



**THE EFFECT OF USING VERY IMPORTANT POINT (VIP) STRATEGY ON THE
STUDENTS ACHIEVEMENT IN READING COMPREHENSION AT SEVENTH
GRADE IN MTs MADINATUSSALAM IN ACADEMIC YEAR 2018/2019**

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as Partial Fulfillment of
the Requirements for S-1 Program (Degree of Sarjana Pendidikan)

By:

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FACULTY OF TARBIYAH AND TEACHERS' TRAINING
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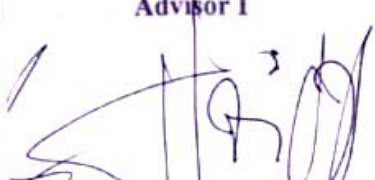
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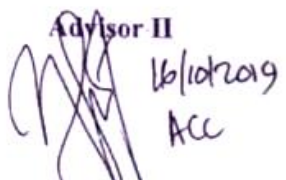
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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul di atas benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblanan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang membuat pernyataan



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ABSTRACT



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Keywords : *Very Important Point (VIP) Strategy,Reading Comprehension*

The research dealt with the effect of using very important point(vip) strategy on the students achievement in reading comprehension. The objective of the study was to find out the significant. The population was the seventh grade students of academic year 2018/2019 at MTs Madinatussalam who consisted of 188 students in 5 parallel classes. While the sample taken two classes VII-3 and VII-4 amount 80 students by using cluster random sampling. They were divided into two groups,40 students for experimental group and 40 students for control groups. The experimental group which was applied in class VII-3 was taught by using very important point strategy, while was applied in class VII-4 was taught with verbal technique. The instrument of the research was multiple choice test and the test consists of 20 items. The research was based on experiment to collect the data that using descriptive quantitative method.the data were analyzed by using t-test formula. The finding showed that $t\text{-observed} = 52.1$, the value of $t\text{-table}=1.68$.at level of significant 0.05 (0.025) and the degree of freedom(80). From the result,it showed that $t\text{-observed} >t\text{-table}$; $52.1>1.68$. The hypothesis was accepted.it means that the studentswho were taught by very important point strategy better than those who were taught by verbal technique.

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Furthermore,the researcher would like to express the best gratitude and deep appreciations for all people who loved and helped me. May Allah the almighty bless them all.

The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of other researcher who want to study about this study.

Finally, the reasearcher expected that her study would be useful for the readers,especially the students Department of English Education who want to do similar research and also for the researcher her self. May Allah the most almighty blesses all of us.

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Medan, October 2019

The Researcher



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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language. English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is a part of the way the researcher use language in daily life to gather information, communicate with others and also for enjoyment. Reading always occurs in context, that is, what we read is part of a broader situation or an extended text.¹ Reading is also one of the language skills which help students in the process of learning English. In teaching and learning English usually find students difficulties in reading English text, because they do not read the text only, but they are require to understand of reading materials such as; find out the topic, theme, main idea and answer the question that related with the

¹Hood, S., Solomon, N., Burns, A. 2002. *Focus on reading*. Sydney: NCELTR.p.12

text, they are required to have adequate knowledge of language which have difference system including vocabulary and structure.

Today, almost all people only read but they do not think comprehend. Reading need more comprehension. Comprehension is the essence of reading and the active process of constructing meaning from text.² So Reading Comprehension is understanding a written texts means extracting the required information from it as efficiently as possible.

Based on the researcher's experience in teaching English in Field Experience Practice (PPL) at 7th grade in MTs Madinatussalam in 2018/2019 the researcher found the students have known how to pronounce the words, but it occurred without understanding the meaning. In that condition for the diligent students, they will look up the dictionary and find the meaning of words, but not for the lay ones. Then they actually know the meaning of words but they get difficulties to convey the meaning to the whole paragraph. Moreover, during reading activity in teaching and learning process, often the students are lose their focus and consequently they talked to their friends for other business and consider reading a text is not interesting in learning English.

This condition is happened because the students still do not understand to comprehend the text. Not only problems faced by students but also by teacher. The teacher taught the students used conventional strategy to teach reading in their classroom. The teachers tend to dominate the class and then ask the students

²Durkin, D.1993. *Teaching them to read* . Boston: Allyn& Bacon.p.5

work individually. However, applying conventional strategy in a large class makes the students become bored, lose their interest in reading material. There is no fun in it because the activity is monotone and concerns on the teacher-centered. This, therefore, affects the students' achievement in reading.

Based on the statement to solve these problems teacher must find a suitable teaching strategy to make students become successful in the reading comprehension. Therefore, the researcher found Very Important Point (VIP) strategy that can help students in the learning English especially in reading comprehension. Students select a piece of reading material and then students take a sticky note and cut it into strips. After that students mark the strips accordingly: Main Idea, Supporting Sentences, Needs Clarification, Figure of Speech, etc. As students read, they can tear off each piece and post it. It is connecting the place in text with the literacy activity assigned. Finally students compare their findings and justify their choice.³

VIP is a strategy that helps students understand their reading and to help students construct meaning for themselves. The researcher uses VIP strategy in reading comprehension because to make students easily find the main ideas of reading and make it easier for the students to answer questions that match the reading..

Based on the explanation above, the researcher concludes that Very Important Point(VIP) Strategy can help students to comprehend the text and

³Tama, M. C., & Haley, A. M. 2007. *Comprehension strategies*. In M. C. Tama.p.131

make students to be good reader, that's why , the researcher submit this research with the title of **“The Effect Of Using Very Important Point (VIP) Strategy on the Students’ Achievement in Reading Comprehension at Seventh Grade in MTs Madinatussalam in Academic year 2018/2019”**.

B. The Identification of Problems

Based on the background of Researchc could be identified as the follows:

1. In teaching learning process, the teachers tend to dominate the class and taught the students used conventional strategy makes the students become bored, loose their interest in reading material.
2. Most of the students feel confuse to comprehend the text , because English and Indonesian is different.

C. The Limitation of Study

Based on the identification study, the researcher limited to focuson the Students’ Reading Comprehension problem.

D. The Formulation of Study

The formulation of the study could be stated as follows:

Is there any significant effect of using VIP strategy on the Students’ Achievement in Reading Comprehension?

E. The Objective of Study

The objective of the study could be explained a follows :

To find out the significant effect of using VIP strategy on the Students' Achievement in Reading Comprehension..

F. The Significances of Study

The result of this study are expected to be useful for:

1. Theoretically

To add knowledge, experience and insight, as well as in the application of material research by using VIP Strategy regarding our knowledge about reading comprehension and useful for other researcher who want to do the research about this topic.

2. Practically

a. For the teacher

The teacher can use result of this study as a reference when they want to improve their ability and get more variation strategy in teaching reading comprehension

b. For the students

This research also expect to encourage the students to develop their reading especially English Text in Reading Comprehension

c. For other researcher

The result of this research can be useful as comparison in researching the same issues.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting a research. Theories are needed to explain the concepts applied in the research concerned. The concept which is used must be clarified so that the researcher and the readers have the same perspective of implementation in the field and avoid misunderstanding. In this chapter, the theoretical framework is presented in order to give clear concepts and much better understanding so that the readers will get the point clearly.

A.1 Reading

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge.

A.1.1 Defenition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significant of the messages. It means that people receive the information from the understand the meaning by

their brains. This statement supported by Al- Quran. The almighty states in the glorious Al-Quran (Al- A'laq :1):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

“ Read in the name of Your Lord who created”.⁴

The verse above contains does not mention the reading object, therefore the word “iqro” is used in the sense of reading, reviewing, conveying, etc. Because the object is general in nature, then the object includes everything that can be affordable, whether it is holy reading from God or not, whether it involves written or unwritten verses. And Allah say that reading is he source of all knowledge, and from here God teaches us all to always read the universe and the environment around us.

Rasulullah SAW said:

اقْرءُوا الذِّهْرَافِينَ : البقرة وسورة آل عمران؛ ...
فإنهما تأتيان يوم القيامة كأنهما غمامتان أو كأنهما
غيايتان أو كأنهما فرقان من طير صواف تحاجان عن
أصحابهما، اقْرءوا سورة البقرة فإن أخذها بركة
وتركها حسرة ولا تسخطيها البطلنة.

" Read by you two flowers, namely Surah Al-Baqarah and Surah Ali‘ Imran. Because both of them will come on the Day of Resurrection as if they were two big clouds or two large groups of birds that would defend those who always read

⁴ Abdullah Yusuf Ali, 2002. *The Holy Qur'an : Text, Translation, English Translation with Commentary & Notes*. New Delhi (India) : Kitab Bhavan. p.1584

them diligently. Read by you the letter Al-Baqarah, because actually taking it is a blessing, leaving it is a loss, and magic will not be able to deal with it. "[HR. Muslim 804]

According to Acbershold and Field, as quoted by Thomas S. C. Farrel, he says, "Reading is what happens when people look at a text and assign meaning to the written symbols in that text".⁵It means that reading is the process of reader's mind or process of mind activity trying to interpret the perception of symbols that present language.

Meanwhile, Christine Nuttal views "Reading as means getting out the text as nearly as possible the message the writer into it".⁶

Based on the explanation,we can conclude if readingis the important skills in teaching learning process. By reading it can be a key achieve the goal of teaching learning especially in English language learning.

A.1.2 The Process of Reading

The process of reading is an approach to read that focused on the steps involved a piece of work. In actually the reading process is not highly organized linear process, but rather a continual movement between the different steps of the reading model. Reading process is steps that most students go through as they read are pre-reading, first reading (of fiction), re-reading and extended reading. Process of constructing meaning from written

⁵Thomas S. C. Farrel.2002. *Planning Lessons for Reading Class*. p.1

⁶Christine Nuttal. 2004.*TeachingReading Skill in a Foreign Language*. London: Heinne Mann.p.4

texts. Complex skill requiring critical and creative thinking process to pull together a number of interrelated sources of information.

Reading itself making meaning of print. So an easier way to define the reading process is the five stages that students go through to make meaning of print. The five stages to reading process are :⁷

1. Pre-reading

Pre-reading is where the teacher activates background knowledge, sets purposes, introduces key vocabulary terms, and previews the text with the students. • This involves the teacher giving students information about the books they will be reading (if it is a historical book give background about what will be happening in the book, why that is happening, and how it came to be), informing them of the purpose for reading (personal interest-lit circles and expectations of teacher-basal/lit focus units), the first look at the book (cover, any illustrations, chapter titles, etc and where students prepare themselves to read. They may decide or be told why they're going to read a piece of text. They may use their background knowledge to make predictions of what the text is going to be about.

Pre-reading activities can also be defined as warm-up activities which engage students in the preparation for a reading task. The activities may differ largely in their length and the amount of input required to complete it by the student. The activities may even require low-level of student interaction (showing a picture to help understanding the context) or involving them to use

⁷Tompkins. 2008. *A Balanced Approach My Educational*.p.16

other skills as well (asking students to complete a class survey about a relevant topic).

2. Reading

The second stage, reading, is where the students begin reading the material through any type of reading (buddy, shared, guided, etc.). It includes reading strategies/skills, the examination of illustrations, reading from beginning to end, and note taking. This is where you get down to the actual reading part. The text can be delivered to students in a variety of ways. Students can engage in individual reading, or they can be read aloud to. Teachers may use big books or print projected somewhere in order to do a group reading session and entire text from beginning to end to get specific information in order to encourage student initiated reading.

3. Responding

Responding is the stage where the students respond to what they read through reading logs, journals, or grand conversations. Responding deals with what a child has learned after reading a book. This might involve reading logs where the student writes about what they read and connects it to real life or through discussions that can be either whole group or small group. The goal is to encourage self-regulatory actions that can be used to facilitate comprehension.

4. Exploration

This is where students explore their new information. They may re-read part or all of the text. They may read more texts to expand their knowledge of the new subject. Students may learn new vocabulary words that they came up against in the text. Exploration is a very broad stage that can take many paths.

The exploration stage is where the students go back and reread certain things in the text, learn more vocabulary, participate in mini-lessons, examine the author's craft (style of writing), or identify memorable quotes/passages. Like it sounds, exploring is where students look back over what they read by re-reading the text. The students also observe the author's craft (genre, text structure, and literacy devices used by the author). This can be done using story boards that sequence events, graphic organizers that highlight the plot, or by writing their own books based on the read text (a sequel to the book or just a different story using a similar plot).

5. Applying

During the applying stage students take the new knowledge they have learned and do more with it. Often they will have projects that measure how much they have learned. They may read books related to the original text or participate. Another words applying stage is where the students create projects, read similar or related material, evaluate their experiences while reading, or use information learned in thematic units. This is where the students participate in after reading activities that demonstrate comprehension of the text, reflections over their

understandings, and the value taken from the reading of the text. These activities might include essays, reader's theatre, PowerPoint presentations, or open-mind portraits.

A.2 The Purpose of Reading

According to Grabe and Stoller stated that there are some purposes of reading:⁸

1. Reading to search simple information.

Reading to search simple information means the reader scans the text in order to find specific information or a specific word.

2. Reading to skim quickly.

In skimming the text, the readers will just have to read the text quickly and guessing where the important information might be.

3. Reading to learn from texts.

It typically occurs in academic and professional contexts in which a person needs to learn some information from a text.

4. Reading to integrate information writes critique texts.

The reader will have to integrate the mutually supporting or conflicting information from multiple sources.

5. Reading for general comprehension.

This is the basic purpose of reading. The reader seeks information to comprehend the text.

⁸Grabe, W. and F.L. Stoller. 2002. *Teaching and Reading*. London : Longman.p.20

A.3 Types of Reading

Based on definition, it means that reading is an interactive process between readers and the text. The readers automatically interact with the text to get main information in the text. It can make the readers comprehend the text easier if they are serious in the reading process. In reading, there are several types of reading that should be known by the readers.

1. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.⁹

The characteristic of intensive reading is stated below.¹⁰

1. Usually classroom based
2. Reader is intensely involved in looking inside the text
3. Students Focus on Linguistic or semantic details of reading
4. Students identify key vocabulary
5. Students may draw pictures to aid them (such as problem solving

⁹Hedge, T. 2003. *Teaching and learning in the language classroom*.UK: OUP.p.102

¹⁰<https://slllc.ucalgary.ca/Brian/611/readingtype.html>. 27-01-2019

2. Extensive Reading

Extensive reading is carried out “to achieve a general understanding of usually somewhat longer text (book, long article, or essays).¹¹ The aims of extensive reading are to build reader confidence and enjoyment . Extensive reading is always done for the comprehension of main ideas, not for specific.

According to Day and Bamford put forward the characteristic identified below.¹²

1. Student read as much as possible
2. A variety of materials on a range of topics is available
3. Students select what they want to read
4. Reading speed is usually faster than slower
5. Teacher oriented student to the goals of the program
6. The purpose of reading are usually related to pleasure, information and general understanding

Based on explanation, we can get extensive reading is reading longer texts, usually for one’s own pleasure. This is a fluency activity , mainly involving global understanding.

3. Skimming

Skimming is used to get general idea or information. Skimming involves very superficial, rapid reading to get a general overall impression.¹³Skimming

¹¹ H. Douglas Brown. *Teaching by Principle An Interactive Approach to Language Pedagogy*.p.313

¹² Day, R.R.&Bamford, J.2002.*Top Ten Principle for teaching Extensive Reading*.p.14

enables student to select content that they want to read and discard that which is inconsequential for their purposes. Skimming permits the students to gain a general idea about the material when that is their purposes, rather than to read all material in detail. One of useful skimming technique is to read only the first sentence of each paragraph and read the introduction or summary more carefully. So when skimming, the reader goes through the material quickly running one eye's over a text to get the gist of it.

4. Scanning

Scanning is used to find specific information that a reader need. Scanning involves rapid reading to find the answer a very specific question, such as a name, a date, a telephone number, and so on.¹⁴ Scanning enables students to locate specific information without reading all the material around it. So when scanning, the reader quickly going through a text to find a particular piece of information .

A.4. Indicators of Reading

In teaching reading, the teacher must know indicators of reading in order to be able to know what kinds of reading the students must ready. There are some indicators of reading what can helps the students in reading are:

1. Decoding

Although early studies recognized decoding as the skill that predicted differences in comprehension skills between children , a landmark study of struggling readers revealed that only those who practiced reading the words until

¹⁴Albert J. Harris and Edward R Sipay, *How to Increase*. p.480

they automatically recognized them were able to accurately answer comprehension questions about the text . A study of at-risk second graders also revealed that accuracy and rate of oral reading uniquely predicted comprehension ability.¹⁵

Decoding is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills. Decoding relies on an early language skill called phonemic awareness. (This skill is part of an even broader skill called phonological awareness.) Phonemic awareness enables kids to hear individual sounds in words (known as phonemes). It also allows them to “play” with sounds at the word and syllable level. Decoding also relies on the ability to connect the individual sounds to letters. For instance, to read the word sun, kids must know that the letter s makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward “sounding out” words.

2. Fluency

Fluency is a prerequisite skill to comprehension. It is the automatic recognition of words that frees up the cognitive capacity required for comprehending the meaning of the words.¹⁶

¹⁵Berninger, V.W., Abbott, R.D., Vermeulen, K., & Fulton, C.M. 2006. *Paths to reading comprehension in at-risk second grade readers*. Journal of Learning Disabilities. p.334

To read fluently, kids need to instantly recognize words, including ones they can't sound out. Fluency speeds up the rate at which they can read and understand text. It's also important when kids encounter irregular words, like *of* and *the*, which can't be sounded out.

Sounding out or decoding every word can take a lot of effort. Word recognition is the ability to recognize whole words instantly by sight, without sounding them out.

3. Vocabulary

In a comprehensive review of research, the National Reading Panel concluded that vocabulary instruction facilitates the development of reading comprehension, especially when students are repeatedly exposed to vocabulary words. Further, the Panel recommended explicit instruction in vocabulary through a variety of active learning methods and contexts. Indeed, the preponderance of research indicates that vocabulary is a key contributor to reading comprehension development.¹⁷

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

¹⁷National Reading Panel.2000.*Report of the National Reading Panel: Teaching children to read.* Washington, DC: National Institute of Child Health and Human Development

When kids can read quickly and without making too many errors, they are “fluent” readers. Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

4. Visualization

Another key component of reading comprehension is the active construction of a mental image of the text. These mental images are fluid and change as the reader continually assimilates new text.¹⁸

1. Visualization is an application of the dual-coding theory of reading, the concept that readers process both visual representations of verbal information and of objects to create meaning. Also referred to as mental imagery, research suggests that this skill contributes to comprehension and enhances memory of the text.

2. Working Memory

Working memory has also been identified as an integral part of reading comprehension. Working memory is defined as an executive function responsible for keeping and updating information in the mind.¹⁹

Further, working memory is responsible for managing the process of extracting information from text and integrating it with prior knowledge to create

¹⁸Woolley, G. 2010. Developing reading comprehension: *Combining visual and verbal cognitive processes*. p.108

¹⁹Röthlisberger, M., Neuenschwander, R., Cimeli, P., & Roebers, C. M. 2013. Executive functions in five- to eight-year-olds: Developmental changes and relationship to academic achievement. *Journal of Educational and Developmental Psychology*. p.153.

meaning . Sequences of text-based information are held in working memory and integrated with new incoming text and with prior knowledge held in long-term memory

The findings from these three studies suggest that as text complexity increases with grade level, a greater amount of working memory is needed for assimilating longer sentences with new vocabulary into rapidly changing mental images. However, recent research indicates that composite executive function scores are statistically significant predictors of reading comprehension scores in pre-kindergarten through third grade as well.

A.5. Reading Comprehension

One of the goals of Reading is Comprehension. Reading can help people to improve their comprehension . Comprehension can be defined as the process by which a person understands the meaning of written or spoken language.²⁰ So the results of what we read is comprehension . A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are.²¹

1. Literal Comprehension : Reading in order to understand, remember, or recall the information explicitly contained in passage.
2. Inferential Comprehension : Reading in order to find information which is non explicitly stated in passage, using the reader's experience and intuition, and by inferring.

²⁰Jack Richard. *Language Dictionary of Applied Linguistics*.p.54

²¹ Ibid.p.238

3. Critical / evaluative comprehension : Reading in order to compare information in a passage with the reader's own knowledge and value.
4. Appreciative comprehension : Reading in order to gain an emotional or other kind of valued response from passage.

Reading comprehension is the process understanding the message that the author trying to convey.²² The writer encodes the message in his mind into written text and the reader decodes the written text to get message the writer means . It means that reading comprehension is understanding a written texts means extracting the required information from it as efficiently as possible. Good readers recognize and get meaning from word they see in print , and use their knowledge of the structure of language to begin foming a mental nation of the topic.

A.6 Achievement

Achievement is defined by student ability in computations and solving problems , which can normally measured by written tests. Conceptions deal more with deeper understanding.²³ Ability is capability of being able to perform a quality that permit or facilities achievement or accomplishment.

In teaching learning you must use the same process when addressing instructional standards. Question you should ask to successfully complete your 'to-do list' or learning standards in a timely and efficient manner include :

1. What type of students do I have?

²²Pamella J. Harris .2004.*Teaching Reading : A balanced Approach for Today's Classroom*. New York :McGraw- Hill,. p. 321

²³<http://repository.unej.ac.id/bitstream/handle/123456789/63001/Akhmad%20Budiarjo.pdf?sequence=1>.27-01-2019

2. How I'm going to teach the standard?
3. Will they understand the vocabulary?
4. How long do I think it will take for students to fully learn the material?

Successful instruction of standards results in students achievement. However, knowing what and how to just the first step to successful student achievement. Understanding the factors that can impact a student's achievement and ability to learn is equally important.

A.7 Description of VIP Strategy

Based on the statement to solve these problems teacher must found a suitable teaching strategy to make students become successful in the reading comprehension. Therefore, the researcher found Very Important Point (VIP) strategy that can help students in the learning English especially in reading comprehension. It will help teachers in learning process and help the students understand their reading.

A.7.1 Definition of VIP Strategy

VIP Strategy is one of the strategy that can be used in teaching reading comprehension. It will help teachers in learning process. V.I.P. is a strategy used to help students understand their reading and to help students construct meaning for themselves. This strategy is also a good way of showing students how to use problem-solve.

According to Soedarso , he says : "VIP Strategy is a strategy for reading books primarily intended for study interests, for students who are classified as

advanced readers.²⁴ While according to Ermanto VIP Strategy is the strategy used for obtain detailed and comprehensive information from a reading. So it can be concluded that the VIP strategy is a reading strategy to obtain detailed information and a comprehensive reading of those intended for the benefit of study.²⁵

The use of VIP strategy aims to make students easily find the main ideas of reading and make it easier for students to answer questions that match the reading. Strategies are carried out through five stages.²⁶ Namely :

1. Find the main purpose of the author in reading or purpose
2. The stages of tracking or review the subject principal information
3. Analyzing stages or interpret information and messages in reading
4. Stages note information or message conveyed by the other note
5. The stages of answering the question or test.

The selection of this strategy is expected to be able and appropriate for the implementation of learning reading comprehension.

A.7.2 The Step of using VIP strategy

The Step of using VIP strategy are: ²⁷

- a. First The teacher selected a piece of reading material in learning process.

²⁴Soedarso.2001. *MembacaCepatdanEfektif*. Jakarta: PT. Gramedia.p.59

²⁵Ermanto. 2008. *KetrampilanMembacaCerdas*. Padang: UNP Press.p.90

²⁶Ibid.p.91

²⁷Tama, M. C., & Haley, A. M. 2007.Comprehension strategies. In M. C. Tama & A. M. Haley (Eds.), *Guiding reading and writing in the content areas: Practical strategies*.Dubusque, IA: Kendall-Hunt.p.131

- b. The teacher have the students take a sticky notes and cut into six strips. And each of sticky note have different colour.
- c. Have the students reading the text in reading material and mark “very important point” according main idea, supporting sentences, needs clarification, figure of speech and etc using sticky notes
- d. After that, the teacher will then ask students to make a table in their notebook and write down what important points they chose and write down their reasons for the choice.
- e. In the finally, students would sit in groups and express their opinions and reasons for the important points they choose and the teacher will guide students during the discussion.
- f. Then the teacher would given students some questions related to the reading text. Students are expected to be able to answer questions correctly with sticky note help that makes it easy for students to see point.

A.7.3 Advantages of using VIP strategy

There are some advantages in using VIP strategy were:²⁸

1. This strategy make the students interested the text reading in reading comprehension.
2. This technique make the student’s achievement in reading comprehension.
3. Make students more active not only between students-teacher but also students centre.

²⁸Ibid.p.134

4. The situation more active in teaching learning process.
5. Teaching learning process would be easy to comprehension.

A.7.4 Disadvantages of using VIP strategy

Disadvantages of using VIP strategy were:²⁹

1. In using VIP Strategy, the students are so existed so they are not realize to make noisy.
2. This condition make the teacher difficult to control them. Sometimes they move and speak to much.

B. Related Study

According to Tama, M.C and Haley, A.M (2007) VIP Strategy used to help students understand their reading and to help the students construct the meaning form themselves. This strategy is also good way of showing students how to use problem-solves. Through this strategy students are able locate the main idea of a reading selection ,markspersonal connection to reading, locate specific information to support an argument and locate supportive details for additional information. So that VIP can be used during and post reading.

According to Ermanto (2008) VIP Strategy is the strategy used for obtain detailed and comprehensive information from a reading. This investigation showed that VIP Strategy is a helpful tool for learners to understand texts since they comprehend concepts quickly when the concepts are presented within a

²⁹ Ibid.p.136

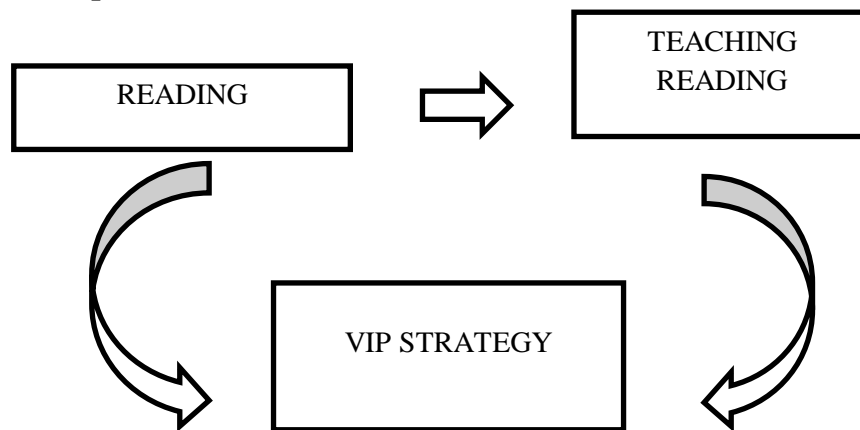
context and related to other concepts. So it can be concluded that the VIP strategy is a reading strategy to obtain detailed information and a comprehensive reading of those intended for the benefit of study.

While According Soedarso (2010) VIP Strategy is a strategy for reading books primarily intended for study interests, for students who are classified as advanced readers. The result of the the study showed VIP Strategy has enhanced students' performance in reading comprehension. This study enhanced students' ability to monitor their comprehension accurately and they know how to use proper strategy to assists them in comprehension. Consequently, they seem to know what information should be eliminated and what to attend to.

From the result of the researcher above, VIP strategy as a strategy that can increase students' learning responsibility in interesting situation , can make them be active and solid be wise in using reading comprehension. In circumstance where the students use limited resources, the researcher give the spirits to the teacher and students

So that, the researcher suppose that the use of VIP Strategy can affect the students achievement in reading comprehension.

C. Conceptual Framework



Reading is the important aspect of language one. Because learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of important skills in Learning English. There are some pointers reading that help people to such as improve their vocabulary, increase their reading speed, improve their comprehension , gain more knowledge, and etc.

Based on explanation, it is quite clear that reading is very important in learning foreign language. Reading help students improve their competence, ability, achievement, knowledge and information in teaching learning process.

When almost students feel boring with reading , factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read “what we read and how read it” .

There are various efforts conducted by teacher to assist and avoid the students saturation in learning reading, one of them is using good strategy. In this case , the researcher attends VIP Strategy. It arranges as good as possible as effort to assist to improve the students’ achievement in reading comprehension.

VIP strategy as a strategy that can increase students' learning responsibility in interesting situation, can make them be active and solid be wise in using reading comprehension. In circumstance where the students use limited resources, the researcher give the spirits to the teacher and students. That is some reason, why the researcher eager to analyze the students' achievement in reading comprehension by using VIP Strategy To students' 7th grade. And finally, the researcher hopefully gives the positive influenced and there is no reason to stop the study.

D. Hypothesis

Based on the conceptual framework, the researcher will be formulated as the following:

Ha : There is significant effect of using vip strategy on students' achievement in reading comprehension.

Ho : There is no significant effect of using vip strategy on students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at MTs Madinatussalam at Jalan Sidomulyo Dusun XIII Pasar IX Desa Sei Rotan at the academic year 2018/2019. The reason for choosing this school because the researcher found the problem that the students achievement in reading comprehension were still low.

B. Population and Sample

A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis.

The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much like a give-and-take process. The population “gives” the sample, and then it “takes” conclusion from the results obtained from the sample.

1. Population

Population is the general are which consist of subject or subjects that has a certain quality and characteristic to be studied by the researcher and than take the conclusion.³⁰

So, the population of this research will be taken from the 7th grade students' academic year 2018/2019 of MTs MadinatussalamatJalanSidomulyoDusun XIII Pasar IX DesaSei Rotan, which consist of five parallel class.

Table 3.1

Population in 7th Grade of MTs Madinatussalam

No	Class	Population
1.	VII – 1	35
2.	VII – 2	37
3.	VII – 3	40
4.	VII – 4	40
5	VII-5	36
	Total	188

³⁰Sugiyono.2018. *MetodePenelitianPendidikan*.Bandung :Alfabeta. p.117

2. Sample

According to Sugiyono stated the sample is part of number and characteristic of a population. It means that sample is a little of population. This research would be applied by cluster sampling for choosing experimental class and control groups because this technique is used when the population does not consist of individuals, but consists of individual groups or clusters. Cluster sampling technique is used to determine the sample if the object to be studied or the data source is very broad.

Cluster sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual.³¹The steps in determining the experimental and control class are as follow:

- a. First, the researcher made a kind of lottery.
- b. Second, the researcher provided four pieces of small paper in which each piece will have the name of each class then the researcher rolls them up and put them into a box.
- c. Third, the researcher shook the box and took one piece of the paper
- d. Last, the first paper as an experimental class and the second one as a control class. The VII-3 as experimental class and VII-4 as control class.

³¹Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: 2009). p97

All observations in the selected clusters are included in the sample. By making sample is clustersampling, this research would be taken VII-3 and VII- 4 grade as the sample.³²

Table 3.2

Sample in 7th Grade of MTs Madinatussalam

No	Class	Population
1.	VII-3	40
2.	VII-4	40
	Total	80

C. Design of Research

In completing the data, the experimental quantitative research would be applied in this research the sample was given a treatment base on the variable research. Therefore, the sample was divided in two groups of sample : experimental group and control group. The experimental groups, which consist of 40 students, the experimental group was taught by using VIP strategy. On the other hand, the control group consist of 40 students without using VIP strategy or the group was taught Verbal Technique (conventional).

³² Ibid.p80

Table 3.3**Design of Research**

Class	Pre Test	Treatment	Post Test
VII-3	√	VIP Strategy	√
VII-4	√	Verbal Technique (Conventional)	√

The data collection is an important part in conducting a study. To collect the data, this research used pre-test and post-test that would be given to experimental group and control group.

D. Instrument of Research

This research was used multiple choices as the instrument in collecting the data. The data of research collecting by giving test :pre- test and post- test was given to the experimental and control group. The test consist of 20 items which consist of 4 options .Each correct answer was given score 5, and incorrect answer was given scored 0. Instrument of research taken by “LKS book at seventh grade of junior high school which the instrument of research in Appendix III” so that the researcher no need validity and reliability.

E. Technique of Collecting the Data

In collecting the data , some steps would be applied as follows:

1. Giving pre-test to both classes

Pre-test was given the classes (experimental class and control class) before giving the treatment or teaching presentation. It was mean to find out the homogeneity of the sample. It was done by hoping that the result of the test can be concluding that two groups were homogeneous.

In pre-test, the students was given test. The item test consists of 20 items of multiple choices.. They answer the question based on their understanding about reading comprehension. Then when the time was over, the answer sheet could be collected. The test was given to both experimental group and control group.

2. Giving treatment to the experimental group by using VIP strategy and to the control group by using Verbal technique (conventional).

To find out the effect of teaching vocabulary using VIP Strategy, a treatment would be conducted to the experimental group. Each class VII-3 as the experimental group and class VII-4 as the control group was given the same material. In teaching reading comprehension to the experimental class and control class, different treatment woul be used. The experimental group was given treatment by using VIP Strategy and control group was taught to the students by using Verbal technique (conventional).

Table 3.4

Treatment in Experimental and Control group

Meeting	Experimental Group	Control group
1 (first)	1. Teacher greeted the student to open the class. 2. Teacher was given pre-test 3. Teacher was collected the answer sheet of students 4. Teacher was calculated the score.	1. Teacher greeted the student to open the class. 2. Teacher was given pre-test 3. Teacher was collected the answer sheet of students 4. Teacher was calculated the score.
2 (second)	1. Teacher greeted the student to open the class and the giving explanation about what going to do in this meeting. 2. The teacher was asked the students whether they have already to study. 3. The teacher introduce about using VIP strategy and explain the purpose of using VIP strategy to students' achievement in reading comprehension. 4. The teacher was prepared VIP strategy. 5. First The teacher select a piece of	1. Teacher greeted the student to open the class and the giving explanation about what going to do in this meeting. 2. The teacher was selected a piece of reading material in learning process. 3. The teacher have the students to reading the text in learning process. 4. After that the teacher ask the students what is the conclusion about the material. 5. The teacher was given students to ask about the lesson which they did not understand yet. 6. The teacher ask the students to do exercise .

<p>6. The teacher have the students take a sticky notes and cut into six strips. And each of sticky note have different colour.</p> <p>7. Have the students reading the text in reading material and mark “very important point” according main idea, supporting sentences, needs clarification, figure of speech and etc using sticky notes</p> <p>8. After that, the teacher would ask students to make a table in their notebook and write down what important points they chose and write down their reasons for the choice.</p> <p>9. In the finally , students would sit in groups and express their opinions and reasons for the important points they choose and the teacher would guide students during the discussion.</p> <p>10. Then the teacher was given students some questions related to the reading text. Students was expected to be able to answer questions correctly with sticky note help that makes it easy for students to see point.</p> <p>11. The teacher closed the lesson</p>	<p>7. The teacher closed the lesson.</p>
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3 (third)	1. Same as the second meeting but different in exercise	1. Same as the second meeting but different in exercise
4 (fourth)	1. Teacher greeted the student to open the class. 2. Pos test was given by the teacher. 3. The teacher was collected the answer sheet of the students. 4. Teacher was calculated the scores 5. The teacher close the lesson	1. Teacher greetd student to open the class. 2. Pos test was given by the teacher. 3. The teacher was collected the answer sheet of the students. 4. Teacher was calculated the scores 5. The teacher close the lesson

3. Giving post-test to both classes

Post-test was given to the students after having the treatment . The post-test with same as the pre- test . The post-test is the final test in this research , especially in measuring the treatment, whether it will significant or not on the students' achievement in learning reading comprehension. In the experimental and control group , a post-test also administrating. The administrating of the post- test is mean to find out the difference scores of both experimental and control group before and after giving the treatment.

4. Collecting the students' answer sheets for value of the test

F. Technique of Analyzing the Data

In this research, the following steps were applied to analyze the data :

1. Scoring the students' answer for value of the test

$$\text{Score} = \frac{R}{N} \times 100$$

In which:

S= Score of the test

R= Total of the correct answer

N= Total of the test items

2. Listing their score in two tables, first the score for experimental class and second for control class scores.
3. Calculating the total scores post- test in experimental group and control group:

- a. Standard deviation of sample 1 (experimental group)

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

- b. Standard deviation of sample 2 (control group)

$$S_1 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)}}$$

4. Calculating the normality and homogeneity test to know then normality and homogeneity of the test. The calculating was conducted by using T-test as show , according sugiyono:

$$\text{a. } R_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum X_i^2 - (\sum X_i)^2\} \{n\sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono 2018:255})$$

b. Testing Hypotesis

$$t = \frac{\overline{X_1 X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{ Sugiyono 2018 :274})$$

In which :

T = t-test
 T_C = t-count
 T₁ = t-table

$\overline{X_1}$ = Avarage of variable 1 (experimental group)
 $\overline{X_2}$ =Avarage of variable 2 (control group)

S₁ = Standard deviation of sample 1 (experimental group)
 S₂ = Standard deviation of sample 2 (control group)
 S_1^2 =Standard deviation squared (variants) of sample 1
 (experimental group) and sample 2 (control group)
 n = Total of sample
 n₁ = Number of cases for variable 1 (experimental group)
 n₂ = Number of cases for variable 2 (control group)

5. Validity and Reliability of Instruments.

Validity and Reliability of Instruments not using in this research. Because in the Instruments of research taken by “LKS book at seventh grade of junior high school which the instrument of research in Appendix III” so that the researcher no need validity and reliability.

G. Statistical Hypothesis

Statistical hypothesis used to find out the result of observation about the sample quantitatively and also to find out the relationship between one and one or more variable. The following statistical hypothesis criteria were used to reject or accept the null-hypothesis

If $t_{observe} > t_{table} = H_a$ is accepted and H_o is rejected

H_a = The Alternative Hypothesis

There is significant effect of using VIP Strategy on The students' achievement in Reading Comprehension.

H_0 : The Null Hypothesis

There is no significant effect of using Vip strategy on The students' achievement in Reading Comprehension.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A.Data Collection

The data were collected by giving the students a test that consisted of 20 items. The correct answer was given 5 score and highest score was 100, and incorrect answer was given 0 score. In this research, the sample was divided in two groups, the experimental and control group. That consists of 40 students in experimental (VII-3) and 40 students in control group (VII-4). Each group was given pre-test and post-test. The data of this research. The initial of students and student's score in the pre-test and post-test of two groups can be seen in table 4.1 that is the result of the pre-test and post-test in experimental group and table 4.2 that is the result of the pre-test and post-test in control group.

Table 4.1
The score of Pre-test and Post-test
Experimental Group

No	Students' Initial	Pre-test(X1)	Post-test(X2)
1	AHM	45	75
2	AMH	40	75
3	FAS	50	80
4	FR	55	80
5	MAH	60	85
6	MAL	50	75
7	MAP	50	85
8	MES	65	90
9	MIMH	35	70
10	MKP	65	85
11	MKR	70	90
12	MRFRN	45	75
13	MS	75	90
14	MSI	35	70

15	MWD	40	75
16	NA	75	85
17	NAA	70	90
18	NJ	60	80
19	NFL	50	70
20	NAPH	55	70
21	OPT	55	75
22	PM	60	85
23	PYL	60	90
24	RA	45	80
25	RAP	40	70
26	RAC	50	80
27	RDA	55	80
28	RGM	50	75
29	RLR	45	70
30	RR	65	90
31	RRP	65	75
32	RW	45	75
33	SH	60	85
34	SK	55	75
35	SKA	70	95
36	SP	70	85
37	SRN	60	70
38	SS	65	75
39	SSD	40	70
40	SSN	70	85
Total		2215	3180
Mean		55.37	79.5

Based on the table 4.1 showed that the highest score of pre-test in experimental group was 75 and the lowest score was 35 .While ,the highest score of post-test in experimental group was 95 and lowest score was 70. The total score of pre-test and post-test in experimental group are 2215 and 3180. The mean of pre-test in experimental group was 55.37 and the mean of post test was 79.5 .

Table 4.2
The score of Pre-test and Post-test
Control Group

No	Students' Initial	Pre-test(X1)	Post-test(X2)
1	AAN	60	65
2	AAS	60	75
3	ADM	30	45
4	BA	50	60
5	DTR	70	75
6	DYS	60	65
7	FA	40	50
8	FIK	45	55
9	IR	40	55
10	MFAT	60	65
11	MFH	60	60
12	MH	55	60
13	NAN	55	65
14	NSL	30	40
15	RA	50	55
16	RAZ	45	60
17	RFAS	70	80
18	RIT	65	70
19	RM	50	60
20	RR	40	50
21	RSH	50	60
22	SAA	70	75
23	SAP	45	50
24	SE	35	45
25	SSB	60	70
26	TA	60	70
27	TAGAZ	55	65
28	TAS	60	65
29	TK	30	40
30	TSBAZ	65	75
31	VA	50	65
32	VAN	50	60
33	WA	65	70
34	YAG	70	75
35	YK	60	70
36	ZH	60	75
37	ZL	35	55
38	ZN	65	70
39	ZR	45	60

40	ZTP	65	70
Total		2130	2495
Mean		53.25	62.37

Based on the table 4.2 showed that the highest score of pre-test in Control group was 70 and the lowest score was 30. While ,the highest score of post-test in experimental group was 80 and lowest score was 40. The total score of pre-test and post-test in experimental group are 2130 and 2495. The mean of pre-test in experimental group was 53.25 and the mean of post test was 62.37.

So,based on the data in table 4.1 and table 4.2 show that the mean score of post-test in experimental group was 79.5 and the mean score of post-test in control group was 62.37. The data showed that the mean score of students in experimental group who were taught by using very important point(VIP) was higher than mean score of students control group were taught by using Verbal technique(conventional).

B.Data Analysis

The result of the test in the table 4.1 and 4.2,the data were collected to find out weather the effect of using Very Important Point(VIP) Strategy on the students' achievement in reading comprehension. The collected data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post test was 95.And for test in control group the the highest score of the post-test was 80. By firstly finding out the standart deviation of the post-test between experimental and control group by using the following formula:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}} \text{ (For experimental group)}$$

$$S_1 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}} \text{ (For control group)}$$

In calculating standard deviation, the table of the score should be changed in to in the table of calculation of standart deviation.

Table 4.3
The difference scores of Pre-test and Post-test in experimental Group

N0	Students' Initial	Pre-test T₁	T₁²	Post-test T₂	T₂²	X= T₂-T₁
1	AHM	45	2025	75	5625	30
2	AMH	40	1600	75	5625	35
3	FAS	50	2500	80	6400	30
4	FR	55	3025	80	6400	25
5	MAH	60	3600	85	7225	25
6	MAL	50	2500	75	5625	25
7	MAP	50	2500	85	7225	35
8	MES	65	4225	90	8100	25
9	MIMH	35	1225	70	4900	35
10	MKP	65	4225	85	7225	20
11	MKR	70	4900	90	8100	20
12	MRFRN	45	2025	75	5625	30
13	MS	75	5625	90	8100	15
14	MSI	35	1225	70	4900	35
15	MWD	40	1600	75	5625	35
16	NA	75	5625	85	7225	10
17	NAA	70	4900	90	8100	20
18	NJ	60	3600	80	6400	20
19	NFL	50	2500	70	4900	20
20	NAPH	55	3025	70	4900	15
21	OPT	55	3025	75	5625	20
22	PM	60	3600	85	7225	25
23	PYL	60	3600	90	8100	30

24	RA	45	2025	80	6400	35
25	RAP	40	1600	70	4900	30
26	RAC	50	2500	80	6400	30
27	RDA	55	3025	80	6400	25
28	RGM	50	2500	75	5625	25
29	RLR	45	2025	70	4900	25
30	RR	65	4225	90	8100	25
31	RRP	65	4225	75	5625	10
32	RW	45	2025	75	5625	30
33	SH	60	3600	85	7225	25
34	SK	55	3025	75	5625	25
35	SKA	70	4900	95	9025	20
36	SP	70	4900	85	7225	15
37	SRN	60	3600	70	4900	10
38	SS	65	4225	75	5625	10
39	SSD	40	1600	70	4900	30
40	SSN	70	4900	85	7225	15
Total		2215	127575	3180	254900	965

The calculation table of standard deviation. Based on the table 4.3 previously, the calculation of standard deviation was as bellow :

For experimental group :

$$\sum x = 3180$$

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{3180}{40} \\ &= 79.5\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}} \\ &= \sqrt{\frac{40(254900) - (3180)^2}{40(40-1)}} \\ &= \sqrt{\frac{10196000 - 10112400}{40(39)}} \\ &= \sqrt{\frac{83600}{1560}}\end{aligned}$$

$$= \sqrt{53.59}$$

$$= 7.32$$

Based on the table above or table 4.3 showed that the mean of Pre-test in experimental was 55.37 and the mean of Post-test was 79.5.

Table 4.4
The difference scores of Pre-test and Post-test in Control Group

N0	Students' Initial	Pre-test T₁	T₁²	Post-test T₂	T₂²	X= T₂-T₁
1	AAN	60	3600	65	4225	5
2	AAS	60	3600	75	5625	15
3	ADM	30	900	45	2025	15
4	BA	50	2500	60	3600	10
5	DTR	70	4900	75	5625	5
6	DYS	60	3600	65	4225	5
7	FA	40	1600	50	2500	10
8	FIK	45	2025	55	3025	10
9	HI	40	1600	55	3025	15
10	IR	60	3600	65	4225	5
11	IST	60	3600	60	3600	0
12	IVW	55	3025	60	3600	5
13	MFAT	55	3025	65	4225	10
14	MFH	30	900	40	1600	10
15	MH	50	2500	55	3025	5
16	NAN	45	2025	60	3600	15
17	NSL	70	4900	80	6400	10
18	RA	65	4225	70	4900	5
19	RAZ	50	2500	60	3600	10
20	RFAS	40	1600	50	2500	10
21	RIT	50	2500	60	3600	10
22	RM	70	4900	75	5625	5
23	RR	45	2025	50	2500	5
24	RSH	35	1225	45	2025	10
25	SAA	60	3600	70	4900	10
26	SAP	60	3600	70	4900	10
27	SE	55	3025	65	4225	10
28	SSB	60	3600	65	4225	5
29	TA	30	900	40	1600	10
30	TAGAZ	65	4225	75	5625	10

31	TAS	50	2500	65	4225	15
32	TK	50	2500	60	3600	10
33	TSBAZ	65	4225	70	4900	5
34	VA	70	4900	75	5625	5
35	VAN	60	3600	70	4900	10
36	WA	60	3600	75	5625	15
37	YAG	35	1225	55	3025	20
38	YK	65	4225	70	4900	5
39	ZN	45	2025	60	3600	15
40	ZTP	65	4225	70	4900	5
Total		2130	118850	2495	159675	365

For Control group :

$$\sum x = 3180$$

$$\begin{aligned}\bar{x} &= \frac{\sum x}{n} \\ &= \frac{2495}{40} \\ &= 62.37\end{aligned}$$

$$\begin{aligned}S &= \sqrt{\frac{n(\sum x^2) - (\sum x)^2}{n(n-1)}} \\ &= \sqrt{\frac{40(159675) - (2495)^2}{40(40-1)}} \\ &= \sqrt{\frac{6387000 - 6225025}{40(39)}} \\ &= \sqrt{\frac{161975}{1560}} \\ &= \sqrt{103.83} \\ &= 10.19\end{aligned}$$

Based on the table above or table 4.4 showed that the mean of Pre-test in Control Group was 53.25 and the mean of Post-test was 62.37.

After seeing both of table (4.3 dan 4.4) showed that the mean score of Post-test in Experimental Group was 79.5 and the mean score of control group was 62.3. The data showed that the mean score of students' in experimental group who were taught by using very important point(VIP) strategy was higher than the mean score of students in control group who were taught by using verbal technique (conventional).

1. Normality Test

Normality test used to determine if a data set well. Modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

a. Normality test of X variable

The Normality test of variable X used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. the score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula :

$$Z_i = \frac{X - \bar{X}}{s}$$

3. The table of Z_i could be seen from the table of normal curve

$$4. F(Z_i) = \frac{F_k}{n} = \frac{8}{40} = 0.2$$

Table 4.5
Normality Test of X Variable

No	Xi	F	F Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	70	8	8	-1.29	0.0985	0.2	-0.1015
2	75	11	19	-0.61	0.2709	0.475	-0.2041
3	80	6	25	-0.08	0.4681	0.625	-0.1569
4	85	8	33	0.006	0.5329	0.825	-0.3011
5	90	6	39	1.43	0.9236	0.971	-0.0514
6	95	1	40	2.11	0.9826	1	-0.0174

Based on the data in table 4.5 L_{hitung} was -0.3011 and the Lilifors test in significant $\alpha = 0.05$ with $n = 40$ L_{table} was 0.140. So the $L_{hitung} < L_{table}$ (-0.3011 < 0.140), so it could be concluded that the data was normally distributed.

B. Normality test of Y variable

The Normality test of variable Y used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. the score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula :

$$Z_i = \frac{x - \bar{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve

$$4. F(Z_i) = \frac{F_k}{n} = \frac{2}{40} = 0.05$$

Table 4.6
Normality Test of Y Variable

No	Xi	F	F Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	2	2	-2.19	0.0143	0.05	-0.0357
2	45	2	4	-1.70	0.0446	0.1	-0.0554
3	50	3	7	-1.21	0.1131	0.175	-0.0619
4	55	4	11	-0.72	0.2358	0.275	-0.0392
5	60	8	19	-0.23	0.4090	0.475	-0.066
6	65	7	26	1.02	0.7721	0.65	0.1221
7	70	7	33	0.25	0.5987	0.825	-0.0263
8	75	6	39	1.23	0.8907	0.975	-0.0843
9	80	1	40	1.73	0.9582	1	-0.0418

Based on the data in table 4.5 L_{hitung} was 0.1221 and the Lilifors test in significant $\alpha = 0.05$ with $n = 40$ L_{table} was 0.140. So the $L_{hitung} < L_{table}$ (0.1221 < 0.140). So it could be concluded that the data was normally distributed.

2. Homogeneity

Homogeneity test performed in determine whether the variation of data equal from two distribution group.

The data of variable X and variable Y:

a. variable X

$$\bar{x} = 79.5$$

$$S_1^2 = 53.59$$

$$N = 40$$

b. variable Y

$$\bar{x} = 62.37$$

$$S_1^2 = 103.83$$

$$N = 40$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{53.59}{103.83}$$

$$F = 0.51$$

The value of F_{table} with the significances $\alpha = 0.025$ with $n = 40$ was 1.99 those scores got in the constant table in F_{table} . And the F_{hitung} was 0.51. So the $F_{hitung} < F_{table}$ ($0.51 < 1.99$). So it can be concluded that the data was homogen.

3. Testing Hypothesis

After calculating the data. The result was showed the rules of statistics normality and homogeneity was fulfilled so the next is testing hypothesis.

Table 4.7
The Calculation Table

No	X	Y	$X_i(x-x)$	$Y_i(y-y)$	X_i^2	Y_i^2	X_iY_i
1	75	65	-4.5	2.63	20.25	6.9169	-11.835
2	75	75	-4.5	12.63	20.25	159.5169	-56.835
3	80	45	0.5	-17.37	0.25	301.7169	-8.685
4	80	60	0.5	-2.37	0.25	5.6169	-1.185
5	85	75	5.5	12.63	30.25	159.5169	69.465
6	75	65	-4.5	2.63	20.25	6.9169	-11.835
7	85	50	5.5	-12.37	30.25	153.0169	-68.035
8	90	55	10.5	-7.37	110.25	54.3169	-77.385
9	70	55	-9.5	-7.37	90.25	54.3169	70.015
10	85	65	5.5	2.63	30.25	6.9169	14.465
11	90	60	10.5	-2.37	110.25	5.6169	-24.885
12	75	60	-4.5	-2.37	20.25	5.6169	10.665
13	90	65	10.5	2.63	110.25	6.9169	27.615
14	70	40	-9.5	-22.37	90.25	500.4169	212.515
15	75	55	-4.5	-7.37	20.25	54.3169	33.165
16	85	60	5.5	-2.37	30.25	5.6169	-13.035
17	90	80	10.5	17.63	110.25	310.8169	185.115
18	80	70	0.5	7.63	0.25	58.2169	3.815
19	70	60	-9.5	-2.37	90.25	5.6169	22.515
20	70	50	-9.5	-12.37	90.25	153.0169	117.515
21	75	60	-4.5	-2.37	20.25	5.6169	10.665

22	85	75	5.5	12.63	30.25	159.5169	69.465
23	90	50	10.5	-12.37	110.25	153.0169	-129.885
24	80	45	0.5	-17.37	0.25	301.7169	-8.685
25	70	70	-9.5	7.63	90.25	58.2169	-72.485
26	80	70	0.5	7.63	0.25	58.2169	3.815
27	80	65	0.5	2.63	0.25	6.9169	1.315
28	75	65	-4.5	2.63	20.25	6.9169	-11.835
29	70	40	-9.5	-22.37	90.25	5X00.4169	212.515
30	90	75	10.5	12.63	110.25	159.5169	132.615
31	75	65	-4.5	-4.5	20.25	6.9169	-11.835
32	75	60	-4.5	-2.37	20.25	5.6169	10.665
33	85	70	5.5	2.63	30.25	58.2169	41.965
34	95	75	15.5	-2.37	240.25	159.5169	195.765
35	75	70	-4.5	7.63	20.25	58.2169	-34.335
36	85	75	5.5	12.63	30.25	159.5169	69.465
37	70	55	-9.5	-7.37	90.25	54.3169	70.015
38	75	70	-4.5	7.63	20.25	58.2169	-34.335
39	70	60	-9.5	-2.37	90.25	5.6169	22.515
40	85	70	5.5	7.63	30.25	58.2169	41.965
Total	3180	2495	0	0.2	2090	4049.376	1072.5

The table 4.7 above, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula of t-test was implementing to find out the t-observed value both groups as the basic to test hypothesis of this research:

A. Coefficient r

$$R_{xy} = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{\{n \sum X_2^1 - (Xi)^2\} \{n \sum Y_2^1 - (Y)^2\}}}$$

$$R_{xy} = \frac{40(1072.5) - (0)(0.2)}{\sqrt{\{40(2090) - ((0)^2)\} \{40(4049.376) - (0.2)^2\}}}$$

$$R_{xy} = \frac{42900 - (0)}{\sqrt{(83600) - (0)(11975.04 - 0.04)}}$$

$$R_{xy} = \frac{42900}{\sqrt{(83600)-(11975)}}$$

$$R_{xy} = \frac{42900}{\sqrt{100111}}$$

$$R_{xy} = \frac{42900}{100111}$$

$$R_{xy} = 0.42$$

B.Examining the statistical Hypothesis

Ha: There is significance effect of using Very Important Point(VIP)

Strategy on the students achievement in reading comprehension

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}}$$

$$t = \frac{79.5 - 62.3}{\sqrt{\frac{53.59}{40} + \frac{13.83}{40} - 2(0.42) \left(\frac{7.32}{\sqrt{40}} \right) \left(\frac{10.19}{\sqrt{40}} \right)}}$$

$$t = \frac{17.2}{\sqrt{1.33 + 0.34 - 0.84(1.15)(1.61)}}$$

$$t = \frac{17.2}{\sqrt{0.11474}}$$

$$t = \frac{17.2}{0.33} = 5.21$$

After measuring the data above by using t-test formula. It showed that tobserved value was 52.1 after seeking the table of the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). The calculation showed that:

$$\begin{aligned} Df &= N_1+N_2-2 \\ &= 40+40-2 \\ &= 78 \end{aligned}$$

In the line of 78. Showed that t_{table} which was $52.1 > 1.68$. The fact hypothesis H_a was accepted and H_0 was rejected.

C. The Findings

The effect of using Very Important Point(VIP) strategy gave a significant effect in reading comprehension. It means that the students achievement who were taught by using Very Important Point(VIP) strategy got higher that those using verbal technique. It was proved from the result of post-test both of groups,in table 4.1 the result of pre-test and post-test in experimental group and in the table 4.2 the result of pre-test and post-test in control group. The highest score of post-test in experimental group was 95 and the lowest was 70,while the highest score of post-test in control group was 80 and the lowest score was 40.

So,by this study it was hoped that using Very Important Point(VIP) strategy enable the students' to apply in there context real life and no just memorize it.it can be said thought the students developed their ideas by connecting academic

subject with the context daily lives. It was expected that by teaching with this strategy, students were able to express their easily.

So, the researcher concluded the alternative hypothesis was accepted that “there is significant effect of Very Important Point (VIP) strategy on the students’ achievement in reading comprehension. In other words, the students were taught by very important point strategy got better than those who were taught by verbal technique in reading comprehension.

D. Discussion

Based on the research finding above, the researcher found that the effect of VIP strategy can effect on the students achievement in reading comprehension at MTs Madinatussalam.

From on the related study, the research found that the VIP strategy as a strategy that can increase students’ learning responsibility in interesting situation, can make them be active and solid be wise in using reading comprehension. In circumstance where the students use limited resources, the researcher give the spirits to the teacher and students

So that, the researcher suppose that the use of VIP Strategy can affect the students achievement in reading comprehension.

It had been explained that VIP strategy would be an effective way to effect on the students achievement in reading comprehension. Students were helped by their teacher to be able to reading a text. It proved (in experiment class was taught

by this strategy). That the strategy would help the students become more sophisticated in utilizing their senses and the student's can combined the sense work together to enhance their understanding and enjoyment the text.

Based on the explanation above,the researcher conclude that finding are comparable with related study. It means that Very Important Point (VIP) strategy gave significant effect on the students' achievement in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and analysis data, there were some conclusions that could be described as follows: The researcher found there was a significant effect of using very important point strategy on the students' achievement in reading comprehension, which is proven from the result of the test $t_{\text{observed}} > t_{\text{table}}$ or $52.1 > 1.68$. The fact hypothesis H_a was accepted and H_0 was rejected.

B. Suggestions

In relation to the conclusion above are put forward as follows;

1. English teacher can use very important point strategy in teaching reading in the classroom because based on the researcher's finding, it was found significant effects of using very important point strategy on the students' achievement in reading comprehension.
2. It is also suggested to school management to encourage the teachers to increase their teaching skills. Not only by using very important point but also other strategy that are believed to give better understanding for students in their effort to learning vocabulary.
3. The students are suggested to learn about the strategy of very Important point as the guidance in order to improve their reading comprehension. Very

important point strategy helps the students activate their background knowledge and connect it with the new information provided in the text, therefore, the students will find it easier to comprehend the text.

4. Researchers who want to develop all information and knowledge and for those who have interest in doing research related to VIP Strategy in making research for other genres of text

5. Further researchers are suggested to identify the weakness of the current research and make improvement for the application of Very Important Point strategy on the students' achievement in reading comprehension.

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APPENDIX I

LESSON PLAN (EXPERIMENTAL GROUP)

Name of School : MTs Madinatussalam
Subject : English
Class/Semester : VII/ Ganjil
Time allocation : 4x40 Minutes
Year : 2019/2020
Skill : Reading

A. Standard of competence

- **K1 3** :Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems
- **KI4**:Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Basic Competence and Indicator of Competence Achievement

Basic Competence	Indicators
3.2. Understand social functions, text structure, and linguistic elements in self-introduction expressions, as well as their responses, according to the context of their use.	3.2.1. Students use expressions of self-introduction in real situations. 3.2.2 Students can respond to expressions of self-introduction.
4.2. Arrange simple oral and written texts to express, ask, and respond to self-introductions, very short and simple, taking into account social functions, text structures, and language elements that are correct and in context.	4.2.1 Students use expressions of self-introduction in the right situation. 4.2.2 Students respond to other people who introduce themselves

C. Objectives

The students are able to understand and ask oral and written texts about self-introduction and their response to carry out communication using expressions with a text structure that is coherent with elements of language that are correct and in a context that is polite and confident.

D. Learning Material

Social Function

Maintain interpersonal relationships with teachers and friends

Give information about yourself to others

Introduction Expression

1. Here are expression to introduce yourself: introducing people:

- a. My name is ...
- b. I'm ...
- c. Nice to meet you ; I'm ...
- d. Please to meet you ; I'm ...
- e. Let me introduce myself ; I'm ...
- f. I'd like to introduce my self ; I'm

2. Here are expressions to introduce others:

- a. Jack, please meet Nicolas.
- b. Jack, have you met Nicolas?
- c. I'd like you to meet Liza.
- d. I'd like to introduce you to Betty.
- e. Grace, this is Barbara. Barbara this is Grace.

3. Useful responses when introducing yourself or other people:

- a. Nice to meet you.
- b. Pleased to meet you.
- c. Happy to meet you.
- d. How do you do?

Structure of the texts

Introduction In the Form Of Text

Read the study the following short paragraph.

Good Morning, My friends

I would like to introduce my self. My name is Grace Kimberley. I come from Bandung, West Java. I was born in Bandung on April 08,2007. I'm first year student of SMP 1 Bandung. I am tall and I have a long hair. I live at Jl.Supratman 21 Bandung With family . I love my family very much. I have one sister and one brother. They are Gisel and Kevin. Gisel is beautifull. Her hair is blonde. Kevin is tall. His hair is black. My hobbies are singing and shopping. I really love music . Even, I Have a dream tobe a famous and greatt singer. I ever won first winner in singing contest when I was 8 years old. I think that's all about my self. Thank you so much for attention. Have nice day.

Grammar

Personal Pronoun

Subject Pronoun	Object Pronoun	Possessive Adjectives	Reflexive Pronoun
I	Me	My	Myself
You	You	Your	Yourself
They	Them	Their	Themselves
We	Us	Our	Ourselves
She	Her	Her	Herself
He	Him	His	Himself
It	It	Its	Itself

E. Method

Very Important Point (V.I.P) Strategy

F. Learning Source

- Curriculum K13, Teacher's hand book, student's book
- English Dictionary
- Worksheet

G. Learning Activities

1. Pre Activities

- Teacher greet to all the students
- Teacher ask the students' condition
- Teacher check attendances list of the students
- Managing the class before starting the material
- Teachers motivate students to learn contextually according to the benefits and application of teaching materials in everyday life by giving examples.
- The teacher asks questions about the relationship between prior knowledge and the material to be learned.
- The teacher explains about the learning objectives or basic competencies to be achieved
- The teacher conveys the scope of the material and the description of activities according to the syllabus

2. Main Activities

Observing

- The teacher gave the material in learning process.
- The students gave attention to the teacher's explanation.
- The teacher select a piece of reading material in learning process.
- The teacher have the students take a sticky notes and cut into six strips. And each of sticky note have different color.
- Have the students reading the text in reading material and mark "very important point" according main idea, supporting sentences, needs clarification, figure of speech and etc using sticky notes

Questioning

- The teacher will then ask students to make a table in their notebook and write down what important points they chose and write down their reasons for the choice.

Experimenting

- The students will sit in groups and express their opinions and reasons for the important points they choose and the teacher will guide students during the discussion.

Final Activities

- Then the teacher will be given students some questions related to the reading text. Students are expected to be able to answer questions correctly with sticky note help that makes it easy for students to see point.
- The teacher closed the lesson.

H. Assesment

Indicator	Technique	Form	Instrument
The students are able to comprehend reading in daily life context to acces knowledge	VIP Strategy	Multilple choice	<p>Choose the correct answer by crossing a, b, c or d !The following text is for questions number 1 to 4.</p> <p>Mr. Beno: “ Good afternoon, students.” Students : “ Good afternoon, sir.” Mr. Beno:“ Well, students, I want to introduce myself. My name is Mr.Beno.I am fourty years old.I live on Jalan Raya Kecamatan KedungBanteng.”</p> <p>1. Where does the dialogue take place? In the A. Office B. School C. Market D. Classroom</p> <p>2. The dialogue above happens in the.... A.Morning B.Afternoon C. Evening D. Night</p> <p>3. How old is Mr.Beno? A. 40 years old</p>

			<p>B. 45 years old C. 50 years old D. 60 years old</p> <p>4. Based on the text above, it is the day at school. A. Fourth day B. Third day C. Second day D. First day</p> <p>5. I would like to introduce you to what expression is the sentence above? A. Greeting B. Take leave C. Introducing other D. Introducing self</p> <p>6. Dani : “ Let me introduce you to my friend.” Danar : “ Who is it ?” The underlined words Express A. Introducing one self B. Introducing other people C. Introduction text D. Introductory</p> <p>7. Bob :Hi, Tom. This is Sally, my cousin. She comes from Bogor. Tom : “ How do you do, Sally. Nice to meet you.” Sally : “ Nice to meet you too.” A. How do you do B. Fine, thanks C. I am pretty well, thank you D. I am fine, Thank you</p> <p>The text is for number 8-12. Hello my friends, good morning. I want to introduce my self. My name is Gerald Demon. My family call me Gerald. I am came from Masohi. I live at Batas Kota. I am fourteen years old, and I am hundred</p>
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		<p>forty cm tall. My mother's name is Selvilsaaz. My father's name is Herald Demon. I have one sister. My hobby is Playing Soccer and play station 2. Ok, I think enough for my introducing. Thank you for your attention.</p> <p>8. How old is Gerald? A. 13 years old B. 14 years old C. 15 years old D. 16 years old</p> <p>9. How many sisters does Gerald Have? A. 1 B. 2 C. 3 D. 4</p> <p>10. What is Gerald's hobby? A. Playing soccer B. Playing basketball C. Playing handball D. Playing basketball</p> <p>11. How height is Gerald? A. 130 cm B. 140 cm C. 150 cm D. 160 cm</p> <p>12. What kind of text is it? A. Introduction B. Greeting C. Apologize D. Thank you</p> <p>The following text is for number 13-17 Hello! My name is Susan and I live in Hudson, Wisconsin, USA. Hudson is much smaller than Moscow, but it is nice town to live in. I go to the Hudson middle school. I am twelve years old and will be thirteen in July, 8th. My favourite subjects are English, History and German.</p>
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			<p>I love to roller-skate,Ski,and talk to my friends about school. I don't have any hobby, but I like to watch TVas much as possible. At school we learnMaths, Science, History, Spanish, German,English, Computers, Woodwork, and HomeEconomics.</p> <p>13. What country does Susan live in? A. USA B. UK C. Finland D. Denmark</p> <p>14. How old is Susan? A. Eleven years old B. Twelve years old C. Thirteen years old D. Fourteen years old</p> <p>15. Below is not Susan's favourite subject... A. English B. History C. Germany D. Math</p> <p>16. Susan's hobby is A. Watching tv B. Play skipping rope C. Play football D. Play badminton</p> <p>17. When was Susan born? A. July,6th B. July,7 th C. July,8th D. July,9 th</p>
--	--	--	--



18.

Bandrio is so

- A. Fat
- B. Tall
- C. Thin
- D. Short



19.

Mrs. Sabrina has a Hair

- A. Short wavy
- B. Long curly
- C. Long straight
- D. Short curly



20. Mickey is a man

- A. Weak
- B. Grumpy
- C. Strong
- D. Kind

a. Assesment

Statement	Score
Correct Answer	5
Incorrect Answer	0

b. Key Answer

- c. Correct Answer Score = 5
 Amount Maximum score 5 X 20 = 100
 Maximum Mark = 100
 Students' Mark = $\frac{R}{N} \times 100$

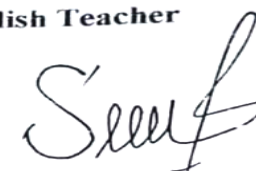
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Mengetahui:


Head Master MTs Madinatussaiam

Herawati, S.Pd.I
 NIP.

English Teacher


Sari PuspaWati, S.Pd
 NIP.

The Researcher


M. Fahri Husaini
 NIM.34513111

APPENDIX II

LESSON PLAN (CONTROL GROUP)

Name of School : MTs Madinatussalam
Subject : English
Class/Semester : VII/ Ganjil
Time allocation : 4x40 Minutes
Year : 2019/2020
Skill : Reading

A. Standard of competence

- **K1 3** :Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems
- **KI4**:Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competence and Indicator of Competence Achievement

Basic Competence	Indicators
3.2. Understand social functions, text structure, and linguistic elements in self-introduction expressions, as well as their responses, according to the context of their use.	3.2.1. Students use expressions of self-introduction in real situations. 3.2.2 Students can respond to expressions of self-introduction.

<p>4.2. Arrange simple oral and written texts to express, ask, and respond to self-introductions, very short and simple, taking into account social functions, text structures, and language elements that are correct and in context.</p>	<p>4.2.1 Students use expressions of self-introduction in the right situation. 4.2.2 Students respond to other people who introduce themselves</p>
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C. Objectives

The students are able to understand and ask oral and written texts about self-introduction and their response to carry out communication using expressions with a text structure that is coherent with elements of language that are correct and in a context that is polite and confident.

D. Learning Material

Social Function

Maintain interpersonal relationships with teachers and friends
Give information about yourself to others

Introduction Expression

1. Here are expression to introduce yourself: introducing people:

- a. My name is ...
- b. I'm ...
- c. Nice to meet you ; I'm ...
- d. Please to meet you ; I'm ...
- e. Let me introduce myself ; I'm ...
- f. I'd like to introduce my self ; I'm

2. Here are expressions to introduce others:

- a. Jack, please meet Nicolas.
- b. Jack, have you met Nicolas?
- c. I'd like you to meet Liza.
- d. I'd like to introduce you to Betty.
- e. Grace, this is Barbara. Barbara this is Grace.

3. Useful responses when introducing yourself or other people:

- a. Nice to meet you.
- b. Pleased to meet you.
- c. Happy to meet you.

d. How do you do?

Structure of the texts

Introduction In the Form Of Text

Read the study the following short paragraph.

Good Morning, My friends

I would like to introduce my self. My name is Grace Kimberley. I come from Bandung, West Java. I was born in Bandung on April 08,2007. I'm first year student of SMP 1 Bandung. I am tall and I have a long hair. I live at Jl.Supratman 21 Bandung With family . I love my family very much. I have one sister and one brother. They are Gisel and Kevin. Gisel is beautifull. Her hair is blonde. Kevin is tall. His hair is black. My hobbies are singing and shopping. I really love music . Even, I Have a dream tobe a famous and greatt singer. I ever won first winner in singing contest when I was 8 years old. I think that's all about my self. Thank you so much for attention. Have nice day.

Grammar

Personal Pronoun

Subject Pronoun	Object Pronoun	Possessive Adjectives	Reflexive Pronoun
I	Me	My	Myself
You	You	Your	Yourself
They	Them	Their	Themselves
We	Us	Our	Ourselves
She	Her	Her	Herself
He	Him	His	Himself
It	It	Its	Itself

E. Method

Verbal Technique

F. Learning Source

-Curriculum K13, Teacher's hand book, student's book

-English Dictionary

-Worksheet

G. Learning Activities

1. Pre Activities

- Teacher greet to all the students
- Teacher ask the students' condition
- Teacher check attendances list of the students
- Managing the class before starting the material
- Teachers motivate students to learn contextually according to the benefits and application of teaching materials in everyday life by giving examples.
- The teacher asks questions about the relationship between prior knowledge and the material to be learned.
- The teacher explains about the learning objectives or basic competencies to be achieved
- The teacher conveys the scope of the material and the description of activities according to the syllabus

2. Main Activities

Observing

- The teacher gave the material in learning process.
- The students gave attention to the teacher's explanation.

Questioning

- The teacher Ask the students about the material in learning process
- Then teacher give a piece of reading material in learning process and students reading the material. After that the teacher give some question to students.

Experimenting

- The students answer the question from the reading material in learning process.
- After that, the teacher ask the students about reason why the students choose the answer.

Final Activities

- The teacher ask the students what is the conclusion about the material.
- The teacher closed the lesson.

H. Assesment

Indicator	Technique	Form	Instrument
The students are able to comprehend reading in daily life context to acces knowledge	VIP Strategy	Multilple choice	<p>Choose the correct answer by crossing a, b, c or d !The following text is for questions number 1 to 4.</p> <p>Mr. Beno: “ Good afternoon, students.” Students : “ Good afternoon, sir.” Mr. Beno: “ Well, students, I want to introduce myself. My name is Mr.Beno.Iamfourty years old. I live on Jalan Raya Kecamatan KedungBanteng.”</p> <p>1. Where does the dialogue take place? In the A. Office B. School C. Market D. Classroom</p> <p>2. The dialogue above happens in the.... A. Morning B. Afternoon C. Evening D. Night</p> <p>3. How old is Mr.Beno? A. 40 years old B. 45 years old C. 50 years old D. 60 years old</p>

			<p>4. Based on the text above, it is the day at school.</p> <p>A. Fourth day B. Third day C. Second day D. First day</p> <p>5. I would like to introduce you to what expression is the sentence above?</p> <p>A. Greeting B. Take leave C. Introducing other D. Introducing self</p> <p>6. Dani : “ Let me introduce you to my friend.” Danar : “ Who is it ?” The underlined words Express ...</p> <p>A. Introducing one self B. Introducing other people C. Introduction text D. Introductory</p> <p>7. Bob :Hi, Tom. This is Sally, my cousin. She comes from Bogor. Tom : “ How do you do, Sally. Nice to meet you.” Sally : “ Nice to meet you too.”</p> <p>A. How do you do B. Fine, thanks C. I am pretty well, thank you D. I am fine, Thank you</p> <p>The text is for number 8-12. Hello my friends, good morning. I want to introduce my self. My name is Gerald Demon. My family call me Gerald. I am came from Masohi. I live at Batas Kota. I am fourteen years old, and I am hundred forty cm tall. My mother’s name is Selvilsaaz. My father’s name is Herald Demon. I have one sister. My hobby is Playing Soccer and play station 2. Ok, I</p>
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		<p>think enough for my introducing. Thank you for your attention.</p> <p>8. How old is Gerald? A. 13 years old B. 14 years old C. 15 years old D. 16 years old</p> <p>9. How many sisters does Gerald Have? A. 1 B. 2 C. 3 D. 4</p> <p>10. What is Gerald's hobby? A. Playing soccer B. Playing basketball C. Playing handball D. Playing basketball</p> <p>11. How height is Gerald? A. 130 cm B. 140 cm C. 150 cm D. 160 cm</p> <p>12. What kind of text is it? A. Introduction B. Greeting C. Apologize D. Thank you</p> <p>The following text is for number 13-17 Hello! My name is Susan and I live in Hudson, Wisconsin, USA. Hudson is much smaller than Moscow, but it is a nice town to live in. I go to the Hudson middle school. I am twelve years old and will be thirteen in July, 8th. My favourite subjects are English, History and German. I love to roller-skate, Ski, and talk to my friends about school. I don't have any hobby, but I like to watch TV as much as possible. At school we learn Maths, Science, History, Spanish, German, English, Computers, Woodwork, and Home Economics.</p>
--	--	---

13. What country does Susan live in?

- A. USA
- B. UK
- C. Finland
- D. Denmark

14. How old is Susan?

- A. Eleven years old
- B. Twelve years old
- C. Thirteen years old
- D. Fourteen years old

15. Below is not Susan's favourite subject...

- A. English
- B. History
- C. Germany
- D. Math

16. Susan's hobby is

- A. Watching tv
- B. Play skipping rope
- C. Play football
- D. Play badminton

17. When was Susan born?

- A. July, 6th
- B. July, 7th
- C. July, 8th
- D. July, 9th



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Bandrio is so

- A. Fat
- B. Tall
- C. Thin
- D. Short



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Mrs. Sabrina has a Hair

- A. Short wavy
- B. Long curly
- C. Long straight
- D. Short curly



20. Mickey is a Man

- A. Weak
- B. Grumpy
- C. Strong
- D. Kind


a. Assesment

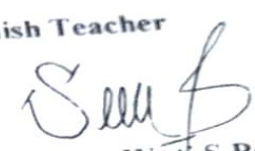
Statement	Score
Correct Answer	5
Incorrect Answer	0

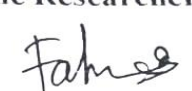
b. Key Answer

- c. Correct Answer Score = 5
 Amount Maximum score 5 X 20 = 100
 Maximum Mark = 100
 Students' Mark = $\frac{R}{N} \times 100$

.....2019

Mengetahui:
 Head Master MTs Madinatussalam

 Sari Puspa Wati, S.Pd.I

English Teacher

 Sari Puspa Wati, S.Pd
 NIP.

The Researcher

 M. Fahri Husaini
 NIM.34513111

APPENDIX III

Name :

Day :

Class :

Date :

Choose the correct answer by crossing a,b,c or d !The following text is for questions number 1 to 4.

Mr. Beno: “ Goodafternoon,students.”

Students : “ Good afternoon,sir.”

Mr.Beno: “ Well,students,I want to introduce myself. My name is Mr.Beno.Iamfourty years old. I live on Jalan Raya KecamatanKedungBanteng.”

1. Where does the dialogue take place? In the
 - A. Office
 - B. School
 - C. Market
 - D. Classroom

2. The dialogue above happens in the....
 - A. Morning
 - B. Afternoon
 - C. Evening
 - D. Night

3. How old is Mr.Beno?
 - A.40 years old
 - B. 45 years old
 - C. 50 years old
 - D. 60 years old

4. Based on the text above,it is the day at school.
 - A. Fourth day
 - B. Third day
 - C. Second day
 - D. First day

5. I would like to introduce you towhat expression is the sentence above?
 - A. Greeting
 - B. Take leave
 - C. Introducing other
 - D. Introducing self

6. Dani : “ Let me introduce you to my friend.”

Daniar : “ Who is it ?”

The underlined words Express

- A. Introducing one self
- B. Introducing other people
- C. Introduction text
- D. Introductory

7. Bob :Hi,Tom.This is Sally,mycousin.She comes from Bogor.

Tom : “ How do you do,Sally.Nice to meet you.”

Sally : “ Nice to meet you too.”

- A. How do you do
- B. Fine,thanks
- C. I am pretty well,thank you
- D. I am fine,Thank you

The text is for number 8-12.

Hello my friends, good morning. I want to introduce my self. My name is Gerald Demon. My family call me Gerald. I am came from Masohi. I live at Batas Kota. I am fourteen years old, and I am hundred forty cm tall. My mother’s name is Selvilsaaz. My father’s name is Herald Demon. I have one sister. My hobby is Playing Soccer and play station 2. Ok, I think enough for my introducing. Thank you for your attention.

8. How old is Gerald?

- A. 13 years old
- B. 14 years old
- C. 15 years old
- D. 16 years old

9. How many sisters does Gerald Have?

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

10. What is Gerald’s hobby?

- A. Playing soccer
- B. Playing basketball
- C. Playing handball
- D. Playing basketball

11. How height is Gerald?

- A. 130 cm
- B. 140 cm
- C. 150 cm
- D. 160 cm

12. What kind of text is it?
- A. Introduction
 - B. Greeting
 - C. Apologize
 - D. Thank you

The following text is for number 13-17

Hello! My name is Susan and I live in Hudson, Wisconsin, USA. Hudson is much smaller than Moscow, but it is a nice town to live in. I go to the Hudson middle school. I am twelve years old and will be thirteen in July, 8th. My favourite subjects are English, History and German. I love to roller-skate, Ski, and talk to my friends about school. I don't have any hobby, but I like to watch TV as much as possible. At school we learn Maths, Science, History, Spanish, German, English, Computers, Woodwork, and Home Economics.

13. What country does Susan live in?
- A. USA
 - B. UK
 - C. Finland
 - D. Denmark

1. How old is Susan?
- A. Eleven years old
 - B. Twelve years old
 - C. Thirteen years old
 - D. Fourteen years old

15. Below is not Susan's favourite subject
- A. English
 - B. History
 - C. Germany
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- A. Watching tv
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17. When was Susan born?
- A. July, 6th
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Mrs. Sabrina has a Hair

- A. Short wavy
- B. Long curly
- C. Long straight
- D. Short curly



20. Mickey is a man

- A. Weak
- B. Grumpy
- C. Strong
- D. Kind

APPENDIX IV

Key Answers

1. D.Classroom
2. B.Afternoon
3. A.40 years old
4. D.First day
5. D.Introducing self
6. B.Introduction other people
7. A.How do you do
8. B.14 years old
9. A.1
10. A.Playing soccer
11. B.140 cm
12. A.Introduction
13. A.USA
14. B.Twelve years old
15. D.Math
16. A.Watchingtv
17. C.July,8th
18. A.Fat
19. B.Long curly
20. C.Strong

APPENDIX V (The Answer of The test)

Name :

Day :

Class :

Date :

Choose the correct answer by crossing a,b,c or d !The following text is for questions number 1 to 4.

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Students : “ Good afternoon,sir.”

Mr.Beno: “ Well,students,I want to introduce myself. My name is Mr.Beno.Iamfourty years old. I live on Jalan Raya KecamatanKedungBanteng.”

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4. Based on the text above,it is the day at school.
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Daniar : “ Who is it ?”

The underlined words Express

- A. Introducing one self
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7. Bob :Hi,Tom.This is Sally,mycousin.She comes from Bogor.

Tom : “ How do you do,Sally.Nice to meet you.”

Sally : “ Nice to meet you too.”

- A. How do you do
- B. Fine,thanks
- C. I am pretty well,thank you
- D. I am fine,Thank you

The text is for number 8-12.

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- B. Play skipping rope
- C. Play football
- D. Play badminton

17. When was Susan born?

- A. July, 6th
- B. July, 7th
- C. July, 8th
- D. July, 9th



18.

Bandrio is so

- A. Fat
- B. Tall
- C. Thin
- D. Short



19.

Mrs. Sabrina has a Hair

- A. Short wavy
- B. Long curly
- C. Long straight
- D. Short curly



20. Mickey is a man

- A. Weak
- B. Grumpy
- C. Strong
- D. Kind

APPENDIX VI

The Students' Attendance List


Experimental Group(VII-3)

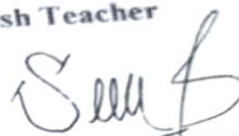
No.	Name of students	Signature Meeting			
		First	Second	Third	Fourth
1	AGUNG MULIA HRP	√	√	√	√
2	ALWI HARSAH MAVIANA	√	√	√	√
3	FAHMI AZIS SIMPHO	√	√	√	√
4	FAUZAN RAMADHAN	√	√	√	√
5	M.ALDI HIDAYAT	√	√	√	√
6	M.ARBYANSYAH PUTRA	√	√	√	√
7	M.AULIA LUBIS	√	√	√	√
8	M.ERVANSYAH	√	√	√	√
9	M.IBNU MAULANA HADI	√	√	√	√
10	M.KEMAL PASYA	√	√	√	√
11	M.KHAVID RIJI	√	√	√	√
12	M.RIFAT FADLU RAHMAN	√	√	√	√
13	M.SATRIO	√	√	√	√
14	M.SYAFI'I	√	√	√	√
15	M.WILLY DERMAWAN	√	√	√	√
16	NUR AINI	√	√	√	√
17	NOVI AFRI ANI ANDINI	√	√	√	√
18	NUR ANISA PUTRI HSB	√	√	√	√
19	NURUL FADILAH LUBIS	√	√	√	√
20	NURUL JANNAH	√	√	√	√
21	OZZI PRATAMA TANJUNG	√	√	√	√
22	PUTRA MARSAULI	√	√	√	√
23	PITRI YANTI LUBIS	√	√	√	√
24	RAFI ANDARA PUTRA	√	√	√	√
25	RAFI GIBRAL MAHENDRA	√	√	√	√
26	RAIHAN DWI ARTANTO	√	√	√	√
27	RAISA RAMADHANI	√	√	√	√
28	REHULINA RAMADHANI	√	√	√	√
29	RENDI WAHYUDI	√	√	√	√
30	ROBIYATUL ADAWIYAH	√	√	√	√
31	ROBI RAMADHAN POHAN	√	√	√	√
32	RIA ANANDA CHANIAGO	√	√	√	√
33	SALWAH HAFIZAH	√	√	√	√
34	SAKINAH SIMAMORA	√	√	√	√
35	SHERLI KESYA AULIA	√	√	√	√
36	SHINTYA SARI DEWI	√	√	√	√
37	SINDI PERTIWI	√	√	√	√
38	SITI KAYLA	√	√	√	√

39	SITI SARAH NST	√	√	√	√
40	SUCI RAMADHANI NST	√	√	√	√

Medan, Oktober 2019

Known by,

Mengetahui:

 Head Master MTs Madinatussalam
Netty Hidayati, S.Pd.I

English Teacher

Sari Puspa Wati, S.Pd
 NIP.

The Researcher



M. Fahri Husaini

NIM.34513111


The Students' Attendance List

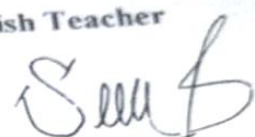
Control Group(VII-4)

No.	Name of students	Signature Meeting			
		First	Second	Third	Fourth
1	ALDI ANSYAH NST	√	√	√	√
2	AGUNG ANUGRAH S	√	√	√	√
3	AZWARYA DESWANTI MAHARANI	√	√	√	√
4	BOY AZWANSYAH	√	√	√	√
5	DINA TRI RAMADHANI	√	√	√	√
6	DWI YULIANDA SITANGGANG	√	√	√	√
7	FAHRYANSYAH	√	√	√	√
8	FEBY INDAH KESUMA	√	√	√	√
9	ILHAM RAMADHAN	√	√	√	√
10	M.FADLAN HASIBUAN	√	√	√	√
11	M.FIRZY AKBAR TANJUNG	√	√	√	√
12	MUHAMMAD HUSAINI	√	√	√	√
13	NAZMI ANANTA NST	√	√	√	√
14	NOVA SAFITRI LUBIS	√	√	√	√
15	RAHMAT FAUZI AULIA SIREGAR	√	√	√	√
16	RAJWA ATHIYAH ZEIN	√	√	√	√
17	REVAN RAMADHAN	√	√	√	√
18	RICO IBRAHIM TRG	√	√	√	√
19	RISKY MAULANA	√	√	√	√
20	RIZKY AULIA	√	√	√	√
21	RIZKY SYAPUTRA HASIBUAN	√	√	√	√
22	SARWO EDI	√	√	√	√
23	SOFYAN ALDIANSYAH	√	√	√	√
24	SYAHRUL ANANDA PANJAITAN	√	√	√	√
25	SYAKILA SALSABILA	√	√	√	√
26	T.SALSA BILA AL-ZAHRA	√	√	√	√
27	THANIA ADHANI	√	√	√	√
28	TIARA AYU SIFANA	√	√	√	√
29	TRI KUSNAIDI	√	√	√	√
30	TRY AYU GITA AZ-ZAHRA	√	√	√	√
31	VERA ANNISA NST	√	√	√	√
32	VIRA ARINI	√	√	√	√
33	WULAN ADELIA	√	√	√	√
34	YOLLANDA KHALFICA	√	√	√	√
35	YUDHA ANDREA GINTING	√	√	√	√
36	ZAHRA NABILA	√	√	√	√
37	ZILDAN TIRTA PRATAMA	√	√	√	√

38	ZUHRI HASIBUAN	√	√	√	√
39	ZAINUDDIN LUBIS	√	√	√	√
40	ZURAIDAH RITONGA	√	√	√	√

Medan, Oktober 2019

Mengetahui:
 Head Master MTs Madinatussalam

 Netti Hawati, S.Pd.I

English Teacher

 Sari Puspa Wati, S.Pd
 NIP.

The Researcher



M. Fahri Husaini

NIM.34513111

DOCUMENTATION



Students working on pre-test questions(VII-3)



Students take notes today for the post test material (VII-3)



Students working on pre-test questions(VII-4)



students pay attention to the teacher explaining the learning material



students work on the questions the researcher gave to the class



Students working on post-test questions(VII-3)



Students take notes today for the post test material(VII-4)



Students working on post-test questions(VII-4)

BIOGRAPHY

Reg. Number : 34.15.3.111
Faculty/Department : English Education
Place/Date of Birth : Medan, 08 Juli 1997
Address / Email : Jl.Bustamam Gg.Sawo No.10 Dsn XI.B.khalipah
Advisor : 1. Dr.Sholihatul Hamidah Daulay,S.Ag.,M.Hum
2. Maryati Salmiah, S.Pd, M.Hum



Thesis Title : The Effect Of Using Very Important Point(VIP) Strategy on The Students Achievement in Reading Comprehension At Seventh Grade In Mts Madinatussalam in Academic Year 2018/2019
Motto : Ubah Pikiranmu dan Kau Dapat Mengubah Duniamu
Keywords : Very Important Point(VIP) Strategy,Reading Comprehension

The research dealt with the effect of using very important point(vip) strategy on the students achievement in reading comprehension. The objective of the study was to find out the significant. The population was the seventh grade students of academic year 2018/2019 at MTs Madinatussalam who consisted of 188 students in 5 parallel classes. While the sample taken two classes VII-3 and VII-4 amount 80 students by using cluster random sampling. They were divided into two groups,40 students for experimental group and 40 students for control groups. The experimental group which was applied in class VII-3 was taught by using very important point strategy, while was applied in class VII-4 was taught with verbal technique. The instrument of the research was multiple choice test and the test consists of 20 items. The research was based on experiment to collect the data that using descriptive quantitative method.the data were analyzed by using t-test formula. The finding showed that $t\text{-observed} = 52.1$, the value of $t\text{-table}=1.68$.at level of significant 0.05 (0.025) and the degree of freedom(80). From the result,it showed that $t\text{-observed} > t\text{-table}$; $52.1 > 1.68$. The hypothesis was accepted.it means that the studentswho were taught by very important point strategy better than those who were taught by verbal technique.

FORMULIR CALON WISUDAWAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

I DATA DIRI LULUSAN		
1	NAMA LENGKAP	M.FAHRI HUSAINI
2	NIM	34153111
3	TEMPAT LAHIR	MEDAN
4	TANGGAL LAHIR	08 JULI 1997
5	JENIS KELAMIN	LAKI-LAKI
6	ASAL NEGARA	INDONESIA
II DATA LULUSAN		
1	ASAL PENDIDIKAN SEBELUM NYA	SMA NEGERI 11 MEDAN
2	JENJANG PENDIDIKAN	STRATA – 1
3	JURUSAN	PENDIDIKAN BAHASA INGGRIS
4	JUMLAH SKS YANG DISELESAIKAN	146
5	JUMLAH SEMESTER YANG DISELESAIKAN	8
6	IPK	3.08
III INFORMASI ORANG TUA LULUSAN		
1	PENGHASILAN ORANG TUA	
	AYAH	2.000.000
	IBU	-
2	PENDIDIKAN ORANG TUA	
	AYAH	SMA
	IBU	SMEA
IV INFORMASI SETELAH LULUS		
1	STATUS SETELAH LULUS	-
2	JENIS PEKERJAAN SETELAH LULUS	-
3	STATUS DOMIDILI SETELAH LULUS	-
V SERTIFIKAT KOMPETENSI YANG DIMILIKI		
1	SERTIFIKAT KEAHLIAN BAHASA INGGRIS	TOEFL
2	SERTIFIKAT KEAHLIAN BAHASA ARAB	-



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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[;Nomor : B-10381/ITK/ITK.V.3/PP.00.9/ 08/2019
 Lampiran : -
 Hal : Izin Riset

Medan, 19 Agustus 2019

Yth. Ka. MTs Madinatussalam
Assalamu'alaikum Wr Wb

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

- Nama : M FAHRI HUSAINI
- Tempat/Tanggal Lahir : Medan, 08 Juli 1997
- NIM : 34153111
- Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

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

THE EFFECT OF USING VERY IMPORTANT POINT (VIP) ON THE STUDENTS ACHIEVEMENT IN READING COMPREHENSION AT SEVENTH GRADE IN MTs MADINATUSSALAM YEAR 2018/2019

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

Wassalam

..... n. Dekan
 Jurusan PBI



[Signature]
 Dr. Sholihatul Mamidah Dly, M.Hum.
 NIP. 19750622 200312 2 002

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

**YAYASAN PERGURUAN MADINATUSSALAM
SUMATERA UTARA**

MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM

Jl. Sidomulyo Pasar IX Dusun XIII Desa Sei Rotan
Kec. Percut Sei Tuan Kab. Deli Serdang Provinsi Sumatera Utara
Telp. / HP. 0853 7037 3319 Kode Pos 20371 Email:madina.tussalam@yahoo.com

MTs.b/163/PP.01.1/433/2019

Sei Rotan, 7 Oktober 2019

Riset

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU
Di -
Tempat

Assalamualaikum Wr. Wb.

Dengan Hormat, menindak lanjuti surat Bapak/Ibu Nomor : B-10381/ITK/ITK.V.3/PP.00.9/08/2019 tanggal 19 Agustus 2019, dengan ini kami sampaikan bahwa:

Nama : M. FAHRI HUSAINI
NIM : 34153111
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Nama tersebut di atas telah mengadakan riset di Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan guna memperoleh keterangan dan data-data yang diperlukan dalam rangka penyusunan skripsi dengan judul :
“The effect of using very important point (VIP) on the students achievement in reading comprehension at seventh grade in MTs Madinatussalam year 2018/2019.”

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

Wassalamu'alaikum Wr. Wb.

Kepala MTs Madinatussalam

Nety Herawati, S.Pd.I