**SKRIPSI**

**THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY
TO INCREASE THE EIGHTH GRADE STUDENTS'
ACTIVENESS IN READING AT MTSN 2 SIDRAP**

**By**

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**Reg. Num. 15.1300.126**

**ENGLISH EDUCATON PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

**2019**

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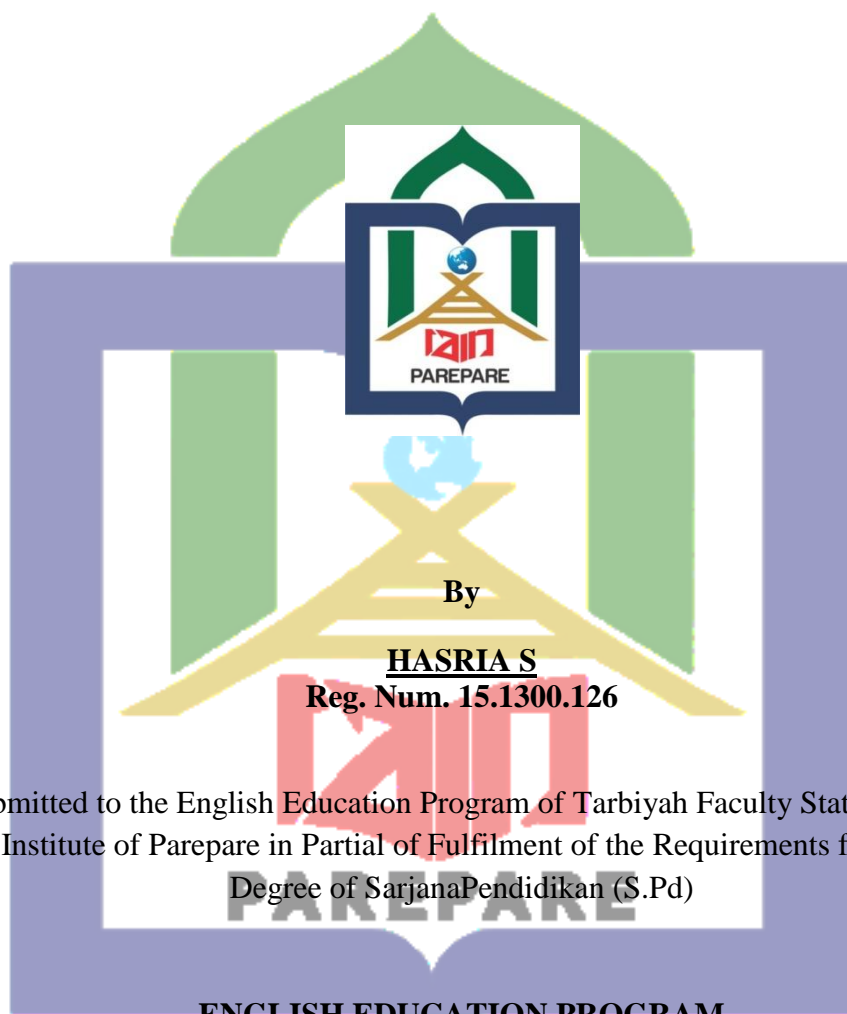
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Submitted to the English Education Program of Tarbiyah Faculty State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of SarjanaPendidikan (S.Pd)
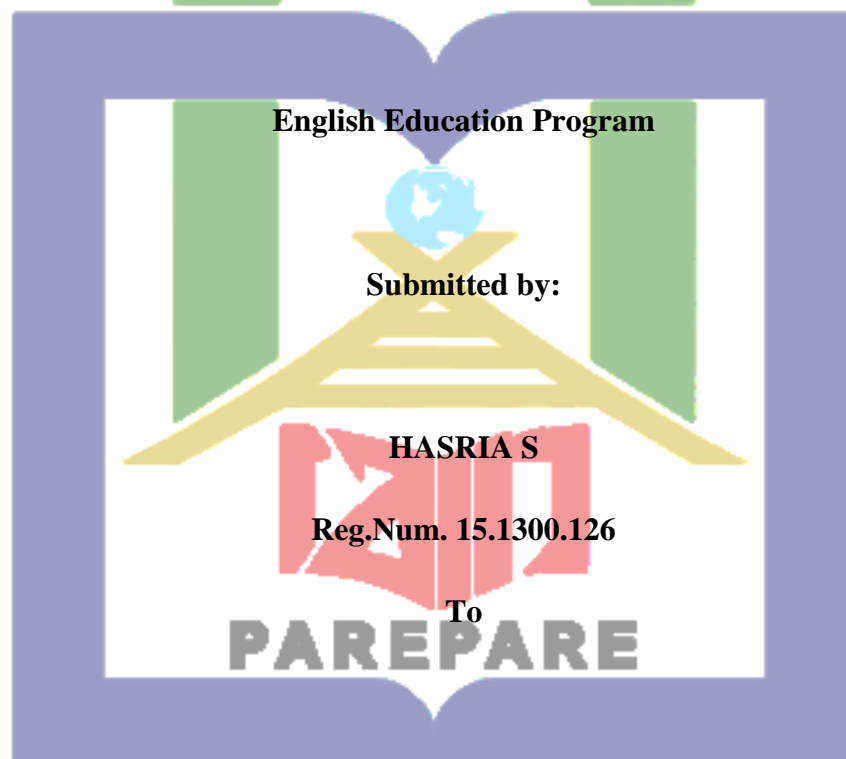
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**TO INCREASE THE EIGHTH GRADE STUDENTS'**
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**Skripsi**


**As Partial Fulfilment of the Requirement for the Attainment of the Degree**

**"SarjanaPendidikan"**


**English Education Program**


**Submitted by:**


**HASRIA S**

**Reg.Num. 15.1300.126**

**To**


**ENGLISH EDUCATION PROGRAM**
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**2019**

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SKRIPSI

# THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN READING AT MTSN 2 SIDRAP

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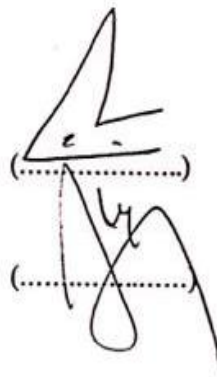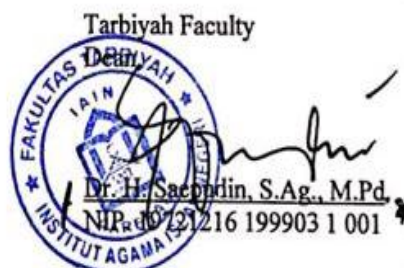
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, The beneficent and The Merciful

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Parepare, August 2th 2019

The writer

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# DECLARATION OF THE RESEARCH AUTHENTICITY

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to Increase the Eighth Grade Students'
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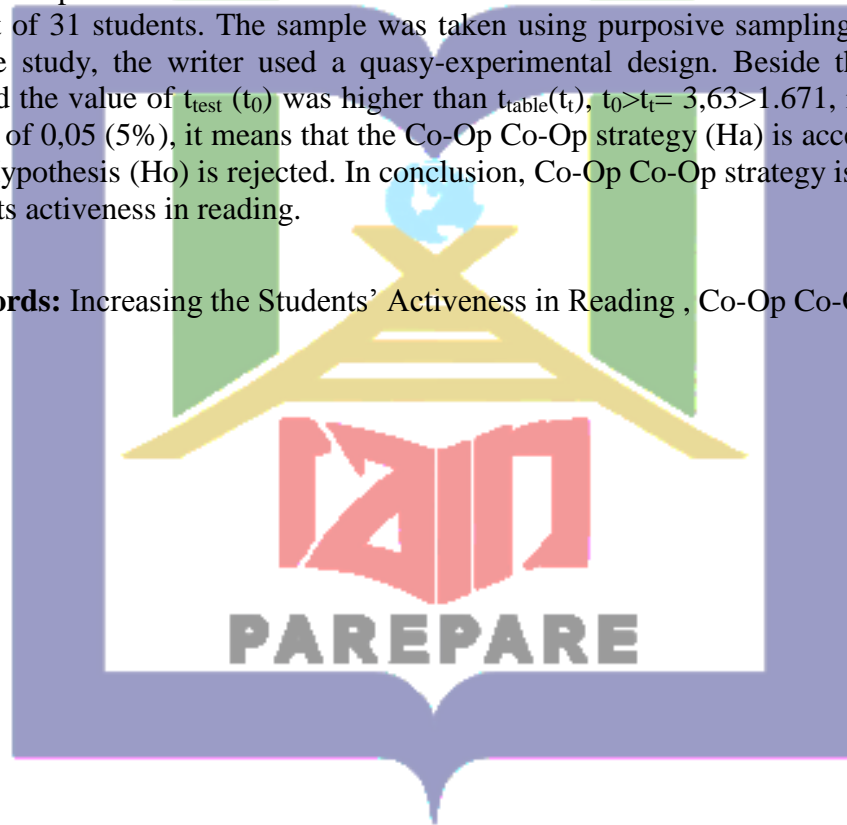
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# ABSTRACT

**Hasria S.** *The Implementation of Co-Op Co-Op Strategy to Increase the Eighth Grade Students' Activeness in Reading at MTsN 2 Sidrap,* (Supervised by. Hj. Nanning, and Ismail).

This study was aimed to see the *Increasing Students' Activeness in Reading* at the eighth grade student of MTsN 2 Sidrap. The objective of this research is to Measuring the students' activeness in reading who were taught by Co-Op Co-Op Strategy and the students who were not taught by Co-Op Co-Op Strategy and to know how the Co-Op Co-Op Strategy in teaching students' activeness in reading. The population of this research consist of 220 students and the sample of the research VIII A as the experimental class that consist of 31 students and VIII C as the control class consist of 31 students. The sample was taken using purposive sampling. In carrying out the study, the writer used a quasy-experimental design. Beside that the t-test showed the value of $t_{test}$ ($t_0$) was higher than $t_{table}(t_t)$, $t_0 > t_t = 3,63 > 1.671$, in significant degree of 0,05 (5%), it means that the Co-Op Co-Op strategy (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, Co-Op Co-Op strategy is increase the students activeness in reading.

**Keywords:** Increasing the Students' Activeness in Reading , Co-Op Co-Op Strategy.

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# CHAPTER I

# INTRODUCTION

## 1.1 Background

Reading is one of four skills in English, that is very important to be done. As we know, read a book is one of source of information that may increase the reader concept about aspects of life or to do the information the reader get. Not only society are very excited to read a book such as philosophy books, socials, economics, and etc. but also children who studied indoor or outdoor of a school. Here, the researcher will take one school namely MTs N 2 Sidrap.

Reading is an activity that brings great pleasure once reading skills have been developed in any language; otherwise it becomes a decoding exercise. Usually English language learners experience some degree of difficulty when facing reading texts, particularly at the beginning levels when they feel they need to depend on a bilingual dictionary or a mechanical translator to interpret the texts. Since reading is interaction with the text by using our own personal knowledge and experience on the theme we read about, reading is more than just decoding the words in a text. When learners experience the possibility of reading on their own without the help of a dictionary they become more confident, develop fluency and reading skills, acquisition of vocabulary and a geneal improvement in their language skills.[1]

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[1]Joanne Killgour Dowdy and Yang Gao, *Pump It Up Literacy Activities for the Classroom* (Rotterdam: SensPeulishers, 2016), p. 153

The objectives of teaching reading is the students are be able to get the knowledge and to understand the context from that has been explained in the text. By reading, the students are expected can answer the questions that consist of the text and the students are be able to comprehend the text as a whole.

However, in reality the students of MTs N 2 Sidrap are not be able to comprehend the text as a whole. They thought that they should open dictionary to translate word by word into Indonesia to know the content of reading text. The students can not answer the questions that consist of the text. They are not be able to get knowledge and to understand the content from that has been explained.

There are many factors that cause the low achievement in reading. There are some factors, those factors comes from internal and external. Internal factors are such as : IQ (Intelligence Quotient), motivation, proclivity, talent etc. External factors are environment, such as : teacher, parents, friends, facility, media, including strategy. Strategy can cause the students' low achievement in reading, because strategy can make teaching-learning in reading more effective to improve the students' knowledge.

Moreover, teachers should have various kinds of teaching strategy in order to make the reading class more interesting and make the students enjoyable more to read. So if the students' reading ability is well that could make the students become good reader so the students are easy to understand the text. If the students have not understand well yet, they read over again the text. So, hopefully, the teacher becomes more creatively teaching in class. Why?, because the

teacher uses monotonous technique, as a result the students reading comprehension was poor and the students have low motivation in learning English.

"Co-Op Co-Op" strategy is an alternative way to improve the students' achievement in reading. Also, that activity is a form of cooperative learning model that is oriented to the task of learning and students control what and how to study the material that must be assigned to them. Each student has a mini topic that must be completed and each group contributes to support the achievement of learning goals.

Based on the problem above, the researcher applied "Co-Op Co-Op" strategy to overcome the problem. "Co-Op Co-Op" strategy is an activity to make students active in class, to increase their motivation, to increase their knowledge, to work together each other, and etc. this activity suitable for junior high school because it is easy to devide it into a group, also they have owned ability to read English text book.

In relation with the background above, the researcher interested in conducting a research by the title " The Implementation of Co-Op Co-Op Strategy to Improve the Eighth Grade Students' Achievement in Reading at MTs N 2 Sidrap".

**1.2  The Problem Statement**

Based on the background above, the research problem are :

1.2.1   Is the Implementation of Co-Op Co-Op strategy able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap?.

1.2.2   How is the students' responses toward the implementation of Co-Op Co-Op strategy the eighth grade students in reading at MTs N 2 Sidrap?.

## 1.3  Objective of the Research

In relation the problem statement mentioned previously, the objective of the research are :

1.3.1   To find out the Implementation of using Co-Op Co-Op strategy able or not to increase the eighth grade students' achievement in reading at MTs N 2 Sidrap.

1.3.2   To find out the students' responses toward the implementation of Co-Op Co-Op strategy the eighth grade students in reading at MTs N 2 Sidrap.

## 1.4  Significance of the Research

The research result is expected to provide useful contribution for:

1.4.1   Teacher

From this research the teacher can know how the teaching should be taught to the students in order to encourage their ability more than usual. Teacher can also develop their ability to present the material and improve the method in the process of teaching and learning.

1.4.2   Students

From this study the student can know to what extent they understand about this particularly subject expressing them in reading so that can improve their learning styles to develop well. In addition, students do not only know to read but also understand and integrate with reader already know.

1.4.3   Researcher

Through this research, the researcher can provide an overview for the next researcher will examine more about the Co-Op Co-Op Strategy. This research is

expected to be useful information to the next researcher in improving the students'

achievement in reading.

# CHAPTER II

## REVIEW AND RELATED LITERATURE

This section presents the theories that are related to the study. This section is devided into five parts, which are some partinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

### 2.1 Some Partinent Ideas

### 2.1.1 The Concept of The Students' Achievement in Reading

#### 2.1.1.1 The Definition of Achievement

Brown states that an achievement is a process of developing skills or knowledge and the most common type of achievement isstandardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such as training or classroom instruction.[2]

Travers states that achievement is the result of what an individual has learned from some educational experience.[3]

From those opinion above it can be concluded that students' achievement is the result from learning process that shows the ability of the students in educational learning. So I conduct it, Student's Achievement in reading is about how can the students understand the content of the text.

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[2]H.D. Brown, *Language Assessment: Principle and Classroom Practice* (New York: Longman, Pearson Education, 2004), p. 47

[3]John P Travers, *Fundamental of education psychology* (Pensylvania: International Textbook Company, 1970), p. 447

### 2.1.1.2 The Definition of Reading

Most linguistists had made definition of reading based on their point of view there a lot of reading, some of them was presented as follows:

Parel and Jain state that "Reading is an important activity for expanding knowledge of a language. By reading, students can increase their knowledge of certain subjects."[4]

Albert J. Harris and Edward J. Sipay state that "Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer."[5]

Albert J. Harris and Edward J.Sipay state that

"Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate maening on the basis of what has been read. The total process is a Gestalt, or whole; a serious flaw in any major function or part may pevent adequate performance."[6]

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[4]Dr. M. F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)* (Jaipur: Sunrise Publisher, 2008), p. 113-114

[5]Albert J. Harris and Edward J.Sipay, *How to Increase Reading Ability* (New York: Longman Inc, 1975), p. 8

[6]Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability,* (New York: Longman Inc, 1975), p.10

Nunan state that "Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation."[7]

According to William Grabe, "Reading is a process when reader learn something from what they read and involve it in an academic context as a part of eduction."[8]

Based on the explanation above, the researcher conclude that reading is a process to identify main idea from each paragraph to get information on the text reading which it involves a complex activity: perception, word recognition and comprehension.

**2.1.1.3 Kinds of Reading**

In teaching reading, there are kinds of reading that the teacher has to know to guide the students as follows:

2.1.1.2.1 Skimming

Skimming is very fast reading. When the reader skims, she/he reads to get the main idea and a few, but not all of details. To skim rapidly, the reader must leave out parts of an article or story. Skimmimg is very useful skill. It will allow the reader to get information quickly from anything read.[9]

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[7]David Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1991), p. 72

[8]William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), p. 5

[9] Edward B. Fry, Ph.D, *Skimming and Scanning* (USA: Jamestown Publishers, 2000), p. 1

2.1.1.2.2 Scanning

As, Grellet, states that scanning is a reading activity to locate specific information; often we do not even follow the linearty of the passage to do so. The readers need not read the whole of text because his purpose is to find specific information that he wants to know from the passage such as place, times characters, or happenings.[10]

2.1.1.2.3 Extensive Reading

Extensive reading helps students to acquire vocabulary and grammar and that, futhermore, it make students better reader.[11] Also, extensive reading helps teachers in creating such environments and students get more exposure to the language, develop fluency and reading skills, and also increase their enjoyment of reading.[12]

In extensive reading, often for pleasure, students need not necessarily comprehend all the details of the text. Rather, speed and skill in getting the gist are the most important criteria for training in tis type of reading task. As Phillips explains

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[10]Cucu Sutarsyah, *Understanding Text some Strategies for Effective Reading for Non-English Students* (Jakarta: Raja Walipers, 2016), p. 59

[11]Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (Cambridge, UK: Longman, 2001), p. 228

[12]Joanna Kilgour Dowdy and Yang Gao, *"Pump It Up Literacy Activities for the classroom"* (Rotterdam: Sense Publishers, 2016), p. 153

that understanding in general way the author's intent, getting the main ideas, and reacting to the material personally are also reading goals when reading extensively.[13]

2.1.1.2.4 Intensive Reading

Intensive reading sometimes called "Narrow Reading", may involve students reading selections by the same author or several text about the same topic. When this accours, content and grammatical structure repeat themselves and students get many opportunities to understand the meanings of the text. The successful of "Narrow Reading" on improving reading comprehensiom is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.[14] Intensive reading contributes to language and vocabulary development, and the development of reading strategies.[15]

**2.1.1.4  Techniques of Teaching Reading**

There are five techniques plan for reading introduction that can be used in the classroom, are;

2.1.1.3.1 Preteaching/Preparation Stage

Phillips points out that students need to be build expectancies for the material that the students are about to read. How important advance organizers and

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[13]Alice Omaggio Hadley, *Teaching Language in Context Second Edition* (Boston, Massachusetts: Heinle, 1993), p. 197-198

[15]Jen Tindale, *Teaching Reading* (Macquarie University, Sydney: National Centre for English Language Teaching and Research, 1966), p. 52

contextual cues are in helping readers build and/or retrieve from memory approriate schemata to help them comprehend.

2.1.1.3.2 Skimming/Scanning Stages

Philips point out that skilled readers do some scanning while attempting to skim  text; however, she feels that practice is needed in each skill for second language students. Swaffar proposes that teachers have students move directly from skimming to scanning with any reading task. First students skim the passage to determine what general category fits the content of the passage. The students scan the text more carefully to locate a few of the main ideas relating to this global category.

2.1.1.3.3 Decoding/Intensive Reading Stage

Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentences elements, and the like. As, Philips states, "in the final analysis, conscious, detailed decoding is not a common goal of reading". Rather, Fluency and rapid understanding are the most common objecies in reading, and it is only comprehension is impeded by unknown words, complex structures, or very unfamiliar concepts that skilled reader resort to decoding.

2.1.1.3.4 Comprehension Stage

Philips states that reading comprehension exercise should not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure test of reading comprehension, and reading comprehension checks should project the reader through several phases of reading process.

2.1.1.3.5 Transferable/Integrating Skill

Philips maintains that exercises should be used that help students go beyond the confines of the specific passage to enhance readin skills and effective reading strategies per se. Exercise that encourage contextual guessing, selective reading from main ideas, approriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage.[16]

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[16]Alice Omaggio Hadley, *Teaching Language in Context Second Edition* (Boston, Massachusetts: Heinle, 1993), p. 199-201

## 2.1.2 The Concept of "Co-Op Co-Op" Strategy

### 2.1.2.1 Definition of "Co-Op Co-Op" Strategy

Cooperative learning is a learning model prioritizing cooperation to achieve learning goals. Cooperative learning is a form learn way by students work in groups collaborative, the members consist of 4 to with 6 people, with heterogeneous group structures.[17]

Co-Op Co-Op is a form of cooperative learning model that is oriented to the task of learning and students control what and how to study the material that must be assigned to them. Students have a mini topic that must be completed and each group contributes to support the achievement of learning goals.

According to Slavin, this strategy is structuring the classroom so that students work in cooperative toward a goal that will help the other students in the class.[18] Here, the teacher only acts as a facilitator and moderator in taking conclusions during the discussion. By studying on their own, discussing, discovering and living out their own important concepts contained in the material discussed, It is hoped that it can improve student understanding and foster self-confidence, as well as their social skills, in addition to improving student learning outcomes themselves.

The Co-Op Co-Op structure communicates to students that we value their interests and abilities. We prize, release, and nourish their natural intelligence and

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[17]Abdul Majid, *Strategi Pembelajaran* (Bandung: PT Remaja Rosdakarya Offset, 2016), p. 174

[18]Robert E. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb and R. Schmuck, *Learning to Cooperate, Cooperating to Learn* (New York: Plenum Press, 1985), p. 73

curiosity. Students become responsible for learning and for sharing what they have learned. The structure prepares students for participation in a democratic society.

The essence of Co-Op Co-Op is to allow students to work together in small groups, first to advance their understanding of themselves and the world, and then to provide them with the opportunity to share that new understanding with their friends. Students contribute to their team, and team contributes to the class. They are cooperating within their teams so they can better cooperate with the other teams to reach a class goal. The method is simple and flexible. We may choose any number of ways to apply the approach in a given classroom. Nevertheless, the inclusion of ten elements or steps increases the probability of success.

Based on the definition above the researcher can conclude that "Co-Op Co-Op" strategy is a good strategy to improve the students' achievement in reading. Futhermore, the students not only read but also understand the written.

**2.1.2.2 Procedures of Using "Co-Op Co-Op" Strategy**

In this strategy, to use "Co-Op Co-Op" strategy in learning English especially in reading, there are procedures that the teacher may use as follows:

2.1.3.2.1 The steps of the Co-Op Co-Op method are as the following:

2.1.3.2.1.1 Teachers make a short presentation related to the outline of the learning theme.

2.1.3.2.1.2 Each group of students chooses a learning topic that corresponds to learning theme.

2.1.3.2.1.3 Then they divide it into a number of subtopics according to the number of students in the group. Each student is one subtopic.

2.1.3.2.1.4 Each member of the group is responsible for learning and teaching. Teaching materials in the subtopics that the teacher has attached to members of one team.

2.1.3.2.1.5 Each team then presents to the whole class.

2.1.3.2.1.6 Reflection for the whole class.[19]

2.1.3.2.2 The 10 steps of Co-Op Co-Op are as follows:

2.1.3.2.2.1 Student-centered class discussion. Initial experiences, including class discussion, are designed to uncover and stimulate student curiosity.

2.1.3.2.2.2 Selection of student learning teams. As in STAD, this step usually is designed to maximize heterogeneity within the teams along the dimensions of ability level, sex, and ethnic background.

2.1.3.2.2.3 Team building. As in the original Jigsaw, team building is incorporated to increase within team cooperation and communication skills .

2.1.3.2.2.4 Team topic selection. The students divide the learning unit into topics, so that each team is responsible for one aspect of the learning unit and the work of each team will complement that of the others in moving the whole class toward mastery of the learning unwit.

2.1.3.2.2.5 Minitopic selection. As in Jigsaw, each student becomes an expert in one aspect of the team learning goal; unlike in Jigsaw, the students determine how to divide the topic, and the minitopics are selected by the students rather than being assigned by the teacher.

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[19]Warsono dan Hariyanto, *Pembelajaran Aktif Teori dan Asesmen* (Bandung: PT Remaja Rosdakarya, 2012), p 241

2.1.3.2.2.6 Minitopic preparation. The students individually gather and organize materials on their minitopics.

2.1.3.2.2.7 Minitopic presentations. As in Jigsaw, student presents to the group what they have learned on the chosen topic . A second round of minitopic presentations follows an opportunity to respond to the group's discussion of individual minitopic and its relation to the whole topic .

2.1.3.2.2.8 Preparation of team presentations. Teams prepare presentations to the whole class of what they have learned on their team topic.

2.1.3.2.2.9 Team presentations. The presentations are made to the whole class. Nonlecture presentations, such as demonstrations, role plays, and the use of audiovisual media, are preferred.

2.1.3.2.2.10 Evaluation. Evaluation is made of the individual presentations to the team (usually by teammates); of the team presentations to the whole class (usually by classmates); and of individual paper or project by student on their minitopic (usually by the teacher).[20]

This activity is easy to apply and easy to help students achievement in learning reading because the students are not only read the text but also practice his/her speaking in English.

**2.1.2.3 Advantages of "Co-Op Co-Op" Strategy**

The advantages of the Co-Op Co-Op cooperative learning modelis as follows:

2.1.3.3.1 Students can construct their own knowledge.

2.1.3.3.2 Students can think complex when analyzing the material.

2.1.3.3.3 Provide opportunities for students to discuss.

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[20] Robert E. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb and R. Schmuck, *Learning to Cooperate, Cooperating to Learn* (New York: Plenum Press. 1985), p. 73-74

2.1.3.3.4 Students can work together with classmates.

**2.1.2.4 The disvantages of "Co-Op Co-Op" Strategy**

The disvantages of Co-Op Co-Op cooperative learning model is as follows:

2.1.3.4.1 Requires a lot of time for small material preparation.

2.1.3.4.2 Requires a lot of time to prepare for discussion.

2.1.3.4.3 Requires a lot of time to prepare to present the results of group discussions

so that time knowledge is needed more effective and efficient.

**2.2  Previous Related Research Finding**

There  are some reasercher have found related result referred to particularly in increase the students' activeness in reading by using a lot of kinds of methods, techniques, strategies, and activities.

Atik Musliyati Ningsih, "*Penerapan Metode Co-Op Co-Op Dalam Meningkatkan Keterampilan Berbicara Siswa Kelas IV Mi Nahdlatul Ummah Sidayu Gresik*." According to the result that there was an increase in speaking skills in the material to deliver MI Nahdlatul Ummah Indonesian Language telephone messages by applying the Co-Op Co-Op method. This means that the Co-Op Co-Op strategy able to increase students' speaking ability significantly.[21]

Syafrini Rezeki HSB in her research entitled "*Improving the Students' Achievement in Reading Narrative Text by Using Know-Want-Learned Strateg at the*

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[21]Atik Musliyati Ningsih, "Penerapan Metode Co-Op Co-Op Dalam Meningkatkan Keterampilan Berbicara Siswa Kelas IV Mi Nahdlatul Ummah Sidayu Gresik" (Thesis; Tarbiyah and Teacher Faculty UIN Sunan Ampel: Surabaya, 2016) http://digilib.uinsby.ac.id/id/eprint/7257 (accessed on March 06, 2019)

*Grade Eighth Mtsn 3 Medan In 2017 Academic Year*". The students' achievement in reading narrative text improved and became well in the first meeting to the next meeting. For the hyphothesis testing used t-test formula from the compulation, it could be seen that coefficient of it could be seen that coefficient of tobserved (16,72) > ttable (0,316). Thus, alternative hyphothesis (Ha) could be received. Based on finding, alternative hyphothesis (Ha) saying that KWL startegy could improve students' achievement in reading narrative text.[22]

Ikha Fathma Sari in her research entitled .*"The Effectiveness of Using Reciprocal Technique on Students'Reading Ability of Narrative Text (A Quasi Experimental Study of Eleventh Grade Students of SMAN 90 Jakarta in the Academic Year 2013/2014)"*. The objective of the research was found out the effectiveness of reciprocal technique on students' reading ability of narrative text at the eleventh grade students' of SMAN 90 Jakarta academic year 2013/2014. Reciprocal technique covers four strategies, they are generating question, clarifying, summarizing, and predicting. The method in this research was quasi-experimental research. The populations in eleventh grade students of SMAN 90 consist of 360 students; the sample was 80 students (40 students' experimental class and 40 students controlled class). The data analyzed in this research was gathered through test, after getting the score from the test, it was

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[22]Syafrini Rezeki HSB, "Improving the Students' Achievement in Reading Narrative Text by Using Know-Want-Learned Strateg at the Grade Eighth Mtsn 3 Medan In 2017 Academic Year" (Skripsi; Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera: Medan, 2017) http://repository.uinsu.ac.id/2595/1/COVER% 20SKRIPSI.pdf (accessed on September 12, 2019)

analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference score between students' score in learning reading ability of narrative text by using reciprocal technique and without using reciprocal technique according to the result of statistical calculation it can be seen that mean of gained score of the experiment class is 82, 77 and the mean of gained score of controlled score of controlled class is 79, 25. In conclusion, reciprocal technique can effectively  be used to teach reading ability of narrative text of eleventh grade students of SMAN90 Jakarta.[23]

Based on the previous related findings, the researcher conclude that in teaching reading, the teachers were expected to use various strategies in order to improve the students' achievement in reading. But in this research, the researcher just focus on implementation of Co-Op Co-Op strategy to improve the students' achievement in reading.

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[23]Ika Fhatma Sari, "The Effectiveness of Using Reciprocal Technique on Students' Reading Ability of Narrative Text (A Quasi Experimental Study of Eleventh Grade Students of SMAN 90 Jakarta in the Academic Year 2013/2014)" (Skripsi; Education Department, Faculty of Tarbiyah and  teachers' training, Syarif Hidayatullah State Islamic University Jakarta, 2014) http://repository.uinjkt.ac.id/dspace/bitstream/123456789/27117/1/IKA%20FHATMA%20SARIFITK.pdf  (accessed on September 12, 2019)

## 2.3  The Conceptual Framework

The conceptual framework underlying the research will be given in the following diagram:

```
┌─────────────────────────────────────────────────────────┐
│    The Students of Madrasah Tsanawiyah Negeri 2 Sidrap    │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
                  ┌──────────────────┐
                  │      INPUT        │
                  │                   │
                  │  Student's Low    │
                  │ Achievement in    │
                  │     Reading       │
                  └──────────────────┘
                            │
                            ▼
┌────────────────────┐  ┌──────────┐  ┌────────────────────┐
│   Control Group     │◄─│ PROCESS  │─►│ Experimental Group  │
│                     │  └──────────┘  │                     │
│ • Direct Instruction│                │ • Co-Op Co-Op       │
│ • Reading Text      │                │   Strategy          │
│ • Answering the     │                │ • Student-Centered  │
│   Questions' text   │                │   Class Discussion  │
└────────────────────┘                │ • Team Building     │
                                       │ • Team Topic        │
                                       │   Selection         │
                                       │ • Mini-topic        │
                                       │   Selection         │
                                       │ • Mini-topic        │
                                       │   Presentation      │
                                       │ • Team Presentation │
                                       │ • Reflection and    │
                                       │   Evaluation        │
                                       └────────────────────┘
                            
                  ┌──────────────────┐
                  │     OUTPUT        │
                  │                   │
                  │ Improving Students'│
                  │ Achievement in    │
                  │     Reading       │
                  └──────────────────┘
```
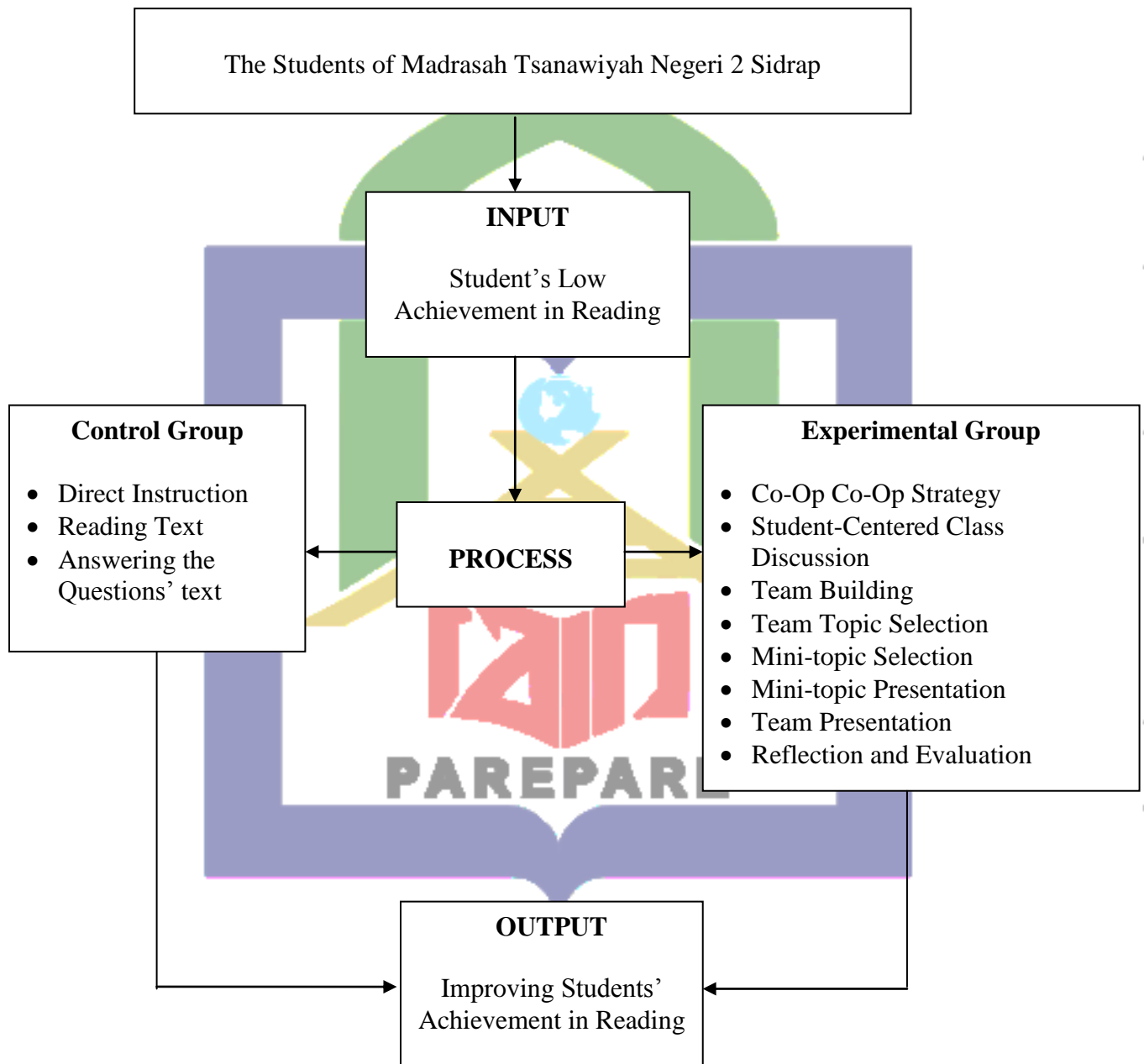
Figure 2.3 The Conceptual Framework of the research

2.3.1 The conceptual framework in this research will be systematically explained below:

2.1.1.1 Input

In this research the students' low achievement in reading tries to improve in teaching materials through Co-Op Co-Op strategy.

2.1.1.2 Process

In this research the researcher will give treatment and will teach two different classes; experimental and control group. The researcher will apply the Co-Op Co-Op strategy in the experimental group and direct instruction in the control group.

2.1.1.3 Output

The students' achievement in reading improvement after giving treatment by applying Co-Op Co-Op strategy.

**2.4 Hypothesis**

The reasearch or scientific hyphothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be operationally defined. That is, the researcher specifies what operations are conducted, or test used, to measure each variable. Thus, the hypothesis focuses the

investigation on a definic target and determines what observation, or measure, are to be used.[24]

Based on the previous explanation and the conceptual framework, the researcher formulated hypothesis as follows:

2.4.1 Null Hypothesis ($H_0$) : The implementation of Co-Op Co-Op Strategy is not able to improve the students' achievement in reading.

2.4.2 Alternative Hypothesis ($H_a$) : The implementation of Co-Op Co-Op Strategy is able to improve the students' achievement in reading.

## 2.5  Variable and Operational Definition of Research

2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction whitin the theory. In other words, variables are enything can affect or change the result of a study. Every study has variables as there are needed in order to understand differences. Variable  This research have two variables; they are independent and dependent variable.

Independent variable (X) is a variable which effect to the dependent variable. The independent variable of research is a Co-Op Co-Op strategy. Dependent variable (Y) is variable that is influenced by the independent variable. The dependent variable of this research is the students' achievement in reading at MTs N 2 Sidrap.

2.5.2   Operational definition

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[24]John W. Best, *Research in Education*  (United Stated of America: Prentice Hall Inc. 1981), p. 11

2.5.2.1 Co-Op Co-Op is a kind of classroom activity that is oriented to the task of learning and students control what and how to study the material that must be assigned to them. Students have a mini topic that must be completed and each group contributes to support the achievement of learning goals.

2.5.2.2 Students' achievement is the result from learning process that shows the ability of the students in educational learning. Student's Achievement in reading is about how can the students understand the content of the text.

2.5.2.3 Reading is reader's activity to get understanding of information from book or written text. While ability is skill of people that is needed to do something such us to do writing, or reading. Therefore, in here, reading ability is defined as ability or skill of people that is needed to get understanding of information from book or written text.
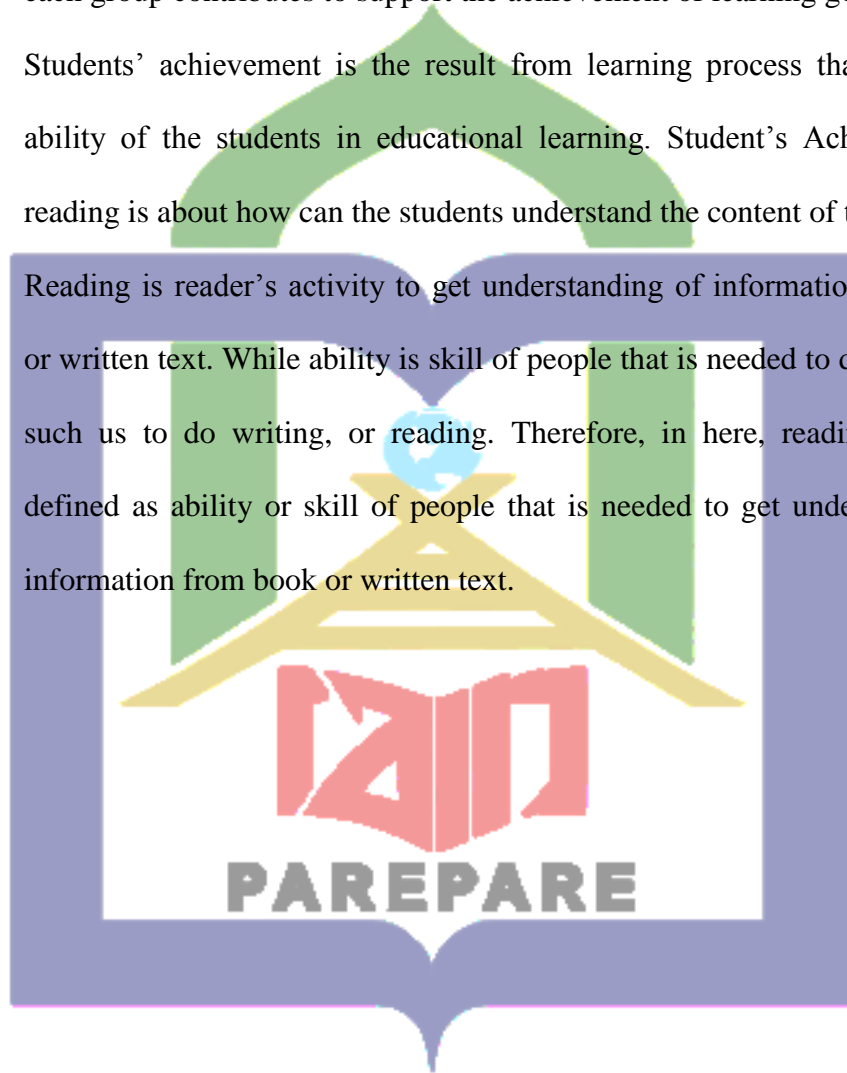
# CHAPTER III

## RESEARCH METHOD

### 3.1 Design of the Research

In this research, the researcher used Quasy-experimental method which apply nonequivalent control group and use two groups pretest-posttest design. The experiments involve two groups, an experimental group and a control group. The experimental group received treatment by Co-Op Co-Op strategy, while the control group just got a conventional technique without Co-Op Co-Op strategy, where students nwere give a reading text, the researcher gave a clue to the students about the general description of what students done and how to work with the task given. The control group was needed for comparison purpose to see whether Co-Op Co-Op strategy effective or not to improve the students' achievement in reading.

Both groups were given a pretest and posttest. A pretest administer prior to treatment to assess their activeness in reading. Post-test administer to measure treatment effect.

In this research, there are two variables, namely Co-Op Co-Op strategy as independent variable (symbolized by X) and the students' acthievement in reading as dependent variable (symbolized by Y) the design will be presented as follow:

| Eksperimental | O1 | X | O2 |
|---|---|---|---|
| Control | O3 | | O4 |

Where:

E : Experimental Group

C : Control Group

$O_1$ & $O_3$ : Pre-test

$O_2$ & $O_4$ : Post-test

X : The treatment by using Co-Op Co-Op strategy[25]

## 3.2 Location of the Research

The researcher has been conducted at MTs N 2 Sidrap, Pangkajenne, Sidrap. By focusing at the eighth grade of MTs N 2 Sidrap in academic 2018/ 2019. The duration of the research was conducted ± one month.

## 3.3 Population and Sample

3.3.1 Population

A population is defined as a group of individuals with that least one common characteristic which distinguishes that group from other individuals.[26]

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[25]Louis Cohen, Lawrence and Keith Morrison, *Research Methods in Education Fifth edition* (London and New York: The Taylor & Francis e-Library, 2005), p. 214

[26]John W. Best, *Research in Education* (United Stated of America: Prentice Hall Inc. 1981), p 13

The population of the research are whole students at the eighth grade of MTs N 2 Sidrap in academic 2018/2019 which consist of seven classes and the total of population is 220 students. They are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G. The distribution of population as follows:

Table 3.1 The distribution of eighth grade students of MTs N 2 Sidrap

| No . | Class | Sex | | Total |
|------|-------|------|--------|-------|
| | | **Male** | **Female** | |
| 1 | VIII A | 14 | 17 | 31 |
| 2 | VIII B | 15 | 17 | 32 |
| 3 | VIII C | 13 | 18 | 31 |
| 4 | VIII D | 14 | 18 | 32 |
| 5 | VIII E | 16 | 16 | 32 |
| 6 | VIII F | 15 | 17 | 32 |
| 7 | VIII G | 15 | 15 | 30 |
| | **Total** | **102** | **118** | **220** |

*Data Source : Administration Staff of MTs N 2 Sidrap Academic Year 2018/2019*

3.3.2 Sample

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of sample, one can make certain inferences about the characteristics of the population from which it was drawn. One can also infer changes observed in the sampled to changes that would likely have occurred in the population.[27]

The method sampling is used in this research is purposive sampling to take two classes which one class of experimental class and one class as control class. Purposive sampling also referred to as judgement sampling, is the process of

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[27]John W. Best, *Research in Education* (United Stated of America: Prentice Hall Inc. 1981), p 13

selecting a sample that is believed to be representative of given population. In other words, the researcher selected the sample using his/her experience and knowledge group to be sampled.[28] The researcher choosed VIII A class as experiment class and VIII C class as control class. Both of them have 62 students.

## 3.4 Instrument of the Research

In collecting data, the researcher gave two kinds of tests, which are test and questionnaire.

### 3.4.1 Test

To measure the students' achievement in reading, the researcher gave a reading passages. In the process of measuring their achievement in reading, the researcher used true false and essay test consist of 15 items which related with the passages. The purpose of this test is to know the students' achievement in reading, the time interval between the pre-test and post-test are four meetings, a period long enough to minimize the effect of the pre-test on the results and the conclusions of the experiments.

### 3.4.2 Questionnaire

The questionnaire designed to examine the participants' responds towards English after the implementation of "Co-Op Co-Op" strategy. In this strategy, the students supposed to choose one of alternative answers according to their personal

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[28]L. R, Gay, Geoffrey E. Mills, and Peter W. Airisian, *Educational Research Competencies for Analysis and Application,* Tenth Edition (USA: Pearson Education, Inc, 2012), p.141

estimation of each question. After conducting this phase, it result a percentage of students' response. It's aim was to support other data to get valid research result.[29]

## 3.5  Procedure of Collecting Data

In collecting data, the researcher used test an instrument of collecting data. It was applied as the pretest and posttest. The pretest given to find out the initial ability before presenting the material and the posttest help to find out the students' activeness in reading after the researcher teaching reading by using Co-Op Co-Op strategy.

The procedure of collecting data will be described as follows:

3.5.1 Pre-test

Before giving treatment, the researcher gave pre-test to the students. This pretest to get information about the students' achievement in reading before giving treatment.

3.5.2 Post-test

To know the improvement of the students' achievement  in reading after applying Co-Op Co-Op strategy, the researcher gave post-test after treatment.

## 3.6  Treatment

The researcher gave the treatment to the students and gave some materials about recount text by using Co-Op Co-Op strategy. Knowing the treatment of this research, the researcher conducted for six meetings and each meeting the students find different theme of the text.

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[29]Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabet, 2005), p. 22

The procedure of the treatment by using Co-Op Co-Op strategy in reading as follow:

3.6.1 Treatment of Experimental Class

3.6.1.1 The researcher greeting to the students to open the class.

3.6.1.2 The researcher gave direction to pray before learning.

3.6.1.3 The researcher checked the attendance list.

3.6.1.4 The researcher gave motivation to the students before teaching the materials.

3.6.1.5 The researcher introduced and explain Co-Op Co-Op strategy.

3.6.1.6 The researcher explained the material and the activity will be used.

3.6.1.7  The researcher applied Co-Op Co-Op strategy to student in understanding the material.

3.6.1.8 The researcher gave chance to students to answer the question based on the text.

3.6.1.9 The researcher closed the meeting.

3.6.2 Treatment of Control Class

3.6.2.1 The researcher greeting to the students to open the class.

3.6.2.2 The researcher gave direction to pray before learning.

3.6.2.3 The researcher checked the attendance list.

3.6.2.4 The researcher gave motivation to the students before teaching the materials.

3.6.2.5 The researcher explained the material and the activity will be used.

3.6.2.6 The researcher gave chance to students to answer the question based on the

text.

3.6.2.7 The researcher closed the meeting.

**3.7 Technique of Data Analysis**

The data of this study was quantitative data. The quantitative data are the result of the students' activeness in reading pre-test and post-test applied. The data from the pre-test and post-test analyzed in descriptive statistics as follows:

3.7.1 Scoring the students' correct answer of pre-test and post-test by using a formula:

$$Score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

3.7.2 Classifying the score students into five levels as follows:

Table 3.2 Students' Score Classification

| No | Scores | Classification |
|---|---|---|
| 1 | 80-100 | Very Good |
| 2 | 66-79 | Good |
| 3 | 56-65 | Fair |
| 4 | 40-55 | Poor |
| 5 | ≤ 39 | Very Poor[30] |

3.7.3 Percentage of each statement using the following formula:

$$P = \frac{F}{N} \times 100\%$$

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[30] Suharsimi Arikunto, *Dasar Dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p. 245

Where:

P : Percentage

F : Frequency

N : Total Number of Students

3.7.4 To find out the mean score of the students'achievement in reading by using following formula:

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

Where:

$\bar{x}$ : Mean Score

$\sum x$ : The total number of the students score

N : The number of student

3.7.5 Calculating the standard deviation of the sudents' score in pre-test and post-test will use the following formula:

$$SD = \sqrt{\frac{SS}{N}}, \text{ where SS} = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD : The Standard Deviation

SS : The Square Root of the Sum of Square

$\sum x^2$ : The Sum of Square

$(\sum x)^2$ : Total Square of the Sum

N        : Total Number of Student[31]

3.7.6 In analyzing the data, that is collected through the pre-test and post-test, the writer will use t-test by using formula:

$$t_o = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum x1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum x\,2)^2}{n_2}$$

Where:

$t_o$        : Test of Significance

$x_1$        : Mean Scores of Experimental Group

$x_2$        : Mean Scores of Control Group

$SS_1$        : The  Sum of Squares of Control Group

$SS_2$        : The Sum of Squares of Experimental Group

$n_1$        : Total Number of Subject of Control Group

$n_2$        : Total Number of Subject of Experimental Group

$\sum X_1$        : The Sum of All Squares of Control Group

$\sum X_2$        : The Sum of All Squares of Experimental Group

$(\sum X_1)^2$ : The Sum of Scores of Control Group

$(\sum X_2)^2$ : The Sum of Scores of Experimental Group[32]

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[31]L.R Gay, *Educational Research Competencies for Analysis and Applications,* Second Edition (Columbus Ohio: Peson Merril Prentice Hall, 1981), p. 298

3.7.7 Determining degrees of freedom:

$$df = N_x + N_y - 2$$

Where:

   df     : degrees of freedom

   $N_x$    : number of students of control group

   $N_y$    : number of students of experimental group

Table 3.3 Range of Students' responses through Questionnaire

| Range | Category |
|-------|----------|
| 84 – 96 | Strongly P ositive |
| 68 – 83 | Positive |
| 52 – 67 | Neutral |
| 36 – 51 | Negative |
| 24 – 35 | Strongly Negative[33] |

The qualitative data through questionnaire will be analysis to quantitative. The result undoubtedly indicates the students' responses towards the implementation of Co-Op Co-Op strategy in reading.

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[32]L.R Gay, *Educational Research Competencies for Analysis and Applications,* Second Edition (Columbus Ohio: Peson Merril Prentice Hall, 1981), p. 297

[33]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Bineka Cipta, 1998), p. 76

## CHAPTER IV

## FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through test and questionnaire that can be discussed in the section below.

### 4.1 Research Finding

### 4.1.1 Data Description of Test

The data was collected from students' pre-test and post-test at two classes; experimental class and control class, in which VIII A as the experimental class and VIII C as the control class. As the explanation in chapter III, the experiment class was taught achievement in reading by using Co-Op Co-Op strategy, and the control class was not. The result of the data can be described as the following:

4.1.1.1 Data of Experimental Class

4.1.1.1.1 Pretest

The writer gave some test to the students` as the pre-test to know the student`s achievement in reading. Every student got the question and answered it. After giving the pre-test to the students, the writer found out the result of the students` achievement in reading based on the criteria for the students' achievement before giving treatment. The result was shown in the following table:

Table 4.1 Student's Pretest Score based on the students' achievement

| NO | STUDENT | SCORE | CLASSIFICATION |
|----|---------|-------|----------------|
| 1 | BAMBANG N | 60.0 | FAIR |
| 2 | FACHRI MK | 73.4 | GOOD |
| 3 | M. FAJRIANTO | 60.0 | FAIR |
| 4 | M.ILZMAR | 46.7 | POOR |
| 5 | M.SYAWAL | 73.4 | GOOD |
| 6 | M.AKBAR | 73.4 | GOOD |
| 7 | M. ARIF | 66.7 | GOOD |
| 8 | M.ASWAR | 46.7 | POOR |
| 9 | M. FATHIR | 73.4 | GOOD |
| 10 | M. ILHAM | 66.7 | GOOD |
| 11 | M. MISWAR | 60.0 | FAIR |
| 12 | M. RAHMAT | 66.7 | GOOD |
| 13 | M. SABIL | 66.7 | GOOD |
| 14 | NABIL RIZKY U | 73.4 | GOOD |
| 15 | ASRIYANI M | 73.4 | GOOD |
| 16 | DHIYA AL A | 60.0 | FAIR |
| 17 | DINDA J | 73.4 | GOOD |
| 18 | EKA SRIWAH. | 73.4 | GOOD |
| 19 | FAHRAH BAHT. | 73.4 | GOOD |
| 20 | LINDHA N | 60.0 | FAIR |
| 21 | NAJWA S | 73.4 | GOOD |
| 22 | PUTRI CAHYA | 73.4 | GOOD |
| 23 | RATU JUL | 73.4 | GOOD |
| 24 | SALSABILA | 46.7 | POOR |
| 25 | SALZABILAH | 73.4 | GOOD |
| 26 | ST FATIMAH A | 60.0 | FAIR |
| 27 | SITTI AMINAH | 66.7 | GOOD |
| 28 | UDRIANI M | 73.4 | GOOD |
| 29 | VANI PUTRI S | 73.4 | GOOD |
| 30 | YUNISTARA D | 66.7 | GOOD |
| 31 | ZASKYAH Y | 73.4 | GOOD |
| | $\sum$ | 17412 | |
| | Average | 56.17 | |

Table 4.2 Students' classification score in pretest

| No | Classification | Scores | Frequency | Percentage (%) |
|----|----------------|--------|-----------|----------------|
| 1 | Very Good | 80-100 | 0 | 0 |
| 2 | Good | 66-79 | 22 | 71 |
| 3 | Fair | 56-65 | 6 | 19.3 |
| 4 | Poor | 40-55 | 3 | 9.7 |
| 5 | Very Poor | ≤ 39 | 0 | 0 |
| **Total** | | | **31** | **100%** |

The data in the table above showed that in pretest none of the student got very good score, twenty two students got good score, six students got fair score, three students got poor score and none student got very poor score.

4.1.1.1.2 Posttest

After the writer gave treatment by using Co-Op Co-Op strategy to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment. The result was shown in the following table:

Table 4.3 Student's Posttest Score based on students' achievement

| NO | STUDENT | SCORE | CLASSIFICATION |
|----|---------|-------|----------------|
| 1 | BAMBANG N | 80.0 | VERY GOOD |
| 2 | FACHRI MK | 93.4 | VERY GOOD |
| 3 | M. FAJRIANTO | 86.7 | VERY GOOD |
| 4 | M.ILZMAR | 73.4 | GOOD |
| 5 | M.SYAWAL | 93.4 | VERY GOOD |
| 6 | M.AKBAR | 86.7 | VERY GOOD |
| 7 | M. ARIF | 86.7 | VERY GOOD |
| 8 | M.ASWAR | 73.4 | GOOD |
| 9 | M. FATHIR | 86.7 | VERY GOOD |
| 10 | M. ILHAM | 86.7 | VERY GOOD |

| 11 | M. MISWAR | 73.4 | GOOD |
|---|---|---|---|
| 12 | M. RAHMAT | 73.4 | GOOD |
| 13 | M. SABIL | 86.7 | VERY GOOD |
| 14 | NABIL RIZKY U | 93.4 | VERY GOOD |
| 15 | ASRIYANI M | 100.0 | VERY GOOD |
| 16 | DHIYA AL A | 93.4 | VERY GOOD |
| 17 | DINDA J | 93.4 | VERY GOOD |
| 18 | EKA SRIWAH. | 100.0 | VERY GOOD |
| 19 | FAHRAH BAHT. | 100.0 | VERY GOOD |
| 20 | LINDHA N | 86.7 | VERY GOOD |
| 21 | NAJWA S | 93.4 | VERY GOOD |
| 22 | PUTRI CAHYA R | 100.0 | VERY GOOD |
| 23 | RATU JULAYKH | 93.4 | VERY GOOD |
| 24 | SALSABILA | 73.4 | GOOD |
| 25 | SALZABILAH | 93.4 | VERY GOOD |
| 26 | ST FATIMAH A | 86.7 | VERY GOOD |
| 27 | SITTI AMINAH | 86.7 | VERY GOOD |
| 28 | UDRIANI M | 93.4 | VERY GOOD |
| 29 | VANI PUTRI S | 86.7 | VERY GOOD |
| 30 | YUNISTARA D | 93.4 | VERY GOOD |
| 31 | ZASKYAH Y | 93.4 | VERY GOOD |
| | $\Sigma$ | | 2741.4 |
| | Average | | 88.43 |

Table 4.4 Students' Classification Score in posttest

| No | Classification | Scores | Frequency | Percentage (%) |
|---|---|---|---|---|
| 1 | Very Good | 80-100 | 26 | 83.9 |
| 2 | Good | 66-79 | 5 | 16.1 |
| 3 | Fair | 56-65 | 0 | 0 |
| 4 | Poor | 40-55 | 0 | 0 |
| 5 | Very Poor | $\leq 39$ | 0 | 0 |
| | Total | | 31 | 100% |

The data in the table above showed that in pretest twenty six students got very good score, five students got good score, none students got fair score, none student got poor score and none student got very poor score.

4.1.1.1.3   Students' Score of Experimental Class

Tabel 4.5 Students' score of Experimental Class

| NO | STUDENT | PRETEST SCORE | POSTTEST SCORE | GAINED SCORE |
|---|---|---|---|---|
| 1 | BAMBANG N | 60.0 | 80.0 | 20 |
| 2 | FACHRI MK | 73.4 | 93.4 | 20 |
| 3 | M. FAJRIANTO | 60.0 | 86.7 | 26.7 |
| 4 | M.ILZMAR | 46.7 | 73.4 | 26.7 |
| 5 | M.SYAWAL | 73.4 | 93.4 | 20 |
| 6 | M.AKBAR | 73.4 | 86.7 | 13.3 |
| 7 | M. ARIF | 66.7 | 86.7 | 20 |
| 8 | M.ASWAR | 46.7 | 73.4 | 26.7 |
| 9 | M. FATHIR | 73.4 | 86.7 | 13.3 |
| 10 | M. ILHAM | 66.7 | 86.7 | 20 |
| 11 | M. MISWAR | 60.0 | 73.4 | 13.4 |
| 12 | M. RAHMAT | 66.7 | 73.4 | 6.7 |
| 13 | M. SABIL | 66.7 | 86.7 | 20 |
| 14 | NABIL RIZKY U | 73.4 | 93.4 | 20 |
| 15 | ASRIYANI M | 73.4 | 100.0 | 26.6 |
| 16 | DHIYA AL A | 60.0 | 93.4 | 33.4 |
| 17 | DINDA J | 73.4 | 93.4 | 20 |
| 18 | EKA SRIWAH. | 73.4 | 100.0 | 26.6 |
| 19 | FAHRAH BAHT. | 73.4 | 100.0 | 26.6 |
| 20 | LINDHA N | 60.0 | 86.7 | 26.7 |
| 21 | NAJWA S | 73.4 | 93.4 | 20 |
| 22 | PUTRI CAHYA R | 73.4 | 100.0 | 26.6 |
| 23 | RATU JULAYKH | 73.4 | 93.4 | 20 |
| 24 | SALSABILA | 46.7 | 73.4 | 26.7 |
| 25 | SALZABILAH | 73.4 | 93.4 | 20 |
| 26 | ST FATIMAH A | 60.0 | 86.7 | 26.7 |
| 27 | SITTI AMINAH | 66.7 | 86.7 | 20 |
| 28 | UDRIANI M | 73.4 | 93.4 | 20 |
| 29 | VANI PUTRI S | 73.4 | 86.7 | 13.3 |
| 30 | YUNISTARA D | 66.7 | 93.4 | 26.7 |
| 31 | ZASKYAH Y | 73.4 | 93.4 | 20 |
| ∑ = 31 | | 1741.2 | 2741.4 | 666.7 |

| Mean Score | 56.17 | 88.43 | 21.51 |
|------------|-------|-------|-------|
| Max Score | 73.4 | 100 | |
| Min Score | 46.7 | 73.4 | |

Based on Table 4.5 the lowest score and the highest score of pretest in the experimental class are 46.7 and 73.4 while the lowest score and the highest score of post-test are 73.4 and 100. Therefore , it can be concluded that the score of post-test at experimetal class is higher than the score of its pre-test.

4.1.1.2 Data of Control Class

4.1.1.2.1 Pretest

The writer gave some questions to the students` as the pre-test to know the student`s achievement in reading. Every student got the question and answered it. After giving the pre-test to the students, the reasarcher found out the result of the students` achievement in reading based on the criteria before giving treatment. The result was shown in the following table:

Table 4.6 Student's Pretest Score based on students' achievement

| NO | STUDENT | SCORE | CLASSIFICATION |
|----|---------|-------|----------------|
| 1 | AHMADI | 33.4 | VERY POOR |
| 2 | ACHMAD AFF | 66.7 | GOOD |
| 3 | AHMAD RHO'IS | 46.7 | POOR |
| 4 | ARIEL ARDYAN | 73.4 | GOOD |
| 5 | ARMIN M | 66.7 | GOOD |
| 6 | EDY AKBAR | 46.7 | POOR |
| 7 | FIQRI WAHYUDI | 73.4 | GOOD |
| 8 | KHERUDDIN | 53.4 | POOR |
| 9 | M. ASRI | 53.4 | POOR |
| 10 | M. FIQRAMSYAH | 73.4 | GOOD |
| 11 | M.ISMAIL | 73.4 | GOOD |
| 12 | M. MUQTAKDIR | 46.7 | POOR |

| 13 | M. NUR ADHA | 60.0 | FAIR |
|---|---|---|---|
| 14 | MUSHAWIR | 53.4 | POOR |
| 15 | AGUSRIANTI H | 60.0 | FAIR |
| 16 | AIFA FEBRIANI | 73.4 | GOOD |
| 17 | AINUN AFIYAH | 73.4 | GOOD |
| 18 | AMANDA | 66.7 | GOOD |
| 19 | ASLINDA | 73.4 | GOOD |
| 20 | FITRIA RAMA | 60.0 | FAIR |
| 21 | HASNI SAFITRI | 66.7 | GOOD |
| 22 | NABILA DAHLI | 73.4 | GOOD |
| 23 | NUR FARAH AIN | 60.0 | FAIR |
| 24 | NUR FARAHDIBA | 73.4 | GOOD |
| 25 | NUR IZZATUL | 73.4 | GOOD |
| 26 | NUR PADILLAH | 73.4 | GOOD |
| 27 | NURUL AFIQA | 66.7 | GOOD |
| 28 | NURUL AZKIAH | 60.0 | FAIR |
| 29 | REGITA RAMAD | 66.7 | GOOD |
| 30 | RISMAWATI | 60.0 | FAIR |
| 31 | SUCI YOLANDA | 66.7 | GOOD |
| | ∑ | | 1968 |
| | Average | | 63.48 |

Table 4.7 Students' Classification Score in pretest

| No | Classification | Scores | Frequency | Percentage (%) |
|---|---|---|---|---|
| 1 | Very Good | 80-100 | 0 | 0 |
| 2 | Good | 66-79 | 18 | 58 |
| 3 | Fair | 56-65 | 6 | 19.4 |
| 4 | Poor | 40-55 | 6 | 19.4 |
| 5 | Very Poor | ≤ 39 | 1 | 3.2 |
| | Total | | 31 | 100% |

The data in the table above showed that in pretest none student got very good score, eigthteen students got good score, six students got fair score, six students got poor score and one student got very poor score.

4.1.1.2.2 Posttest

After the writer gave treatment without using Co-Op Co-Op strategy to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress. The result was shown in the following table:

Table 4.8 Student's Posttest Score based on students' achievement

| NO | STUDENT | SCORE | CLASSIFICATION |
|----|---------|-------|----------------|
| 1 | AHMADI | 46.7 | POOR |
| 2 | ACHMAD AFF | 73.4 | GOOD |
| 3 | AHMAD RHO'IS | 46.7 | POOR |
| 4 | ARIEL ARDYAN | 80.0 | VERY GOOD |
| 5 | ARMIN M | 80.0 | VERY GOOD |
| 6 | EDY AKBAR | 73.4 | GOOD |
| 7 | FIQRI WAHYUDI | 80.0 | VERY GOOD |
| 8 | KHERUDDIN | 66.7 | GOOD |
| 9 | M. ASRI | 66.7 | GOOD |
| 10 | M. FIQRAMSYAH | 86.7 | VERY GOOD |
| 11 | M.ISMAIL | 66.7 | GOOD |
| 12 | M. MUQTAKDIR | 60.0 | FAIR |
| 13 | M. NUR ADHA | 66.7 | GOOD |
| 14 | MUSHAWIR | 73.4 | GOOD |
| 15 | AGUSRIANTI H | 73.4 | GOOD |
| 16 | AIFA FEBRIANI | 80.0 | VERY GOOD |
| 17 | AINUN AFIYAH | 73.4 | GOOD |
| 18 | AMANDA | 80.0 | VERY GOOD |
| 19 | ASLINDA | 80.0 | VERY GOOD |
| 20 | FITRIA RAMA | 73.4 | GOOD |
| 21 | HASNI SAFITRI | 73.4 | GOOD |
| 22 | NABILA DAHLI | 66.7 | GOOD |
| 23 | NUR FARAH AIN | 73.4 | GOOD |
| 24 | NUR FARAHDIBA | 80.0 | VERY GOOD |
| 25 | NUR IZZATUL M | 73.4 | GOOD |
| 26 | NUR PADILLAH | 86.7 | VERY GOOD |
| 27 | NURUL AFIQA | 60.0 | FAIR |
| 28 | NURUL AZKIAH | 73.4 | GOOD |
| 29 | REGITA RAMAD | 73.4 | GOOD |
| 30 | RISMAWATI | 73.4 | GOOD |

| 31 | SUCI YOLANDA | 60.0 | FAIR |
|---|---|---|---|
| ∑ | | 2147.7 | |
| Average | | 69.28 | |

Table 4.9 Students' Classification Score in posttest

| No | Classification | Scores | Frequency | Percentage (%) |
|---|---|---|---|---|
| 1 | Very Good | 80-100 | 9 | 29 |
| 2 | Good | 66-79 | 17 | 54.8 |
| 3 | Fair | 56-65 | 3 | 9.7 |
| 4 | Poor | 40-55 | 2 | 6,5 |
| 5 | Very Poor | ≤ 39 | 0 | 0 |
| | Total | | 31 | 100% |

The data in the table above showed that in pretest nine students got very good score, seventeen students got good score, three students got fair score,two students got poor score and none student got very poor score.

4.1.1.2.3   Students' score in control class

Table 4.10 students' score of Control Class

| NO | STUDENT | PRETEST SCORE | POSTEST SCORE | GAINED SCORE |
|---|---|---|---|---|
| 1 | AHMADI | 33.4 | 46.7 | 13.3 |
| 2 | ACHMAD AFF | 66.7 | 73.4 | 6.7 |
| 3 | AHMAD RHO'IS | 46.7 | 46.7 | 0 |
| 4 | ARIEL ARDYAN | 73.4 | 80.0 | 6.6 |
| 5 | ARMIN M | 66.7 | 80.0 | 13.3 |
| 6 | EDY AKBAR | 46.7 | 73.4 | 26.7 |
| 7 | FIQRI WAHYUDI | 73.4 | 80.0 | 6.6 |
| 8 | KHERUDDIN | 53.4 | 66.7 | 13.3 |
| 9 | M. ASRI | 53.4 | 66.7 | 13.3 |
| 10 | M. FIQRAMSYAH | 73.4 | 86.7 | 13.3 |
| 11 | M.ISMAIL | 73.4 | 66.7 | -6.7 |
| 12 | M. MUQTAKDIR | 46.7 | 60.0 | 13.3 |
| 13 | M. NUR ADHA | 60.0 | 66.7 | 6.7 |
| 14 | MUSHAWIR | 53.4 | 73.4 | 20 |

| 15 | AGUSRIANTI H | 60.0 | 73.4 | 13.4 |
|----|--------------|------|------|------|
| 16 | AIFA FEBRIANI | 73.4 | 80.0 | 6.6 |
| 17 | AINUN AFIYAH | 73.4 | 73.4 | 0 |
| 18 | AMANDA | 66.7 | 80.0 | 13.3 |
| 19 | ASLINDA | 73.4 | 80.0 | 13.4 |
| 20 | FITRIA RAMA | 60.0 | 73.4 | 13.4 |
| 21 | HASNI SAFITRI | 66.7 | 73.4 | 6.7 |
| 22 | NABILA DAHLI | 73.4 | 66.7 | -6.7 |
| 23 | NUR FARAH AIN | 60.0 | 73.4 | 13.4 |
| 24 | NUR FARAHDIBA | 73.4 | 80.0 | 6.6 |
| 25 | NUR IZZATUL M | 73.4 | 73.4 | 0 |
| 26 | NUR PADILLAH | 73.4 | 86.7 | 13.3 |
| 27 | NURUL AFIQA | 66.7 | 60.0 | -6.7 |
| 28 | NURUL AZKIAH | 60.0 | 73.4 | 13.4 |
| 29 | REGITA RAMAD | 66.7 | 73.4 | 6.7 |
| 30 | RISMAWATI | 60.0 | 73.4 | 13.4 |
| 31 | SUCI YOLANDA | 66.7 | 60.0 | -6.7 |
| ∑ = 31 | | 1968 | 2147.7 | 259.9 |
| Mean Score | | 63.48 | 69.28 | 8.38 |
| Max Score | | 73.4 | 86.7 | |
| Min Score | | 33.4 | 46.7 | |

Based on Table 4.5 the lowest score and the highest score of pretest in the control class are 33.4 and 73.4 while the lowest score and the highest score of post-test are 46.7 and 86.7. Therefore , it can be concluded that the score of post-test at control class is higher than the score of its pre-test.

4.1.1.3 Data Analysis

In analyzing the data, a t-test was used to make it easier to test the hypotheses. The formula of the t-test is as follows:

$$t_0 = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Before analyzing the data by using the t-test formula, there are several steps that should be done as follows.

4.1.1.3.1  Determining mean of gained score of control class:

$$\bar{x} = \left(\frac{\sum x}{Nx}\right)$$

$$\bar{x} = \left(\frac{259.9}{31}\right)$$

$$\bar{x} = 8.38$$

4.1.1.3.2  Determining mean of gained score of experimental class:

$$\bar{x} = \left(\frac{\sum x}{Nx}\right)$$

$$\bar{x} = \left(\frac{666.7}{31}\right)$$

$$\bar{x} = 21.51$$

4.1.1.3.3  Determining deviation of control class:

$$SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = 1959.762 - \frac{(259.9)^2}{31}$$

$$SS = 1959.762 - \frac{67548.01}{31}$$

$$SS = 1959.762 - 2178.99$$

$$SS = -219.23$$

4.1.1.3.4  Determining deviation of experimental class:

$$SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = 943.45 - \frac{(666.7)^2}{31}$$

$$SS = 943.45 - \frac{444488.89}{31}$$

$$SS = 943.45 - 14338.35$$

$$SS = -13394.9$$

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t_o = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t_o = \frac{8.38 - 21.51}{\sqrt{\left(\frac{-219.23 + -(13394.9)}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t_o = \frac{-13.13}{\sqrt{\left(\frac{-13175.67}{60}\right)\left(\frac{1}{31} + \frac{1}{33}\right)}}$$

$$t_o = \frac{-13.13}{\sqrt{(-219.59) . (0.06)}}$$

$$t_o = \frac{-13.13}{\sqrt{-13.17}}$$

$$t_o = \frac{-13.13}{-3.63} = 3.62$$

4.1.1.3.6 Determining degrees of freedom:

$$df = N_x + N_y - 2$$

$$df = 31 + 31 - 2$$

$$df = 60$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 60 in significant degrees of 0.05 (5%), the t-table (tt) is 1.67. Based on data analysis, if $t_o$ (*t-observation*) is higher than $t_t$ (*t-table*), (3.62 > 1.67), the null

hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. It should be concluded that the implementation of Co-Op Co-Op Strategy is able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap.

4.1.1.4 Students' Achievement in Reading Before and After Being Taught by Co-Op

Co-Op Strategy

Measuring the students' achievement in reading before and after being taught by Co-Op Co-Op Strategy can be seen at students' score in pretest and posttest. It can be said that the implementation of Co-Op Co-Op strategy able to improve the students' achievement in reading if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 56.17 and the mean score of the experimental class in posttest is 88.43.

From that finding, it can be interoperated that students' achievement in reading before being taught by using Co-Op Co-Op strategy is lower if it compares with the students' achievement in reading after being taught by using Co-Op Co-Op strategy. It is implicated that students` achievement in reading gives good effect in Co-Op Co-Op strategy. Furthermore, to make a conclusion about the implementation of Co-Op Co-Op strategy to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap, it can be done by analyzing the data using $t_o$ and compare it with the t-table. The result of the data analyzes showed that $t_o$ (3.62) > $t_t$ (1.67). It means that the implementation of Co-Op Co-Op strategy is able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap.

4.1.1.5 The Implementation of Co-Op Co-Op Strategy to Improve the Students'

   Achievement in Reading at the Experimental Class

In the treatment process, the writer took eight meetings include posttest and pretest in teaching Co-Op Co-Op strategy to improve the students' achievement in reading at the experimental class, VIII A. As the theory in chapter II, the writer did the treatment by following the step in teaching Co-Op Co-Op strategy.

The first meeting before the writer gave treatment that was conducted on Monday July 15th, 2019 in the class of VIII A, the students were given the pre-test to measure their achievement in reading. After the writer opened the meeting, she gave some test to the students` as the pre-test to know the students' achievement in reading. Every student got the question and answered it. After getting all the data, the writer closing the class by greeting to the students.

The second meeting was conducted on Wednesday July 17th, 2019. This meeting was a first treatment after giving the pre-test. In the Morning, the writer started the class by greeting. Before the writer gave the material about recount text, the writer informed the students about Co-Op Co-Op strategy, the writer let them know about the Co-Op Co-Op strategy by explanation as follows : the definition, the purpose, and the steps of using Co-Op Co-Op strategy. Next, the writer explained the definition, the structure, and the characteristic of recount text. After that, the writer distributed the text to the each student and she encouraged active participation in the process by inviting students to assume the writer by asking question and directing the discussion of the text. The first paragraph, the writer as a leader, and the next

paragraph every student have a chance to be a leader to discuss about the text until the last paragraph. Teaching learning runs slowly, so will continued to the next meeting. In final activity, the writer confirmation about the understanding about Co-Op Co-Op strategy, inform the students about the next meetings plan to do, and closed the class.

The third meeting was conducted on Friday July 19th, 2019. In the Morning, the writer started the class by greeting. Next, the writer devided the students into group consist of 4-5 students. The class discussed about text the last meeting. Student-centered discussion, this step aims to increase student involvement in learning by opening up and provoking their curiosity. As facilitator, the writer helped the students during process of reading. After that, the writer gave exercise. In final activity, the writer confirmation about the teaching learning process, inform the students about the next meeting plan to do, and closed the class.

The fourth meeting was conducted on Monday July 22th, 2019. In the Morning, the writer started the class by greeting. Next, writer put the students into groups, Each group choosed a learning topic that corresponds to learning theme. Then they divided it into a number of subtopics according to the number of students in the group. Each student is one subtopic. Each member of the group are responsible for learning and teaching. Teaching materials in the subtopics that the teacher had attached to members of one team. Each team then presents to the whole class. Reflection and evaluation for the whole class. After that, the writer gave exercise. In

final activity, the writer confirmation about the teaching learning process, inform the students about the meetings plan to do, and closed the class.

The fifth meeting was conducted on Wednesday July 24th, 2019. In the Morning, the writer started the class by greeting. Next, the writer put the students into groups, Each group of students choosed a learning topic that corresponds to learning theme. Then they divided it into a number of subtopics according to the number of students in the group. Each student is one subtopic. Each member of the group are responsible for learning and teaching. Teaching materials in the subtopics that the teacher had attached to members of one team. Each team then presents to the whole class. Reflection and evaluation for the whole class. After that, the writer gave exercise. In final activity, the writer confirmation about the teaching learning process, inform the students about the meetings plan to do, and closed the class.

The sixth meeting was conducted on Friday July 26th, 2019. In the Morning, the writer started the class by greeting. Next, the writer put the students into groups, Each group of students choosed a learning topic that corresponds to learning theme. Then they divided it into a number of subtopics according to the number of students in the group. Each student is one subtopic. Each member of the group are responsible for learning and teaching. Teaching materials in the subtopics that the teacher had attached to members of one team. Each team then presents to the whole class. Reflection and evaluation for the whole class. After that, the writer gave exercise. In final activity, the writer confirmation about the teaching learning process, inform the students about the meetings plan to do, and closed the class.

The seventh meeting was conducted on Monday July 29th, 2019. In the Morning, the writer started the class by greeting. Next, the writer put the students into groups, Each group of students choosed a learning topic that corresponds to learning theme. Then they divided it into a number of subtopics according to the number of students in the group. Each student is one subtopic. Each member of the group are responsible for learning and teaching. Teaching materials in the subtopics that the teacher had attached to members of one team. Each team then presents to the whole class. Reflection and evaluation for the whole class. After that, the writer gave exercise. In final activity, the writer confirmation about the teaching learning process, inform the students about the meetings plan to do, and closed the class.

The last meeting after the writer gave treatment to the students, the writer gave post-test on Wednesday July 31th, 2019 in the class VIII A, the students were given the post-test to find out the achievement and their progress, it was used to know the result treatment; it was also used to know wether there is an improvement or not. After the writer opened the meeting, she gave some test to the students` as the post-test to know the student`s achievement in reading. Every student got the question and answered it. After getting all the data, the writer closing the class by greeting to the students.

**4.1.2 Data Description of Questionnaire**

The description below explained the result from the questionnaire. The purpose of giving the questionnaire was to support the primary data. This data was intended to know the students' response toward the treatment given by the researcher to them.

Table 4.11 The students answer of Questionnaire

| NO | STATEMENTS | SA | A | U | D | SD |
|----|-----------|-----|-----|-----|-----|-----|
| 1 | The application of the "Co-Op Co-Op" strategy makes reading lessons in English easier. | 11 | 15 | 5 | - | - |
| 2 | The application of the "Co-Op Co-Op" strategy contributed significantly to the improvement of student reading activity. | 12 | 16 | 2 | 1 | - |
| 3 | The "Co-Op Co-Op" strategy is important to use to facilitate finding information in answering questions. | 19 | 11 | 1 | - | - |
| 4 | The "Co-Op Co-Op" strategy can help in answering questions about the text. | 19 | 10 | 2 | - | - |
| 5 | Guided learning activities  using the "Co-Op Co-Op" strategy make reading lessons more enjoyable. | 10 | 19 | 1 | 1 | - |
| 6 | The process of learning to read in the classroom becomes  clearer by using the "Co-Op Co-Op" Strategy. | 15 | 13 | 3 | - | - |
| 7 | The exercises given using the "Co-Op Co-Op" strategy can make reading text easier. | 19 | 7 | 4 | 1 | - |
| 8 | The "Co-Op Co-Op" strategy can make it easier for you to understand the readings in the recount text. | 23 | 5 | 3 | - | - |
| 9 | The "Co-Op Co-Op" strategy makes learning not boring. | 15 | 12 | 1 | 3 | - |
| 10 | The "Co-Op Co-Op" strategy makes self-confidence increase when answering questions about recount text. | 10 | 10 | 3 | 8 | - |
| | **TOTAL** | **153** | **118** | **25** | **14** | |
| | **PERCENTAGE** | **49.3%** | **38.1%** | **8.1%** | **4.5%** | **-** |

Based on the result of questionnaire, it was found out that most of students got better result in SA (strongly agree) than any other choices. It was shown by the table Strongly Agree was 49.3%, Agree was 38.1%, Undecided was 8.1%, and Disagree was 4.5%.

Table 4.12 The Percentage of Statement of Questionnaire

| NO | FREQUENCY | | | | | FREQUENCY | | | | | TOTAL SCORE | MAX. SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | | |
| 1 | 11 | 15 | 5 | | | 55 | 60 | 15 | 0 | 0 | 130 | 155 |
| 2 | 12 | 16 | 2 | 1 | - | 60 | 64 | 6 | 2 | 0 | 132 | 155 |
| 3 | 19 | 11 | 1 | - | - | 95 | 44 | 3 | 0 | 0 | 142 | 155 |
| 4 | 19 | 10 | 2 | - | - | 95 | 40 | 6 | 0 | 0 | 141 | 155 |
| 5 | 10 | 19 | 1 | 1 | - | 50 | 76 | 3 | 2 | 0 | 131 | 155 |
| 6 | 15 | 13 | 3 | - | - | 75 | 52 | 9 | 0 | 0 | 136 | 155 |
| 7 | 19 | 7 | 4 | 1 | - | 95 | 28 | 12 | 2 | 0 | 137 | 155 |
| 8 | 23 | 5 | 3 | - | - | 115 | 20 | 9 | 0 | 0 | 144 | 155 |
| 9 | 15 | 12 | 1 | 3 | - | 75 | 48 | 3 | 6 | 0 | 132 | 155 |
| 10 | 10 | 10 | 3 | 8 | - | 50 | 40 | 9 | 16 | 0 | 114 | 155 |
| Score | | | | | | 765 | 472 | 75 | 28 | 0 | 1339 | |
| Percentage | | | | | | | | | | | 86.4% | |

The table above shows that the cumulative percentage on ten items of the statement from the questionnaire, where 1339/1550 x100 = 86.4%, and it categorized Strongly Positive. It proved that students' responses toward the implementation of Co-Op Co-Op strategy are strongly positive in reading.

| 0 | 310 | 620 | 930 | 1240 | 1550 |
|---|---|---|---|---|---|
| | SA | A | U | D | SD |
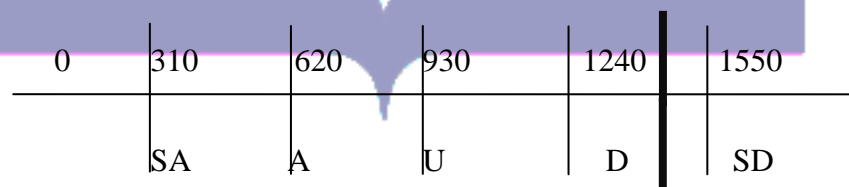
1339

**4.2 Discussion**

4.2.1 The Result of the Test

Based on data analysis, if $t_o$ (*t-observation*) is higher than $t_t$ (*t-table*), (3.62 > 1.67), the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. It should be concluded that the implementation of Co-Op Co-Op Strategy is able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class.

The theory of Co-Op Co-Op strategy in chapter II explained Co-Op Co-Op is a form of cooperative learning model. In this case Co-Op Co-Op strategy is a learning model prioritizing cooperation to achieve learning goals. According to Slavin, this strategy is structuring the classroom so that students work in cooperative toward a goal that will help the other students in the class. Here, the teacher only acts as a facilitator and moderator in taking conclusions during the discussion. By studying on their own, discussing, discovering and living out their own important concepts contained in the material discussed, It is hoped that it can improve student understanding and foster self-confidence, as well as their social skills, in addition to improving student learning outcomes themselves.

The essence of Co-Op Co-Op is to allow students to work together in small groups, first to advance their understanding of themselves and the world, and then to provide them with the opportunity to share that new understanding with their friends.

Students contribute to their team, and team contributes to the class. They are cooperating within their teams so they can better cooperate with the other teams to reach a class goal. The strategy is simple and flexible. We may choose any number of ways to apply the approach in a given classroom. Nevertheless, the inclusion of ten elements or steps increases the probability of success. For this research, the writer focuses on students' achievement in reading of Co-Op Co-Op strategy as learning model. The research uses the students' achievement in reading, if in learning outcomes (posttest) of experimental class is higher than control class.

The data was found that the mean score of the pretest score of the experimental class is 56.17. The mean score of the pretest score of the control class is 63.48. The mean score of the posttest score of the experimental class is 88.43 and the mean score of the posttest score of the control class is 69.28. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So based on the theory, the implementation of Co-Op Co-Op strategy able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap.

4.2.2 The Result of Questionnaire

After giving posttest the researcher gave 10 question to answer by students. The data through questionnaire undoubtedly indicates the students' responses towards the implementation of Co-Op Co-Op strategy in reading. Most of students got better result in SA (strongly agree) than any other choices. It was shown by the table

Strongly Agree was 49.3%, Agree was 38.1%, Undecided was 8.1%, and Disagree was 4.5%.

Based on the result of questionnaire was found out that the cumulative percentage on ten items of the statement 86.4%, and it categorized Strongly Positive. It proved that students' responses toward the implementation of Co-Op Co-Op strategy in reading are strongly positive.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions and suggestions based on the findings and interpretation in the previous chapter.

**5.1 Conclusions**.

The end of this research, the writer would like to give a conclusions as stated below as stated below:

5.1.1 The data analysis showed that there is a significant difference between the pretest and posttest. As the analysis of the data in the previous chapter, $t_o > t_{t =}$ 3.62 > 1.67, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test ($t_o$) > t-table ($t_t$) in significant degree of 0.05 (5%), it means $H_a$ was accepted and $H_o$ was rejected. The result of the test as the data for concluding that the implementation of Co-Op Co-Op strategy able to improve the eighth grade students' achievement in reading at MTs N 2 Sidrap.

5.1.2 The research of questionnaire showed the students' responses in implementation of Co-Op Co-Op strategy in reading. It was supported by the percentage of ten statements 86.4%. It meant that students' responses toward the implementation of Co-Op Co-Op strategy in reading are strongly positive.

**5.2 Suggestions**

Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to English teachers, the students of MTs N 2 Sidrap and for other writers.

5.2.1 For English Teachers

English teacher should be able to develop strategy, method, or media as teaching to increase the students' willingness in study English, especially in reading. English teachers of MTs N 2 Sidrap can use Co-Op Co-Op strategy as an alternative strategy to improve students' achievement in teaching reading

5.2.2 For Students

The writer suggest the students to be more active to express themselves in reading English. The students should be active to read in english to make them constantly receive thoughts or ideas from what they have read. Through reading, students can also obtain information which can help them understand and solve various problems which come constantly in their lives. It is therefore important that students who want to develop their knowledge should have ability in reading and comprehending some books, magazine, newspaper and other reading materils in which they can enlarge their knowledge in many fields of science.

5.2.3 For Other writers

For other writers, it is advisable for other writer who are interested in conducting the same research by using Co-Op Co-Op strategy to read more book, articles, and journal about Co-Op Co-Op strategy and learned the procedure in Co-Op

Co-Op strategy deeply. The writer suggest to the other writers not only focus on Co-Op Co-Op strategy and students' achievement in reading but they can implement Co-Op Co-Op strategy in other skills such as speaking, and writing. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation**.**

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# APPENDICES

**Appendix 1 Instrument Of Pretest, Posttest And Questionnaire.**

<table>
<tr>
<td rowspan="6"></td>
<td><b>KEMENTRIAN AGAMA REPUBLIK INDONESIA</b></td>
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<tr>
<td><b>INSTITUTE AGAMA ISLAM NEGERI (IAIN)</b></td>
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<tr>
<td><b>PAREPARE</b></td>
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<tr>
<td><b>FAKULTAS TARBIYAH</b></td>
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<tr>
<td><b>Jl. Amal Bakti NO. 8 Soreang 911331</b></td>
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<tr>
<td><b>Telepon ( 0421)21307, Fax-Mail (0421)2404</b></td>
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<td></td>
<td><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b></td>
</tr>
</table>

NAMA MAHASISWA    : HASRIA S

NIM/ PRODI    : 15.1300.126/PBI

FAKULTAS    : TARBIYAH

JUDUL    : THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN READING AT MTSN 2 SIDRAP

*Instrumen penelitian*

Dalam penelitian ini, peneliti akan menggunakan quasi- experiment dengan memberikan pre-tes dan post- test yang sama pada kelas kontrol dan kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

PRE-TEST

Read the text carefully and answer the question.

### In the Swimming Pool

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

**A. Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Yesterday, I went to the market with my friends.    T      F
2. My bag full by the things I need.    T      F
3. I changed my clothes into swimsuit.    T      F
4. I do little warming before get into the pool  .    T      F
5. I ate my frood that I brought from home.    T      F
6. I use shampoo to clean my body.    T      F
7. I use towel for dry my hair.    T      F
8. I brought comb from home    T      F
9. I didn't put all the clothes into plastic bag.    T      F
10. I'm not having fun in the swimming pool.    T      F

**B. Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

POST-TEST

Read the text carefully and answer the question.

**Grandpa's Birthday**

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

|   | | | |
|---|---|---|---|
| 1. | Last Sunday, it was my Grandpa's birthday. | T | F |
| 2. | On Wednesday, my sister and I went shopping. | T | F |
| 3. | Black is my Grandpa's favourite colour. | T | F |
| 4. | We made a birthday cake in the kitchen. | T | F |
| 5. | My uncle and my aunt come to my house. | T | F |
| 6. | My uncle brought some flowers. | T | F |
| 7. | We sat together in the kitchen. | T | F |
| 8. | My brother said a beautiful prayer. | T | F |
| 9. | Grandpa cut his cake. | T | F |
| 10. | Grandpa was very happy with his present. | T | F |

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ?
2. What is Grandpa's favourite colour ?
3. What did they do in the kitchen ?
4. Where did they put a big candle in the birthday cake ?
5. Was he happy in his birthday party ?

QUESTIONNAIRE

## ANGKET PENELITIAN

**The implementation of Co-Op Co-Op strategy to improve the eight grade students' achievement in reading at MTsN 2 Sidrap**

**NAMA :**

**NIS :**

Hasil angket ini diharapkan menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

**Petunjuk pengisian angket:**
1. Isilah identitas anda secara lengkap dan benar.
2. Bacalah dengan seksama butir pernyataan.
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar dikelas dan berilah tanda (√) pada kolom jawaban.
4. Keterangan :

| Kriteria | Skor |
|---|---|
| Sangat Setuju | 5 |
| Setuju (S) | 4 |
| Ragu-Ragu(RR) | 3 |
| Kurang Setuju (KS) | 2 |
| Tidak setuju (TS) | 1 |

**Berikut ini pernyataan terkait dengan "The Implementation of Co-Op Co-Op Strategy in Reading".**

| NO | PERNYATAAN | SS | S | RR | KS | TS |
|---|---|---|---|---|---|---|
| 1 | Penerapan strategi "Co-Op Co-Op" membuat pelajaran membaca dalam bahasa inggris lebih mudah. | | | | | |
| 2 | Penerapan strategi "Co-Op Co-Op" memberi konstribusi yg signifikan terhadap peningkatan keaktifan membaca siswa. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Strategi "Co-Op Co-Op" penting digunakan untuk memudahkan mencari informasi dalam menjawab pertanyaan. | | | | |
| 4 | Strategi "Co-Op Co-Op" dapat membantu dalam menjawab pertanyaan tentang recount text. | | | | |
| 5 | Kegiatan belajar secara terbimbing dengan menggunakan strategi "Co-Op Co-Op" membuat pelajaran membaca menjadi lebig menyenangkan. | | | | |
| 6 | Proses pembelajaran membaca di dalam kelas menjadi lebih jelas dengan menggunakan Strategi "Co-Op Co-Op". | | | | |
| 7 | Latihan-latihan yg diberikan dengan menggunakan strategi "Co-Op Co-Op" dapat mempermudah dalam bacaan recount text. | | | | |
| 8 | Strategi "Co-Op Co-Op" dapat membuat anda lebih mudah memahami dalam bacaan yg ada dalam recount text. | | | | |
| 9 | Strategi "Co-Op Co-Op" membuat pelajaran menjadi tidak membosankan. | | | | |
| 10 | Strategi "Co-Op Co-Op" membuat kepercayaan diri meningkat pada saat menjawab pertanyaan tentang recount text. | | | | |

**Appendix 2 Lesson Plan**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah          : MTsN 2 Sidrap
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII A
Topic Lesson     : Recount Text
Pertemuan        : 1
Alokasi Waktu    : 2 x 45 Menit

### A. Kompetensi Inti:

**Membaca**

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

### B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

### C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**D. Tujuan Pembelajaran:**

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**E. Materi Pembelajaran:**

**Fungsi sosial**

Melaporkan, mengambil teladan, membanggakan

**Struktur teks**

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum

Urutan/kejadian secara berurut dan runtun

Penutup (seringkali ada): komentar atau penilaian umum.

**Unsur Kebahasaan**

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Recount text adalah jenis text dalam bahas inggris yang mencerutakan tentang suatu cerita, tindakan, atau kegiatan. Biasanya, recount text menceritakan tentang peristiwa, kejadian dan pengalaman seseorang. Teks monolog berbentuk *recount* contohnya:

### My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

**F. MetodePembelajaran**

Co-Op Co-Op Strategy

**G. Kegiatan pembelajaran**

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| Pendahuluan | • Memberi salam<br>• Mengarahkan siswa untuk berdoa<br>• Mengecek kehadiran siswa<br>• Mengecek kesiapan siswa | 5 menit |
| Inti | • Memperkenalkan metode yg digunakan<br> 1. Apa itu Co-Op Co-Op strategy<br> 2. Tujuan Co-Op Co-Op strategy<br> 3. Langkah-langkah Co-Op Co-Op strategy<br>• Menjelaskan definisi, struktur bahasa dan karakteristik recount text<br>• Membagikan siswa teks bacaan<br>• Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk bertanya sesuai dengan bacaan yg didiskusikan<br>• Guru membacakan paragraf pertama, kemudian paragraf selanjutnya akan digantikan oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf<br>• Proses pembelajaran akan berjalan secara perlahan,<br>• proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya | 35 menit |
| Penutup | • Menyimpulkan pembelajaran.<br>• Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya<br>• Mengakhiri pelajaran dengan memberikan salam | 5 menit |

**Sumber/Bahan dan Alat**

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

| | |
|---|---|
| Sekolah | : MTsN 2 Sidrap |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII A |
| Topic Lesson | : Recount Text |
| Pertemuan | : 2 |
| Alokasi Waktu | : 2 x 45 Menit |

**A. Kompetensi Inti:**
   **Membaca**
   KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

**B. Kompetensi Dasar:**
   3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
   4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

**C. Indikator :**
   1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
   2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
   3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
   4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**D. Tujuan Pembelajaran:**

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**E. Materi Pembelajaran:**

- **Teks monolog berbentuk *recount* contohnya:**

**My Day**

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

- **Answer the following question based on the text above**
    1. What the purpose if this story ?
    2. Why did he woke up an hour late ?
    3. Why did he burned his hand ?
    4. Why did he forgot to wear socks ?
    5. Why did he ran out of the house ?

**F. MetodePembelajaran**

Co-Op Co-Op Strategy

**G. Kegiatan pembelajaran**

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| Pendahuluan | - Memberi salam<br>- Mengarahkan siswa untuk berdoa<br>- Mengecek kehadiran siswa<br>- Mengecek kesiapan siswa | 5 menit |
| Inti | - Membagi siswa dalam beberapa kelompok yg berisikan 4-5 orang siswa<br>- Bersama sama dengan siswa, peneliti mendiskusikan | 35 menit |

| | | |
|---|---|---|
| | teks bacaan yg telah dipelajari pada pertemuan yg lalu | |
| | • Diskusi yang berpusat pada siswa ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing rasa ingin tahu mereka. | |
| | • Sebagai pembimbing dan fasilitator, peneliti melaksanakan tugasnya dengan membantu siswa selama proses membaca berlangsung | |
| | • Memberikan siswa latihan yg berisikan soal essay | |
| Penutup | • Menyimpulkan pembelajaran. <br> • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya <br> • Mengakhiri pelajaran dengan memberikan salam | 5 menit |

## H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

| | |
|---|---|
| Sekolah | : MTsN 2 Sidrap |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII A |
| Topic Lesson | : Recount Text |
| Pertemuan | : 3 |
| Alokasi Waktu | : 2 x 45 Menit |

**A. Kompetensi Inti:**

**Membaca**

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

**B. Kompetensi Dasar:**

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

**C. Indikator :**

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**D. Tujuan Pembelajaran:**
1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**E. Materi Pembelajaran:**
- **Teks monolog berbentuk *recount* contohnya:**

**Trip to the Zoo**

A Trip to the Zoo Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

- **Answer the following question based on the text above**
1. Where did they go yesterday ?
2. What did he see in the zoo ?
3. Why did he buy some food ?
4. What happened to the writer's dad when he rode an elephant?
5. Why did the writer and his family feel very tired after having a trip to the zoo?

**F. MetodePembelajaran**
   Co-Op Co-Op Strategy

**G. Kegiatan pembelajaran**

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| Pendahuluan | <ul><li>Memberi salam</li><li>Mengarahkan siswa untuk berdoa</li><li>Mengecek kehadiran siswa</li><li>Mengecek kesiapan siswa</li></ul> | 5 menit |

| | | |
|---|---|---|
| Inti | • Mengaplikasikan Co-Op Co-Op strategy<br>• Membentuk siswa dalam kelompok yg berisikan 4-5 orang siswa<br>• Siswa memilih topik untuk tim mereka<br>• Untuk menciptakan pembagian tugas diantara tim-tim yang ada di kelas, tiap tim membagi topiknya untuk pembagian tugas diantara anggota tim. Tiap siswa memilih mini-topic yang mencakup satu aspek dari topik tim.<br>• Setelah para siswa membagi topik tim mereka menjadi mini-topics, mereka akan bekerja secara individual. Mereka masing-masing tahu akan tanggung jawabnya terhadap mini-topic mereka dan kelompok tersebut tergantung pada mereka untuk menemukan aspek penting dari usaha yang dilakukan tim.<br>• Mempresentasikan mini-topic mereka kepada teman satu timnya. Persentasi dan diskusi mini-topic didalam tim dilakukan dengan cara yang dapat membuat semua teman satu tim memperoleh semua pengetahuan dan pengalaman yang dilakukan oleh masing-masing anggota tim.<br>• Para siswa didorong untuk memadukan semua mini-topic dalam persentasi tim.<br>• Evaluasi dilakukan pada tiga tingkatan: (1) pada saat persentasi tim dievaluasi oleh kelas; (2) kontribusi individual terhadap usaha tim dievaluasi oleh teman satu tim; dan (3) pengulangan kembali materi atau persentasi mini topic oleh tiap siswa dievaluasi oleh sesama siswa.<br>• Peneliti berperan sebagai pembimbing dan fasilitator selama proses pembelajaran berlangsung<br>• Setelah itu siswa diberikan latihan soal essay | 35 menit |
| Penutup | • Menyimpulkan pembelajaran.<br>• Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya<br>• Mengakhiri pelajaran dengan memberikan salam | 5 menit |

## H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

| | |
|---|---|
| Sekolah | : MTsN 2 Sidrap |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII A |
| Topic Lesson | : Recount Text |
| Pertemuan | : 4 |
| Alokasi Waktu | : 2 x 45 Menit |

**A. Kompetensi Inti:**

**Membaca**

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

**B. Kompetensi Dasar:**

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

**C. Indikator :**

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.

4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**D. Tujuan Pembelajaran:**
1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis terkait pengalaman pribadi di waktu lampau dengan baik.

**E. Materi Pembelajaran:**
- **Teks monolog berbentuk *recount* contohnya:**

**Town Hall**

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

- **Answer the following question based on the text above**
  1. Where did they go on Saturday night ?
  2. When did the clock stopped ?
  3. Why did the people gather under the Town Hall clock ?
  4. When did the event happen?
  5. What probably happened when someone shouted that the clock stopped?

**F. MetodePembelajaran**
Co-Op Co-Op Strategy

**G. Kegiatan pembelajaran**

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| Pendahuluan | <ul><li>Memberi salam</li><li>Mengarahkan siswa untuk berdoa</li><li>Mengecek kehadiran siswa</li><li>Mengecek kesiapan siswa</li></ul> | 5 menit |
| Inti | <ul><li>Mengaplikasikan Co-Op Co-Op strategy</li><li>Membentuk siswa dalam kelompok yg berisikan 4-5</li></ul> | 35 menit |

| | orang siswa | |
|---|---|---|
| | • Siswa memilih topik untuk tim mereka | |
| | • Untuk menciptakan pembagian tugas diantara tim-tim yang ada di kelas, tiap tim membagi topiknya untuk pembagian tugas diantara anggota tim. Tiap siswa memilih mini-topic yang mencakup satu aspek dari topik tim. | |
| | • Setelah para siswa membagi topik tim mereka menjadi mini-topics, mereka akan bekerja secara individual. Mereka masing-masing tahu akan tanggung jawabnya terhadap mini-topic mereka dan kelompok tersebut tergantung pada mereka untuk menemukan aspek penting dari usaha yang dilakukan tim. | |
| | • Mempresentasikan mini-topic mereka kepada teman satu timnya. Persentasi dan diskusi mini-topic didalam tim dilakukan dengan cara yang dapat membuat semua teman satu tim memperoleh semua pengetahuan dan pengalaman yang dilakukan oleh masing-masing anggota tim. | |
| | • Para siswa didorong untuk memadukan semua mini-topic dalam persentasi tim. | |
| | • Evaluasi dilakukan pada tiga tingkatan: (1) pada saat persentasi tim dievaluasi oleh kelas; (2) kontribusi individual terhadap usaha tim dievaluasi oleh teman satu tim; dan (3) pengulangan kembali materi atau persentasi mini topic oleh tiap siswa dievaluasi oleh sesama siswa. | |
| | • Peneliti berperan sebagai pembimbing dan fasilitator selama proses pembelajaran berlangsung | |
| | • Setelah itu siswa diberikan latihan soal essay | |
| Penutup | • Menyimpulkan pembelajaran. <br> • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya <br> • Mengakhiri pelajaran dengan memberikan salam | 5 menit |

## H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

**Appendix 3 The Students' Pretest and Posttest of Experimental Class**

## PRE-TEST

NAME : Saksabilah

NIS :

CLASS : VIII . 8A

46.7

Read the text carefully and answer the question.

### In the Swimming Pool

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. I changed my clothes into swimsuit.  (T)  F
2. I do little warming before get into the pool .  (T)  (F)  X
3. I ate my frood that I brought from home.  (T)  F
4. Yesterday, I went to the market with my friends.  T  (F)
5. My bag full by the things I need.  (T)  F
6. I use shampoo to clean my body.  (T)  F  X
7. I use towel for dry my hair.  T  (F)  X
8. I brought comb from home  (T)  F
9. I didn't put all the clothes into plastic bag.  (T)  (F)
10. I'm not having fun in the swimming pool.  (T)  F  X

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

1. Swimming pool ✓
2. Sun creen ✓
3. Soap  X
4. shampoo ✓
5. Bag.  X

**POST-TEST**

NAME : Salsabilah
NIS :
CLASS : VIII. 8A

73.9

Read the text carefully and answer the question.

**Grandpa's Birthday**

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. We made a birthday cake in the kitchen. (T) F ✓
2. My uncle and my aunt come to my house. (T) F ✓
3. My uncle brought some flowers. (T) F ✗
4. We sat together in the kitchen. (T) F ✗
5. Last Sunday, it was my Grandpa's birthday. (T) ✗
6. On Wednesday, my sister and I went shopping. T (F) ✓
7. Black is my Grandpa's favourite colour. T (F) ✓
8. My brother said a beautiful prayer. T (F) ✓
9. Grandpa cut his cake. T (F) ✗
10. Grandpa was very happy with his present. T (F) ✗

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ?
2. What is Grandpa's favourite colour ?
3. What did they do in the kitchen ?
4. Where did they put a big candle in the birthday cake ?
5. Was he happy in his birthday party ?

1. Granpa ✓
2. Blue Colour ✓
3. We made a birthday ✗
4. On top of ✓
5. yes ✓

$$\frac{11}{15} \times 100$$

**PRE-TEST**

NAME : Muh. Fathir Syahrii
NIS :
CLASS : VIII. A

73,4

Read the text carefully and answer the question.

**In the Swimming Pool**

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. I changed my clothes into swimsuit. T F
2. I do little warming before get into the pool . T F
3. I ate my frood that I brought from home. T F
4. Yesterday, I went to the market with my friends. T F
5. My bag full by the things I need. T F
6. I use shampoo to clean my body. T F
7. I use towel for dry my hair. T F
8. I brought comb from home T F
9. I didn't put all the clothes into plastic bag. T F
10. I'm not having fun in the swimming pool. T F

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

1. In the swimming Pool.
2. She used sun screen to prevent sun light born my skin.
3. She go to the bath room
4. She use shampoo to clean my hair.
5. So my bag would not get wet by water.

**POST-TEST**

NAME : MUH. FATHIR SYAHRIL
NIS :
CLASS : VIII . A

*86.7*

Read the text carefully and answer the question.

**Grandpa's Birthday**

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

**A. Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. We made a birthday cake in the kitchen.    (T)   F   ✓
2. My uncle and my aunt come to my house.    (T)   F   ✓
3. My uncle brought some flowers.    T   (F)   ✗
4. We sat together in the kitchen.    T   (F)   ✓
5. Last Sunday, it was my Grandpa's birthday.    (T)   F   ✓
6. On Wednesday, my sister and I went shopping.    T   (F)   ✓
7. Black is my Grandpa's favourite colour.    T   (F)   ✓
8. My brother said a beautiful prayer.    T   (F)   ✓
9. Grandpa cut his cake.    T   (F)   ✗
10. Grandpa was very happy with his present.    (T)   F   ✓

**B. Answer the following question based on the text above !**

1. Who was birthday last Sunday ?
2. What is Grandpa's favourite colour ?
3. What did they do in the kitchen ?
4. Where did they put a big candle in the birthday cake ?
5. Was he happy in his birthday party ?

1. my grandpa grandpa . ✓

2. Blue is my grandpa faForite colour .

3. we made a birthday cake . ✓

4. we put some chocolate on it and 1 big candle on top of it .

5. Jes . ✓

**PRE-TEST**

NAME : Fahrah Bahtiar
NIS : –
CLASS : VIII.A

73.4.

Read the text carefully and answer the question.

### In the Swimming Pool

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. I changed my clothes into swimsuit. (T) F ✓
2. I do little warming before get into the pool. (T) F ✓
3. I ate my frood that I brought from home. T (F) ✗
4. Yesterday, I went to the market with my friends. T (F) ✓
5. My bag full by the things I need. T (F) ✗
6. I use shampoo to clean my body. T (F) ✓
7. I use towel for dry my hair. (T) F ✓
8. I brought comb from home T (F) ✗
9. I didn't put all the clothes into plastic bag. (T) F ✗
10. I'm not having fun in the swimming pool. T (F) ✓

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

1. In the Swimming Pool ✓
2. Sunscreen ✓
3. Bathroom ✓
4. Shampoo ✓
5. So here back would not get by water ✓

**POST-TEST**

NAME    : Fahrah Bahtiar
NIS     : –
CLASS   : VIII.A

*100*

Read the text carefully and answer the question.

### Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. We made a birthday cake in the kitchen. (T) F ✓
2. My uncle and my aunt come to my house. (T) F ✓
3. My uncle brought some flowers. (T) F ✓
4. We sat together in the kitchen. T (F) ✓
5. Last Sunday, it was my Grandpa's birthday. (T) F ✓
6. On Wednesday, my sister and I went shopping. T (F) ✓
7. Black is my Grandpa's favourite colour. T (F) ✓
8. My brother said a beautiful prayer. T (F) ✓
9. Grandpa cut his cake. (T) F ✓
10. Grandpa was very happy with his present. (T) F ✓

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ?
2. What is Grandpa's favourite colour ?
3. What did they do in the kitchen ?
4. Where did they put a big candle in the birthday cake ?
5. Was he happy in his birthday party ?

Jawaban.

1. Her Grandpa ✓
2. Blue is ~~rather favourites~~ his favourite colours ✓
3. ~~to~~ they made a birthday cake ✓
4. On top of it. ✓
5. He opened his present and he was very happy with the shirt. ✓

**Appendix 4 The Students' Pretest and Posttest of Control Class**

$$\frac{7}{15} \times 100$$

$$46,7$$

**PRE-TEST**

NAME : EDY AKBAr
NIS :
CLASS :

Read the text carefully and answer the question.

**In the Swimming Pool**

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Yesterday, I went to the market with my friends.  T  X ✓
2. My bag full by the things I need.  X  F ✓
3. I changed my clothes into swimsuit.  X  F ✓
4. I do little warming before get into the pool.  T  X  X
5. I ate my frood that I brought from home.  X  F ✓
6. I use shampoo to clean my body.  X  F ✗
7. I use towel for dry my hair.  T  X ✓
8. I brought comb from home  X  F ✓
9. I didn't put all the clothes into plastic bag.  T  X ✓
10. I'm not having fun in the swimming pool.  X  F  X

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

1. Swimming Pol ✓
2. suncreem ✗
3. soap ✗
4. shampo ✗
5. bag ✗

## POST-TEST

NAME : EDY AKBAR.M
NIS : —
CLASS : VIII BC

73.4

Read the text carefully and answer the question.

### Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Last Sunday, it was my Grandpa's birthday. — (T) F ✓
2. On Wednesday, my sister and I went shopping. — T (F) ✓
3. Black is my Grandpa's favourite colour. — T (F) ✓
4. We made a birthday cake in the kitchen. — (T) F ✓
5. My uncle and my aunt come to my house. — T (F) ✗
6. My uncle brought some flowers. — T (F) ✗
7. We sat together in the kitchen. — (T) F ✗
8. My brother said a beautiful prayer. — T (F) ✓
9. Grandpa cut his cake. — T (F) ✗
10. Grandpa was very happy with his present. — (T) F ✓

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ? Granpa ✓
2. What is Grandpa's favourite colour ? blue
3. What did they do in the kitchen ? made a birtday cake ✓
4. Where did they put a big candle in the birthday cake ? made a birthday cake ontop of it ✓
5. Was he happy in his birthday party ? yes ✓

**PRE-TEST**

$$\frac{11}{15} \times 100$$

$$= 73,4$$

NAME : Fiqri wahyudi
NIS :
CLASS : 8C

Read the text carefully and answer the question.

### In the Swimming Pool

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Yesterday, I went to the market with my friends.    T  (F) ✓
2. My bag full by the things I need.    (T)  F ✓
3. I changed my clothes into swimsuit.    (T)  F ✓
4. I do little warming before get into the pool .    (T)  F ✓
5. I ate my frood that I brought from home.    T  (F) ✗
6. I use shampoo to clean my body.    T  (F) ✓
7. I use towel for dry my hair.    (T)  F ✓
8. I brought comb from home    (T)  F ✗
9. I didn't put all the clothes into plastic bag.    (T)  F ✗
10. I'm not having fun in the swimming pool.    T  (F) ✓

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ? Swimming
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

① Swimming pool ✓
② bathroom ✗
③ soap ✗
④ Shampoo ✓
⑤ so my bag would not get wet by water

**POST-TEST**

NAME : FIQRI Wahyudi
NIS :
CLASS : 8 C

*80.*

Read the text carefully and answer the question.

### Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Last Sunday, it was my Grandpa's birthday.   (T)   F   ✓
2. On Wednesday, my sister and I went shopping.   (T)   F   ✗
3. Black is my Grandpa's favourite colour.   T   (F)   ✓
4. We made a birthday cake in the kitchen.   T   (F)   ✗
5. My uncle and my aunt come to my house.   (T)   F   ✓
6. My uncle brought some flowers.   (T)   F   ✓
7. We sat together in the kitchen.   T   (F)   ✓
8. My brother said a beautiful prayer.   T   (F)   ✓
9. Grandpa cut his cake.   (T)   F   ✓
10. Grandpa was very happy with his present.   (T)   F   ✓

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ?   Grandpa  ✓
2. What is Grandpa's favourite colour ?   blue  ✓
3. What did they do in the kitchen ?   made birthday ✗
4. Where did they put a big candle in the birthday cake ?   on top of it.  ✓
5. Was he happy in his birthday party ?   yes. he was  ✓

**PRE-TEST**

NAME    : Hasni Safitri
NIS     :
CLASS   : VIII C

$\frac{10}{15} \times 100$

$= 66,7$

Read the text carefully and answer the question.

**In the Swimming Pool,**

Yesterday, I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun.

After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Yesterday, I went to the market with my friends.      T    (F) ✓
2. My bag full by the things I need.                      (T)   F  ✓
3. I changed my clothes into swimsuit.                    (T)   F  ✓
4. I do little warming before get into the pool .         (T)   F  ✓
5. I ate my frood that I brought from home.               T    (F) ✗
6. I use shampoo to clean my body.                        T    (F) ✓
7. I use towel for dry my hair.                           (T)   F  ✓
8. I brought comb from home                               T    (F) ✗
9. I didn't put all the clothes into plastic bag.         T    (F) ✓
10. I'm not having fun in the swimming pool.              T    (F) ✓

B. **Answer the following question based on the text above !**

1. Where did she go yesterday ?
2. What did she use to prevent sun light burn her skin ?
3. Where did she go to rinse her body ?
4. What did she use to clean her hair ?
5. Why did she put all the wet clothes into the plastic bag?

1). Swimming pool ✓

2). Because this is such a hot day. ✗

3). Soap to clean my body. ✗

4). I use shampoo to clean my hair ✓

5). I wear my clothes and put all the wet clothes into the plastic bag. ✗

# POST-TEST

NAME : Hasni safitri
NIS :
CLASS : VIII. C

73.4

Read the text carefully and answer the question.

## Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

A. **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.**

1. Last Sunday, it was my Grandpa's birthday.      T    (F)  X
2. On Wednesday, my sister and I went shopping.     T    (F)  X
3. Black is my Grandpa's favourite colour.          T    (F)  ✓
4. We made a birthday cake in the kitchen.          (T)   F   ✓
5. My uncle and my aunt come to my house.           (T)   F   ✓
6. My uncle brought some flowers.                   T    (F)  X
7. We sat together in the kitchen.                  T    (F)  ✓
8. My brother said a beautiful prayer.              (T)   F   X
9. Grandpa cut his cake.                            T    (F)  X
10. Grandpa was very happy with his present.        (T)   F   ✓

B. **Answer the following question based on the text above !**

1. Who was birthday last Sunday ?
2. What is Grandpa's favourite colour ?
3. What did they do in the kitchen ?
4. Where did they put a big candle in the birthday cake ?
5. Was he happy in his birthday party ?

1. Granpa  ✓
2. Blue  ✓
3. Birtday cake  ✓
4. on top of it  ✓
5. yes he was  ✓

**Appendix 5 Distribution of t-table**

**Titik Persentase Distribusi t (df = 41 - 80)**

| Pr \ df | 0.25 / 0.50 | 0.10 / 0.20 | 0.05 / 0.10 | 0.025 / 0.050 | 0.01 / 0.02 | 0.005 / 0.010 | 0.001 / 0.002 |
|---|---|---|---|---|---|---|---|
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom  adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

**Appendix 6 Research Allowance**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

INSTITUT AGAMA ISLAM NEGERI PAREPARE

**FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. *1054* /In.39.5.1/PP.00.9/07/2019

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SIDENRENG RAPPANG
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SIDENRENG RAPPANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

| | |
|---|---|
| Nama | : HASRIA. S |
| Tempat/Tgl. Lahir | : SABAH, 18 Desember 1995 |
| NIM | : 15.1300.126 |
| Fakultas / Program Studi | : Tarbiyah / Tadris Bahasa Inggris |
| Semester | : VIII (Delapan) |
| Alamat | : JL. ANDI HASENG, KEL. RIJANG PITTU, KEC. |
| | MARITENGNGAE, KAB.PANGKAJENE SIDRAP |

Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

*"THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY TO IMPROVE THE EIGTH GRADE STUDENTS' ACHIEVEMENT IN READING AT MTSN 2 SIDRAP"*

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

01 Juli 2019

Wakil Dekan I,

Herdah

Tembusan :

1. Rektor IAIN Parepare

**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

## IZIN PENELITIAN

### Nomor : 528/IP/DPMPTSP/7/2019

DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **HASRIA S** Tanggal **10-07-2019**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
   **BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG**
   Nomor **800/630/KesbangPol/2019** Tanggal **10-07-2019**

### M E N G I Z I N K A N

KEPADA

NAMA : **HASRIA S**

ALAMAT : **JL. ANDI HASENG No. 32, KEL. RIJANG PITTU, KEC. MARITENGNGAE**

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

JUDUL PENELITIAN : **"THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY TO IMPROVE THE EIGTH GRADE STUDENTS' ACHIEVEMENT IN READING AT MTS N 2 SIDRAP"**

LOKASI PENELITIAN : **MTSN 2 SIDRAP**

JENIS PENELITIAN : **QUANTITATIF**

LAMA PENELITIAN : **15 Juli 2019 s.d 15 Agustus 2019**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 10-07-2019

Biaya : Rp. 0,00

Tembusan :
- KETUA INSTITUT AGAMA ISLAM NEGERI PAREPARE
- KEPALA SEKOLAH MTSN 2 SIDRAP
- PERTINGGAL

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG
**MADRASAH TSANAWIYAH NEGERI 2 SIDENRENG RAPPANG**
Alamat : Jl. Masjid Agung No. 2 Pangkajene Kel.Lakessi Kab. Sidrap
Telepon (0421) 90344
Email : mtsnpangkajene@yahoo.co.id WEB. MTsN2Sidrap.com

\

**SURAT KETERANGAN**
Nomor : 331/MTs.21.18.01/08/2019

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang, menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | HASRIA. S |
| Tempat Tanggal Lahir | : | SABAH, 18 Desember 1995 |
| Jenis Kelamin | : | Perempuan |
| Instansi/Pekerjaan | : | Mahasiswa (S1) |

Bahwa yang tersebut namanya di atas, Telah melaksanakan Penelitian Skripsi di MTs. Negeri 2 Sidenreng Rappang, Mulai Tanggal 15 Juli 2019 sampai 15 Agustus 2019. Dengan Judul :

**"THE IMPLEMENTATION OF CO-OP CO-OP STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN READING AT MTSN 2 SIDRAP"**

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Pangkajene, 2 Agustus 2019
An Kepala Madrasah,
Wakamad Kurikulum

**SYAHRUNI HS, S.Pd.I**

**Appendix 7 Documentation**

# CURRICULUM VITAE

**HASRIA S,** the writer was born on December 18th, 1995 in Tawau. She is the fourth daughter from seven children, from her beloved parents Mr. Sakkaran and Mrs. Hasnah. She has five brothers and one sister, the first brother name is Tasri, the second brother name is Hasran, the third brother name is Asril, the fourth brother name is Azan Basri, the fifth brother name is Muh. Asrul and the sister name is Hasrina.

In 2007, the writer graduated from SK Tawau II, Sabah, Malaysia. In 2010, she graduated from MTsN Pangkajenne, Sidrap. In 2013, she graduated from SMAN 1 Pangsid, Sidrap. In 2015, the writer continued her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During her studys in IAIN Parepare, she actives in Lembaga Pers Mahasiswa (LPM) RedLine IAIN Parepare 2016-2018. On 2019, she completed her skripsi with the title "The Implementation of Co-Op Co-Op Strategy to Improve the Eighth Grade Students' Achievement in Reading at MTs N 2 Sidrap".