



**SKRIPSI**

**THE EFFECT OF REWARD AND PUNISHMENT IN LEARNING**

**ENGLISH OF MADRASAH ALIYAH LABORATORIUM UIN SU MEDAN**

*Submitted to Faculty of Tarbiyah and Teacher training UIN-SU Medan as a Partial Fulfilment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program*

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**THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

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MEDAN**

**2019**

**PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan di bawah ini :

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LABORATORIUM UINSU MEDAN”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya sudah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh universitas batal saya terima.

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Assalamu Alaikum Wr.Wb

Dengan Hormat

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Nur Mailan Lubis** yang berjudul **“THE EFFECT REWARD AND PUNISHMENT IN LEARNING ENGLISH OF MADRASAH ALIYAH LABORATORIUM UINSU MEDAN”**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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**ABSTRACT**

**NUR MAILAN LUBIS, 34154176. THE EFFECT OF REWARD AND PUNISHMENT IN LEARNING ENGLISH OF MADRASAH ALIYAH LABORATORIOUM UINSU MEDAN.**

**Thesis. Department of English Education, Faculty of Tarbiyah Science and Teachers Training. State Islamic University of nort Sumatera, Medan.2019**

*Keyword : Reward and punishment, Learning English.*

This research was conducted to know the effect of applying the effect of reward and punishment in learning English of Madrasah Laboratorium UIN SU Medan in the academic year of 2018/2019. The population of this research was the class X –MIA and X-IA and the samples of this research was taken from 25 students of Experimental class (X –MIA) and 30 students of control class (X-IA).

The researcher used a reading test to collect the data and the instrument for collecting data was multiple choice. The test consist of two types, namely pre-test and post-test. The data were analyzed by using t-test formula. After analyzing the data, the result of the research showed that the value of t-observed was higher than the value of t-table ( $5,128 > 1,676$ ) at the level significant of  $\alpha = 0.05$  and at the degree of freedom (df) = 48. It can be concluded that applying peer response technique has significant effect on students achievement in reading or in other words the alternative hypothesis ( $H_a$ ) was accepted.

Nomor: Istimewa

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Perihal:Skripsi

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Medan, 17 Juli2018

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Assalamu Alaikum Wr.Wb

Dengan Hormat

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Nur Mailan Lubis** yang berjudul **“THE EFFECT REWARD AND PUNISHMENT IN LEARNING ENGLISH OF MADRASAH ALIYAH LABORATORIUM UINSU MEDAN”**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Bismillahirrahmanirrahim

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Praised to Allah SWT. The beneficent and the merciful. The Almighty for giving me healthy, opportunity, and ability to complete this *skripsi*.. Peace and His blessing, mercy is onto beloved and our dear holly prophet Muhammad SAW.

This *skripsi* is submitted to the Department of English Education, faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera as a partial fulfilment of the requirements for degree of Sarjana pendidikan ,under the title “**The Effect of Reward and Punishment in Learning English of Madrasah Aliyah Laboratorium Uinsu-Medan**”

In the process of finishing *skripsi*, from writing the proposal to the preparation of the *skripsi*, the writer has received much help from many persons. Therefore, the writer would like to give special thanks to:

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I would be pleasure to accept some critics and correction to this *skripsi* because I believe that it still far from perfect. Finally, I hope this *skripsi* will be beneficial for those who read in the field of education.

Medan, 17 Juli 2019

**Nur Mailan Lubis**



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## CHAPTER I

### INTRODUCTION

#### 1.1 Backgrounds

In learning English, a learner is expected to master the four basic language skills namely listening, speaking, reading and writing. The language skills are divided into two, which are receptive skill and productive skills.<sup>1</sup>

Productive skills are writing and speaking which the students should be provided opportunities to be active or to produce the language. Receptive skills, reading and listening which the students receive the language from the teachers, facilitators or other resources. Reading skill is the way that people understand and gaining the information and idea, reading skill makes the students understand the meaning of the passage and the main point from the text through the passage.

Some people think that reading is a “passive” skill, but nothing could be further from the truth. Rubin and Irene wrote in their book: In reality, reading is an active information seeking process in which readers relate information in the text to what they already know.<sup>2</sup>

Based on the definition above the researcher concluded that among the four skills, reading skill is seen more difficult skill to be learnt, besides student must be able to issue good pronunciation students who are recommended must be able to know the meaning of a writing that they read and it also needs to comprehend more. Reading as an active skill, so it may be true enough that people learn to read by reading and a good readers are people who read a lot.

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<sup>1</sup> Jeremy Harmer, *the practice of English Language Teaching* (New York : Longman Publishing, 1996 ) p.16-17

<sup>2</sup> Joan Rubin and Irene Thompson. *How to be a more Successful Language Learner: Toward Learner Autonomy*. (USA: Heinle and Heinle Publishers, 1994), Second Edition, p. 91

According to Paris, Punler and Walther, reading comprehension is the process of understanding the message that the author is trying to convey, very simple, it is making meaning from the text at hand.<sup>3</sup>

In fact, the students did not understand the meaning completely and they have lack of motivation to read the text because the teacher also used the traditional teaching which he always gave lecturing, explaining and exercising. From the observation, the writer also identified the teacher's technique in giving reading material; the teacher used the translation method to convey the meaning of the words and sentences and this translation made the students confused about the meaning. With this activities absolutely made the students felt boring and it is can decrease the students' behavior.

From the statements above, English teachers have to be able to organize teaching and learning activities. They have to give materials by using a suitable technique and master the lesson effectively. Especially in reading's learning process, teachers must make the students able to comprehend such words in English language and group of new words. The statements above mean, reading is important to teach and teachers must try to find the most effective technique to teach it and how the most effectively technique to make the class reading activity can be fun and creative.

However, applying conventional technique in English classroom activity makes the students bored, makes their motivation to participate in English

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<sup>3</sup> Pamela J Farris ,et al., *Teaching Reading: A Balanced Approach for Today's Classroom*, (United States: Mc Graw Hill, 2004), p. 321

learning activity will be loose and lose their interest in reading material because the classroom is monotone.

In fact, a lot of English teachers motivated their students by techniques in order that students have spirit and motivation in their learning English, such as giving rewards and punishment, especially in improving their reading skill, because a lot of students have a lack of reading comprehension and also about mastery the vocabulary in the text of paragraph in reading.

Based on the explanation above the writer conclude that in fact, the students didn't understand the meaning completely and they have lack of motivation to read the text because the teacher also used the traditional teaching which he always gave lecturing, explaining and exercising.

Furthermore, unpleasant effect called as punishment, while the effect is fun is felt as a reward. Likewise the learning of English at Madrasah aliyah laboratorioum UINSU is a subject learned in general subject, Science and Social Sciences classes. Of course, in learning activities interest is needed and good concentration in order to achieve learning goals. But the fact is that students' interest in learning English has avoided the language first English and always thought learning English was difficult, lacking mastery of English vocabulary, lack of motivation and atmosphere crowded classrooms, students prefer to chat, sleep rather than pay attention teacher. this will have an impact on student learning success. For overcome things like that, then the provision of reward and punishment the teacher is quite influential even though it doesn't play a role.

Sdorow and Riekabaugh wrote in their book: Given the everyday observation that extrinsic rewards can increase achievement motivation, especially in people who initially have little or no motivation in a particular area.<sup>4</sup>

Punishment is applied following a desired action, as when a student is punished after coming forward to admit cheating on an exam. The student may associate the punishment with being honest rather than with the original offense.

Based on researcher found from the teaching experience at school of Madrasah aliyah laboratorioum Medan that from task or practice, the writer found that the students less in English reading skill, the student less in reading a short story. The student can't pronounce letters correctly. Learning English in the beginning in this school is less well-maintained by students and grade X students. So, for that, appropriate techniques must be made to make students become successful in their reading comprehension. Giving gifts and punishments is one of the techniques for teaching and learning that makes reading activities in the classroom can be an effective class and can improve it and understand about reading material.

To overcome this problem researcher tried to use the quantitative strategy to improve the ability of the student. Based on the description above, the title of the research conducted was **“The effect of Reward and Punishment in Learning English of ten Grade student of Madrasah Aliyah Laboratorium UINSU Medan “.**

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<sup>4</sup> Lester M. Sdorow and Cheryl A. Riekabaugh, *Psychology*, (North America: Mc Graw Hill, 2002), Fifth Edition, p. 124



## **1.2 Identification of the Problem**

Based on the background of the problem described above, then researchers tried to formulate the problem as follows:

1. Most of the students are still less in English reading skill might less because they might be afraid of being wrong.
2. Student feel less motivation in following learning activities.
3. Student in doing task feel difficulty and lack of motivation, so learning is not conductive.

## **1.3 Limitation of the Problem**

In this research, the study is focussed on the effect of reward and punishment in reading skill at tenth grade student of MA Laboratorium UIN SU Medan in academic year 2018/ 2019.

## **1.4 Problem of the study**

The formulation of the problem that can be proposed in this research is in the following question :

1. How is the process of giving reward and punishment in Reading skill of Madrasah aliyah laboratorium?
2. Are there significant influence in giving reward and punishment toward interest in Reading skill at X grade students of Madrasah aliyah laboratorium?

## **1.5 The Purpose of the Study**

Based on the problem of the research, The objective of the research as follows :

1. To know how the process of giving reward and punishment in Readingskill at teen grade student of Madrasah aliyah laboratorium UINSU Medan
2. To know there is significant influence in giving reward and punishment toward interest in Reading skill at X grade students of Madrasah aliyah laboratorium UINSU Medan

### **1.6 The Objective of The Study**

The Objective of this research is to know whether giving rewards and punishment can improve students' reading skill for X grade students of MA Laboratorium Medan .

### **1.7 The Significance of the Study**

In this study the researcher expects that the research has some significances both theory and practice.

1. Theoretically
  - a. Adding scientific knowledge to the field education on thfue implementation of the learning process in particular English learning.
  - b. The result of this research can be used as referrence for conducting such kind of research in the future.

## 2. Practically

- a. As a consideration in reference plan the learning proces, and hopefully provide benefits for prospective English teacher in improving quality English learning for students.
- b. The result give the information about rewards and punishment in teachingEnglish.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Framework

A theory may be defined as a set of interrelated statements, principles and propositions that specify the relationship among variables. In conducting a research, theories should be explained and clarified in relation to the research design. It is also aimed to clarify the concepts or terms in order to avoid ambiguity and misinterpretation.<sup>5</sup> So, by providing the following theories, the reader will understand about this study clearly.

#### 2.1 Definition of reward

The students' behaviour in school or classroom is followed behaviour from their environment. Sometimes they grow up with less worship and attention. Rewards and punishment appropriate to build up their motivation related their learning, especially in English learning process. The process to apply the reinforcer to increase behaviour is called reinforcement, there are two forms of reinforcement, positive and negative.

Reward as a synonym for positive reinforcement, traditional behaviorists defined reinforcement strictly in terms of whether it increased behaviour.<sup>6</sup>

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<sup>5</sup>Ary, *Introduction to research in education* (Canada, Wadsworth Group, 2010), p. 45

<sup>6</sup>Lester M. Sidorow and Cheryl A. Riekabaugh, *Psychology*, (Mc Graw Hill: Library of Congress in Publication Data, 2002), p. 186.

Reward is an educational strategy which can be used to make the students feel happy in learning a language and also can be used to give motivation to the students for learning better. Teachers should use reward in order to maintain a positive learning environment and to promote appropriate classroom behaviours. Reward for the students should be real but it doesn't have to be something expensive. In this case, the teacher's creativity is really needed. So, the teacher can make something special for the students.<sup>7</sup>

Reward in language means gifts, wages, rewards, or award. Whereas in terms of, giving consequences in the form of a fun thing to regulate a person's behavior. In Islamic perspective, reward comes with several terms, between other rewards, replies, and rewards.

Reward in Indonesian dictionary is as a giver, a reward for winning a race; giving in the form of mementos, awards, or respect. According to Sardiman in his book entitled *Interaction and Motivation in Teaching and Learning*, states that appreciation is a form to grow motivation in activities learned at school<sup>8</sup>. Gifts are a way to move or encourage student learning motivation.<sup>9</sup> So, gifts we can give to student when they are can answer the question from the teacher.

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<sup>7</sup>Josep Nuttin, *Reward and Punishment in human learning a behavior theory* (New York Academic press, 1968), p.75

<sup>8</sup>Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Pers, 2011), hlm. 94.

<sup>9</sup>Oemar Hamalik, *Proses Belajar Mengajar*, (Bandung: Bumi Aksara, 2001), p. 166.

Reward is one way that can be applied in teaching and learning activities. Rewards can trigger an increase student learning interest when students get bored following learning activities. As for some notions of reward: According to the Language dictionary English rewards means awards or prizes.<sup>10</sup>

So the conclusions can be drawn that giving rewards is an award and become a motivator or motivation for students will form a self-confident person, do business sustainable in order to achieve teaching goals.

Reinforcement and punishment have an important role in behavioristic learning theory to form a personality child. Reinforcement is a form of reinforcement that can be done one of them is by giving rewards to students.<sup>11</sup> When a behavior leads to desirable outcomes, it is more likely to occur in future situations. Therefore, reinforcement is merely the impact seen by the reinforcing agent. To determine whether an event is capable of reinforcing, its impact should be considered.

Reward and Punishment method is an interactive learning method between teachers and students who ask for a gift giving system for students who are active and actually answer practice questions and instead provide responses to students who are inactive or incorrect in answering practice questions.<sup>12</sup>

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<sup>10</sup>John M Echols, Hasan Shadily, *Inggris Indonesia*, Dictionary (Jakarta: Gramedia, 1996), p. 48

<sup>11</sup>Josep Nuttin, *Reward and Punishment in human learning a behavior theory* (New York Academic press, 1968), p.125

<sup>12</sup>.<sup>12</sup>Mulyawan, *Model Pembelajaran Spetakuler*. Lampung © AR RUZZ MEDIA 2016). p. 242

Reward and punishment (punishment) method is a form of positive reinforcement theory derived from Behavioristic theory. According to Behavioristic theory learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in Hal.its ability to behave in a new way as a result of interactions between stimulus and response.

Based on the concept of the Reward and Punishment Method above, it is explained that students who are actively learning will get prizes, while students who are not actively following the course of teaching and learning in the class mean making noise or commotion in the classroom when the learning process takes place.

Based on my discussion which is about giving reward and punishment here there is a verse that explains about it. Reward and Punishment also explain in the Qur' an which in Q.S Al-Zalzalah: 7-8

فمن يعمل مثقال ذرة خيرا يره

ومن يعمل مثقال ذرة شرا يره

The meaning: Whoever does good as heavy as dzarrah, surely he will see (reply)

it. And those who do evil as much as dzarrah, surely he will see (reply) also.<sup>13</sup>

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<sup>13</sup>Al Hikmah ,*Al-qur'an dan terjemahannya*. Bandung : Diponegoro, 2010.p.599

Based on pieces of the verses of the Qur'an above says that Allah SWT whoever does good as heavy as a small ant, he will see the reward in the hereafter. And whoever does evil as heavy as a small ant, he will see his reply in the hereafter.

### **2.1.1 Kind of rewards**

According to Aris Shoimin there are several concrete examples of rewards and torments and this is also applied by researchers in learning, namely:

Concrete examples of reward implementation include:

#### 1. Educating praise

A successful teacher should give praise to students when he sees a good sign of behavior students. For example, when there is a student who has provided answers to the questions given.

#### 2. Give a gift

A teacher should respond to what he likes a child, he must be able to give these gifts on the right occasion. For example, to diligent students, noble, and so on. This is a manifestation from the results of their actions.

#### 3. Pray

A teacher should motivate with pray for their students to be diligent in learning, polite, and diligent do religious obligations. Teachers can pray for example "May Allah give taufik for you", "I hope for the future your front is brilliant".

#### 4. Patting his shoulder

When one student comes to the front of the class to explain lessons or memorize them, the teacher can patting the shoulders of students because students



carry out the task with well. this is done to provide motivation and more familiarize.

### **2.1.2 The Purpose of Rewards**

Giving rewards means a lot to children, at least with the reward the child will become confident though giving rewards by educators is not always good, but it does not rule out the possibility of giving a reward is a positive thing.

Rewards can be an effective way to encourage students to begin tasks or material that initially motivate students become involved in these task or material, other factors like interest and challenge can influence motivation.

According to Soejono giving rewards by teacher has education value and purposes, there are:<sup>14</sup>

1. Giving rewards can increase the better norm of students' behavior
2. Giving rewards can maintain and expand the students' behavior
3. Giving rewards are indicators of increasing competence
4. Rewards give the good situation to students in classroom
5. Giving rewards can make the students eager to learn material.

### **2.2 Definition of Punishment**

Punishment is the practice of imposing something negative or unpleasant on a person or animal or property, usually in response to disobedience, defiance, or

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<sup>14</sup> Ag., Soejono, *Pendahuluan Ilmu Pendidikan Umum*, (Bandung: CV Ilmu, 2001), p. 62

behavior deemed morally wrong by individual, governmental, or religious principles.<sup>15</sup>

According to Ray Flora that the way to reduce perceived need punishment and the way to reduce illegal and destructive behaviour is to increase reinforcement for achievement.<sup>16</sup>

According to Ngalim Purwanto: “Hukuman adalah penderitaan yang diberikan atau ditimbulkan dengan sengaja oleh seseorang (orang tua, guru atau orang lainnya), sesudah terjadi pelanggaran, kejahatan atau kesalahan”<sup>17</sup>

punishment is the latest action taken if reprimand and warning have not been able to prevent children from committing violations. then in this case the punishment is given to the child. punishment is an imbalance from bad deeds or violations that disrupt the course of the education process and punishment is also an assessment of negative children's activities so that they are not repeated again. That way, there will be awareness or remorse for not repeating the crime and then the child will do good in the future.<sup>18</sup>

Rasulullah saw said:

مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِينَ ، وَاضْرِبُوهُمْ عَلَيْهَا وَهُمْ  
أَبْنَاءُ عَشْرِ ، وَفَرِّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ

(وصحه الألباني في "الإرواء"، رقم 247)

<sup>15</sup> Syafaruddin dkk, Ilmu pendidikan islam,( Jakarta:Hijri Pustaka Utama 2016),p. 117

<sup>16</sup>Stephen Ray Flora, *The Power of Reinforcement*, (New York: State of University New York Press, 2004), p. 121

<sup>17</sup>Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung: Rosda Karya,(2002), p. 46

<sup>18</sup> Syafaruddin,Nur gaya pasha, *Ilmu pendidikan islam*, (Jakarta, Hijri pustaka utama, 2016 ), p. 117

The meaning: Instruct your children to pray at the age of seven, and beat them at the age of ten. And separate their beds. "(Revitalized by Al-Albany in Irwa'u Ghalil, no. 247).

Above the hadiths shows that every parent must educate their children, for example praying consistently. If the child is not praying, the child has violated the agreed rules, and the child has the right to be punished by being beaten. The rule of hitting as a punishment must also be in an educational concept. Punishment is given to the child so that the child knows and is aware of the mistakes made<sup>19</sup>. Of course, this is a form of punishment which is also very applicable in Islam.

From the statements above that giving punishment decreases the probability that a behaviour will occur and punishment is defined as using force and physical pain to get the students to control their behaviour in classroom.

In classroom activities, negative and positive reinforcement are consequences that strengthen or increase behaviour. These consequences are called punishers and the process of using these consequences to decrease behaviour is called punishment.

### **2.2.1 Kinds of Punishment**

These following types of punishment are not types of treatment. Types of punishment here are chosen because other methods of correction the students' misbehaviour does not work. Here, punishment divided into some types, there are:<sup>20</sup>

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<sup>19</sup>Claudiu langa, (2014), *rewards and punishment role in teacher student relationship from the mentor`s perspective*, *acta didactica napocensia* 7, no 4

<sup>20</sup>Irawati, *the use of reward and punishment to increase young learners motivation iin learning English as foreign language adapted to indonesian context* ( University of Padang : English Language Teaching Volume 5 No. 1 Serie D ,2016 ),p.269-270

a. Warning

Warning is an easy punishment to the students in the class. Teacher can give warning to block students' bad behaviour during learning process. Teacher can say "do not disturb your friend! Be quite please! Stop talking please!" By warning the students, they will not disturb the learning process of other students and do not disturb the teacher's concentration. Students will think that the teacher does not like if they are disturbing her during the learning process. They also think that something they had done in the class is not good and breaking the rule in learning. Students will not do it again and focus to their lesson.

a. Memorizing vocabulary

Memorizing vocabulary is a kind of educated punishment. Teacher can use this punishment to punish students and to ask them learning new vocabulary. The purpose in giving this punishment is to make the students know that they are wrong for example, when a student does not do homework, then a student must memorize the vocabulary. By memorizing new vocabulary, it can increase students' English vocabulary. Even though they get punishment; they still learn English. It can make the students more discipline in the class and it will make them have many additional vocabularies.

b. Decreasing students' point

This kind of punishment is not physical punishment, but it also gives the big effect to the students. In reward, students can increase their point when they focus, active, and do the task well, but in punishment they will decrease their point if they break the rule. Teacher can reduce students' point if they have bad behaviour in the class. The teacher tells to the students if they do not focus and keep talking

in the class, they will lose five points. If they do not do their assignment well, they will lose ten points and if they disturb their friend or their teacher, they will lose fifteen points.

c. Moving students seat position

Sometimes during the class, students will talk to each other while teacher explains the lesson. It will disturb teacher's concentration and other. Moving students' seat position can be used for the students who always talking in the class during the learning time. This punishment gives positive impact to the students, not only they can think that they wrong, they also will get along with other students in the class. When students move to the other seat, they can learn together with their other friend. It also teaches the students to care to their other friend and widen their social life.

### **2.3.3 The Purpose of Punishment**

Punishment should be consistent and applied every time that the students engage in the misbehavior. Punishment is applied in teaching and learning activities for certain purposes, most generally to encourage and enforce proper behavior as defined by society or family.

When teachers want to decrease children's undesirable behavior (such as teasing and hogging), punishment should be used only as a last resort and always in conjunction with providing the child information about appropriate behavior.<sup>21</sup>

Punishment must be given depending on the students' actions, not teacher's mood on fatigue level. Give the punishment immediately after the misbehavior to

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<sup>21</sup> John W. Santrock, *Educational Psychology*(2002), p. 22

make the association between the act of wrongdoing and the consequence of punishment.

### **2.2.3 Effects of Reward and Punishment on Student reading skill**

In the learning process there is certainly failure and success. Student learning failure is not entirely derived from students themselves, but can also be from teachers who are not successful in provide motivation that is able to arouse students' enthusiasm to learn. Student learning success is inseparable from motivation the student concerned, therefore, is basically motivational achievement is a factor that determines success students. Arman Arief said that, giving rewards provide a considerable influence on the soul of students to do positive actions and be progressive. In that side, too, gives a boost or enthusiasm and motivate him to do better. different from reward giving punishment must be taken as a way last in the education process.<sup>22</sup>

Therefore, giving reward and punishment will be very helping students, especially helping in terms of improving results study, because by using the method of reward and punishment children become enthusiastic and have a great interest in learning. Thus, children's interest will develop and has a positive impact on student development especially developing interest traits which ultimately are driving factors motivation to learn. Giving reward and punishment is aimed at strengtheningfor the sake of achieving children's learning independence. The purpose of giving rewards is the.

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<sup>22</sup>Armai Arief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, (Jakarta: Ciputat Pers, 2002), P. 128.

The reward and punishment method is a form of reinforcement positive which comes from the behavioristic theory. According to theory Behavioristic learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in terms of its ability to behave in a new way as a result of interaction between stimulus and response.<sup>23</sup>

### 3.3 The Definition of Reading

When someone reading a text but he or she does not understand what he or she are reading, that mean they are not reading. In against, reading is understanding and comprehending.

Reading is useful for language acquisition F. Dubin defines the meaning of reading as primarily a cognitive process, which means that the brain does most of the work”.<sup>24</sup>

Reading is very important for us, because by reading we can enlarge and improve our knowledge. Allah SWT suggested on the holy Al-Qur'an in Surah AlAlaq 1-4:<sup>25</sup>

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾  
 خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

<sup>23</sup> Asri Ningsih, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2005), hlm. 20.

<sup>24</sup> F. Dubin, D. E Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes*, p. 6

<sup>25</sup> Department Agama RI, *Al-Quran dan Terjemahanya*, (Bandung: Cv Penerbit Diponegoro, 2005), p.479

Meaning: “Read: In the name of thy Lord who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen” .( Al-Alaq 1-5)<sup>26</sup>

The verse above means that to get more expression or getting more information they have to reading expect that students can be more active and creative for development their knowledge , because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning .

Generally, reading can be defined as an interaction with a printed message. It means that reading is not passive action: there is some intellectual energy to be expanded. Reading is the art of transmitting ideas, facts and feeling.

Pang said in her book:

“Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences, and connecting text. Readers typically make use of the background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written text.”<sup>27</sup>

In order to get students to read enthusiastically, English teacher needs to work to create interest in the topic and tasks. A common paradox in reading lessons is that while teachers are encouraging students to read for general understanding, without worrying about the meaning of every single word, the students, on the other hand, are desperate to know what each individual word

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<sup>26</sup>Yusuf Ali, *The Meaning of The Holy Qur’an*, p. 240

<sup>27</sup> Elizabeth S. Pang, et al., *Teaching Reading*, ( Switzerland: International Academy of Education, 2003), p. 6.



means. Many of students would rather tackle a reading passage with a dictionary in one hand and a pen in the other to write translations all over the page.

Reading is a challenge to the teachers also because it is such a complex process. Reading is not a general ability but a composite of many specific abilities. It is necessary to break down general comprehension into specific skills which together constitute it. It is necessary to inquire how well the students are able to grasp the general meaning of a passage.

According to Jeremy Harmer that a word of caution needs to be added in reading passage. If students ask for the meaning of all the words they do not know and given some of the problems inherent in the explaining of different word meanings, the majority of a lesson may be taken up in this way. The teachers need to limit the amount of time spent on vocabulary checking in the following ways:

- Time Limit

The teachers can give a time limit of say five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches or questions to the teacher.

- Word/Phrase Limit

The teachers can say that the teachers will only answer questions about five or eight words or phrases

- Meaning Consensus

The teachers can get students to work together to search for and find word meanings. To start the procedure, individual students write down three to five words from the text they most want to know the meaning of. When students have

each done this, they share their list with another student and come up with a new joint list of only five words. This means they probably have to discuss which words to leave out.<sup>28</sup>

### 3.3.1 Kinds of Reading

Jeremy Harmer wrote that in his book there are several kinds of reading including.<sup>29</sup>

#### a. Intensive Reading

In intensive reading, as the term indicates, each vocabulary and structural item is explained and made as fact of the students' active language, pronunciation, and intonation are stressed, and each concept allusion is clarified. Besides intensive reading is used to gain a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming.

Absolutely readers need to make distinction between extensive reading and intensive reading. The term intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Here, the student looks at extract from magazines, poems, internet, websites, novels, newspapers, plays and a wide range of other text genres.<sup>30</sup>

Intensive reading is usually accompanied by study activities. The teacher may ask students to work out what kind of text they are reading. Look for details of meaning, look at particular uses of grammar and vocabulary and then use the

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<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson; Longman, 2004), Fourth Edition, p. 287.

<sup>29</sup> *Ibid.*

<sup>30</sup> Jeremy Harmer, *How to Teach English*, (Pearson: Longman, 2007), new edition, p. 99

information in the text to move on to other learning activities and the teacher also encourage them to reflect on different reading skill.

#### b. Extensive Reading

Extensive reading should involve reading for pleasure what Richard Day calls joyful reading, the reader deals with longer texts as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning. Example: reading newspaper article, short story or novel.

According to Jeremy Harmer that one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand.<sup>31</sup>

This is enhanced if students have a chance to choose what they want to read, if the students are struggling to understand every word, the students can hardly be reading for pleasure. It is the main goal of this activity. This means that English teachers need to provide books which either by chance or because they have been especially written, are readily accessible to the students.

### **2.4.2 The Purpose of Reading**

Students read a text learn to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. Jeremy Harmer said in his book that many students want to be able to read texts in English either for their career and their pleasure.

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<sup>31</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson; Longman, 2004), Fourth Edition, p.283

The essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that we do not stop to analyze the grammatical structures; we understand the structure without thinking about it.

Reading for information requires that we understand the meaning of passage. Reading for information may range from the scanning of documents and the reading of letters to in depth understanding of articles or books. Whether we are reading for pleasure or information, the nature of the reading depends on what the readers want from the text.

### 2.4.3 Reading Principles

According to Jeremy Harmer that one of the fundamental conditions of a successful in reading principle it's like follow:<sup>32</sup>

Principle 1: *Encourage students to read as often and as much as possible*

The more students read, the better they get. Everything the English teachers do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

Principle 2: *Students need to be engaged with what they are reading*

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading, the teachers try to help them get as much pleasure from it as possible. But during lesson,

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<sup>32</sup>Jeremy Harmer, *How to Teach English*, (Pearson: Longman, 2007), new edition, p. 83

the teachers will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

## 2.5 Related Study

The action learning strategy is one of learning strategy that used to improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

1. This study deals with The effect of Reward and Punishment on Interest in learning Arabic language student of class XI in MAN of Manody Sleman Yogyakarta, Skripsi, department of Arabic Education, Fakultas of Tarbiyah and teachers Training, State Islamic University of Sunan Kalijaga Yogyakarta. This study was conducted by using Quantitative research. The subject of the research was class XI in MAN of Manody Sleman Yogyakarta.
2. The other research about reward and punishment had done by Pratiwi Sri Nur Pebriani was "The Implementation of Rewards and Punishments toward Students' Motivation in English Learning" (qualitative study in one junior high school in Bandung). This research explained about how to increase student's interest (motivation) in learning English by using reward and punishment.
3. this research by Puspita Kartiko Diah, 2018 about The Implementation of Rewards and Punishments in Motivating Students in English Learning. Skripsi. English Education Department, Teacher Training and Education

Faculty, Muria Kudus University. In this research, the writer applied observation and research. The writer used observation. It means to observe and to identify the kind of rewards and punishments that the teacher implements in motivating students, and the students' response to the implementation of those strategies toward their motivation of the fourth grade students of SDN 02 Kaliputu Kudus in English learning. This research shows that the kind of rewards that implemented by the teacher in English learning were praise, respect, gift, and award mark, whereas for punishments are physical punishment, the punishment with the words which were not pleasant, physical punishment with unpleasant stimulus, and punishment in the kind of activities that not pleasant. When rewards are applied appropriately, it can enhance students' motivation. The writer found two categories of the students' response, such as relevant response and no response. These responses used by the students when the teacher gave instructions. In showing irrelevant response, the writer captured that the students' response did not have any relationship with the teacher's instruction.

4. Another researchers that have similar focus on rewards and punishment topic such as, The use of reward and punishment to increase young learners motivation in learning English as foreign language adapted to Indonesian context by Irawati.<sup>33</sup> This journal also discusses about reward and punishment.

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<sup>33</sup>Irawati, *the use of reward and punishment to increase young learners motivation in learning English as foreign language adapted to Indonesian context* ( University of Padang : English Language Teaching Volume 5 No. 1 Serie D ,2016.

5. And the other research by Elisah,<sup>34</sup> conducted a research about "improving the students' ability in reading comprehension by using reciprocal teaching strategy at MTSN Siantar. The result of 23 Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching : an Anthology of Current Practice* ,(United Kingdom: Cambridge University Press, 2002),p. 298-24 Elisah, *improving the students' ability in reading comprehension by using reciprocal teaching strategy at MTSN Sianta*, Thesis, (Medan: State Institute for Islamic Studies of North Sumatera ,2014) the analysis showed that mean of the pre test was 37,94 the mean of cycle I was 69,11, the mean of cycle I was 69,11 the mean of cycle II was 85,58. The percentage of students who got point up 68 also grew up. In the pre test students who got up 68 were 4 of 34 students, in the post test cycle I, students who got up 68 were 21 of 34 students (61,76%) .It means there was improvement about 50 %. In the post test of cycle II, Students who got up 68 there were 34 of 43 students (100%). The improvement was about 38%. It indicated that the implementation of reciprocal teaching strategy can improve the students' ability in reading comprehension.

## 2.6 Conceptual Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to read and to write English property has been one essential benchmark skills in the professional world.

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<sup>34</sup>*Elisah, improving the students' ability in reading comprehension by using reciprocal teaching strategy at MTSN Siantar*, Thesis, (Medan: State Institute for Islamic Studies of North Sumatera ,2014).

Learning English in Senior High Schools are important given other than us a preparation of the globalization process but as the provision of Senior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English is a foreign language in our country, it has become an international language. English has been intergrated to secondary school for a long time. The English language is exerting even stronger influence in the modern world and has become an international language. There are also advantages of introducing a foreign language for young learners. It is also important for students to gget learning Englis early.

However, as mentioned in the previous chapter, students of class X MA Laboratorium from UINSU Medan face several problems related to their Reading ability. When they try to Read English, actually the most basic thing is that they are aware of the English Pronunciation that they still difficult to pronounce letters correctly, They are afraid to make mistakes, are laughed at by their friends and have confidence in their abilities. Therefore, I as a researcher wanted to overcome the problem by using reward and punishment strategies in the speaking class.

The Action Learning strategy is one way that can be done Reading learning is presented in an interesting way that can stimulate students and develop thinking ideas. The reward and punishment strategy was chosen because it was fun, interesting, and also full of challenges. I give a long story take from several books as material for support in their Reading, which is then practiced to read. Students will get more opportunities to explore Reading skills. They must read



loud with their friends in pairs using book. These activities provide natural drilling for them and help them improve their fluency. They also got the opportunity to practice reading in English meaningful way so that it will help them to improve their communicative competence. In addition, this strategy can also motivate them to be more involved during the learning process so that they all get the same opportunity practice speaking. This strategy is expected to overcome problems and provide positive changes in the teaching and learning process after implementing this strategy.

## **2.7 Hypotesis**

To answer the problem of research that has been described about can put forward hypothesis as follow: action learning strategy can improve students Reading skill in English lesson in X-1 and X-2 of MA Laboratorioum UINSU Medan, 2018/2019 academic year.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. RESEARCH DESIGN

In this research, the researcher will use quantitative research. And this study will conduct by implementing an experimental research design. The research consist of two variables. The dependent variable of this study is reward and punishment while the independent of this study is student reading skill. This study is conducted in two groups. The experimental group which receive the treatment of reward and punishment and the other hand, a control group which is treated by using conventional strategy.

This experimental design used, as Sarwono explained “the simplest research design of the true experimental research existed. This happen for respondent is truly chosen randomly and treated with having a control one”<sup>35</sup>. Both of the groups will give a pre-test and post-test with similar items. It is administered to systematically detect the effect of applying reward and punishment on students reading skill.

**Table 1**  
**Research Design**

<b>Group</b>	<b>Pre – Test</b>	<b>Treatment</b>	<b>Post – Test</b>
<b>Experimental</b>	<b>X1</b>	<b>X</b>	<b>X2</b>
<b>Control</b>	<b>Y1</b>	-	<b>Y2</b>

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<sup>35</sup>Sarwono. (2006). *Metode Penelitian kualitatif dan kuantitatif*. Yogyakarta: graham ilmu, p. 87.

Where :

X1 : Pre-test of Experimental group

Y1 : Pre-test of Control group

X : Treatment on the Experimental group

X2 : Post-test of Experimental group

Y2 : post-test of Control group

✓ : Teaching reading by using reward and punishment

- : Teaching reading without using reward and punishment

## **B. LOCATION OF THE RESEARCH**

This research will take in MA Laboratorium Uinsu Medan which was located at William Iskandar. The school has 4 classes. There are two English teachers in the school. The research study was conducted at X-MIA and X-IA grade of MA Laboratorium.

## **C. POPULATION AND SAMPLE**

### **1. Population**

“Population is the objects will research”<sup>36</sup>. “It will about all data that concerned in a scope and time that specified”<sup>37</sup>. The population in this case is X of Madrasah aliyah Laboratorium in the academic year 2018/2019. The school is located on Medan Area. The reason for choosing this school because not at all of the students are able to read in English confidently. They lack of pronunciatition and fluency in English. This problem more over, has been caused

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<sup>36</sup>Syahrum and Salim, (2011) *Metodologi Penelitian Kuantitatif*, Bandung: Cipta Pustaka Media, p.113

<sup>37</sup>*Ibid*

by the conventional strategy by the teacher. Thus, the writer had an interest in apply reward and punishment in students reading skill.

The population of the research was distributed as follow:

X-MIA = 25                      X-IA = 25                      X-IPS = 30

So, the total is 85 students at X grade of Madrasah aliyah Laboratorium Medan.

## 2. Sample

“Sample is small proportion of a population will select for observation and analysis”<sup>38</sup>. One classes of the two classes selected will use as the experimental group and the other one was the control group, and based on the random sampling technique. “Random Sampling is Take sampling by randomly or without seeing feathers. This technique has the highest possibility in setting representative samples.”<sup>39</sup>

Based on the random system 50 students was chosen in two classes X-MIA (25) students as the experimental group and X-IA (25) students as the control group.

## D. SUBJECT OF THE RESEARCH

The subject of the research are the students of X of Madrasah aliyah Laboratorium Medan. who were in the second semester by the academic year of 2018/2019. There are 3 classes and 85 students in the classroom, and each class is consist of 35 students.

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<sup>38</sup>Suharsimi Arikunto, (1993) *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta : PT RinekaCipta, p.131

<sup>39</sup>Syahrum and Salim, (2011) *Metodologi Penelitian Kuantitatif*, Bandung: Cipta Pustaka Media, p.115

## **E. TIME OF THE RESEARCH**

This research study will conduct in the second semester of the academic year of 2018/2019. The actions were carried out in february-march 2019. The observation was done on march 2019.

## **F. TECHNIQUE OF DATA COLLECTING**

The data of this study was collected by using multiple choice test. To collect the data, this study was used pre-test and post-test. Data of pre – test was administrated before the class treatment of control and experimental groups. Data of post – test was administrated after the class treatment of control and experimental groups.

## **G. DATAANALYSIS**

Gain Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.<sup>40</sup>

In this tudy , multiple choice test was used as the instrument to obtain data. The procedures in administrating the test was divided into : preparation , pre – test, teaching presentation ( treatment ) and post – test. The data was collected by giving a multiple choice test that consist of 20 items and it was

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<sup>40</sup><http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen>. Accessed on 30 April 2018 at 11.48

took from the subject matter. Each of the tests consists of 4 options. Students was asked to choose one correct option for each item. In scoring the test , the cumulative score range is 0 – 100. To obtain the scores , the correct answers were counted.

The following formula is applied :

$$S = \frac{R}{N} \times 100 \% \quad \_$$

Where :

S:thescore

R:the number of the correct items

N:the number of thetest

To find out the effect of Language Experience Approach on the experimental group was compared by using t-test,as follows:

$$t = \frac{\sqrt{\frac{\sum(x-mA)^2 + \sum(x-mB)^2}{nA+nB-2}}}{\dots}$$

In which:

t: totalscore

Ma: the mean of experimental group

Mb: the mean of controlgroup

Da<sup>2</sup>: the standard of deviation of experimental group

Db<sup>2</sup>: the standard of deviation of controlgroup

Na: the total numbers of experimental group

Nb: the total numbers of controlgroup

### 1. The Validity Of The Test

The validity of a test refers to the degree to which what is being measured is what the researchers intended. There are a number of aspects of the validity of a measure that should be checked.

To interpret the test validity price, consult the price at the criticism price of at product moment, . If so the item is valid.

### J. The Reliability Of The Test

Reliability is the degree to which an assesment tool produces stable and consistent result.

### K. The normality of Test

Normality test of data the students interest in learning English at thent grade who are taught by using reward and punishment. Normality of the data would be found by using calculating average and standard deviation by this following formula:

- a. Perception  $X_1, X_2, \dots, X_n$  made permanent number  $z_i, z_1, z_2, \dots, z_n$  by using formula  $Z_i = \frac{x_i - \bar{x}}{s}$
- b. To every this parmanent number and by using enlist of parmanent normal distribution, and the calculating the oppportunity  $F(Z_i) = p(Z < Z_i)$
- c. Here after calculating a proportion  $z_1, z_2, \dots, z_n$ , the smaller squalsto  $z_i$ .
- d. Counting the difference  $F(Z_i) - S(Z_i)$  and then determine is absolute price.
- e. Taking the biggest price among absolute orice of the difference and mentioning the rice by  $L_o$
- f. If  $L_o < L_t$  obtained from the critical value test, the liliefors with the real

level  $\alpha=0,05$  hence the distribution is normal.

### **L. Homogeneity of the test**

Homogeneity Test was used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity was used with the following formula:

$$F = \frac{\text{Biggest varians}}{\text{Smallest varians}}$$

Criteria for testing  $H_0$  is rejected if  $F \geq F_{0,05} (v_1, v_2)$  where  $F_{0,05} (v_1, v_2)$  obtained from the F distribution list with a chance of  $\alpha = 0,05$  and  $\alpha = 0,01$ , whereas the  $v_1$  and  $v_2$  degrees of freedom each corresponding to df numerator and denominator of the formula above.

## **PROCEDURE OF THE RESEARCH**

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

Before the treatment conducted, a pre-test is administered to the experimental and control the student. In which, they had been given the similar test. furthermore, in the test is conducted to find out the homogeneity of the sample. It is used to determine whether the students are relatively equal in speaking achievement. This homogeneity had been analyzed from the average score of each group.

### **2. Teaching For Experimental Group**

In this process, the teaching is conducted after administering the pre-test. The experimental group will teach by reward and punishment. Both experimental



and control students had been taught with similar material and methods. So that, the researcher detailed the steps in teaching for experimental group.

**Table 4**

**Teaching Procedure For Experimental Group**

<b>Teacher's Activity</b>	<b>Students' Activity</b>
<b>1<sup>st</sup> meeting</b>	<b>1<sup>st</sup> meeting</b>
<b>Giving the pre-test</b>	<b>Doing the pre-test</b>
<ul style="list-style-type: none"> <li>a. Greets the students</li> <li>b. Check the attendance list</li> <li>c. Gives motivation and apperception</li> <li>d. Explain the procedure of teaching and learning reading with reward and punishment</li> <li>e. Giving of material for reading, read a text, short story, etc.</li> <li>f. Guides the student for memorizing vocabulary, introduction, say sorry, say to thank. And etc.</li> <li>g. Ask to student for practically to each other. Discuss the student's opinion</li> <li>h. Remind the class to the next topic.</li> <li>i. Close the class by summarizing material.</li> <li>j. Every steps give the reward and punishment</li> </ul>	<ul style="list-style-type: none"> <li>a. Responds to teacher greeting</li> <li>b. Listen to their names called by the teacher.</li> <li>c. Understand and respond to the teacher's explanation</li> <li>d. Understand the explanation procedure by students</li> <li>e. Writing and reading the material of vocabulary, introduction, say sorry, say to thank. And etc.</li> <li>f. Memorizing the vocabulary, introduction, say sorry, say to thank. And etc.</li> <li>g. Practically to the friend</li> <li>h. Listen to the teacher reinforcement.</li> <li>i. Prepare their minds for the meeting.</li> <li>j. Together with the teacher in concluding the material.</li> </ul>
<b>2<sup>nd</sup> meeting</b>	<b>2<sup>nd</sup> meeting</b>
Using the similar steps in teaching	Responding in the same way
<b>3<sup>rd</sup> meeting</b>	<b>3<sup>rd</sup> meeting</b>
<ul style="list-style-type: none"> <li>a. using the same way of teaching</li> <li>b. conducting the post-test</li> <li>c. <b>giving reward and punishment</b></li> </ul>	<ul style="list-style-type: none"> <li>a. Implementing similar response to the teacher's instruction</li> <li>b. Doing the post test</li> <li>c. <b>Get the reward and punishment</b></li> </ul>

### 3. Teaching For Control Group

In this stage, the students will teach by conventional method. Teacher are often apply a lecturing strategy in speaking . then, in this procedure , the students are taught with a conventional method. so that the result had been compared to the experimental group.

**Table 5**

#### **Teaching Procedure For Control Group**

<b>Teachers' Activity</b>	<b>Students' Activity</b>
<b>1<sup>st</sup> meeting</b>	<b>1<sup>st</sup> meeting</b>
<b>Giving the pre-test</b>	<b>Doing the pre-test</b>
<ul style="list-style-type: none"> <li>a. Greets the students</li> <li>b. Check the presense</li> <li>c. Introduce the new topic</li> <li>d. Asks the students about their reading</li> <li>e. Instruct the students to read a Topic,article etc.</li> <li>f. Give the tasks</li> <li>g. Close the class</li> </ul>	<ul style="list-style-type: none"> <li>a. Respond to the teacher greeting</li> <li>b. Listen to their names</li> <li>c. Try to answer of the teachers' question</li> <li>d. Practice in reading</li> <li>e. Accomplish the tasks</li> </ul>
<b>2<sup>nd</sup> meeting</b>	<b>2<sup>nd</sup> meeting</b>
Uses the similar ways of teaching	Respond to the teacher similarly with previous meeting
<b>3<sup>rd</sup> meeting</b>	<b>3<sup>rd</sup> meeting</b>
<ul style="list-style-type: none"> <li>a. Applies the similar steps in teaching</li> <li><b>b. Administering the post-test</b></li> </ul>	<ul style="list-style-type: none"> <li>a. Listening to carefully to the teacher's instruction</li> <li><b>b. Doing the post-test</b></li> </ul>

#### 4. Post-test

After the treatment conducted, the post-test had been administered to both experimental and control group. The result of each group will analyze to discover the effect of reward and punishment on student reading skill.

#### M. Technique Of Analyzing Data

Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre score. Basically the gain score is the value of the difference in scores and can be tested using t-test.<sup>41</sup>

In this research, the data is obtained from the experimental and control group. The data have been analyzed by using “ t- test for independent sample”.

The formula of t-test was presented as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which  $M_x$  = Mean of experimental group

$M_y$  = mean of control group

$X$  = deviation square of experimental group

$Y$  = deviation square of experimental group

$N_x$  = total number samples of experimental group

$N_y$  = total number samples of control group

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<sup>41</sup><http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen>. Accessed on 30 April 2018 at 11.48

## CHAPTER IV

### THE DATA ANALYSIS AND RESEARCH FINDING

#### 4.1 Data

Having done the research for the ten grade students of Madrasah Aliyah Laboratorium UINSU Medan, the writer got the data of students score in pre-test and post test from both experimental and control group. The researcher gave the treatment to students in the experimental group by reward and punishment, while in control group without seminar strategy.

After conducting the research, the researcher got the data of students scores in pre test and post test from both experimental and control group.

**Table 4.1**

**The score of pre Test and Post Test of Experimental Group**

NO	Initial Name	Pre-Test (T1)	Post-Test (T2)
1	MM	35	60
2	FW	55	75
3	EA	40	70
4	AH	45	70
5	DYN	35	65
6	ZA	40	75
7	RH	60	80

8	MZ	65	80
9	ZD	35	65
10	WW	40	70
11	BS	50	80
12	FY	55	75
13	SNH	75	80
14	SAR	40	60
15	AB	75	80
16	NK	55	70
17	BR	45	70
18	AN	45	65
19	NF	50	75
20	ATH	40	80
21	DL	45	60
22	NML	55	70
23	UHN	35	40
24	FHS	40	50
25	IHP	70	70
	<b>Total</b>	$\Sigma x = 1225$	$\Sigma x = 1734$
	<b>Mean</b>	$\bar{X} = 61.25$	$\bar{X} = 87.25$

Based on the table above, the students' achievement in reading comprehension in the Experimental group showed the lowest score of Pre-test was 35, and the highest score of pre-test was 75 and the mean of pre-test was 61.25. Furthermore, the lowest score of post-test was 50, and the highest score of post-test was 80 and the Mean of post-test was 87.25.

**Table 4.2**

**The score of Pre Test and post test of control Group**

<b>No</b>	<b>Initial Name</b>	<b>Pre-Test (T1)</b>	<b>Post-test (T2)</b>
<b>1</b>	<b>SI</b>	<b>65</b>	<b>75</b>
<b>2</b>	<b>RA</b>	<b>60</b>	<b>60</b>
<b>3</b>	<b>AZ</b>	<b>60</b>	<b>85</b>
<b>4</b>	<b>LT</b>	<b>45</b>	<b>50</b>
<b>5</b>	<b>WL</b>	<b>40</b>	<b>80</b>
<b>6</b>	<b>DS</b>	<b>40</b>	<b>50</b>
<b>7</b>	<b>RA</b>	<b>55</b>	<b>60</b>
<b>8</b>	<b>MCF</b>	<b>50</b>	<b>65</b>
<b>9</b>	<b>MM</b>	<b>40</b>	<b>60</b>
<b>10</b>	<b>MY</b>	<b>35</b>	<b>50</b>
<b>11</b>	<b>RAH</b>	<b>65</b>	<b>80</b>
<b>12</b>	<b>SD</b>	<b>40</b>	<b>65</b>
<b>13</b>	<b>DK</b>	<b>60</b>	<b>65</b>
<b>14</b>	<b>RAL</b>	<b>50</b>	<b>65</b>

15	SA	45	65
16	RK	55	60
17	PAL	60	65
18	YF	55	65
19	RHQ	40	70
20	MHH	35	75
21	JTM	40	75
22	SFS	40	70
23	IAJ	35	60
24	KA	55	70
25	WHS	50	50
	<b>Total</b>	$\Sigma x = 1215$	$\Sigma x = 1635$
	<b>Mean</b>	$\bar{X} = 60.75$	$\bar{X} = 81.75$

Based on the table above, the students' achievement in reading comprehension in the Experimental group showed the lowest score of Pre-test was 35, and the highest score of pre-test 80 and the mean of pre-test was 60.75. Furthermore, the lowest score of post-test was 60, and the highest score of post-test was 85 and the Mean of post-test was 81.75.

Based on the explanation above, it shows that the students' score in the experimental group where in pre-test (61.25) and post-test (87.25) was smaller than students' score in the control group, where in pre-test (60.75) and the score in post-test (81.75). The total score of the mean score in the experimental and control

group showed that there was a significant effect in reading comprehension of students score between pre-test and post-test.

## 4.2 The data Analysis

### 4.2.1 Normality Test

Normality test is done by using Liliefors test. To accept or reject the hypothesis, we compared  $L^o$  (L observation) with  $L_t$  (L tabel) from Liliefors table a 0,05. If  $L^o < L_t$  = Data has normal distribution (Accepted). If  $L^o > L_t$  = Data does not have normal distribution (Rejected).

#### 1. The computation of data normality of the pre-test in Experimental Group.

**Table 4.3**  
**Prequency distribution of pre test in Experimental group.**

NO	(Score) $x_i$	$F_i$	$f_i x_i$	$x_i^2$	$f_i x_i^2$
1	35	4	140	1225	4.900
2	40	6	240	1600	9.600
3	45	4	180	2025	8.100
4	50	2	100	2500	5.000
5	55	4	220	3025	12.100
6	60	1	60	3600	3.600
7	65	1	65	4225	4.225
8	70	1	70	4900	4.900
9	75	2	150	5625	11.250
	<b>Total</b>	<b>25</b>	<b>1225</b>	<b>28725</b>	<b>63.675</b>



Based on the data above, the result of  $\sum fixi^2$  is 63.675 and  $\sum fixi$  is 1225. Then the following is the  $\sum$  calculation of mean and standard deviation .

**a. Mean**

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

Where :

$\bar{x}$  = Mean of variable X

$\sum fixi$  = Total number of score

$\sum fi$  = Number of sample

So,

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1225}{25}$$

$$= 49$$

**b. Standard Deviation**

$$S = \frac{\sqrt{n \sum fixi^2 - (\sum fixi)^2}}{n(n-1)} = \frac{\sqrt{25(63.675 - (1225)^2)}}{25 - (25-1)}$$

$$= \frac{\sqrt{15.91.875 - 1500.625}}{25(24)}$$

$$= \frac{\sqrt{91.250}}{600}$$

$$S = 12.33$$

$$S^2 = 152.02$$

After getting the calculation of mean, varian deviation standard, then the next step is to found out the normality of the test. T means that the test was givent to the students is observed by liliefors test. The calculation of normality reading text can be seen in the following table.

**Table 4.4**  
**Normality testing of the pre –test in Experimental group**

NO	(score)	F	F kum	$z_i$	F ( $z_i$ )	S ( $z_i$ )	F ( $z_i$ )–S ( $z_i$ )
1	35	4	4	-1.13	1	0.16	0,0319
2	40	6	10	-0,72	0,2327	0,4	0,1673
3	45	4	14	0,32	0,3728	0,56	0,1872
4	50	2	16	0.81	0,5323	0,64	0,1077
5	55	4	20	0,48	0,6867	0,8	0,1133
6	60	1	21	0,89	0,8137	0,84	0,0263
7	65	1	22	1,29	0,9027	0,88	0,0227
8	70	1	23	1,70	0,9557	0,92	0,0357
9	75	2	25	2,10	0.9824	1	0,0176
<b>Lo=0.1872</b>							
<b>Lt= 0,173</b>							

Finding  $Z_i$  (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{35 - 49}{12.33} = -1.33$$

$$2. Z_i = \frac{40-49}{12.33} = -0,72$$

$$3. Z_i = \frac{45-49}{12.33} = 0,32$$

$$4. Z_i = \frac{50-49}{12.33} = 0,81$$

$$5. Z_i = \frac{55-49}{12.33} = 0,48$$

$$6. Z_i = \frac{60-49}{12.33} = 0,59$$

$$7. Z_i = \frac{65-49}{12.33} = 1,29$$

$$8. Z_i = \frac{70-49}{12.33} = 1.70$$

$$9. Z_i = \frac{75-49}{12.33} = 2.10$$

Finding  $S(Z_i)$  can be done by using this formula:

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. S_i(Z_i) = \frac{4}{25} = 0,16$$

$$2. S_i(Z_i) = \frac{10}{25} = 0,4$$

$$3. S_i(Z_i) = \frac{14}{25} = 0,56$$

$$4. S_i(Z_i) = \frac{16}{25} = 0,64$$

$$5. S_i(Z_i) = \frac{20}{25} = 0,8$$

$$6. S_i(Z_i) = \frac{21}{25} = 0,84$$

$$7. S_i(Z_i) = \frac{22}{25} = 0,88$$

$$8. S_i(Z_i) = \frac{23}{25} = 0,92$$

$$9. S_i(Z_i) = \frac{25}{25} = 1$$

From the table above , it can be seen that Liliefors observation or  $L_o = 0.1872$  with  $n = 25$  and the real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $L_t = 0, 173$  it is know that the coefficient of  $L_o = (0.1872) < L_t( 0,173)$  so, it can be concluded that the data distribution of the students ability in reading text is **Normal.**

## 2. The computation of data normality of the post test in Experimental group

Table 4.5

Frequenmcy distribution of post test in Experimental group

No	(score) $x_i$	$F_i$	$Fix_i$	$x_i^2$	$fix_i^2$
1	40	1	40	1.600	1.600
2	50	1	50	2.500	2.500
3	60	3	180	3.600	10.800
4	65	3	195	4.225	12.675
5	70	7	490	4.900	34.300
6	75	4	300	5.625	22.500
7	80	6	480	6.400	38.400
	<b>Total</b>	<b>25</b>	<b>1.735</b>	<b>28.850</b>	<b>122.775</b>

Based on the data above, the result of  $fix_i^2$  is 122.775 and  $fix_i$  1.735. Then the following is the calculation of mean, varian and standard deviation.

### a. Mean

$$x_i = \frac{\sum f_i x_i}{\sum f_i}$$

Where :

$X_i$  = Mean of variable

$\sum fix_i$  = Total number of score

$\sum fi$  = Number of sample

So,

$$\begin{aligned} \bar{x} &= \frac{\sum fi x_i}{\sum fi} \\ &= \frac{1.735}{25} \\ &= 69,4 \end{aligned}$$

#### a. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{n \sum fi x_i^2 - (\sum fi x_i)^2}{n(n-1)}} = \sqrt{\frac{25(122.775 - (1735)^2)}{25 - (25-1)}} \\ &= \frac{\sqrt{3.069.375 - 3.010225}}{25(24)} \\ &= \frac{\sqrt{69.551}}{600} \\ S &= 9,92 \end{aligned}$$

$$S^2 = 98.40$$

After getting the calculation of mean, varian and deviation standard, then the next step is to find out the normality of the test. Its means that the test was

given to the student is observed by Liliefors test. The calculation of normality reading text can be seen in the following table.

**Table 4.6**  
**Normality testing of the post-test in Experimental group**

No	score xi	Fi	f kum	zi	Fz	sz	fz-sz
1	40	1	1	-2,96105	0,001533	0,04	-0,03847
2	50	1	2	-1,95389	0,025357	0,08	-0,05464
3	60	3	5	-0,94673	0,171888	0,2	-0,02811
4	65	3	8	-0,44315	0,328829	0,32	0,008829
5	70	7	15	0,06043	0,524093	0,6	-0,07591
6	75	4	19	0,564009	0,713626	0,76	-0,04637
7	80	6	25	1,067589	0,857147	1	-0,14285
	<b>Total</b>	<b>25</b>	<b>75</b>	<b>-4,61279</b>	<b>2,622473</b>	<b>3</b>	<b>-0,37753</b>
<b><math>L_o = 0,008829</math></b>							
<b><math>L_t = 0,173</math></b>							

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{40 - 69,4}{9,92} = -2,96$$

$$2. Z_i = \frac{50 - 69,4}{9,92} = -1,95$$

$$3. Z_i = \frac{60 - 69,4}{9,92} = -0,94$$

$$4. Z_i = \frac{65-69,4}{9,92} = -0,44$$

$$5. Z_i = \frac{70-69,4}{9,92} = 0,06$$

$$6. Z_i = \frac{75-69,4}{9,92} = 0,56$$

$$7. Z_i = \frac{80-69,4}{9,92} = 1,06$$

Finding  $S(Z_i)$  can be done by using this formula :

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. S(Z_i) = \frac{1}{25} = 0,04$$

$$2. S(Z_i) = \frac{2}{25} = 0,08$$

$$3. S(Z_i) = \frac{5}{25} = 0,2$$

$$4. S(Z_i) = \frac{8}{25} = 0,32$$

$$5. S(Z_i) = \frac{15}{25} = 0,6$$

$$6. S(Z_i) = \frac{19}{25} = 0,76$$

$$7. S(Z_i) = \frac{25}{25} = 1$$

From the table above , it can be seen that Liliefors observation or  $L_o = 0,008829$  with  $n = 25$  and the real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $L_t = 0,173$  it is know that the coefficient of  $L_o = (0,008829) < L_t (0,173)$  so, it can be concluded that the data distribution of the students ability in reading text is **Normal**.

2. The computation of data normality of the pre-test in Control group

Table 4.7

Frequency Distribution of pre-test in Control Group

No	(score) $x_i$	$f_i$	$Fix_i$	$x_i^2$	$fix_i^2$
1	35	3	105	1.225	3.675
2	40	7	280	1.600	11.200
3	45	2	90	2.025	4.050
4	50	3	150	2.500	7.500
5	55	4	220	3.025	12.100
6	60	4	240	3.600	14.400
7	65	2	130	4.225	8.450
	<b>Total</b>	<b>25</b>	<b>1.215</b>	<b>18.200</b>	<b>61.375</b>

Based on the data above, the result of  $fix_i^2$  is 61.375 and  $fix_i$  is 1.215. Then the following is the calculation of mean and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Where :

$\bar{x}$  = Mean of variable X

$\sum fix_i$  = Total number of score

$\sum f_i$  = Number of sample

So,



$$\begin{aligned} \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1.215}{25} \\ &= 48,6 \end{aligned}$$

### b. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} = \sqrt{\frac{25(61.375 - (1.215)^2)}{25 - (25-1)}} \\ &= \frac{\sqrt{1.534.375 - 1.476.225}}{25(24)} \\ &= \frac{\sqrt{58.150}}{600} \\ S &= 9,84 \end{aligned}$$

$$S^2 = 96.82$$

After getting the calculation of mean, variant and deviation standard, then the nextstep is to found out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table 4.8**

#### Normality testing of pre-test in Control group

No	(score) $x_i$	$F_i$	F kum	Z	Fz	sz	fz-sz
1	35	3	3	-1,38	0,0835	0,12	-0,03643
2	40	7	10	-0,87	0,1911	0,4	-0,20882
3	45	2	12	-0,36	0,3573	0,48	-0,1227
4	50	3	15	0,14	0,5565	0,6	-0,04346

5	55	4	19	0,65	0,7421	0,76	-0,01781
6	60	4	23	1,15	0,8765	0,92	-0,04343
7	65	2	25	1,66	0,9521	1	-0,04787
<b>Total</b>		25	107	0,99	3,7594	4,28	-0,52053
$L_o = 0,20882$							
$L_t = 0,173$							

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{35 - 48,6}{9,84} = -1,38$$

$$2. Z_i = \frac{40 - 48,6}{9,84} = -0,87$$

$$3. Z_i = \frac{45 - 48,6}{9,84} = -0,36$$

$$4. Z_i = \frac{50 - 48,6}{9,84} = 0,14$$

$$5. Z_i = \frac{55 - 48,6}{9,84} = 0,65$$

$$6. Z_i = \frac{60 - 48,6}{9,84} = 1,15$$

$$7. Z_i = \frac{65 - 48,6}{9,84} = 1,66$$

Finding Zi (Z-score) can be done by using this formula:

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. S(Z_i) = \frac{3}{25} = 0,12$$

$$2. S(Z_i) = \frac{7}{25} = 0,4$$

$$3. S(Z_i) = \frac{2}{25} = 0,48$$

$$4. S(Z_i) = \frac{3}{25} = 0,06$$

$$5. S(Z_i) = \frac{4}{25} = 0,76$$

$$6. S(Z_i) = \frac{4}{25} = 0,92$$

$$7. S(Z_i) = \frac{25}{25} = 1$$

From the table above , it can be seen that Liliefors observation or  $L_o = 0,20882$  with  $n = 25$  and the real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $L_t = 0,173$  it is know that the coefficient of  $L_o = (0,20882) < L_t (0,173)$  so, it can be concluded that the data distribution of the students ability in reading text is **Normal**.

#### **The computation of data normality of the post test in control group**

**Table 4.9**

#### **Frequency Distribution of post test in Control group**

<b>No</b>	<b>(Score)<math>x_i</math></b>	<b><math>F_i</math></b>	<b><math>fix_i</math></b>	<b><math>x_i^2</math></b>	<b><math>fix_i^2</math></b>
<b>1</b>	<b>50</b>	<b>4</b>	<b>200</b>	<b>2500</b>	<b>10000</b>
<b>2</b>	<b>60</b>	<b>5</b>	<b>300</b>	<b>3600</b>	<b>18000</b>

3	65	7	455	4225	29575
4	70	3	210	4900	14700
5	75	3	225	5625	16875
6	80	2	160	6400	12800
7	85	1	85	7225	7225
	<b>Total</b>	<b>25</b>	<b>1.635</b>	<b>34475</b>	<b>109175</b>

Based on the data above, the result of  $\sum fixi^2$  is 109.175 and  $\sum fixi$  is 1.635. Then the following is the calculation of mean and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

Where :

$\bar{x}$  = Mean of variable X

$\sum fixi$  = Total number of score

$\sum fi$  = Number of sample

So,

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1.635}{25}$$

$$= 65,4$$

**c. Standard Deviation**

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} = \sqrt{\frac{25(109175 - (1.635)^2)}{25 - (25-1)}} \\
 &= \frac{\sqrt{2.729.375 - 2.673.225}}{25(24)} \\
 &= \frac{\sqrt{56.150}}{600} \\
 S &= 9,67
 \end{aligned}$$

$$S^2 = 93,50$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table.10**

**Normality testing of post-test in Control group**

No	(score) $x_i$	$F_i$	Fkum	Z	Fz	Sz
1	50	4	4	-1,59	0,055701	0,16
2	60	5	9	-0,55	0,288352	0,36
3	65	7	16	-0,04	0,483509	0,64
4	70	3	19	0,47	0,682788	0,76
5	75	3	22	0,99	0,7839491	0,88
6	80	2	24	1,50	0,934379	0,96
7	85	1	25	2,02	0,978622	1

	<b>Total</b>	<b>25</b>	<b>115</b>	<b>2,81</b>	<b>4,262841</b>	<b>4,76</b>
$L_o = \quad = -0,15649$						
$L_t = 0,173$						

Finding Zi (Z-score) can be done by using this formula:

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. \quad Z_i = \frac{50 - 70,2}{9,67} = -1,59$$

$$2. \quad Z_i = \frac{60 - 70,2}{9,67} = -0,55$$

$$3. \quad Z_i = \frac{65 - 70,2}{9,67} = -0,04$$

$$4. \quad Z_i = \frac{70 - 70,2}{9,67} = 0,47$$

$$5. \quad Z_i = \frac{75 - 70,2}{9,67} = 0,99$$

$$6. \quad Z_i = \frac{80 - 70,2}{9,67} = 1,50$$

$$7. \quad Z_i = \frac{85 - 70,2}{9,67} = 2,02$$

Finding Zi (Z-score) can be done by using this formula:

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$1. \quad S(Z_i) = \frac{4}{25} = 0,16$$

$$2. \quad S(Z_i) = \frac{9}{25} = 0,36$$

$$3. \quad S(Z_i) = \frac{16}{25} = 0,64$$

$$4. \quad S(Z_i) = \frac{19}{25} = 0,76$$

$$5. S(Z_i) = \frac{22}{25} = 0,88$$

$$6. S(Z_i) = \frac{24}{25} = 0,96$$

$$7. S(Z_i) = \frac{25}{25} = 1$$

From the table above , it can be seen that Liliefors observation or  $L_o = -0,15649$  with  $n = 25$  and the real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $L_t = 0,173$  it is know that the coefficient of  $L_o = (-0,15649) < L_t(0,173)$  so, it can be concluded that the data distribution of the students ability in reading text is **Normal**

Based on the data above, it can concluded that all of the data distribution was normal, because  $L_o < L_t$ . Can be seen in the table below:

No	Data	N	$\alpha$	$L_{observed}$	$L_{table}$	Conclusion
1	Pre test of experimental group	25	0.05	0.1872	0.173	Normal
2	Post test of experimental group	25	0.05	0,008829	0.173	Normal
3	Pre test of control group	25	0.05	0,20882	0.173	Normal
4	Post test of control group	25	0.05	0,11347	0.173	Normal

#### 4.4 Homogeneity testing

##### 4.4.1 Homogeneity testing of pre-test

$$F = \frac{\text{Highest variants}}{\text{Lowest variant}}$$

$$= \frac{12.33}{9.84}$$

$$= 1.25$$

Then the coefficient of  $F_{obs} = 1.25$  is compared with  $F_{table}$  where  $F_{table}$  is determined at real level  $\alpha = 0.05$  and the numerators  $df = N = 25$  and the nominator  $dk = 25$  So, by using the list of critical value at F distribution was found  $F_{0,05(25,25)} = 1.96$

So  $F_{obs} < F_{table}$  atau  $(1.25 < 1.96)$  so it can be concluded that the variant from the data was homogenous.

#### 4.4.2 Homogeneity Testing of post- test

$$F = \frac{\text{Highest variants}}{\text{Lowest variant}}$$

$$= \frac{9,92}{9,67}$$

$$= 1.02$$

Then the coefficient of  $F_{obs} = 1.02$  is compared with  $F_{table}$  where  $F_{table}$  is determined at real level  $\alpha = 0.05$  and the numerators  $df = N = 25$  and the nominator  $dk = 25$  So, by using the list of critical value at F distribution was found  $F_{0,05(25,25)} = 1.96$

So  $F_{obs} < F_{table}$  atau  $(1.02 < 1.96)$  so it can be concluded that the variant from the data was homogenous.



No	Data	Variant	$F_{observed}$	$F_{table}$	Coclusion
1	Pre test of experimental group	152.02	1.25	1.96	Homogenous
2	Pre test of control group	96.82			
3	Post test of experimental group	98.40	1.02	1.96	Homogenous
4	Pos test of control group	93,50			

#### 4.1.4 Hypothesis testing

##### T-test Formula

$$\text{Experimental group : } \bar{X}_1 = 69.4 \quad ; \quad S_1^2 = 98.40; n_1 = 25$$

$$\text{Control group: } \bar{X}_2 = 65,4 \quad ; \quad S_2^2 = 93,50 ; n_2 = 25$$

With :

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

$$S^2 = \frac{(25 - 1)98.40 + (25 - 1)93,50}{25 + 25 - 2}$$

$$S^2 = \frac{(24)98.40 + (24)93,50}{48}$$

$$S^2 = \frac{2.361,6 + 2.244}{48}$$

$$S^2 = \frac{4.605,6}{48}$$

$$S^2 = 95,95$$

$$S = \sqrt{95,95}$$

$$S = 9,79$$

So,

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{69,4 - 65,4}{9,79 \sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{4}{0,78}$$

$$= 5,128$$

From the computation above, it can be seen that  $t_{observed} = 5.128$ . The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the  $H_a$  is accepted if the  $t_{observed} >$ . In this calculation of the scores uses t-test for the degree of freedom 48 (df= N+N-2) at the level of significant 0.05 that the critical value is 1.676.

After the scores were calculated, it was found that in this study the  $t_{observed}$  is higher than the  $t_{table}$ . It can be seen as follow :

$$t_{observed} > t_{table(\alpha 0.05)} \text{ with df } 48$$

$$5.128 > 1.676$$

## Discussion

There was a significant difference on students' achievement in reading comprehension by using Reward and punishment. The students that were taught by Reward and punishment. Approach was higher score than were taught by conventional strategy.

It was explained in Chapter II that Reward and punishment which has purpose to make students become more active in language learning. The Reward and punishment is that it provides the classroom teacher with a coherent and defensible framework within which children can be taught to read. Materials and methods were taken from other approaches can be integrated easily with the Reward and punishment method so as to develop truly eclectic reading programs. These programs was based on what is known about reward and punishment and on their need for planned and integrated language experience.

From the calculation above it found that  $t_{observed} = 5.128$  where that  $t_{table} 1.676$ . It shows that students achievement in reading text by using reward and punishment method was significant at 0.05. From the result, the researcher found there wa significant of the student achievement in reading text were taught by reward an punishment method. This means that the students achievements in reading text that were taught by reward and punishment method on students reading comprehension in reading text by reward and punishment method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The result of data analysis, it was found that reward and punishment method significantly affects students comprehension, since the  $t_{observed} > t_{table}$  ( $p=0.05$ ) df (48). The using of reward and punishment method in teaching reading comprehension in the classroom enables the students to read systematically and guide to read the text to find information both explicitly and implicitly stated.

Refer to findings of the study, it is derived that the students who were taught reading text by using reward and punishment method have higher ability than without using reward and punishment method. In other words, reward and punishment method gave significant effect to the students ability at reading comprehension, as they more systematic to read the text to comprehend the contents of the text.

#### 5.2 Suggestion

Related to the conclusion above, some suggestions are stated as the following:

1. To the participants of Madrasah Aliyah Laboratorium UIN SU Medan, it is good to motivate the teachers, especially English teachers to teach the students by using reward and punishment methods, because the method is effectively can increase the students achievement in reading text.

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## APPENDIX 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	:MA Laboratorium
Subject	: Bahasa Inggris
Class /semester	: X/Genap
Time	: 2 x 40 menit
Skill	: Reading
Topic	: <b>Is Smoking Good for Us?</b>

#### A. STANDAR COMPETENCE

Understanding the meaning of short functional text and essay in a form of analytical exposition, report and narrative text accurately in their environment .

#### B. BASIC COMPETENCE

Responding the meaning of short functional texts and essay in a form of analytical exposition, report and narrative text accurately, fluently and appropriately in their environment

#### C. INDIKATORS

1. To identify the main idea of analytical exposition text
2. To make conclusion from analytical exposition text

#### D. OBJECTIVES

1. Students are able to identify the main idea of analytical exposition text
2. Students are able to make conclusion from analytical exposition text

#### E. MATERIAL

##### **Is Smoking Good for Us?**

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

#### **F. METODE**

Metode : Extensive Reading

#### **G. Source/ media**

1. Source : internet

#### **H. TEACHING AND LEARNING PROCESS**

NO	Teaching Learning process	
1	<p><b>Opening :</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students and Teacher checks attendance list</li> <li>• Teacher give information about material and indicators</li> <li>• Teacher ask the students, what they have reading text and make summary</li> </ul>	<b>10 Minute</b>
2	<p><b>Main activity :</b></p> <p><b>Eksplorsi</b></p> <ul style="list-style-type: none"> <li>• Teacher give the explanation about the student about the material</li> <li>• Teacher asked the students how long time their</li> </ul>	



	<p>need to reading book, understanding the text and the difficulties toward. (Reading of text)</p> <ul style="list-style-type: none"> <li>• <b>When learning takes place the teacher gives rewards (award) in the form of praise, respect, gifts and signs awards for students who behave discipline in following learning, and punishment in the form of giving assignments for student who behave undisciplined in following learning.</b></li> </ul> <p><b>Elaborsi</b></p> <ul style="list-style-type: none"> <li>• Teacher divided into groups. Each group consisted of 6 members</li> <li>• The teacher also provided some comprehension questions related to</li> <li>• the text to help the student make a summary</li> <li>• Teacher gave 20 minute to discuss text and told the student to make a summary based on the text that they read.</li> <li>• Teacher called every group to present the results of group discussion in front of the class.</li> <li>• Teacher give feedback</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Teacher asked the students what the purpose of the text</li> </ul>	<b>70 minute</b>
--	--	------------------

3 **Closing**

- Teacher give review about material
- Teacher give achance to student to ask some question about material
- Teacher and student make a reflection or

**10Minute**

---

conclusion about the topic

- Teacher closes the teaching learning process

## **I. Assessment :**

### **1. Assessment instrument :**

#### **a. Answer the following question**

1. What do you know about smoking?
2. What do you ever smoking?
3. What do you know effect of the smoking?
4. What do you see the people smoking?
5. According to you. What the smoking good for us

#### **b. Make conclusion from the text**

### **2. Assessment Guidance :**

$$Score = \frac{\text{the score of the students}}{\text{maximalScore}} \times 100$$

Medan 15 Juli 2019

**English Teacher**

**Researcher**

**(Syahrudi, S. S.Pd,i)**

**(Nur Mailan Lubis)**

**NIM 34154**

## APPENDIX 2

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

School	: MA Laboratorium
Subject	: Bahasa Inggris
Class /semester	: X/Genap
Time	: 2x 40 menit
Skill	: Reading
Topic	: <b>The Unhealthy Fast Food</b>

#### A. STANDAR COMPETENCE

Understanding the meaning of short functional text and essay in a form of analytical exposition, report and narrative text accurately in their environment

#### B. BASIC COMPETENCE

Responding the meaning of short functional texts and essay in a form of analytical exposition, report and narrative text accurately, fluently and appropriately in their environment

#### C. INDIKATORS

1. To identify the main idea of analytical exposition text
2. To make conclusion from analytical exposition text

#### D. OBJECTIVES

1. Students are able to identify the main idea of analytical exposition text
2. Students are able to make conclusion from analytical exposition text

#### E. Material

##### **The Unhealthy Fast Food**

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the

1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form .It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

## F. METODE

Metode : Extensive Reading

Source/ media

Source : Internet

## G. TEACHING AND LEARNING PROCESS

No	Teaching Learning	Time
1	<p><b>Opening :</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students and Teacher checks attendance list</li> <li>• Teacher give information about material and indicators</li> <li>• Teacher ask the students, what they have reading text and make summary</li> </ul>	<b>10 minute</b>
2	<p><b>Main activity :</b></p> <p><b>Eksplorsi</b></p> <ul style="list-style-type: none"> <li>• Teacher give the explanation to student about the material</li> <li>• Teacher asked the students how long time their need to reading book, understanding the text and</li> </ul>	

	<p>the difficulties toward. (Reading of text)</p> <ul style="list-style-type: none"> <li>• <b>When learning takes place the teacher gives rewards (award) in the form of praise, respect, gifts and signs awards for students who behave discipline in following learning, and punishment in the form of giving assignments for student who behave undisciplined in following learning.</b></li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>• Teacher divided into groups. Each group consisted of 6 members</li> <li>• The teacher also provided some comprehension questions related to the text to help the student make a summary</li> <li>• Teacher gave 20 minute to discuss text and told the student to make a summary based on the text that they read.</li> <li>• Teacher called every group to present the results of group discussion in front of the class.</li> <li>• Teacher give feedback</li> </ul> <p><b>Konfirmasi</b></p> <ul style="list-style-type: none"> <li>• Teacher asked the students what the purpose of the text</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Teacher give review about material</li> <li>• Teacher prepared three texts and told the students to choose one of text</li> <li>• Teacher reminds the students to make summary</li> <li>• Teacher closes the teaching learning process</li> </ul>	<p><b>70 minute</b></p>
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**Assessment instrument :****Answer the following question**

1. Do you like eat fast food?
2. What types of fast food ever you eat?
3. What kinds of fast food, do you know?
4. What do you know effect of the fast food?
5. According to you. What the fast food good for us?

**d. Make conclusion from the text****4. Assessment Guidance :**

$Score = \frac{\text{the score of the students}}{\text{maximalScore}} \times 100$

Medan, 15 Juli 2019

**English Teacher**

**Researcher**

**(Syahrudi, S. S.Pd,i)**

**(Nur Mailan Lubis)**

**NIM 34154176**

**PREE TEST I**

Name :

Class :

Time : 30 Minute

**Directions: Read the following texts, then answer the questions about them by choosing A, B, C, or D that best answers each question.**

## Beautiful bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

1. What is the main idea of the last paragraph?
  - a. The writer has a new bag.
  - b. The bag is very functional.
  - c. The bag has many pockets.
  - d. The writer is satisfied with the bag
  
2. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
  - a. Having

- b. Seeing
- c. Buying
- d. Lovin

3. What is the purpose of the text?

- a. To retell the past event
- b. To entertain the readers
- a. To describe the writer's new bag
- b. To give instruction how to buy a bag

#### Job Description

Being a teacher means great responsibility, discipline and creativity. The main job of teacher is teaching based on the field of knowledge he or she has. Teaching in this term is not only giving the knowledge but also delivering the knowledge, making the concept more understandable and giving evaluation.

However, to ensure the success of his or her function, teacher must also have other capabilities, such as : setting the curriculum, providing the right and easy way of learning, making assessment and evaluating. Teacher is sometimes asked to be more creative to develop knowledge. So being a good teacher should be able to have those abilities.

4. What is the main job of teacher ?

- a. Teaching
- b. Setting curriculum
- c. Making assessment
- d. Evaluating

5. What are other capabilities of teacher? Except ...

- a. Setting the curriculum
- b. Giving award for the best student
- c. Making understandable concept
- d. Giving the right way of learning



French physicist Charles Fabry found ozone gas in the atmosphere in 1913. At room temperature, ozone is a colorless gas; it condenses to a dark blue liquid at -170 F. At temperatures above the boiling point of water, 212 F, it decomposes. Ozone is all around us. After a thunderstorm, or around electrical equipment, ozone is often detected as a sharp odor. Ozone is used as a strong oxidizing agent, a bleaching agent, and to sterilize drinking water. This gas is also highly reactive. For example, rubber insulation around a car's spark plug wires will need to be replaced eventually, due to the small amounts of ozone produced when electricity flows from the engine to the plug.

6. These passages imply that:

- a. Ozone is the result of pollution.
- b. High ozone levels in the atmosphere will cause large numbers of people to buy new car batteries.
- c. Ozone has no practical uses.
- d. Ozone is a natural part of the Earth's atmosphere.

ANEOLIA: The Expert in gas analysis Aneolia is a French company specializing in instrumentation for gas measurement, and packaging control. Our key customers are Food and Medical Companies, Heavy Industries, and Conservation of Works of Art. Our technical team takes care of the calibration of all brands of gas analysers. We also repair all generation of abiss® instruments. We guaranty a fast and maximum service reactivity. Permanent telephone assistance, maintenance within 48 hours after reception of devices at workshop.

7. What is the text about?

- a. French Fries.
- b. F & B Restaurant.
- c. Gas Analysis Company.
- d. Telephone Assistance.

Dear Nan,

We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a

while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

8. What is the letter about?

- a. Sam's holiday.
- b. The Gold Coast.
- c. The Movie World.
- d. The Shower of Rain

9. Where did Sam spend his holiday with his family?

- a. On the Gold Coast.
- b. In the Movie World.
- c. In Lethal Weapon.
- d. At the Police Academy.

Jazz is a peculiarly American contribution to Western culture. It was born out of the unique experience of American Blacks. Although its history is not entirely clear, jazz obviously has roots in the rhythm patterns and melodic lines of Africa, the tradition of Christian spirituals as sung by slave communities, the music of the blues as developed in the Deep South, and ragtime.

10. According to this passage, one can conclude that:

- a. Jazz is the sole Black contribution to Western culture.
- b. There is some difficulty tracing the origin of jazz.
- c. Jazz is most closely related to spiritual music.
- d. Jazz is not a complex musical form.

There are two kinds of jewelry that I do. There is commercial jewelry--class rings, necklaces, the kinds of things most people wear. I sell these items to meet my

expenses for raw materials, supplies, and to make my living. The other, more creative work I do makes me feel that I am developing as a craftsman.

11. The author of this passage implies that:

- a. Artists are poor.
- b. There is no market for creative work.
- c. Commercial and creative work fulfills different needs for the artist.
- d. Rings and necklaces can not be

creative

The price of our 12-amp cable has been reduced by 40 percent, from \$3.40 to \$2.04 per meter. Any additional sales or promotional discounts should be deducted from this new base price. Please notify your clients of this change by the close of business today. Because of a clause in tax laws introduced this year, it will be to their advantage to increase their inventories.

12. What should the Sales Department do?

- a. Inform customers of a price change
- b. Revise sales projections
- c. Raise the price on installations
- d. Add applicable taxes to them

Dear Kartika

Our sincere Congratulations on your success as The Best Washington City Journalist 2009.

This will support you to write more articles.

The manager and staff of

Moonlight Publisher

13. What does Kartika do? She is a ...

- a. Staff
- b. Manager

- c. Journalist
- d. Publisher

14. The text is written in order to ...

- a. congratulate Kartika on her success.

inform people about the best journal  
15. Which of the following is not directly affected by pesticides used?

- a. Plants
- b. Ecology
- c. Animals.
- d. Human Beings

16. What can you say about paragraph two and four?

- a. The fourth paragraph supports the idea stated in paragraph two.
- b. Both paragraphs tell about the disadvantages of using pesticides.
- c. Both paragraphs tell about how pesticides affect the quality of farm products.
- d. The statement in paragraph is contrary to the statement in paragraph four.

17. One of the disadvantages of using chemical pesticides is ...

- a. killing fish and bees.
- b. increasing crops productivity.
- c. creating balanced ecosystem.
- d. causing the pests to become inactive

Scuba diving is the most exhilarating experience I have ever had. The first time I went, the dark mirror of the water beckoned me to drop from the side of the boat. I jumped feet first and entered a brightly colored world populated with fish, plants, and objects I had never dreamed of.

18. Which of the following best describes the mood of the author after having this experience?

- a. Bored
- b. Excited
- c. Anxious
- d. Serene

### Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one

baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

19. The text tells us about?

- a. Giraffe's reproduction
- b. The strange animals
- c. The highest animal
- d. Baby giraffe

20. The unique characteristic of giraffe is?

- a. Two horns on its head
- b. Their long neck
- c. Brown spot
- d. Their food

21. The second paragraph mainly discussed about?
- Giraffe's food
  - Giraffe's characteristic
  - Giraffe's life
  - Giraffe's reproduction

#### CAUTION

VOLCANIC FUMES ARE HAZAROUS TO YOUR HEALTH AND BE LIFE-THREATENING VISITORS WITH BREATHING AND HEART PROBLEMS, PREGNANT WOMEN AND YOUNG CHILDREN

22. What is the caution about?
- The volcanoes and their effect
  - The danger of volcanic fumes
  - The women and their children's health.
  - The pregnant visitors of the mountain.
23. Where do you usually find such a caution?
- At all public places with non domestic visitors
  - Any places visited by tourists.
  - On all the mountains with few visitors
  - At the volcanoes for tourist resort

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc. A study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bedtime disruption, stress, and short of sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight. Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day.
  2. Do not allow your children to have a TV set in their bedrooms.
  3. Review the rating of TV shows that your children watch.
  4. Watch television with your children and discuss what is happening in the show.
24. What is the text about?
- a. The program shown on TV.
  - b. Watching TV is disadvantageous.
  - c. The effects of watching television on kids.
  - d. Reviewing the ratings of TV shows is important.
25. The following are the effects of watching TV a lot EXCEPT ...
- a. Tress
  - b. being active
  - c. being aggressive
  - d. bedtime disruption

**POST TEST I**

Name :

Class :

Time : 30 Minute

**Directions: Read the following texts, then answer the questions about them by choosing A, B, C, or D that best answers each question.**

French physicist Charles Fabry found ozone gas in the atmosphere in 1913. At room temperature, ozone is a colorless gas; it condenses to a dark blue liquid at -170 F. At temperatures above the boiling point of water, 212 F, it decomposes. Ozone is all around us. After a thunderstorm, or around electrical equipment, ozone is often detected as a sharp odor. Ozone is used as a strong oxidizing agent, a bleaching agent, and to sterilize drinking water. This gas is also highly reactive. For example, rubber insulation around a car's spark plug wires will need to be replaced eventually, due to the small amounts of ozone produced when electricity flows from the engine to the plug.

1. These passages imply that:

- a. Ozone is the result of pollution.
- b. High ozone levels in the atmosphere will cause large numbers of people to buy new car batteries.
- c. Ozone has no practical uses.
- d. Ozone is a natural part of the Earth's atmosphere.

**Job Description**

Being a teacher means great responsibility, discipline and creativity. The main job of teacher is teaching based on the field of knowledge he or she has. Teaching in this term is not only giving the knowledge but also delivering the knowledge, making the concept more understandable and giving evaluation.

However, to ensure the success of his or her function, teacher must also have



other capabilities, such as : setting the curriculum, providing the right and easy way of learning, making assesment and evaluating. Teacher is sometimes asked to be more creative to develop knowledge. So being a good teacher should be able to have those abilities.

2. What is the main job of teacher ?

- a. Teaching
- b. Setting curriculum
- c. Making assesment
- d. Evaluating

3.What are other capabilities of teacher? Except ...

- a. Setting the curriculum
- b. Giving award for the best student
- c. Making understandable concept
- d. Giving the right way of learning

ANEOLIA: The Expert in gas analysis Aneolia is a French company specializing in instrumentation for gas measurement, and packaging control. Our key customers are Food and Medical Companies, Heavy Industries, and Conservation of Works of Art. Our technical team takes care of the calibration of all brands of gas analysers. We also repair all generation of abiss® instruments. We guaranty a fast and maximum service reactivity. Permanent telephone assistance, maintenance within 48 hours after reception of devices at workshop.

4.What is the text about?

- a. French Fries.
- b. F & B Restaurant.
- c. Gas Analysis Company.
- d. Telephone Assistance.

### **Integrated Pest Management**

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of

farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

5. Which of the following is not directly affected by pesticides used?

- a. Plants
- b. Ecology
- c. Animals.
- d. Human Beings

6. What can you say about paragraph two and four?

- a. The fourth paragraph supports the idea stated in paragraph two.
- b. Both paragraphs tell about the disadvantages of using pesticides.
- c. Both paragraphs tell about how pesticides affect the quality of farm products.
- d. The statement in paragraph is contrary to the statement in paragraph four.

7. One of the disadvantages of using chemical pesticides is ...

- a. killing fish and bees.
- b. increasing crops productivity.
- c. creating balanced ecosystem.
- d. causing the pests to become inactive

Dear Nan, We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain.

After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

8. What is the letter about?
- a. Sam's holiday.
  - b. The Gold Coast.
  - c. The Movie World.
  - d. The Shower of Rain
9. Where did Sam spend his holiday with his family?
- a. On the Gold Coast.
  - b. In the Movie World.
  - c. In Lethal Weapon.
  - d. At the Police Academy.

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

11. What is the text about?
- a. Vitamins.
  - b. Energy
  - c. Fruits
  - d. Minerals.

12. What is the main idea of the second paragraph?
- a. We make juice from fruits.
  - b. People use fruits for many things.
  - c. Some beer and brandies are made of fruits.
  - d. We freeze fruits to eat whenever we need later.
13. Which substance do we need to have a healthy digestive system?
- a. Vitamins
  - b. Calories.
  - c. Fiber.
  - d. Carbohydrate

Jazz is a peculiarly American contribution to Western culture. It was born out of the unique experience of American Blacks. Although its history is not entirely clear, jazz obviously has roots in the rhythm patterns and melodic lines of Africa, the tradition of Christian spirituals as sung by slave communities, the music of the blues as developed in the Deep South, and ragtime.

14. According to this passage, one can conclude that:
- a. Jazz is the sole Black contribution to Western culture.
  - b. There is some difficulty tracing the origin of jazz.
  - c. Jazz is most closely related to spiritual music.
  - d. Jazz is not a complex musical form.

The price of our 12-amp cable has been reduced by 40 percent, from \$3.40 to \$2.04 per meter. Any additional sales or promotional discounts should be deducted from this new base price. Please notify your clients of this change by the close of business today. Because of a clause in tax laws introduced this year, it will be to their advantage to increase their inventories.

15. What should the Sales Department do?
- a. Inform customers of a price change
  - b. Revise sales projections
  - c. Raise the price on installations
  - d. Add applicable taxes to them

**CAUTION**

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  - Excited
  - Anxious
  - Serene

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20. The following are the effects of watching TV a lot EXCEPT ...
- a. Tress
  - b. being active
  - c. being aggressive
  - d. bedtime disruption
21. Which of the following statements is TRUE according to the text?
- a. All TV programs are good for children.
  - b. Children know what programs to watch.
  - c. It is goof for a kid to watch TV all day long.
  - d. Spending too much time for watching TV may cause kids inactive.
22. It is hard for a child to sleep because ...
- a. the parents review TV's program
  - b. the parents limit the time to watch TV
  - c. the kid watches TV with his/her parents
  - d. the kid watches too much TV at bedtime

### **Giraffe**

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have

a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

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23. The text tells us about?

- a. Giraffe's reproduction
- b. The strange animals
- c. The highest animal
- d. Baby giraffe

24 The unique characteristic of giraffe is?

- a. Two horns on its head
- b. Their long neck
- c. Brown spot
- d. Their food

24. The second paragraph mainly discussed about?

- a. Giraffe's food
- b. Giraffe's characteristic
- c. Giraffe's life
- d. Giraffe's reproduction

**Beautiful bag**

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made. The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

25 What is the main idea of the last paragraph?

- a. The writer has a new bag.
- b. The bag is very functional.
- c. . The bag has many pockets.
- d. The writer is satisfied with the bag

## **APPENDIX V**

### **KEY ANSWER**



**PRE-TEST**

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

**POST TEST**

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

**DOCUMENTATION**



Pic.1.the researcher give the paper of pre test to student



Pic.2. give the explanation to the students



Pic.3. The student do the excercise from the researcher