. They have to give a good example in daily activity. They can master the lesson and share to the students, in such a way that the students understand and they really do it in their lives. The last, they will get knowledge and skill to become their ability.

Prophet Muhammad SAW also said that:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

- رواه مسلم

Meaning:

From Abi Hurairoh RA said: "who did the way in looking for knowledge, Allah will give easier way to the heaven" (HR. Muslim)

5. Cooperative Learning Strategies

Cooperative learning is homo homini socius that increase to human beings is social beings²¹. It is same with system "mutual assistance". Cooperative learning is a set of instructional strategies used to help learners meet specific learning and interpersonal goals in structured groups.

According to Olsen and Kagan cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of

²¹ Hamruni, (2009), *Strategi dan Model-model Pembelajaran Aktif Menyenangkan*. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga

information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.²²

Cooperative learning implies a common attitude or behavior in work or helping one another in a regular structure of a teamwork, consist of two or more persons where the successness of the work is greatly influenced by the involvement of each member itself.²³

a. Definition of Strategy

According to Kozma and Gafur (1989) generally explain that strategy learning-teaching can be interpreted as selected activities, that can give facility or assistance to learners to reached the purpose of learning.²⁴ So, Strategy of learning is the choosen ways to deliver learning method in spesific learning.²⁵

In islam, using strategy is one of strategy in teaching learning proocess. It state in al-Qu'ran surah an-Nahl:125.

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

Meaning:

*Invite (all) to the way of the lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious:for the lord knows the best, who have strayed from His Path, and who receive guidance.*²⁶

²² Richard and Rodgers. 2001. *Approaches and Methods in Language Teaching*. USA; Cambridge University Press. P.129.

²³ Etin Solihatin, (2008), *Cooperative Learning*, Jakarta: Bumi Aksara. P. 4.

²⁴ Effi Aswita Lubis, (2015), *Strategi Belajar Mengajar*, Medan: Perdana Publishing, P.14.

²⁵ Istarani, Intan Pulungan, (2015), *Ensiklopedia Pendidikan*, Medan: Mediapersada, P.237.

²⁶ Departemen Agama Republik Indonesia, (2005), *Alqur'an dan Terjemahan*. Surabaya; CV. Karya Utama. P. 383.

Strategies are specific methods of approaching a problem or task. They are contextualized “battle plans” that might change from moment to moment, or day to day or year to year. Strategy change intra individually each of us has number of possible way to solve a particular problem, and we choose one – or several in sequence- for a given problem.

b. Kinds of Cooperative Learning Strategies

1. Trading Place strategy

It is about a partner who work together to share their information to the others. This design is modern like trading in the market but here it provides trading-post as a place to find out their partner before that they have to make a title from the lesson on their pocket. After that, they will start to find their pair with reading the title and give offer to another friend as a partner.

2. Think- Pair- Share

Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the Third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. Team Pair Solo

Students do problem first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then

with a partner, they progress to a point they can do alone that which at first they could do only with help.

4. Partners

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

6. Trading Place Strategy

This strategy is about exchange²⁷. It helps the students to know their friends each other. Trading Place strategy is cooperation strategy to the students, so they can exchange their opinion with the other friends and consider the ideas, solving problem from that issues on the text.

The procedures from this strategies as follow:²⁸

1. The teacher gives one or more notes or post it.
2. The teacher asks the the students to write on their note one of the problems/issues as follow:
 - About their experience
 - About ideas and solution creativity from the problems

²⁷<http://sditalqalam.wordpress.com/2008/01/09/strategi-pembelajaran-active-learning/>
 Accessed on 06th February at 15:10 pm

²⁸ Silberman, Mel, (2000), *Active Learning: 101 Strategies to Teach Any Subject*. Prentice-Hall

- About opinion from the issues that common in that time
- About fact from the issues that common in that time
- 3. The teacher asks the students to put up on their clothes/pocket and then they around in the room to find out or read their friends' note each other.
- 4. The teacher asks the students to sit and associate about the notes exchange that have read and put on that place (**Trade of Post-it notes**). They should exchange their notes with the other friends as many as.
- 5. The teacher collect back the students in the class and ask them to give the reason and comment about their friends' note that they have choosen.

a. Advantages and Disadvantages of Trading Place Strategy

There are the advantages of Trading Place strategy, as follow:

Advantages

- Students are active to participant in learning process.
- Efficient to material about text especially to narrative text.
- To describe the students' character to be more creative, and innovative.
- Build interpersonal and interactive skill.
- The teacher's effort to develop the students' knowledge to get new information in the world.
- Cooperation in a pair to show the best information.
- Spirit fighting to efficient way in learning process.
- Created bravery, carefulness, and communication accuracy.

Disadvantages

As usual in learning process, if we made new strategy, they (students) are always difficult to adapt and respond the activity and connected with the material seriously. Even they think that the strategy as game also. The strategy can make them confused and give more time to talk with their friends, and after that they are noisy in the class whereas they are discussing the material in a pair. If they can answer the questions they will get good score but if they don't know about the material each other, of course they will get bad score. They have to work together and it difficult to instruct them. Therefore, the teacher should random the students well and give more attention.

B. Conceptual of Framework

Ability is a power to do something. It is also can be defined as the quality and the natural or learned skill of somebody. Students' ability to read a narrative text means that they can understand the plot of the story from the text and understand what text is about.

The students' failures in reading text, especially in reading narrative text may be caused by lack of teacher who teaches the students didn't not using strategy . As many teachers when teach about reading, the teacher just explained and readed. The teacher didn't use some strategy so that the student can't understand fastly. Further more, when teacher asked the students about the material they have learned, students never gave a response about material. Because of that, as a teacher must be able to make a situation of study more enjoy and cooperative.

One of solution to solves students' problem in reading narrative text is using a strategy in teaching. One of that is trading place strategy in cooperative learning part. By using trading place strategy, the teacher can give the material creative and interested so the students will be active and enthusiastic in learning process. By using this strategy will influence students' ability in reading narrative text also.

CHAPTER III

METHODOLOGY

A. Research Design

According to Thuckman: “Research is a systematic attempt to provides an answer to question.”²⁹ There are usually using three methodology of research such as qualitative research, quantitative research, and classroom action research.

Classroom Action Research has a very important and strategic role to improve the quality of learning when implemented properly, it's mean parties involved in classroom action research (teacher) consciously develop the skill in detecting and solving problems when learning in the class by using meaningfull action.³⁰

This researcher applied Classroom Action Research (CAR). According to Arikunto classroom action research is the research to repair the quality in studying practice, so that focus in processing of study in the class. So that a teacher got information well about research was coducted, by doing steps classroom action research, a teacher could fond decision problem that happen in the class. And as reseacher Classroom Action Research was conducted with teacher conducted first work, namely teaching in class, stay with student.³¹

²⁹ Salim & Syahrums, (2016), *Metodologi Penelitian*, Bandung: Cipta Pustaka Media, P.16.

³⁰ Kunandar, (2013), *Langkah Mudah Penelitian Tindakan Kleas Sebagai Pengembangan Profesi Guru*, Jakarta: rajawali Pers, P.41.

³¹ Suhardjono, (2009), *Penelitian Tindakan Kelas dan Sekolah*. Malang; Cakrawala Indonesia

B. Research Setting and Sample

This research conducted at MTsN Tanah Jawa which located on Jl. Sisingamangaraja, Simalungun regency. This school consist of fifteen rooms which is five classes of VII, five classes of VIII and five classes of IX. The total number of students are amount 577 students. The research conducted at the first semester Grade IX in Academic Years 2018/2019.

The subject of this research is grade ninth (IX⁴) students of MTsN Tanah Jawa in Academic Year 2018-2019 which consist of 5 classes. The number of students in this research consist of 38 students. The subject consists of 20 female and 18 male students.

The reason for choosing IX⁴ as the subject of this research because the researcher found out that the students have low ability in reading comprehension on text based on the interview with the English teacher before conducting this research.

When they learned kind of text at the first semester, they cannot comprehend what they read especially on narrative text. They also can't answer some questions which is related to the text. Based on this fact, the researcher believes that the students must be able to improve their ability in comprehending narrative text. Narrative text is a kind of text that often appear in National Examination (UN) questions.

C. Data Collection

The instruments of these research were:

1. Observation

Firstly, the researcher used the understanding or opened observation to know the occurrences within learning process. It may be about the teachers performance during Classroom Action Research (CAR), class situation as grammar activity, and students' response concerning the implementation of Trading Place strategy. In general, all of the needed aspects that should be noticed are to make sure whether the teaching learning process were in line with the lesson plan or not.

2. Interview

Interview is conversation get information, usually get consisted of two person or more.³² Interview was conducted to get information of the students' achievement in reading descriptive text before giving the treatment.

3. Test

The test that was used in this study is pre-test and post-test. The pre-test was done before implementing Trading Place Strategy. It is to measure students' ability in comprehending narrative text. Meanwhile, the post-test was implemented after using Trading Place Strategy. In this study, the test was done in form of multiple choices. The test was hold on every second action of each cycle.

³²Syahrum dan Salim. 2007. *Metode Penelitian Kualitatif*. Bandung; Citapustaka..

4. Diary Notes

The researcher observed the students' activities. The activities of students' to solve the clues of Tarading Place stratgey in diary notes. The improvement of students in vocabulary mastery also keep paying attention for teacher in every meetings.

5. Documentation

Documentation is anything written that contains information serving as proof. According to Syahrums and Salim in their book, documentation is all of datas are collected and interpreted by researcher, and they also was supported by some medias such as : photos, diary notes and video which will be related to research focusing.

D. Data Analysis

The technique of analyzing the data that was used in this research is applied by using qualitative and quantitative data. The qualitative data include the information that will give the description of students' comprehension level toward the cognitive ability, students' activity toward learning a subject, their anthusiastic in learning and their attention. The researcher used descriptive analysis to analyze the qualitative data.

In conducting this research, researcher use the data analysis by Miles and Huberman. The activity in qualitative data analysis is done interactively and run continuously until complete and the data saturated.³³ The activities in analysis the data are data reduction, data display, and conclusion drawing/verification.

³³ Sugiyono. 2010. *Metode Penelitian Kuantitatif dan R&D*. Bandung: Alfabeta. P.219

First, data reduction means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Second, data display can be done in the form of brief descriptions, charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.³⁴ The last is conclusion. The first conclusion proposed is still temporary, and it will change if there is strong evidences support the next stage of data collection.

The quantitative data was used to analyze the students' scores. They are collected and analyzed by computing the score of the test. First the writer tried to get the average of students' score per action within one cycle. It was used to know how well students' score. The formula :

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

Where : \bar{x} = The mean of the students

$\sum x$ = The total score

N = The number of the students

Next, to categorized the number of students who were competent in reading comprehension of narrative text, the following formula was applied.

$$P = \frac{R}{T} \times 100\%$$

Where : P = the percentage of those who got the point up to 75

R = the number of those who got the point up to 75

³⁴ *Ibid*, 249.

T = the total number of the students.

Third, after getting mean of students' score in every per actions, the writer identified whether or not there might have students' improvement score in reading comprehension of narrative text from pre-test up to post-test in cycle I and cycle II.

The formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where : P = Percentage of students' improvement

Y = The mean of pre-test result

y₁ = The mean of post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

where : P = Percentage of students' improvement

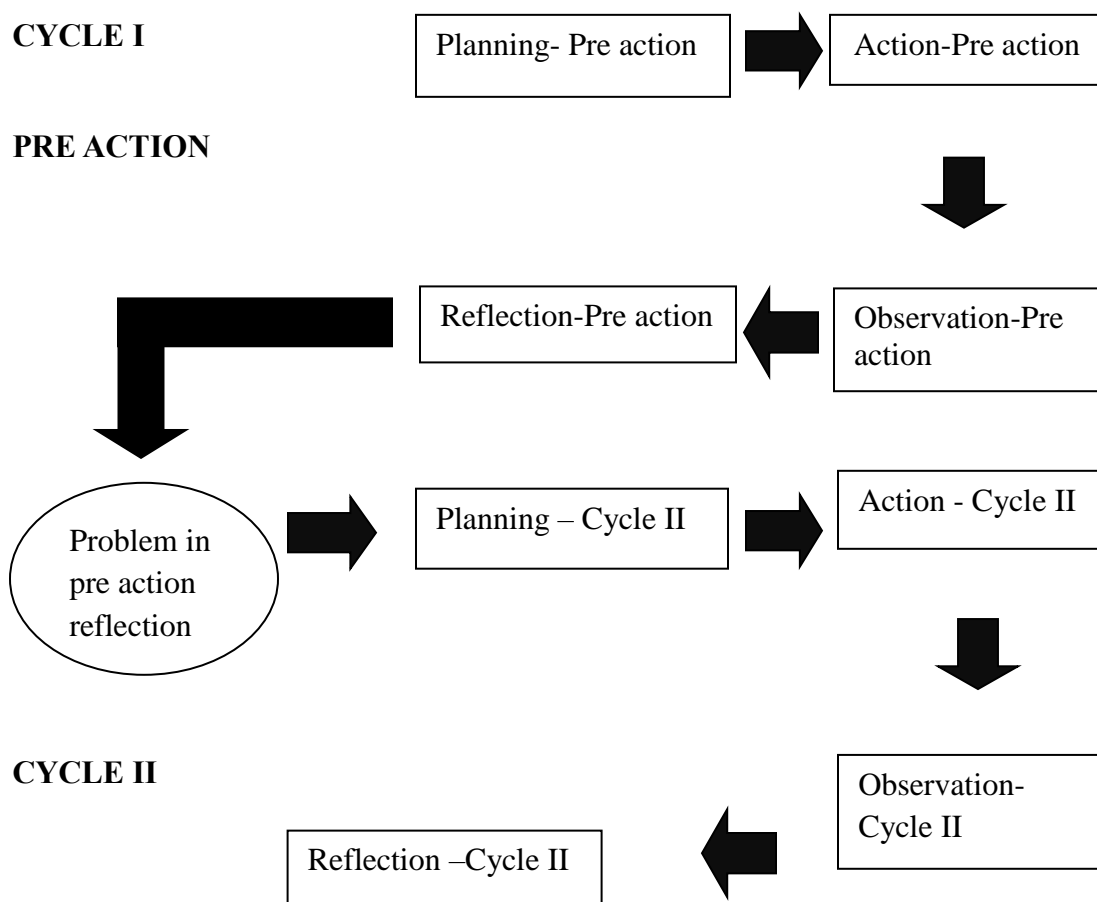
y = The mean of pre-test result

y₂ = The mean of post-test 2

E. Research Procedure

The Classroom Action Research (CAR) procedure that was used in this research is Hopkin's design. It consisted of two cycles contains four phases; planning, acting, observing, and reflecting.³⁵

The descriptions of the cycles can be seen from the following diagram:³⁶



Picture 3.1: Diagram of CAR Cycles (adopted from Suharsimi Arikunto)

³⁵ Franco Vaccarino, (2007), *Action Research Reflection: The Wanganui Adult Literary and Employment*, New Zealand: Massey University, p.6

³⁶ Suharsimi Arikunto, (1998), *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara, Jakarta.

1. Cycle I

a. Planning

Planning was an arrangement for doing something was considered in advanced and it was also the reflection of the action that would be done. Teacher didn't only to do a lesson plan but the most important thing was the teacher must to know the students' problems. After knowing students' problems that they were facing, the researcher as a teacher worked together with the other teachers to plan everything's needed to teaching and learning process. Some preparation in planning phase were:

- Making a lesson plan
- Preparing the facilities and media that was used in teaching-learning
- Preparing the interview and observation sheet that was used to know students' reaction and class condition as a whole, and also to see the development that existed since was applied by trading place strategy.

b. Action

Action was the implementation of object that researcher has planned. In this phase was found the pre data by research. It was the difficulty which face by students in doing the exercise. Researcher made the teaching programmes and also the trading place strategy of teaching that was used to teach reading report text. After that, researcher gave post test about the lesson they have learned.

c. Observation

The purpose of observation was to record and get the information of action during teaching and learning process, such as students' attitudes, behavior and even

the obstacles that was happend. It was done by test, interview and observation sheet. Observation was done carefully by research because it is collected as the data which was used as a basic of reflection. In this phase researcher observed the students while they were reading narrative well and the problems or obstacles found by the researcher when they were reading narrative text on diary notes.

d. Reflection

Reflection was a feedback process from the action which was done before. Reflection was used to help teacher to make decision because the reflection was done in order to analyze the situation and give the meaning of process to make conclusin. In this phase,the researcher took the feedback of her teaching and learning process from the result of the observation. Dealing with the purpose of the reseach to improve students' achivement in reading report text, itwas reflected on everything that was done was made the evaluation or conclusion by reseacher.

2. Cycle II

Action research is cyclical. After cycle of planning, action,observation and reflection, the researcher conducted another cycle of action research. That was cycle II. This cycle was done continuously to get satisfying result of the studying.

F. Trustworthiness

Lincoln and Guba argued that there are four issues of trustworthiness, namely: credibility, transferability, dependability, and confrimability.³⁷ Trustworthiness is very

³⁷ Lincoln and Guba, (1985), *Naturalistic Inquiry*, Sage Publication, p. 301

important in qualitative research. The aim of trustworthiness is to support the argument that the inquiry's findings are "worth paying attention to".

1. Credibility

Credibility in qualitative research deals with the data and finding of research. The data and finding should be ensured to be credible or not. To ensure the data is credible, the researcher finds out the data is congruent with the reality. In this study, to make more credible, the triangulation used to make the data and the findings strength. Triangulation involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence.

Triangulation helps the investigator to reduce bias and it crossexamines the integrity of participants' responses. There are three major triangulation techniques. The first is investigator triangulation that uses multiple researchers to investigate the same problem, which brings different perceptions of the inquiry and helps to strengthen the integrity of the findings.

The second is data triangulation/informants triangulation that uses different sources of data or research instruments, such as interviews, focus group discussion or participant observation, or that utilizes different informants to enhance the quality of the data from different source. The third is methodological triangulation that uses different research methods on the effectiveness of licensed science teachers, the district education officials claimed that licensed science teachers were supported by the district through continuous professional development.

2. Transferability

Transferability is similar with the applicability of the findings. It can be achieved by providing detailed description of displaying comprehensive description of both the process and the result of the research. It is done to enable the readers in evaluating the extent to which the conclusion drawn are transferable to other times, setting, situation and people.

The transferability of this research was achieved by giving adequate description of the research process and finding, and the researcher collected sufficiently detailed descriptions of data in context and reported them with sufficient detail and precision which consist of types of feedback, process, and reason of giving feedback in thick description.

3. Dependability

Dependability is an evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation. In this case, all the activities or the research process were reviewed and paying attention to the conclusions would be discussed with other people who master in this research subject. Dependability could be looked at as the researcher's account of the changes built into any setting in addition to changes to the research design as learning unfolded.

In this case, the thesis adviser would be done with examine the record products from their point of view. The discussion attempted the dependability of the research.

4. Confirmability

In line with the trustworthiness criteria, the accurateness of the data or confirmability can be found by confirming the findings to the reality. In other words, the researcher

would make sure that the findings are shaped by the subject, and not the researcher bias, motivation or interest. To make the research confirmable, an audit trail would be made which consists of raw data, reduced data, and reconstructed data. The researcher showed the collected data to the readers by displaying the data so that the readers can re-check what the researcher displays to what the researcher obtained from the research about the feedback used by lecturers in Medan.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the result of research. It involves the way to improve students' reading comprehension of narrative text using Trading Place strategy at MTsN Tanah Jawa academic year 2017/2018.

A. Finding

1. The Result of Pre-Test

The pre-test had done before classroom action research. Based on diary notes in appendix IX of this research, it was conducted on Friday 27th April 2018. There were 10 questions in multiple choice form in 45 minutes.

Based on the result of pre-test in appendix VIII, the data showed that the mean score of pre-test was 46,31. There was 3 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 35 students were below that criterion. The lowest achievement gained score 20. From the result of analysis, it could be seen that almost of the students' reading ability was still very low.

1. First Cycle

In this cycle, there were two meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were:

1) Planning

Before conducting the research, the researcher prepared the instrument of the research as follows: (1) Lesson plan; Making lesson plan and designing the steps in doing action. In order to control the teaching process, the researcher used the lesson plan as a guidance for the researcher's activities in the class. (2) Material; In the first cycle, the researcher gave the students narrative text about "The Man Who Tried to Please Everybody". The researcher used a handbook, so in this section the researcher giving the material such as about the definition of narrative text, kind of narrative text, and the general structure of narrative text. (3) Sheet for Classroom observation; Sheet for classroom observation was prepared in order to know the condition of teaching learning process when Trading Place strategy was implemented. (4) Test (pre-test and post-test); Pre-test is the test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after learning was conducted.

2) Action

The action of cycle I was done on Friday April 27th 2018 and Saturday 28th Saturday. Based on diary notes in appendix IX of this research, the researcher implemented the teaching learning process based on the lesson plan had been made.

In this phase, there were some activities was done by researcher. They were:

1. Pay much attention to the researcher's explanation of trading place strategy.
2. Students divided to become a pair. Based on their searching in the class by trading-post.
3. Students were come back to their partner after they found their partner and they are as a pair.

4. The students conducted researcher's instruction.
5. They have through challenges to find out their friend faster and it needs carefulness and fine timing.
6. Students should be given time to read over their partners' topic and share the topic with their partner each other. Students do not need to memorize it.
7. The students were busy in discussing.
8. Teachers could analyze each pair, give controlling and the addition from their topic.
9. The students conducted the multiple choice test carefully and accurately.
10. Some students were very serious and fine to do the test.
11. Some students asked question that they didn't understand yet.
12. Some students disturbed their friends to give the answer from the test.
13. Some students chatted their class mate and they didn't pay much attention.

3) Observation

In this observation the researcher recorded every action, comment and certain behavior of students. It means, the students' behavior and their responses during teaching learning process was recorded by using documentation such as photo and diary notes. There were many things that had been observed as follows:

- a. Many students were still confused about the procedure of trading place strategy.
- b. Many students weren't active in doing the task and some students were serious in the class but there were some students still made noise, and also disturbed their friends when teaching learning process.

4) Reflection

The researcher evaluated the teaching learning process in the end of meeting from the first cycle. The researcher as the teacher asked the students about their difficulties and problems in understanding the lesson. The researcher also discussed with their real English teacher, how to solve this problem. The evaluations of two meetings became the reflection to the researcher in making second cycle. In order to make more score improvement of reading comprehension of narrative text because in the result of post test I showed only 28,94% of students who passed the Minimum Mastery Criterion (KKM).

Based on the post-test I result, the second cycle was needed to be conducted. The researcher also should improve the action that was conducted. The researcher decided to make some action to improve students ability in reading for the second cycle, such as:

- Researcher should have better preparation.
- Researcher should improve ability in presenting the material by using Trading Place strategy.
- Researcher should explain the material more clearly and slowly.
- Researcher should be close to the students.

2. Second Cycle

The first cycle was started at the first meeting until second meeting. In second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get the better improvement of the students. In the process the second cycle, the researcher felt

better to begin because the researcher had already got the reflection from the first cycle to used as the information on the students' problems. Similar to the first cycle, the researcher conducted to the second cycle with the same steps as follows:

1) Planning

In this cycle, Trading Place strategy still applied in teaching learning process. The topic was same as before as reading narrative text. In this cycle, teaching learning process more emphasized students in reading narrative text through answered some of questions of multiple choice tests. The researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class. The time was also ninety minutes for each meeting.

2) Action

The action of the second cycle was done on April 2nd 2018. Researcher asked the students work in their teams after reviewing the previous lesson by using slowly explanation. The researcher was tried the best in teaching process and she was gave motivation to increase their ability in reading narrative text by following the steps of trading place strategy.

For the second meeting in cycle II, researcher applied same as the previous meeting. Before the second cycle will be finished, researcher gave the post test II for students to know their progress on comprehending the text.

3) Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

- a. The students were not confused about the procedure of trading place strategy.
They started to learn english easier than before.
- b. Many students were active in doing the task, even some of them still made
noisy when teaching learning process.
- c. Many students tried to express their opinion confidently.
- d. They are able and confident with their partner to analyze their topic.
- e. The researcher also saw they did not have any problem in doing their
exercises. They are more active and enthusiatic than before. They also got the
better score than before.

4) Reflection

The reflection of Classroom Action Research (CAR) was carried out after getting the result of reading test. Based on the result of the post test II, the mean score of the class in reading test gained 80,78 in which there 33 students who pased the Minimum Mastery Criterion (KKM) 71.

Table 1. The Percentage of Students' Ability in Reading Comprehension of Narrative Text

Meeting		Students who got up to 71	Percentage
Pre-test	I	3	7,89%
Cycle 1	II	11	28,94%
Cycle 2	IV	33	86,84%

Based on the table above, the result showed the improvement of students' score from the pre-test to post-test of cycle II. In the pre-test, students who got up 71 there were only 3 of 38 students (7,89%). In the post-test of cycle I, students who got up 71 there were 11 of 38 students (28,94%). It means that there was improvement about 48,30%. In the post-test of cycle II, students who got up 71 there were 33 of 38 students (86,84%). The improvement was about 74,43%.

Researcher felt satisfied in as much their efforts to improve the students' reading ability had been realized. The students could untderstand the passage more easily. It was proven by their improving scores from pre-test to post test II.

According to the result of the evaluation between the researcher and teacher, it could be assumed that the implementing of Classroom Action Research in improving students' ability at reading comprehension by using Trading Place strategy was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as good as possible so that the reading activities could be accomplished well.

B. Discussion

According to the result of the pre-test and post-test, it shows the teaching reading comprehension of narrative text using Trading Place strategy is appropriate in improving students' reading comprehension to the ninth grade students of MTsN Tanah Jawa in academic year 2017/2018. It was proof by the students' score from cycle I to cycle II.

Teaching reading comprehension using Trading place strategy makes the classroom climate interest the students to study and learn more. Students feel comfortable to learn and teacher will also teach well. Teaching reading comprehension without Trading Place strategy makes students be passive. It is possible both of students and teacher become bored.

The interpretation of data result among the pre-test, post-test I, and post-test II are as following. In the pre-test, the average score of students' ability in reading comprehension of narrative is 46,31. Meanwhile, the class percentage which pass the Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) is 7,89%. It means that there are only 3 students who are able to pass Minimum Masteri Criterion-

Kriteria Ketuntasan Minimum (KKM). Furthermore, the average score in the post-test of cycle I is 68,68. It means that there are some students' score improvement from the previous test (pre-test) that is 22,37 ($68,68 - 46,31$). Meanwhile, the class percentage which pass Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) in post-test I is 28,94%. It means that there are 11 students who pass 71.

In the post-test of cycle II, the average score are 80,78. It shows the students' improvement score from the post-test 1 (68,68). The class percentage which pass Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) is 86,84%. It means that there are 33 students who pass 71. The total increasing percentage from the pre-test to the post-test in the cycle II was 78,95%. Automatically, it can be said that the Classroom Action Research is success and the cycle can be stopped.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result of the research, the researcher finds that the students' ability in Reading Comprehension is improve step by step, from the preliminary study of the first cycle, and from the first cycle to the second cycle. It means that there is an improvement toward the students ability in reading comprehension by using Trading Place strategy. It can be concluded by the following points, they are:

1. The researcher concludes that Trading Place strategy improve students' ability in reading comprehension of narrative text. The researcher finds that the students feels more easier in understanding text cause they have their couples to share each other, they are more active, creative, interactive, brave and innovative. The improvement can be proven by the data of the students' observation after using this strategy. They are also state that learning process became more interested, and also increase their bravery to share their story and opinion with their couple.
2. The test is given to the students' and the result is clearly shows that students' ability in reading comprehension of narrative text improve. Before researcher conducting the treatment to students, the researcher aks students to do pre-test in order to know the students' ability. The mean score in pre-test is 46,31 in which there are 3 students (7,89%) who pass 71 as the Minimum Mastery Criterion (KKM) of this subject. Based on this result, the researcher manages

the Classroom Action Research and conducts the treatment to the students by implementing Trading Place strategy. After the treatment, researcher asks students to do post-test I to know students improvement from the previous test. The mean score of post-test I is 68,68 in which there are only 11 students (28,94%) who pass 71 as the Minimum Mastert Criterion (KKM). It shows that there is improvement about 46,30%. By this achievement, researcher needs to conduct the further cycle in order to gain students achievement at least 27 students who passed 71 as the Minimum Mastery Criterion (KKM). After conducting cycle II researcher asks students to do post test II. In this phase there are 33 students (86,84%) who pass 71. It means there is improvement about 74,43%.

2. Recommendation

On this occasion, the researcher would like to gives some suggestions to the stakeholders and the other researcher. The suggestions can get benefits from this research. The suggestions are as follow:

1. The Principle of MTsN Tanah Jawa to give direction to English teachers about there are some strategies in English teaching that suitable for students. One of them is Trading Place strategy, that contributed on the students' ability in reading comprehension of narrative text.
2. The English teacher, should be implemented strategy in learning about reading so that the students can more actively, enthusiastically and enjoy during teaching learning process. The last, the material can be gotten by the students easier.

3. The students, it is better to make a pair discussion to share their opinion and it make the students more active in learning process, so that the students don't get bored, because generally, they just write the explanation from their teachers that wrote on the black board, it is so monotonously.
4. Other researcher, the finding of this research is subject matters which can be developed widely and deeply by adding other variable or to enlarge the samples.

3. Implication

Implications are drawn from the research finding. The research came with a finding that there is a improvement on the students' ability in reading comprehension of narrative text by using trading place strategy. Moreover, this research implies that the use of trading place strategy is needed in teaching reading comprehension.

Considering the conclusion drawn above, it implies that the use of trading place strategy is capable to promote the improvement of students' ability in which it can be seen from the progress of the students' test scores after giving treatment using trading place strategy. It is expected that the English teachers are highly recommended to implemented trading place strategy in teaching reading comprehension.

Students are motivated and enjoyed in learning reading comprehension by using trading place strategy. Therefore, it implies that trading place strategy can make the students interest and help them to comprehending the text in the easier way.

In summary, trading place strategy during the research can improve the students' ability in reading comprehension. Therefore, the implementation of trading

place strategy need to be implemented continuously in teaching reading. It is because the trading place strategy can be an effective way to help the students to understand and comprehending text easily and create an enthusiastic learning process so that the standard of competence of learning process can be achieved, and also can make the learning process not monotonous.

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BIOGRAPHY

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Skripsi title : **THE IMPLEMENTATION OF TRADING PLACE STRATEGY TO IMPROVE THE STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT NINTH GRADE MTsN TANAH JAWA**

Advisors : 1. Dr. H. Syaukani, M.Ed., Adm
2. Utami Dewi S.Pd., M.Hum

Motto : Education is best equipment for the old day



Keywords: Reading Comprehension, Narrative Text, Trading Place Strategy

This research was aimed to find out the implementation of trading place strategy to improve students' ability in reading comprehension of narrative text. The subject of this research was a class which consisted of 38 students at ninth grade of MTsN Tanah Jawa 2017/2018 academic year. The research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, dairy notes and photography evidence. The quantitative data were taken from the tests such as: pre-test and post-tests. The data of this research were quantitative and qualitative data. The qualitative data were analyzed from the condition throughout teaching and learning process which was also observed from observation sheet, interview, diary notes and photography evidence. Then, the qualitative data were analyzed from students' score in the pre-test and two post-tests. The result of the research showed that there was the increasing score of students in reading comprehension of narrative text by using trading place staretyg. The result of the analysis showed that the mean of the pretest was 46,31. The mean of the post-test in the first cycle was 68,68. Then the mean of the post-test in the second cycle was 80,78. The percentage of students who got point up to 71 also grew up. In the pre-test, there were only 3 students (7,89%) who got point up to 71. In the post-test of

cycle I, there were 11 students (28,94%) who got point up to 71. Then, in the post-test of cycle II, there were 33 students (86,84%) who got point up to 71. Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 78,95%. It showed that the implementation of trading place strategy could improve students' ability in comprehending text and could affect on students' achievement in reading comprehension. The students were more active, creative, interactive, brave and innovative in the learning activity. So, it can be concluded that the implementation of hidden picture game was effective to improve the students' interest in following the learning teaching process.

APPENDIX I

LESSON PLAN

School	: MTs.N Tanah Jawa
Subject	: English
Class/Semester	: IX ⁴ / II
Aspect/ Skill	: Reading
Time Allocation	: 4 X 45 Minutes (2 Meeting)
Standard Competence	: To understand the meaning of a functional text and short story in form of narrative text related to the environment
Basic Competence	: To respond the meaning of a functional text and short story accurately and fluently related to the environment
Indicator	: <ol style="list-style-type: none">1. Identifying the idea of narrative text in every paragraph2. Mention the meaning of the functional text in the form of narrative3. Explanning narrative text through application trading place strategy
Objective	:

1. Students are able to identify the main idea of narrative text in every paragraph
2. Students are able to respond the meaning of the functional text in the form of narrative text
3. Student are able to comprehend narrative text through application trading place strategy

Material :

The Man Who Tried to Please Everybody

One fine morning, a farmer went to town to sell his donkey. His son went with him. They sang as they walked along. The farmer and his son passed some girls on the road. The girls began to laugh at them.

“What is wrong with your donkey?” asked the girls.

“Nothing.” Replied the farmer. “I’m going to sell him in town for a lot of money.”

The farmer wanted to pleased the girls. He lifted his son on to the dongkey, and walked on beside them.

Farther along the road, the farmer and his son met an old man. The old man shook his stick at the boy. “What a selfish boy you are,” he cried, “riding the donkey while your poor father walks.” To please the old man, the farmer lifted down his son and got on to the donkey himself.

As they went on their way, the farmer and his son met some women and children. One of the women pointed to the farmer.

“Look at the lazy man!” she said. “He rides the donkey and make his poor little boy walk!” To please the woman, the farmer helped his son to get up behind him.

The farmer and his son rode along together on the donkey. They passed some men. “Is that your donkey?” the men asked. “You will kill him if you make him carry a heavy man and a boy. Why don’t you carry the poor donkey?” The farmer wanted to please the men. He and his son got off the donkey. They tied its legs together and slung it on a pole. The poor donkey struggled and kicked. The farmer and his son put the ends of the pole on their shoulders. They walked into the town carrying the donkey.

The people in the town laughed to see a man and a boy carrying a struggling donkey. They ran along beside the farmer and his son, laughing and shouting. The poor donkey was frightened. The farmer and his son were tired and hot. They put down the donkey. The beast kicked himself free, and galloped away. He fell into the river and was drowned. The farmer went sadly. “I tried to please everybody,” he said to his son. “But I have pleased nobody, and I have lost my donkey.”

Method : Explanation

Discussion

Presentation

Asking & answering

Strategy : Trading Place

Source : [Sri Andreani, Kasihani K.E. Suyanto. 2016. *English in Context \(SMP/MTs\)*. Jakarta:PT.Bumi Aksara](#)

Dardjis, Desmal, Sofyan Fanani, Aisyah Anwar.
2013. *Let's Learn English*. Jakarta: Bumi Aksara.

Teaching learning process :

Teacher activities	Students activities
Opening	
1. Greeting and checks students 2. Teacher asks the students about their understanding of narrative text 3. Teacher gives an explanation about narrative text	1. Greetings 2. Students answer teacher's questions 3. Students listen to teacher's explanation
Main activities	
1. Teacher gives one or more notes or post it 2. Teacher asks students to find out and write on their note one title of their experience 3. Teacher asks each students to put up on their clothes/pocket 4. Teacher asks students to around the room to find out or read their friends' notes each other 5. Teacher asks students to do exchange their note with the other friends as many as 6. Teacher asks students to share and discuss their title and text of narrative text each other 7. Teacher collect back the students in the class and ask them to give the reason and comment about their friends' note that they have choosen 8. Teacher asks students to retell one of their friend's experience 9. Teacher asks students to explain about their topic to another	1. Students take get the note or post it 2. Students find out and write on their note one title of their experience 3. Students make their title in their pocket 4. Students find out or read their friends' notes each other 5. Students will move one another to do exchange 6. Students share and discuss thier title and text of narrative text each other 7. Students collect back to teacher and give the reason and comment about their friends' note that they have choosen 8. Students retell one of their friend's experience 9. Students explain about their topic to another
Closing	
1. Teacher perform the assessment in the form of multiple choice test 2. Teacher asks one student to tell	1. Students accept the assessment from teacher 2. Students summarize what they have

what they have learned from the narrative text	learned through activities
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Evaluation :

Instrument :

Choose either a, b,c,or d for the the correct answer. Questions 1 to 10 are based on text.

The Man Who Tried to Please Everybody

One fine morning, a farmer went to town to sell his donkey. His son went with him. They sang as they walked along. The farmer and his son passed some girls on the road. The girls began to laugh at them.

“What is wrong with your donkey?” asked the girls.

“Nothing.” Replied the farmer. “I’m going to sell him in town for a lot of money.”

The farmer wanted to pleased the girls. He lifted his son on to the dongkey, and walked on beside them.

Farther along the road, the farmer and his son met an old man. The old man shook his stick at the boy. “What a selfish boy you are,” he cried, “riding the donkey while your poor father walks.” To please the old man, the farmer lifted down his son and got on to the donkey himself.

As they went on their way, the farmer and his son met some women and children. One of the women pointed to the farmer.

“Look at the lazy man!” she said. “He rides the donkey and make his poor little boy walk!” To please the woman, the farmer helped his son to get up behind him.

The farmer and his son rode along together on the donkey. They passed some men. “Is that your donkey?” the men asked. “You will kill him if you make him carry a heavy man and a boy. Why don’t you carry the poor donkey?” The farmer wanted to please the men. He and his son got off the donkey. They tied its legs together and slung it on a pole. The poor donkey struggled and kicked. The farmer and his son put the ends of the pole on their shoulders. They walked into the town carrying the donkey.

The people in the town laughed to see a man and a boy carrying a struggling donkey. They ran along beside the farmer and his son, laughing and shouting. The poor donkey was frightened. The farmer and his son were tired and hot. They put down the donkey. The beast kicked himself free, and galloped away. He fell into the river and was drowned. The farmer went sadly. “I tried to please everybody,” he said to his son. “But I have pleased nobody, and I have lost my donkey.”

1. What did the farmer want to do in town?
 - a. To go to shop
 - b. To sell his donkey
 - c. To sell his son
 - d. To buy a toy for his son
2. Why did the girls laugh at him?

- a. Because he is silly to walk all the way
- b. Because he is ride the donkey
- c. Because he is make a jokes
- d. Bacause he is lazy

3. Whom did the farmer and his son meet?

- a. Villagers
- b. Buyer
- c. An old man
- d. A girl

4. How did the farmer please the old man?

- a. He lifted down his son and got on to the donkey himself
- b. He hifted on his son and got down to the donkey himself
- c. He lifted down his son and walked togather
- d. He got on to the donkey with his son

5. Why did the woman think taht the farmer was a lazy man?

- a. Because he rode the donkey with his son
- b. Bacause he fall asleep
- c. Bacause he walked all the way
- d. Because he rode the donkey and his poor little boy walk

6. What did the farmer and his son do to please the man?

- a. They got on the donkey
- b. They got off the donkey
- c. They sold the donkey

d. They let the donkey run away

7. What happened after they put down the donkey?

a. They walked all the way

b. They tied its legs together and slung it on a pole

c. They sold the donkey to the man

d. They let the donkey run away

8. “Nothing,” replied the farmer. (line 5)

What is the similar meaning of the word “replied”?

a. Talked

b. Asked

c. Answered

d. Told

9. “He fell into the river and was drowned.” (line 27)

What does the word “he” refer to?

a. The farmer

b. The old man

c. The woman

d. The girl

10. Why did they put down the donkey?

a. Because they were tired and hot

b. Because they were arrived in the down

c. Bacause someone bought the donkey

d. Bacause the donkey was tired

Scoring

:

1. for each correct answer will get 1 score
2. maximal value = 10

got score

3. student value = $\frac{\text{got score}}{\text{maximal value}} \times 100$

be cognizant of,

The Principle

English Teacher

Irwansyah

Ningsih, S.Pd.

The Researcher

Resi Auliani Ulfa

LESSON PLAN

School	: MTs.S Tanah Jawa
Subject	: English
Class/Semester	: IX ⁴ / II
Aspect/ Skill	: Reading
Time Allocation	: 4 X 45 Minutes (2 Meeting)
Standard Competence	: To understand the meaning of a functional short txt in form of narrative text related to the environment
Basic Competence	: To respond the meaning of a functional text and short text accurately and fluently related to the environment
Indicator	: <ol style="list-style-type: none">1. Identifying the information in narrative text2. Mention the meaning of the functional text in the form of narrative text3. Explaining narrative text through application trading place strategy
Objective	: <ol style="list-style-type: none">1. Students are able to identify the idea in narrativet text2. students are able to respond the meaning of the functional text in the form of narrative text3. Student are able to comprehend narrative text through application trading place strategy

Material :

Accident

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

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

Gold Egg

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house and took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later, the farmer surprised because he found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he was very much regretted for his foolishness, it’s already too late.

Method	: Explanation Discussion Presentation Asking & answering
Strategy	: Trading Place
Source	: <u>Sri Andreani, Kasihani K.E. Suyanto. 2016. <i>English in Context (SMP/MTs)</i>. Jakarta:PT.Bumi Aksara</u> <u>http://www.bahasaindonesiaku.net/2015/10/2-contoh-teks-narasi-pengalaman-pribadi-bahasa-indonesia.html?m=1</u>

Teaching learning process :

Teacher activities	Students activities
Opening	
1. Greeting and checks students 2. Teacher asks the students about their understanding of narrative text 3. Teacher gives an explanation about narrative text	1. Greetings 2. Students answer teacher's questions 3. Students listen to teacher's explanation
Main activities	
1. Teacher gives one or more notes or post it 2. Teacher asks students to find out and write on their note one title of their experience 3. Teacher asks each students to put up on their clothes/pocket 4. Teacher asks students to around the room to find out or read their friends' notes each other 5. Teacher asks students to do exchange their note with the other friends as many as 6. Teacher asks students to share and discuss their title and text of narrative text each other 7. Teacher collect back the students in the class and ask them to give the reason and comment about their friends' note that they have choosen 8. Teacher asks students to retell one of their friend's experience 9. Teacher asks students to explain about their topic to another	1. Students take get the note or post it 2. Students find out and write on their note one title of their experience 3. Students make their title in their pocket 4. Students find out or read their friends' notes each other 5. Students will move one another to do exchange 6. Students share and discuss thier title and text of narrative text each other 7. Students collect back to teacher and give the reason and comment about their friends' note that they have choosen 8. Students retell one of their friend's experience 9. Students explain about their topic to another
Closing	
3. Teacher perform the assessment in the form of multiple choice test 4. Teacher asks one student to tell what they have learned from the narrative text	3. Students accept the assessment from teacher 4. Students summarize what they have learned through activities

Evaluation :

Instrument :

Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on text.

Read the following text to answer questions number 1 to 5.

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

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

1. Who took Mrs. Damiri to the clinic?

- a. Her son
- b. Her husband

- c. Her neighbour
 - d. Her children
2. The main idea of the second paragraph is
- a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
3. How did the neighbour help Mrs. Damiri?
- a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
4. The content is composed as an/an . . .
- a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
5. Who is the person that proud to the son?
- a. Mr. Damiri
 - b. Mrs. Damiri
 - c. Neighbour
 - d. Doctor

Read the following text to answer questions number 5 to 10.

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house and took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later, the farmer surprised because he found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he was very much regretted for his foolishness, it’s already too late.

6. Why did the farmer prayed hard to God?

- a. Because he was very angry
- b. Because he was need a goose
- c. Because he was lazy
- d. Because he need God to help his family would die of starvation

7. Why did the old man give a goose to the farmer?

- a. Because he want to help the farmer

- b. Because he took pity on him
- c. Because he doesn't have any expensive thing to give him
- d. Because the farmer likes a goose

8. Why did the farmer get surprised a week later?

- a. Because he found a golden egg in his yard
- b. Because he found a goose in his yard
- c. Because he found an egg in his yard
- d. Because he lost the goose

9. What happened when the farmer lost his patient?

- a. He killed his goose
- b. He slaughtered his goose
- c. He dismissed his goose
- d. He kept the goose

10. The story above told us about....

- a. Foolishness
- b. Sadness
- c. Happiness
- d. Grateful

Scoring :

1. for each correct answer will get 1 score

2. maximal value = 10

$$3. \text{ student value} = \frac{\text{got score}}{\text{maximal value}} \times 100$$

be cognizant of,

The Principle

English Teacher

Irwansyah

Ningsih, S.Pd.

The Researcher

Resi Auliani Ulfa

APPENDIX II

THE TEST INSTRUMENT

PRE TEST

Choose either a, b,c,or d for the the correct answer. Questions 1 to 10 are based on text.

The Man Who Tried to Please Everybody

One fine morning, a farmer went to town to sell his donkey. His son went with him. They sang as they walked along. The farmer and his son passed some girls on the road. The girls began to laugh at them.

“What is wrong with your donkey?” asked the girls.

“Nothing.” Replied the farmer. “I’m going to sell him in town for a lot of money.”

The farmer wanted to pleased the girls. He lifted his son on to the dongkey, and walked on beside them.

Farther along the road, the farmer and his son met an old man. The old man shook his stick at the boy. “What a selfish boy you are,” he cried, “riding the donkey while your poor father walks.” To please the old man, the farmer lifted down his son and got on to the donkey himself.

As they went on their way, the farmer and his son met some women and children. One of the women pointed to the farmer.

“Look at the lazy man!” she said. “He rides the donkey and make his poor little boy walk!” To please the woman, the farmer helped his son to get up behind him.

The farmer and his son rode along together on the donkey. They passed some men. "Is that your donkey?" the men asked. "You will kill him if you make him carry a heavy man and a boy. Why don't you carry the poor donkey?" The farmer wanted to please the men. He and his son got off the donkey. They tied its legs together and slung it on a pole. The poor donkey struggled and kicked. The farmer and his son put the ends of the pole on their shoulders. They walked into the town carrying the donkey.

The people in the town laughed to see a man and a boy carrying a struggling donkey. They ran along beside the farmer and his son, laughing and shouting. The poor donkey was frightened. The farmer and his son were tired and hot. They put down the donkey. The beast kicked himself free, and galloped away. He fell into the river and was drowned. The farmer went sadly. "I tried to please everybody," he said to his son. "But I have pleased nobody, and I have lost my donkey."

11. What did the farmer want to do in town?

- e. To go to shop
- f. To sell his donkey
- g. To sell his son
- h. To buy a toy for his son

12. Why did the girls laugh at him?

- e. Because he is silly to walk all the way
- f. Because he is ride the donkey
- g. Because he is make a jokes
- h. Bacause he is lazy

13. Whom did the farmer and his son meet?

- e. Villagers
- f. Buyer
- g. An old man
- h. A girl

14. How did the farmer please the old man?

- e. He lifted down his son and got on to the donkey himself
- f. He hifted on his son and got down to the donkey himself
- g. He lifted down his son and walked togather
- h. He got on to the donkey with his son

15. Why did the woman think taht the farmer was a lazy man?

- e. Because he rode the donkey with his son
- f. Bacause he fall asleep
- g. Bacause he walked all the way
- h. Because he rode the donkey and his poor little boy walk

16. What did the farmer and his son do to please the man?

- e. They got on the donkey
- f. They got off the donkey
- g. They sold the donkey
- h. They let the donkey run away

17. What happened after they put down the donkey?

- e. They walked all the way
- f. They tied its legs togather and slung it on a pole

g. They sold the donkey to the man

h. They let the donkey run away

18. “Nothing,” replied the farmer. (line 5)

What is the similar meaning of the word “replied”?

e. Talked

f. Asked

g. Answered

h. Told

19. “He fell into the river and was drowned.” (line 27)

What does the word “he” refer to?

e. The farmer

f. The old man

g. The woman

h. The girl

20. Why did they put down the donkey?

e. Because they were tired and hot

f. Because they were arrived in the down

g. Bacause someone bought the donkey

h. Bacause the donkey was tired

POST TEST

Choose either a, b,c,or d for the the correct answer. Questions 1 to 10 are based on text.

Read the following text to answer questions number 1 to 5.

Accident

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

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

11. Who took Mrs. Damiri to the clinic?

- a. Her son
- b. Her husband
- c. Her neighbour

- d. Her children

12. The main idea of the second paragraph is

- a. Mrs. Damiri got accident
- b. Mr. Damiri was proud of his son
- c. Yusuf asked his neighbour to help
- d. Mr. Damiri and his other children had gone

13. How did the neighbour help Mrs. Damiri?

- a. He called Mrs. Damiri's husband and ran to the kitchen
- b. He called the fireman and put out the fire
- c. He put out the fire and took Mrs. Damiri to the clinic
- d. He called the fireman and advised Mrs. Damiri to stay calm

14. The content is composed as an/an . . .

- a. Recount
- b. Narrative
- c. Report
- d. Anecdote

15. Who is the person that proud to the son?

- e. Mr. Damiri
- f. Mrs. Damiri
- g. Neighbour
- h. Doctor

Read the following text to answer questions number 5 to 10.

Gold Egg

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house and took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later, the farmer surprised because he found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months.

The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he was very much regretted for his foolishness, it’s already too late.

16. Why did the farmer prayed hard to God?

- a. Because he was very angry
- b. Because he was need a goose
- c. Because he was lazy
- d. Because he need God to help his family would die of starvation

17. Why did the old man give a goose to the farmer?

- a. Because he want to help the farmer

- b. Because he took pity on him
- c. Because he doesn't have any expensive thing to give him
- d. Because the farmer likes a goose

18. Why did the farmer get surprised a week later?

- a. Because he found a golden egg in his yard
- b. Because he found a goose in his yard
- c. Because he found an egg in his yard
- d. Because he lost the goose

19. What happened when the farmer lost his patient?

- e. He killed his goose
- f. He slaughtered his goose
- g. He dismissed his goose
- h. He kept the goose

20. The story above told us about....

- e. Foolishness
- f. Sadness
- g. Happiness
- h. Grateful

KEY ANSWER

PRE TEST

1. B. To sell his donkey
2. A. Because he is silly to walk all the way

3. C. An old man
4. A. He lifted down his son and got on to the donkey himself
5. D. Because he rode the donkey and his poor little boy walk
6. B. They got off the donkey
7. B. They tied its legs together and slung it on a pole
8. C. Answered
9. A. The farmer
10. A. Because they were tired and hot

POST TEST

1. C. Her Neighbour
2. C. Yusuf asked his neighbour to help
3. C. He put out the fire and took Mrs. Damiri to clinic
4. B. Narrative
5. A. Mr. Damiri
6. D. Because he need God to help his family would die of starvation
7. C. Because he deosn't has any expensive thing to give him
8. A. Because he found a golden egg in his yard
9. B. He slaughtered his goose
10. D. Grateful

APPENDIX III

Observation Sheet Teacher Activity For Cycle I and Cycle I

NO	ASPECTS	ACTIVITY	Cycle I			Cycle II		
			1	2	3	1	2	3
1	Ability to open learning process	a. Attracting the students' attention b. Motivating the students' to learn c. Conducting the meaningful apperception	√	√ √			√	√ √
2	The behavior of researcher in learning process	a. Voice can be heard by students clearly b. Body language is done attractively and proportion c. Mobility in the class is conducted by reasonable and effective	√	√ √			√	√ √
3	Mastery of learning material	a. Presentation of learning material correspond by set on basic competency , indicator and learning process. b. Demonstrate the mastery of learning material. c. Able to respond the question and solving the students' problem in learning process.		√ √	√	√		√ √
4	Learning process	a. Presentation of learning material and activity oriented to diversity students. b. Time allocation utilized in teaching learning process effectively and proportionally c. Managing individual or group students are done effectively overall	√	√ √		√	√ √	
5	The student's resnpod	a. The students are focus and serious to the teacher's explanation. b. Student's bravery in saying comment and opinion from students during the learning process. c. Interaction and communication between students and teacher in teaching learning process.	√ √	√				√ √ √
	Score		26			39		
	Expaliation		Adequate			Very Good		

Score Explanation

A : Very Good Score: 36-40

B : Good Score: 31-35

C : Adequate Score: 26-30

D : Bad Score: 21-25

E : Very Bad Score: 15-20

APPENDIX IV

The Interview Sheet With The Teacher

In The First Meeting

Researcher : How is the condition in class when you were teaching in class?

Teacher : They are so crowded when doing task. Some students are active and some students are passive. I think they are confuse in English maybe and some students just silent.

Researcher : What do you think about students' ability in reading comprehension?

Teacher : They are too crowded when doing task. Some students are active and some students are passive. I thought students were confused in English caused some students were just silent in teaching-learning process.

Researcher : What is the difficulties you have found in teaching reading comprehension?

Teacher : I think reading comprehension is hardly to understand for students. As we know that some texts we found in exercise are too long and sometimes use high vocabulary, so students will getting hard to comprehend text without guidance.

Researcher : How did you solve this problem?

Teacher : I usually used common method in learning process, such as always used speech method, then giving the meaning, and after that giving the task.

APPENDIX V

The Interview Sheet With The Teacher

In The Last Meeting

Researcher : What do you think about the implementation of Trading Place Strategy in teaching reading comprehension?

Teacher : I think the using of this strategy was good because I saw them motivated and they are more seriously and also have more spirit in learning.

Researcher : Do you want to implement Trading Place strategy in learning process?

Teacher : InsyaAllah, I will implement this stratgey in learning process of English subject especially in reading comprehension as appropriate.

APPENDIX VI

The Interview Sheet With The Students

In The First Meeting

Researcher : Apakah pelajaran Bahasa Inggris merupakan pelajaran yang mudah untuk dipahami?

Student 1 : Menurut saya sih enggak miss. Karena sulit kalau kita enggak tau artinya. Kadang kalau guru ngomong pakai Bahasa Inggris saya kurang ngerti juga.

Student 2 : Sulit kali miss, malas kali baca Bahasa Inggris miss apalagi mengartikannya miss banyak kali soalnya. Biasanya saya disuruh mengartikan aduh pusing lah miss. Beda tulisannya beda lagi bacanya.

Researcher : Apakah kesulitan dalam belajar bahasa inggris?

Student 1 : Sulitnya ya karena nggak tau artinya miss. Mau baca aja ga PD miss takut salah.

Student 2 : Menurut aku miss sulitnya itu pas ngerjain soal-soal. Apalagi kalau ada teks nya kayak reading gitu, artinya aja kami nggak tau gimana mau mau jawab soal-soalnya kan miss. Bingung jadinya miss.

APPENDIX VII

The Interview Sheet With The Students

In The Last Meeting

- Researcher : Apakah lebih mudah memahami teks bacaan dengan menggunakan Trading Place Strategy, seperti teks narasi yang kita pelajari sebelumnya?
- Student 1 : Lumayan lebih mudah lah miss. Karena ada kawan untuk tukar pikiran. Kalau sering kekini mungkin jadi lebih terbiasa lah miss. Jadi bertambah kosa kata juga sedikit.
- Student 2 : Alhamdulillah miss mulai dapat memahaminya, apalagi kami saling memberi secara berpasangan bagaimana cara bacanya, saling membagi bacaan yang ingin di artikan jadi gak bosan lagi miss. Kalau selama inikan belajarnya main sendiri aja buat ngantuk.
- Student 3 : Alhamdulillah lebih menarik aja miss, jadi nggak bosan, bisa saling tukar pikiran sama pasangan satu kelompok kita. Jadi lebih ngerti soal kata kerja lampau, sebelumnya masih bingung gitu miss kok ada macam-macam kata kerja, kalau di Bahasa Indonesia kan kata kerja cuma satu aja miss, yang bedakannya cuma keterangan waktu. Sekarang alhamdulillah udah agak ngerti miss.

APPENDIX VIII

THE DATA

**Table 2. The Students' Score during Cycle I (Pre-Test and Post-Test I)
and Cycle II (Post-Test II)**

No	Initial Names of Students	PRE TEST	POST TEST I	POST TEST II
		Score	Score	Score
1	AWP	40	70	80
2	AFD	60	70	80
3	A	50	60	80
4	AS	30	70	70
5	AA	40	70	80
6	CM	80	70	80
7	DN	50	70	80
8	DLHG	50	80	80
9	EPN	40	60	80
10	GS	40	70	90
11	H	50	60	80
12	IAM	70	60	80
13	JAAL	50	60	90
14	KBP	60	70	80
15	LA	30	70	80
16	MSM	50	60	90
17	MFA	40	60	80

18	MH	40	50	80
19	NA	40	70	70
20	NSN	30	60	80
21	NANM	50	70	80
22	NS	40	60	80
23	NSL	50	60	80
24	PS	40	60	70
25	R	20	70	90
26	RSEN	50	60	80
27	RG	50	70	80
28	RY	40	70	70
29	RS	40	70	80
30	RM	30	70	80
31	RDA	90	70	90
32	SP	20	70	90
33	SAL	60	80	80
34	SAS	60	70	90
35	TGS	50	70	80
36	TWPS	70	70	90
37	WY	40	60	70
38	Y	60	70	80
Total ΣX		1760	2610	3070
The Mean Score		46,31	68,68	80,78

APPANDIX IX

Diary Notes

FIRST CYCLE

First Meeting

The researcher entered to the class for the first time on Friday April 27th 2018, and prepared many tools for recording document such camera from handphone. Before that, the researcher has prepared lesson plan as direction. Then, the researcher started to open the class. Firstly, the researcher said “Assalamu’alaikum” and all of the students replied by “Wa’alaikumsalam miss”. The students saw the researcher introduced her self as an English teacher to the students and explained the goal of the research.

First, the researcher was interview the whole students in order to know the difficulties in learning reading comprehension. After that, researcher began to motivate students in studying and told about Trading Place strategy, and the students conducted what researcher instructed such as listen to the researcher explanation about narrative text and conducted the pre-test.

Second Meeting

On this occasion, the researcher explained more about Trading Place strategy and how to apply it in reading narrative text. The leader of a pair presented the result of their discussion about their experience by their own words in front of the class and

than given a chance to the other pairs to asked about their material. It would be continued to the other pair.

The activities of students in the class:

14. Pay much attention to the researcher's explanation of trading place strategy.
15. Students divided to become a pair. Based on their searching in the class by trading-post.
16. Students were come back to their partner after they found their partner and they are as a pair.
17. The students conducted researcher's intruction.
18. They have through challenges to find out their friend faster and it needs carrefulness and fine timing.
19. Students should be given time to read over their partners' topic and share the topic with their partner each other. Students do not need to memorize it.
20. The students were busy in discussing.
21. Teachers could analyze each pair, give controlling and the addition from their topic.
22. The students conducted the multiple choice test carefully and accurately.
23. Some students were very serious and fine to do the test.
24. Some students asked question that they didn't understand yet.
25. Some students disturbed their friends to give the answer from the test.
26. Some students chatted their class mate and they didn't pay much attention.

SECOND CYCLE

Third Meeting

The researcher was still applied Trading place strategy in reading narrative text. The students asked to pay more attention to the lesson given. The researcher informed them that the technique was very important in helping them to learning about reading. The activity of students in the class was not far different with the activity before, but it activities in different. Some activities are:

1. Students read the text carefully.
2. Students sat with their partner and started to discuss about reading narrative text. They made conclusion from the text.

Fourth Meeting

As this time, students continued their discussing. The behavior of the students:

1. Most of students paid attention to the lesson.
2. The students were more cooperative with their partner.
3. Many questions arised about the subject.
4. They were more serious in doing the test.
5. It was just a few of students did unless activity, like disturbing, chatting or noisy.

In this meeting, the researcher interview the students about the result of learning process after application Trading Place strategy and also interview the teacher. The responds were amazing. The researcher could conclude that the students were able in reading narrative text easily and enjoyed in learning process.

APPENDIX X

Table 3. The Students' Name and Initial

No	Names of The Students	Initial Names of Students
1	Abdi Wira Prayugo	AWP
2	Ainul Fitri Dayanti	AFD
3	Aprianto	A
4	Anisadya Syafitri	AS
5	Ayu Atika	AA
6	Christina Manurung	CM
7	Diandra NAbila	DN
8	Dita Lisri Hasanah Gulo	DLHG
9	Eka Putri Nabila	EPN
10	Galu Septiawan	GS
11	Herianto	H
12	Irma Anggun Mawar	IAM
13	Julaika Alya Azzahra Lubis	JAAL
14	Kanaya Bulan Panjaitan	KBP
15	Lili Apriana	LA
16	Manutur Suorisnto Manurung	MSM
17	Muhammad Fajar Abdillah	MFA
18	Mohd Hafiz	MH
19	Nesa Iswani	NA
20	Nessa Syara Nadila	NSN
21	Nova Atri Mulyani	NAM
22	Novita Sari	NS
23	Nursistani Siallagan	NSL
24	Putri Saharani	PS

25	Raihan	R
26	Rian Satria Eka Nanda	RESN
27	Riki Gusnadi	RG
28	Rindi Yani	RY
29	Rio Sabda	RS
30	Risma	RM
31	Risti Dwi Andira	RDA
32	Sandi Perwira	SP
33	Sifani Ade Lestari	SAL
34	Sofia Amanda Sari	SAS
35	Triana Gita Sugerty	TGS
36	Tri Wulan Purnama Sari	TWPS
37	Wira Yuda	WY
38	Yogi	Y

APPENDIX XI

Table 4. The Students' Attendance List During the Research

No	Names of The Students	Meeting			
		1	2	3	4
1	Abdi Wira Prayugo	√	√	√	√
2	Ainul Fitri Dayanti	√	√	√	√
3	Aprianto	√	√	√	√
4	Anisadya Syafitri	√	√	√	√
5	Ayu Atika	√	√	√	√
6	Christina Manurung	√	√	√	√
7	Diandra NAbila	√	√	√	√
8	Dita Lisri Hasanah Gulo	√	√	√	√
9	Eka Putri Nabila	√	√	√	√
10	Galu Septiawan	√	√	√	√
11	Herianto	√	√	√	√
12	Irma Anggun Mawar	√	√	√	√
13	Julaika Alya Azzahra Lubis	√	√	√	√
14	Kanaya Bulan Panjaitan	√	√	√	√
15	Lili Apriana	√	√	√	√
16	Manutur Suorisnto Manurung	√	√	√	√
17	Muhammad Fajar Abdillah	√	√	√	√
18	Mohd Hafiz	√	√	√	√
19	Nesa Iswani	√	√	√	√
20	Nessa Syara Nadila	√	√	√	√
21	Nova Atri Mulyani	√	√	√	√
22	Novita Sari	√	√	√	√

23	Nursistani Siallagan	√	√	√	√
24	Putri Saharani	√	√	√	√
25	Raihan	√	√	√	√
26	Rian Satria Eka Nanda	√	√	√	√
27	Riki Gusnadi	√	√	√	√
28	Rindi Yani	√	√	√	√
29	Rio Sabda	√	√	√	√
30	Risma	√	√	√	√
31	Risti Dwi Andira	√	√	√	√
32	Sandi Perwira	√	√	√	√
33	Sifani Ade Lestari	√	√	√	√
34	Sofia Amanda Sari	√	√	√	√
35	Triana Gita Sugerty	√	√	√	√
36	Tri Wulan Purnama Sari	√	√	√	√
37	Wira Yuda	√	√	√	√
38	Yogi	√	√	√	√

APPENDIX XII

DOCUMENTATION

➤ Teaching Learning Process





➤ Process of Trading Place Strategy in Teaching Learning



