

**THE EFFECTIVENESS OF “GIVE ONE-GET ONE” ACTIVITIES
TO IMPROVE THE STUDENTS’ READING COMPREHENSION
AT THE ELEVENTH YEAR OF MADRASAH ALIYAH
AL MUBARAK DDI TOBARAKKA
KABUPATEN WAJO**



By

EKA SAFITRI
Reg. Num. 14.1300.120

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

**THE EFFECTIVENESS OF “GIVE ONE-GET ONE” ACTIVITIES
TO IMPROVE THE STUDENTS’ READING COMPREHENSION
AT THE ELEVENTH YEAR OF MADRASAH ALIYAH
AL MUBARAK DDI TOBARAKKA
KABUPATEN WAJO**



By

EKA SAFITRI

Reg. Num. 14.1300.120

**Submitted to English Program of Tarbiyah and Adab Department of
State Islamic Institute (IAIN) Parepare in Partial Fulfillment
of the Requirements for the Degree
“Sarjana Pendidikan (S.Pd.)”**

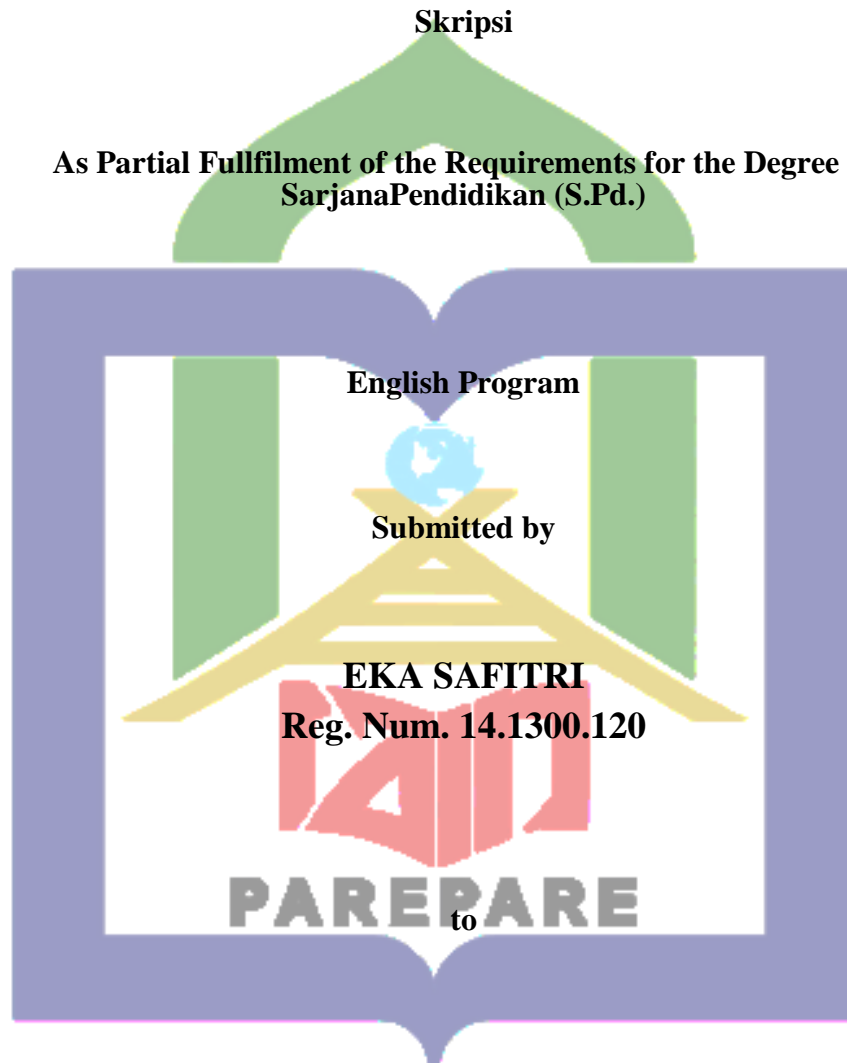
**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

**THE EFFECTIVENESS OF “GIVE ONE-GET ONE” ACTIVITIES
TO IMPROVE THE STUDENTS’ READING COMPREHENSION
AT THE ELEVENTH YEAR OF MADRASAH ALIYAH
AL MUBARAK DDI TOBARAKKA
KABUPATEN WAJO**

Skripsi

**As Partial Fullfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : EKA SAFITRI
The Title of Skripsi : The Effectiveness of "Give One-Get One"
Activities to Improve the Students'
Reading Comprehension at the Eleventh Year
of Madrasah Aliyah Al Mubarak DDI
Tobarakka Kabupaten Wajo
Student Reg. Number : 14.1300.120
Department : Tarbiyah and Adab
Study Program : English
By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab
Sti. 08/PP.00.9/2728/2017

Has been legalized by
Consultants

Consultant : Dra. Hj. Nanning, M.Pd.
NIP : 19680523 200003 2 005
Co-Consultant : Drs. Ismail Latif, M.M.
NIP : 19631207 198703 1 003

(.....)
(.....)

Approved by

Plt. The Chairman of Tarbiyah and Adab Department



Bahdar, S.Ag., M.A.

NIP. 19720505 199803 1 004

SKRIPSI

THE EFFECTIVENESS OF "GIVE ONE-GET ONE" ACTIVITIES TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR OF MADRASAH ALIYAH AL MUBARAK DDI TOBARAKKA KABUPATEN WAJO

Submitted by

EKA SAFITRI
Reg. Num. 14.1300.120

Had been examined of October 25th, 2018 and had been declared
that it had fulfilled the requirements

Approved by
Consultant Commissions

Consultant : Dra. Hj. Nanning, M.Pd.
NIP : 19680523 200003 2 005
Co-Consultant : Drs. Ismail Latif, M.M.
NIP : 19631207 198703 1 003

(.....)
(.....)

Rector of State Islamic Institute (IAIN) Plt. The Chairman of Tarbiyah and
Adab Department



Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002



Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

ENDORSEMENT OF EXAMINER COMMISIONS

Name of the Student : EKA SAFITRI
The Title of Skripsi : The Effectiveness of "Give One-Get One"
Activities to Improve the Students' Reading
Comprehension at the Eleventh year of Madrasah
Aliyah Al Mubarak DDI Tobarakka Kabupaten
Wajo
Student Reg. Number : 14. 1300.120
Department : Tarbiyah and Adab
Study Program : English
By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab
Sti. 08/PP.00.9/2728/2017
Date of Graduation : October 25th, 2018

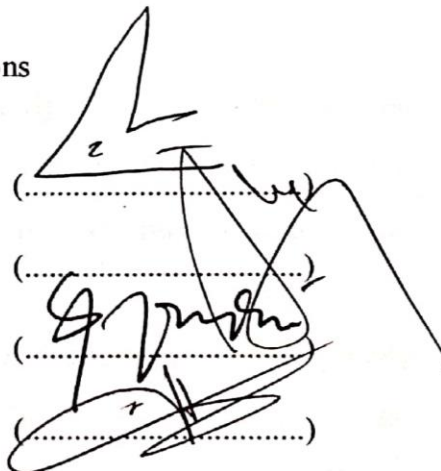
Approved by Examiner Commisions

Dra. Hj. Nanning, M.Pd. (Chairman)

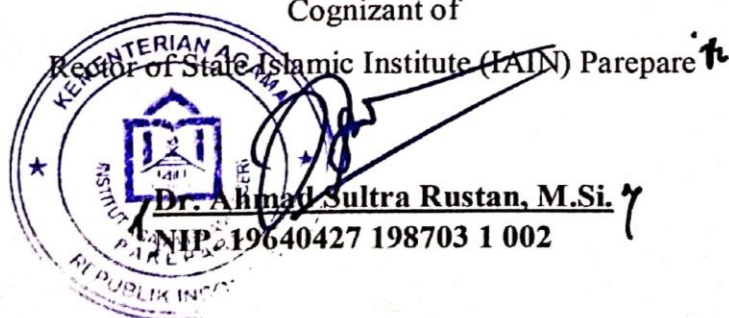
Drs. Ismail Latif, M.M. (Secretary)

Dr. H. Saepudin, S.Ag., M.Pd. (Member)

Mujahidah, M.Pd. (Member)



Cognizant of



ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘aalaamiin, the writer would like to express her sincere gratitude to Allah swt. Lord of the Word, for the health and the strength that Allah has given to the writer in writing this research. Peace and salutation be upon the prophet Muhammad saw. his family, his companions as well as his followers.

The writer would like to express her highest appreciation and admiration to many people especially to her beloved parents and family who have giving endless love, advice, support, and pray to Allah for writer success.

First of all, the writer like to express her sincere gratitude and loving goes to her parents, Ambo Asse and Hatijah for their support, care, prayer, and endless love. Special thanks to her brother Asrijal as well as other relatives, for their love, prayers and material support during her life.

Her greatest thanks to the first consultant, Dra. Hj. Nanning, M.Pd. and the second consultant, Drs. Ismail Latif, M.M. who have given their valuable time not only for reading, correcting and improving this skripsi but also for encouraging the writer to finish this skripsi.

This skripsi is not merely the writer own work because of having greatly improved by some great peoples around the writer who suggested and guided by giving comments and advise to make it better. Therefore, the writer also would like to give her gratitude to all people who have helped her completing this skripsi, particularly to:

1. Her gratitude is addressed to Mr. Dr. Ahmad Sultra Rustan, M.Si. as the rector of State Islaimc Institute (IAIN) Parepare for his great motivation during the researcher period of studied at State Islaimc Institute (IAIN) Parepare.
2. Special thanks to Mr. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah Department of State Islaimc Institute (IAIN) Parepare and Mrs. Mujahidah, M.Pd. as the chairman of English Program Study of State Islaimc Institute (IAIN) Parepare.
3. Deepest to all the lectures in English Education Department for all the support, guidance, encouragement and knowledge for the researcher during her study in State Islaimc Institute (IAIN) Parepare.
4. Great thanks to the chairman of the library and his staff who have attendance and support to finishing her study specially her skripsi in State Islaimc Institute (IAIN) Parepare.
5. Great thanks to Mr. Abdul Rasak, S.Pd.I., MA. the principal of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo who has permitted the writer to undertake the researcher. Then, thanks to Mrs. Yeni Kumalasari, S.Pd.I. as the English teacher who has helped and treated the writer well. And also thank to students of Class XI IPA¹ and XI IPA² Madrasah Aliyah Al Mubarak DDI Tobarakka for their willingness to participate in this research.
6. Thanks to the head of PASIH Mr. Dr. H. MukhtarYunus, Lc., M. Th.I. to allow the writer stay in dormitory for 4 years and his staff.
7. Great thanks to Ms. Faridah Binti Abdul Rauf, M.Pd. for her suggestion and support in finishing this research.

8. Special for her best friends (Hasniati, Intan Pertiwi, Suci Ramadhani, Asriani, Hasbawati, Sitti Sakinah, Sitti Hafidsah, Suarni Sunusi, Jumriati, and Herawati) for their support, entertain the writer and always accompany the writer write her skripsi. And also her beloved sisters and brothers (Hasmia Husni, Sitti Urwatun Hafidsah, Afrisal Efendi, Muh. Refky, and Ilham Rahmatullah) for encouragement, support the writer to finish her skripsi.
9. Thanks to all of the Mudabbir and Mudabirrah of Dormitory and Ma'had Jami'ah for your togetherness.
10. The special one Ibrahim who always give support and motivation to finishing her skripsi.
11. Great thanks also due to others that the writer could not mention one by one who have helped the writer during the time of writing.

Finally, the researcher truly realizes that her skripsi needs the constructive criticism and suggestion from the reader in order to make it perfect and hopefully it can be useful for the readers. So any criticisms, idea and suggestion for the improvement of this skripsi are greatly appreciated.

Parepare, July 20th 2018

The Writer



EKA SAEFURI

Reg. Num. 14.1300.120

DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name : EKA SAFITRI

Reg. Num : 14.1300.120

Place and Date of Birth : Ading, on August 28th 1995

Study Program : English

Department : Tarbiyah and Adab

Title of Skripsi : The Effectiveness of “Give One-Get One” Activities

To Improve the Students’ Reading Comprehension
at the Eleventh Year of Madrasah Aliyah AlMubarak
DDI Tobarakka Kabupaten Wajo

Stated that this skripsi is her own writing and if it can be proved that is copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, July 20th 2018

The Writer



EKA SAFITRI
Reg. Num. 14.1300.120

ABSTRACT

Eka Safitri. *The Effectiveness of “Give One-Get One” Activities to Improve the Students’ Reading Comprehension at the Eleventh Year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.* (Supervised by Hj. Nanning and Ismail Latif).

The researcher aimed to find out whether effective or not using “Give One-Get One” activities to improve the student’s reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo. Generally, “Give One-Get One” activity is a social way for students to tap into and build background knowledge for a text.

The researcher used Quasi-experimental method with two groups. The population was three classes which consisted of 79 students. The sample was taken by purposive sampling. Purposive sampling is a deliberate sampling of the sample’s requirements necessary. The researcher took two classes namely one class as experimental class and one class as control class. 30 students in XI IPA¹ class as experimental class and 25 students in XI IPA² class as control class. Both of them have 55 students. In collecting the data, the researcher used instrument in the form of multiple choice test of narrative text which had been tried out before the treatments. The instrument was given in pre-test and post-test.

Based on the analysis, it was obtained that $t\text{-table } 2.009 < t\text{-test } 3.69$. It meant H_a was accepted and H_o was rejected. Therefore, “Give One-Get One” activities effective to improve the student’s reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.

Keywords: Reading Comprehension, “Give One-Get One” activity

TABLE OF CONTENTS

COVER	i
SUBMISSION PAGE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	v
ACKNOWLEDGEMENT	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	x
ABSTRACT	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURE	xv
LIST OF APPENDICES	xvi
CHAPTER 1 INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	3
1.3 Objective of the Research	3
1.4 Significance of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Partinent Ideas	5
2.2 Previous Related Research Finding	21
2.3 The Conceptual Framework	23
2.4 Hypothesis	25
2.5 Operational Defenition of Variables	25

CHAPTER III RESEARCH METHOD

3.1 Design of the Research	26
3.2 Location of the Research	26
3.3 Population and Sample	27
3.4 Instrument of the Research	28
3.5 Procedure of Collecting Data	29
3.6 Technique of Data Analysis	32

CHAPTER IV FINDING AND DISCUSSION

4.1 Finding	37
4.2 Discussion	44

CHAPTER V CONCLUSSION AND SUGGESTION

5.1 Conclusion	51
5.2 Suggestion	52

BIBLIOGRAPHY	53
--------------------	----

APPENDICES

LIST OF TABLES

Number of Table	Tittle of Table	Page
2.1	The procedure of “Give One-Get One” activity	21
3.1	The Distribution of the Eleventh year Students of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo	27
3.2	Technique of data Analyzis	33
3.3	Score Classification for the Students’ Reading Comprehension	33
4.1	The Classification of the Student’s Pretest Score in Experimental Class and Control Clas	39
4.2	The Classification of the Student’s Posttest Score in Experimental Class and Control Class	40
4.3	The Student’s Mean Score and Standard Deviation in Pretest and Posttest both of in Experimental Class and Control Class	42
4.4	The Result of Statistical Analysis of Students’s Reading Comprehension	43

LIST OF FIGURES

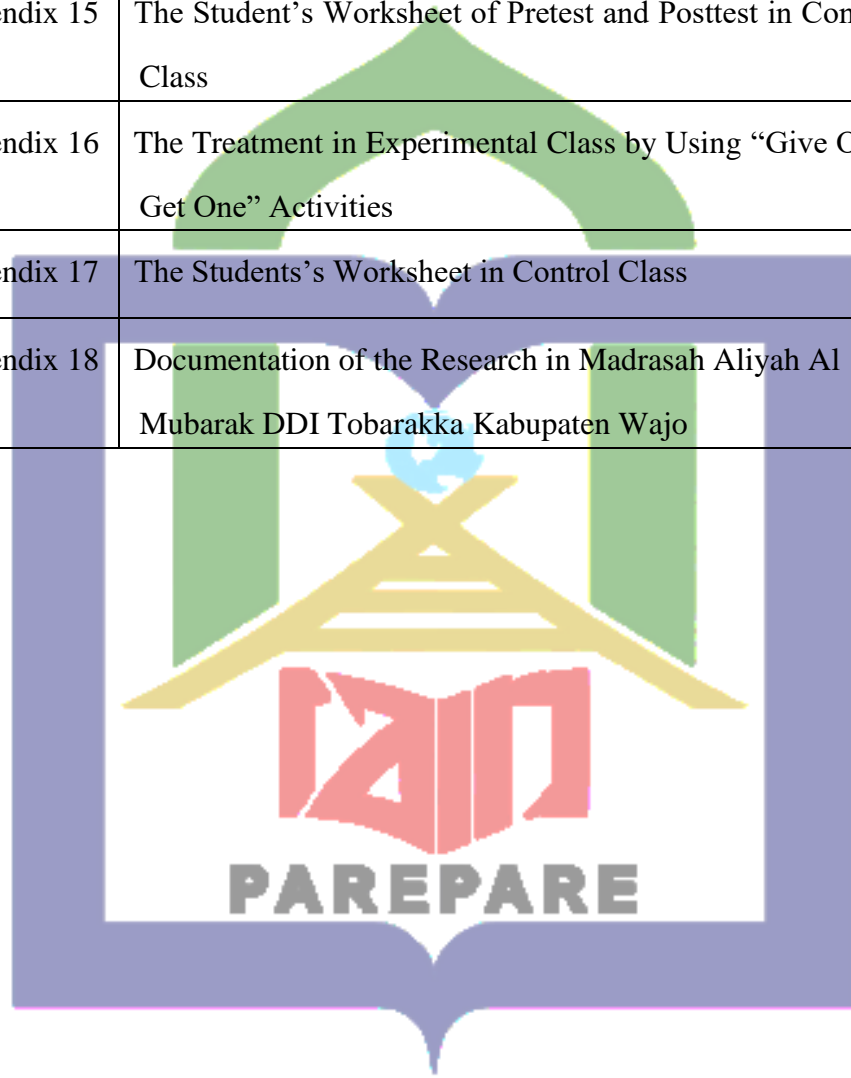
Number of Figures	Title of Figures	Pages
2.1	The Conceptual Framework of the Research	23



LISTS OF APPENDICES

Number of Appendices	Title of Appendices	Pages
Appendix 1	Transcript Reading Material of the Pre Test	56
Appendix 2	Instrument of the Pre Test	57
Appendix 3	Transcript Reading Material of the Post Test	59
Appendix 4	Instrument of the Post Test	60
Appendix 5	Learning Scenario/ RPP (Experimental Class)	62
Appendix 6	Learning Scenario/ RPP (Control Class)	67
Appendix 7	The Reading Material of Experimental and Control Class in the First to Fourth Meeting	71
Appendix 8	The Score of Pretest and Posttest in Experimental Class	80
Appendix 9	The Mean and the Standard Deviation of the Students in Pretest and Posttest of Experimental Class	84
Appendix 10	The Score of Pretest and Posttest in Control Class	85
Appendix 11	The Mean and the Standard Deviation of the Students in Pretest and Posttest of Control Class	89
Appendix 12	The Application of T-test Formula for Pretest and Posttest in Experimental and Control Class	90

Appendix 13	Distribution of T-table	92
Appendix 14	The Student's Worksheet of Pretest and Posttest in Experimental Class	93
Appendix 15	The Student's Worksheet of Pretest and Posttest in Control Class	101
Appendix 16	The Treatment in Experimental Class by Using "Give One-Get One" Activities	109
Appendix 17	The Students's Worksheet in Control Class	112
Appendix 18	Documentation of the Research in Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo	117



CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the four skills in English that is taught in teaching and learning process. Reading is a skill the teachers expect learners to acquire in foreign language learning. No wonder, through reading the students can learn many things. On the other words, the more the learner reads, the more knowledge the learner gets, hence, a strong correlation between reading and academic success is shown.

Teaching reading cannot be separated from an understanding of what the contents of the material presented. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teacher.

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 general improvement in their language skills (Bamford & Day; 2004, Robb, & Kob, 2013).¹

So far, teaching and learning process of reading comprehension at Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo still happen in conventional strategy. The teacher asks the students to read the text, gives some questions, and explains the text without involving the students to find out the information in the text. These teaching strategies make students feel bored or sleepy. Many students often get difficulties because the learners lack of basic reading comprehension, lack of vocabulary, and lack of pronunciation of vocabulary. Therefore they do not have motivation in reading. They need a good and effective activity teaching language that can help them to overcome the learners' problem.

There are some strategies, method, technique, activity can be used by the teacher to make the students engage in teaching and learning process especially in reading comprehension to share information with their friends, one of the activities the teacher may use is Give One-Get One activity.

Based on the problem above, the researcher is interest to apply "Give One-Get One" activity to overcome the problem. "Give One-Get One" activity is an activity to make the students active in the class, to increase their motivation, to increase their knowledge, and to work together each other. This activity is suitable for senior high school because it is easy to divide it into a group, they have owned ability to read English text book as well.

¹Joanne Kilgour Dowdy and Yang Gao, "Pump It Up Literacy Activities for the Classroom", (Rotterdam: Sense Publishers, 2016), p. 153.

It can be concluded that “Give One Get One” activity is an alternative way to improve the student’s reading comprehension. Furthermore, that activity is classroom activity that gives chance to the students to interact and express their own idea to other students and get idea from the whole students in the class.

In relation with the background above, the researcher is interested in conducting a research by the title “The Effectiveness of “Give One-Get One” Activities to improve the Students' Reading Comprehension at the Eleventh Year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo”.

1.2 Problem Statement

Based on the background above the researcher formulates the research question as follow: “Is the Give One-Get One activity effective to improve the student’s reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo?”

1.3 Objective of the Research

In relation the problem statement mentions previously, the objective of the research is: to find out whether effective or not using Give One-Get One activity to improve the student’s reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.

1.4 The Significance of the Research

The significant of the research is expected to be a piece of useful contributions to academics partial development:

- 1.4.1 The researcher is expected that this research will be useful for increasing researcher's knowledge about activities to improve the students' reading comprehension.
- 1.4.2 For the teacher, this research will be useful as information to English teacher to apply this activity in helping students to improve their reading comprehension.
- 1.4.3 For the students, it can be used as activities to help the students in learning English.
- 1.4.4 To other researcher, it will be useful information for the next researcher who wants to carry out the same research in different aspects from this research.

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Reading

2.1.1.1 The Definition of Reading

There are some definitions of reading according to experts. Harcourt Brace Jovanovich states that reading is more than just assigning foreign language sounds to the written words; it requires the comprehension of what is written.² Given comprehension is the goal of reading we feel that it should be given equal attention to decoding when children are learning to read and particularly as children begin reading to learn. There are a number of reasons for highlighting the importance of comprehension; perhaps the most significant is that engagement with meaning is more likely to sustain motivation and thereby increase the time children spend reading.³

Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes.⁴ It is obvious that reading is an interaction of the reader and the text.⁵ Furthermore, to make the reading as a meaningful activity, the text must be comprehended. Here, it can be assumed that to

²Harcourt Brace Jovanovich, "Classroom Techniques: Foreign Languages and English as a Second Language (United States of America: [n.p], 1972), p. 249.

³Paula J. Clarke, et al., eds., *Developing Reading Comprehension* (UK: Wiley-Blackwell, 2014), p. 23.

⁴David Nunan, *Designing Tasks for the Communicative Classroom* (New York: Cambridge University Press, 1989), p. 33.

⁵George Brown and Madeleine Atkins, *Effective Teaching in Higher Education* (USA: Association with Methuen, Inc, 1935), p. 172.

get the comprehension, not only usual reading but also well vocabulary and good decoding process are needed.

Purposeful reading is as a major factor in promoting comprehension. The ability of the reader establishes a purpose when reading sets the limits for completing the job efficiently. A major vehicle for teachers to utilize in fostering growth in purposeful reading is the proper framing of classroom questions in relation to the desired reading comprehension outcome. Providing children with specific questions prior to reading helps engage them in learning, direct their purposes for reading, and regulate their depth and rate of reading.⁶

In the definition above it can be concluded that reading is an activity to get ideas between the writer and the reader to understand what they read or to get information from the text to draw a conclusion of the information. Moreover, in reading the reader have connected between her/his eyes and brain to get the meaning of the text and the reader have to effort to understand of the text by the bulid reader's critical thinking.

2.1.1.2 Kinds of Reading

In teaching reading, there are kinds of reading that the teacher may use are:

2.1.1.2.1 Skimming

Skimming is a process of reading which the reader only read the main idea in each paragraph. In this activity, the reader does not allow students to read all of the text. It is because the skimming activity make the reader know the contant of a paragraph by read the main idea in the first sentence in each paragraph. On the other

⁶Arthur W. Heilman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading*(Columbus, Ohio: Charles E. Merrill Publishing Co, 1981), p. 247.

word, skimming is not only very fast reading but also very useful skill. It will allow the reader to get information quickly from anything read.⁷

2.1.1.2.2 Scanning

As Grellet, 1981 states that scanning is a reading activity to locate specific information; often we do not even follow the linearity of the passage to do so. The reader needs not read the whole text because his purpose is to find specific information that he wants to know from the passage such as place, times characters, or happenings.⁸ It presses the reader only read what they need to read. In other word, it refer to make the reader find out the information that they search for.

2.1.1.2.3 Extensive Reading

Extensive reading helps students to acquire vocabulary and grammar and that, furthermore, it make students better reader.⁹ 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.¹⁰

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 this type of reading task. As Phillips explains that understanding in general way the author's intent, getting the main ideas,

⁷Edward B. Fry, Ph.D, *Skimming and Scanning* (USA: Jamestown Publishers, 2000), p.1.

⁸Cucu Sutarsyah, *Understanding English Text some Strategies for Effective Reading for Non-English Students* (Jakarta: RajaWali Pers, 2016), p. 59.

⁹Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (Cambridge, UK: Longman, 2001), p. 228.

¹⁰Joanne Kilgour Dowdy and Yang Gao, "Pump It Up Literacy Activities for the Classroom" (Rotterdam: Sense Publishers, 2016), p. 153.

and reacting to the material personally are also reading goals when reading extensively.¹¹

2.1.1.2.4 Intensive Reading

Intensive reading focused on the content and grammatical structure repeat themselves and students get many opportunities to understand the meanings of the text. The successful of intensive reading on improving reading comprehension 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.¹²

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

2.1.1.3.2 Skimming/Scanning Stages

Phillips points out that killed readers do some scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second language students. Swaffar (1983) proposes that teachers have students move directly

¹¹ Alice Omaggio Hadley, *Teaching Language in Context*, Second Edition (Boston, Massachusetts: Heinle and Heinle, 1993), p. 197-198.

¹² Maija Macleod, *Types of Reading*. <https://slllc.ucalgary.ca/Brian/611/readingtype.html> (06 March 2018).

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, Phillips states, “in the final analysis, conscious, detailed decoding is not a common goal of reading”. Rather, fluency and rapid understanding are the most common objectives in reading, and it is only when 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

Phillips states that reading comprehension exercises 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 the reading process.

2.1.1.3.5 Transferable/Integrating Skill

Phillips maintains that exercises should be used that help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies per se. Exercise that encourage contextual guessing, selective reading from main ideas, appropriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage.¹³

¹³Alice Omaggio Hadley, *Teaching Language in Context*, Second Edition, p. 199-201.

2.1.2 The Concept of Reading Comprehension

2.1.2.1 The Definition of Reading Comprehension

Comprehension is ability to understand something, based on the definition by Oxford dictionary.¹⁴ Comprehension involves a range of skills, moving from the easy to the difficult in terms of the demands they place on the reader.¹⁵ So, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.¹⁶ It means that, the writer and the reader have to build the same ideas to comprehend or to get same perception which is they read.

Gary Wolley states that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding the information of the text children developed mental models, or representations of meaning of the text ideas during the reading process.¹⁷ Moreover, the reader comprehends the ideas from the text with the intellect by analyzing and organizing ideas to get accurate ideas or information.

¹⁴Victoria Bull, *Oxford Learner's Pocket Dictionary* (Oxford New York: Oxford University Press, 2008), p. 86.

¹⁵Louis Fidge, *Reading Comprehension Teacher's Book 1-2* ([n.p]: Macmillan Foundation Skill, 2002), p. 1.

¹⁶Arthur W. Heilman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading*, (Columbus, Ohio: Charles E. Merrill Publishing Co, 1981), p. 242.

¹⁷Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties* (London New York: Springer Science + Business Media B.V, 2011), p. 15.

Therefore, reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other word, the reader is understanding all or most of the thoughts the author intended to communicate. Added to this, reading comprehension is the process to make the meaning of the text from writer that involves experince and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

2.1.2.1 Reading Comprehension Strategies

There are some strategies in teaching reading comprehension in the class, they are:

2.1.2.1.1 Activating or Building Background Knowledge

Assessing and building background knowledge provide critical support for reading comprehension. This strategy can be taught by making text-to-self, text-to-text, and text-to-world connections before, during, and after reading.¹⁸

2.1.2.1.2 Using Sensory Images

Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences.¹⁹

¹⁸Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact* (United States of America 1976), p. 25.

¹⁹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 46.

2.1.2.1.3 Questioning

Questioning is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning.²⁰ Therefore questioning is very useful for comprehending reading text.

2.1.2.1.4 Making Predictions and Inferences

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge. One important aspect of teaching prediction and inference is recognizing that whether readers' logical predictions or inferences match the authors' and illustrators' intentions is not as significant as the readers' active interaction with the text.²¹

2.1.2.1.5 Determining Main Ideas

Sorting out what is important in the deluge of information is a key to making sense and using information to generate knowledge. This is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader.²²

2.1.2.1.6 Using Fix-Up Options

Using the fix-up strategy is one of the important tools students can develop to improve students' reading comprehension. Fix-up options are only as effective as readers' ability to monitor their own understanding of texts. Educators and students

²⁰Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 64.

²¹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 83.

²²Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 103.

can share the many ways they realize when they have lost track of the meaning of something they are reading.²³

2.1.2.1.7 Synthesizing

Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and add their own interpretations.²⁴

2.1.2.2 Levels of Comprehension in Reading

As Berry assert that there are some levels of comprehension. In this case, levels mean different depth of understanding, different analysis of what is meant. They are:²⁵

2.1.2.2.1 Literal Level

The basic facts are understood of reading comprehension. The question in literal level can be answered by reading to approach the new information of the text at glance because it is usually directly stated in the text.

2.1.2.2.2 Inferensial Level

The reader is able to go beyond what is written on the page, add meaning, and draw the conclusion. The answers are not stated directly in text but if it is often implied in the text.

2.1.2.2.3 Applied Level

The reader is attempts to examine the message from the author and applyb the message in other setting such as article, essay, report etc.

²³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 120.

²⁴Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing your Impact*, p. 134.

²⁵Jame Berry, *Levels of Reading Comprehension*, <http://www.sc4.edu> (accessed on October 28, 2018).

2.1.2.3 Reading Comprehension in the Classroom

As Franfoise Grellet states that there are two steps teaching reading comprehension in the classroom, they are:

2.1.2.3.1 Constructing Exercises

There must be variety in the range of exercises. This is an important factor in motivation and it is necessary if different skills are to be covered. On the other hand, a text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

2.1.2.3.2 Classroom Procedures

The first point to be noted when the teacher practices reading in the classroom is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.²⁶

2.1.3 The Concept of the Effectiveness

The effectiveness also refers to goal attainment. Therefore, the attainment of educational goals is central to the concept of educational effectiveness. As Drucker asserts that the effectiveness is to do the right things that is more important than doing the thing right.

²⁶Franfoise Grellet, *Developing Reading Skills a Practical Guide to Reading Comprehension Exercises* (United States of America: Cambridge University Press, 1981), p. 10-11.

Defining effective teaching must be done in relation to understand the objectives of education. Promoting the students' cognitive development can be seen as one of the prime purpose of education and teaching.²⁷

2.1.4 The Concept of “Give One-Get One” Activities

Several theories about “Give One-Get One” activity have been stated by a number of experts. Commander (1997: iv) explains that active learning gives the chance to the students to work with other students. According to Tolbert (1997:3) “give one get one strategy provides the great review and enables students to gather information from each other.” Meanwhile, Lim (2009: 22) stated that “give one get one is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It is also stimulate the students before they share the idea in the classroom. Furthermore, Guillaume (2007: 176) states that, “give one get one strategy invites the learners move around the room in sharing an idea and collecting it from the peers.”²⁸

Kagan, 1997 states in Jeff's book that Give One-Get One is a social way for students to tap into and build background knowledge for a text. It is similar to a brainstorm session but has a more communicative twist.²⁹ As, Anreta explains about

²⁷James Ko, Pamela Sammons, and Linda Bakkum, *Effective Teaching* ([n.p]:Educational Development Trust, 2016), p. 12

²⁸Windi Chersia, Desmawati Radjab, and Refnaldi, “The Effect of “Give One Get One” Strategy and Motivation on Students’ Reading Comprehension of Narrative Text at Grade X of Sman7 Padang 2014/2015 Academic Year”, *Journal English Language Teaching (ELT)*, vol. 1, no. 1 (March 2015), p. 3. <http://ejournal.unp.ac.id/index.php/elt/article/download/4625/3664> (accessed on January13, 2018).

²⁹Jeff Zwiers, *Building Reading Comprehension Habits in Grades 6-12 : A Toolkit of Classroom Activities* , Second Edition (Newark: the International Reading Association, 2010), p. 79.

Give One Get One activity is a brainstorming session that allows students to tap into prior knowledge regarding a subject area.³⁰

Preszler states in his book that Give One-Get One allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this strategy. June explains in his book that the strategy can be used during the study of a lesson to reinforce key concepts or as a review after completing a unit of study.³¹ As, Judy said that purpose of this activity is a technique used to initiate physical movement to promote students to think divergently and to generate many ideas quickly.³²

Based on the definition above the researcher can conclude that “Give One-Get One” activity is one of cooperative learning which the students are divided into several groups that consist of 3, 4, or 5 students each group. Furthermore, the students will give a text to not only read but also understand the written. So, from that activity the students get ideas and information about the materials to discuss with their friends. On the other hand, “Give One-Get One” activity is an activity to stimulate the students to express their own ideas to other students in the class. Added to this, the students meet their friends to get ideas that have limited time to ask another student. In other word this activity stimulates students active talking in the class.

³⁰Anreta, “The How To Reading Strategies” <http://www.tips-for-teachers.com> (accessed on March 08, 2018).

³¹June Preszler, *Strategies to Help Struggling Readers Grades 4-12* (Black Hills Region 7: South Dakota Department of Education, 2015), p. 22.

³²Commander Judy, *Effective Teaching Strategies and Tools* (New York: Clayton Country Public Schools, 1997), p. 4.

2.1.4.1 The Purposes of Give One Get One Activity

The purposes of “Give One-Get One” activities are giving a clarity about a reading material. Students are not only yield some of the greatest leaps in comprehension and long-term retention of information but also as a quick way for students to process what is presented while relieving the stress on bone growth plates that is caused by sitting. The most important of this activity is helping students to improve student’s comprehension and give each student’s long term memory the boost it needs. Another purpose is helping the students in masterful artwork, simulation activity or memorizing by rote.³³

2.1.4.2 Procedure of Using “Give One-Get One” Activities

Jeff states that there are procedures that the teacher may use to apply “Give One-Get One activities” are:

1. Generate a topic idea from the text and put it on the board.
2. Have students fold a piece of paper in half horizontally and number 1 through 4 above the fold and 5 through 8 below, as shown.
3. Have students write down ideas related to the topic.
4. Have students circulate throughout the room and exchange their ideas for at least three different ideas from other students, which go on lines 5 through 8. They need to get the student’s name for each corresponding idea and write it in the “From” column.

³³Yusparizal, “The Effect of Using Share One Get One Toward Reading Comprehension in Hortatory Exposition Text of the Second Year Students of State Senior High School 1 Kampar, Air Tiris, Kampar Regency” (Thesis; Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau: Pekanbaru, 2013), p. 25. http://repository.uin-suska.ac.id/8328/1/2013_2013471PIPS-E.pdf (accessed on March 08, 2018).

5. After several minutes, have students regroup and share with the class the ideas they heard from other students.
6. Have students use academic language such as “Julie had a similar thought,” “Manuel predicts that...,” or “Katia differs in opinion because she....”
7. Discuss all the responses and then introduce the text.³⁴

Doing Give One-Get One activity based on the procedures as have been explained that are: The researcher selects a topic/reading text. Next the researcher passed a piece of paper for each students where have been divided a piece of paper in the left side put five ideas from 1 student (Give One) and right side put five ideas from 3 students (Get One) as shown. In the next time, the students wrote down his/her ideas/answers related to the topic on the piece of paper and moved around in the classroom to get her/his ideas related to the topic on the piece of paper. Finally, the students regrouped and shared with the class the ideas that heard from other students.

This activity is easier applied and easy to help students more active in learning reading because the students are not only read the text but also express their ideas to onother after reading the text.

2.1.4.3 Advantages of “Give One-Get One” Activities

The discussion about the Give One-Get One strategy produces some assumptions about the advantages of using this strategy for teaching reading. Moreillon (2007: 64) states that Give One-Get One strategy helps the reader achieve comprehension and offers a window into the deeper meaning associated with

³⁴ Jeff Zwiers, *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities*, Second Edition, p. 79-80.

accessing the author's and illustrator's message or theme and personal meaning made by the reader himself.

Give One-Get One strategy also makes students being active participants in the discovery of main point of all the entire reading passage or each paragraph, then allow students to share their thought processes with one another and understand the different ways to derive meaning of the reading passage, so that the students will active and attract to guess the meaning of each sentence in a paragraph. Then, teaching reading will be optimal when the students became active participant during teaching and learning process.³⁵

2.1.4.4 Disadvantages of “Give One Get One” Activities

Judy in Yusparizal's research implies some disadvantages of using Give One Get One activities are “Give One-Get One” activity needs more time to discussion and division of the group in pairs and sharing between students make less conducive.³⁶ Therefore, applying this activity needs more time because in the last procedures, the students are not abandoned to regroup and discuss ideas that have been gotten from their firends but also retell the ideas that have been gotten in front of the classroom.

³⁵Nova Novita, “Teaching Reading Comprehension by Combining Give One Get One Strategies and Request Strategy at Junior High School,”*Jurnal Wisuda ke-49 Mahasiswa Prodi Bahasa Inggris*, vol. 1 no. 1 (2014), p. 8.<http://download.portalgaruda.org/article.php> (accessed on January 13, 2018).

³⁶Yusparizal, “The Effect of Using Share One Get One Toward Reading Comprehension in Hortatory Exposition Text of the Second Year Students of State Senior High School 1 Kampar, Air Tiris, Kampar Regency”(Thesis; Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau: Pekanbaru, 2013), p. 25. http://repository.uin-suska.ac.id/8328/1/2013_2013471PIPS-E.pdf (accessed on March 08, 2018).

2.1.4.5 Teaching Reading Comprehension through “Give One-Get One” Activities

The teacher will give reading text and ask students to read the text carefully. A few minutes later the teacher poses questions and provide students with Give One-Get One worksheet which are two columns, Give One at the top of left column and Get One at the top of right column. Then, ask the students to stand up and move around the room to make connections with other students’ responses. Each time a student “connects” with a new student, he/she needs to give the student a different idea and get another idea in return (new ideas should be added to student’s original list). If both participants have the same ideas, they need to work together to generate a new idea. They then can continue their journey connecting with other students. The teacher then provides the students with a goal for the number of different ideas to collect and a time limit within which they have to collect them. It is important that students are reminded to work with only one student at a time (before they move to another student). Students should not form small groups to collect ideas. The point of the strategy is for students to meet other students and to move from one person to other sharing and revising ideas.³⁷

³⁷Commander Judy, *Effective Teaching Strategies and Tools*, p. 4.

Table 2.1 Procedure of Give One-Get One activity

Topic: _____

Ideas I Will Give	Ideas I Will Get		
Name:	Name:	Name:	Name:
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

2.2 Previous Related Research Finding

There are some researchers have found related result referred to particularly in improving reading comprehension by using a lot of kinds of methods, techniques, strategies, and activities.

Windi Chersia, Desmawati Radjab, and Refnaldi in their research about The Effect of “Give One Get One” Strategy and Motivation on Students’ Reading Comprehension of Narrative Text at Grade X of SMAN 7 Padang 2014/2015 Academic Year stated that students who were taught using the “Give One Get One” strategy achieved better results in reading comprehension than students taught by small group discussion strategies. The result also showed that there was no interaction between the strategies used and the students’ learning motivation. This was indicated by the reading comprehension of low motivated students do not exceed the reading

comprehension of students who were highly motivated. This means that the “Give One Get One” strategy able to improve students’ reading comprehension.³⁸

Fardan, Improving the Speaking Ability of the Tenth Year Student of MA Muhammadiyah Punnia Pinrang Through Give One Get One Move On Strategy. in his research found that use of give one get one move on strategy had been used in junior high school, state high school and in vocational high school. All the result showed that give one get one strategy improve the students’ learning achievement. Meanwhile the researcher used the strategy to improve the students speaking ability at Madrasah Aliyah where give one get one move on strategy never been used before. The result showed that this strategy improved the students speaking ability significantly.³⁹

Based on the researchers above who have been done their research about Give One-Get One strategy, the researcher can conclude that Give One-Get One activity is one of cooperative learning which arrange students into groups and it make students more active in the class especially in teaching reading. So, this activity is suitable to use in teaching reading comprehension.

³⁸Windi Chersia, Desmawati Radjab, and Refnaldi, “The Effect of “Give One Get One” Strategy and Motivation on Students’ Reading Comprehension of Narrative Text at Grade X of Sman7 Padang 2014/2015 Academic Year”, *Journal English Language Teaching (ELT)*, vol. 1, no. 1 (March 2015), p. 3. <http://ejournal.unp.ac.id/index.php/elt/article/download/4625/3664> (accessed on January 13, 2018).

³⁹Fardan, “Improving the Speaking Ability of the Tenth Year Student of Ma Muhammadiyah Punnia Pinrang Through Give One Get One Move On Strategy” (Skripsi; Tarbiyah and Teacher Training Faculty Universitas Muhammadiyah: Parepare, 2016), p. 40.

2.3 The Conceptual Framework

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

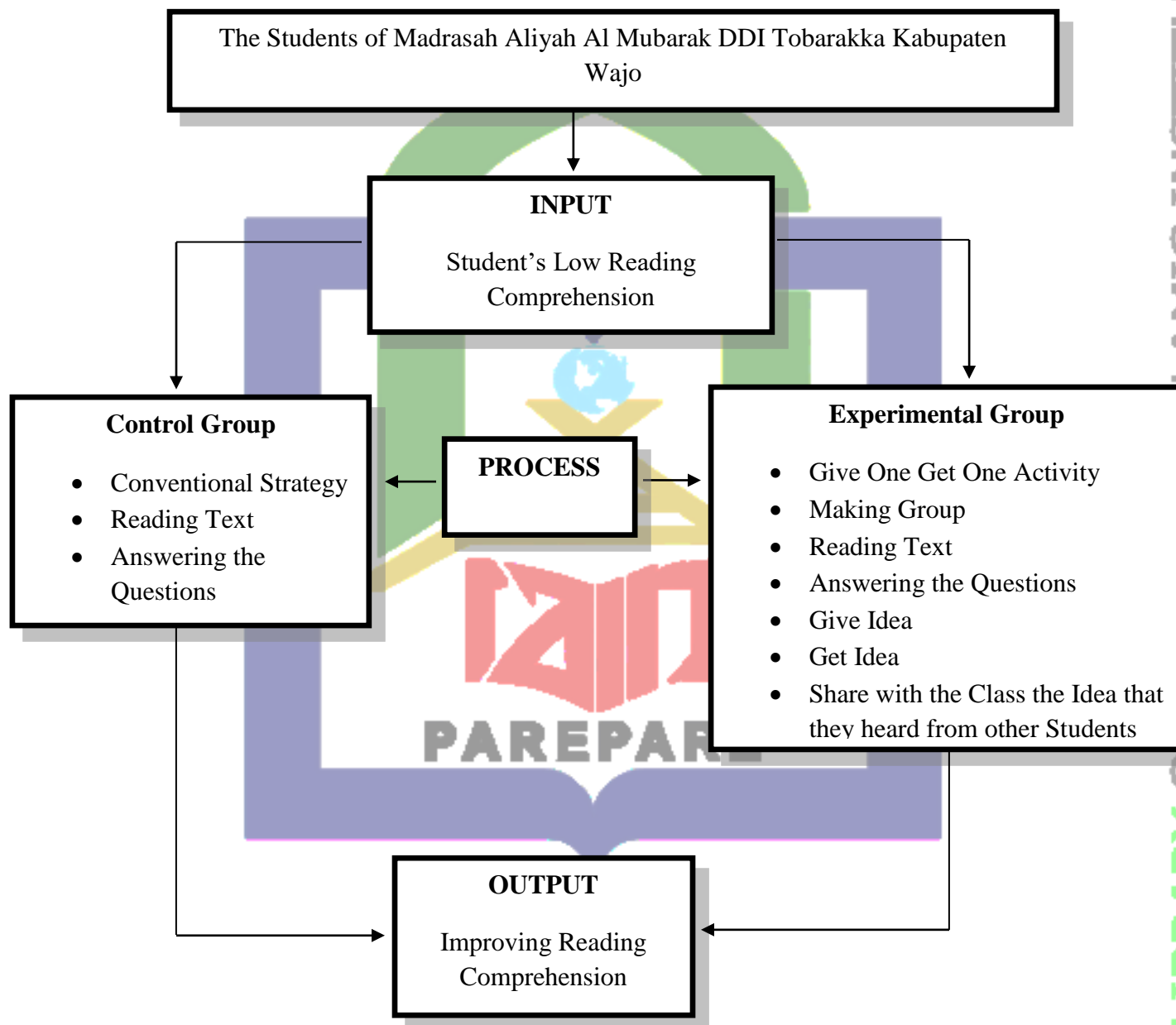


Figure 2.1 The Conceptual Framework of the Research

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

The process of the researcher to take the data in location of the research is placed in Madrasah Aliyah AL Mubarak DDI Tobarakka Kabupaten Wajo in academic year 2018/2019.

2.3.1.1 Input

In this research, the researcher will know the students' low reading comprehension before teaching materials through Give One-Get One activity.

2.3.1.2 Process

The researcher will give treatment and teach two different classes; experimental and control class. The researcher teaches Give One-Get One activity in the experimental class and conventional strategy in the control class.

2.3.1.3 Output

The students' achievement in reading comprehension improvement both of experimental class and control class after giving treatment by using Give One-Get One activity and conventional strategy without Give One-Get One activity.

2.4 Hypothesis

The research or scientific hypothesis 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 tests used, to measure each variable. Thus, the hypothesis focuses the

investigation on a definite target and determines what observations, or measures, are to be used.⁴⁰

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

2.4.1 Null Hypothesis (H_0) there is no significant effect to the students who are taught reading comprehension by using “Give One-Get One” activity and who are not taught by direct instruction.

2.4.2 Alternative Hypothesis (H_a) there is significant effect to the students who are taught reading comprehension by using “Give One-Get One” activity and who are not taught by direct instruction.

2.5 Operational of Definition Variable

In this research, there are two variables, namely Give One-Get One activity as independent variable (symbolized by X) and the student’s reading comprehension as dependent variable (symbolized by Y).

Based on the explanation above, there are two variables, it will be explained below:

2.5.1 Give one-get one activity is a kind of classroom activity that give chance to the students active and confer her/his own ideas after reading a text to improve her/his reading comprehension.

2.5.2 Reading comprehension is reading activities that comprehend the whole or most of the content of a text. Then, they express their comprehension by their own personal knowledge.

⁴⁰John W. Best, *Research in Education* (United States of America: Prentice Hall Inc, 1981), p. 11.

CHAPTER III

RESEARCH METHOD

3.1 Design of the Research

In this research, the researcher applied Quasi-experimental method which applied nonequivalent control group and use two groups with pretest and posttest. The design presented as follow:

Experimental	O1	X	O2
Control	O3	X	O4

Where:

E : Experimental Group

C : Control Group

O₁ & O₃ : Pre-test

O₂ & O₄ : Post-test⁴¹

3.2 Location and Duration of the Research

The researcher has conducted her research in Madrasah Aliyah Al Mubarak DDI Tobarakka. This research was focusing at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo in academic year 2018/2019. The duration of the research was taken one month.

⁴¹Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Fifth edition* (London and New York: The Taylor & Francis e-Library, 2005), p. 214.

3.3 Population and Sample

3.3.1 Population

A population was defined as a group of individuals with that least one common characteristic which distinguishes that group from other individuals.⁴²

The population was whole students at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo in academic 2018/2019 which consisted of three classes and the total number of population was 79 students. They were XI IPA¹, XI IPA², and XI IPS. The distribution of population as follow:

Table 3.1 The Distribution of the Eleventh year Students of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo

No	Class	Number of Students
1	XI IPA ¹	30
2	XI IPA ²	25
3	XI IPS	24
	Total	79

Data Source: Administration Staf of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo in Academic Year 2018/2019

⁴²John W. Best, *Research in Education* (United States of America: Prentice Hall Inc, 1981), p. 13.

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 the 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 sample to changes that would likely have occurred in the population.⁴³

The researcher used purposive sampling to take two classes which one class of experimental class and one class as control class. Purposive sampling also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the teacher will select the sample using his/her experience and knowledge of the group to be sampled.⁴⁴ The researcher choosed 30 students in XI IPA¹ class as experimental class and 25 students in XI IPA² class as control class. Both of them have 55 students.

3.4 Instrument of the Research

The research instrument is used to measure the value of the variables studied. Thus the number of instruments to be used for research will depend on the number of variables studied. If the research variables are five, then the number of instruments used for research is also five.⁴⁵

⁴³John W. Best, *Research in Education*, p. 13.

⁴⁴L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edition (USA: Pearson Education, Inc, 2012), p. 141.

⁴⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kulaitatif, dan R&R* (Bandung: Alfabeta, 2010), p. 133.

The researcher used two classes that were an experimental class and a control class. The experimental class received treatment by Give One-Get One activity, while the control class just got conventional strategy without Give One-Get One activity. The researcher used test as an instrument to collect the data. The test consisted of pre-test and post-test. The instrument was multiple choice test which developed 30 questions. Each instrument was consisted 15 questions with 4 options (a, b, c, d). The purpose of this test knew the students' reading comprehension.

3.5 Procedure of Collecting Data

The procedure of collecting data was described as follows:

3.5.1 Pre-Test

Before giving treatment, the researcher gave pre-test both of experimental class and control class. This pre-test was intended to get information about the students' reading comprehension before giving treatment.

3.5.2 Post-test

The researcher gave post-test after giving treatment to know the improvement of the students' reading comprehension. It was done in experimental class and control class. Post-test was conducted to know the students reading comprehension who were taught Give One-Get One activity in experimental class and post-test was conducted to know the students' reading comprehension without Give One-Get One activity in control class.

3.6 Treatment

The researcher gave the treatment to the students and gave some materials by using Give One-Get One activity. Knowing the treatment of this research, the researcher has conducted for four meetings and each meeting the students found different theme of the text.

3.6.1 Treatment in Experimental Class

The students were receiving treatment after they were given pretest. The treatments have given for four meetings in experimental class. Each meeting consisted pre activity, while activity, and post activity. In pre activity, the researcher gave greeting to the students to open the class and gave direction to pray before learning as a signal that the lesson would be begun. Checking the attendance list was the teacher's activity that was important to know the student's participation whether they were already to study or not. Added to this, for relaxing the students' brain, the researcher gave ice breaker. "Claps your hands game" was given in the first meeting, "arrange the day game" was given in the second meeting, "look at the mirror game" was given in the third meeting, and "singing" was given in fourth meeting. Furthermore, the researcher checked the students' vocabularies that have been given.

In while activity, the researcher explained the material and the activity that would be used include the procedures of "Give One-Get One" activity. This activity need the students that divided into a group. Here, the students were divided into 5 groups and each groups consisted of 6 students. Next, the researcher gave students reading text of narrative text to read. Each reading text have different theme, in the first meeting was given reading text about "a rabbit", "the bear and the two travellers"

in the second meeting, “unhappy cendrawasih” in the third meeting, and in the fourth meeting the researcher gave “mentiko betuah” reading text.

To comprehend the reading text/story that the students already read then, they were provided with Give One-Get One worksheet which were two columns. Give One at the top of left column and Get One at the top of right column. They were given time to list/answer as many things as they knew related the topic/questions in the “Give One” column. There were ten questions that consisted 5 number of essay questions and 5 number of true false questions.

Furthermore, the researcher asked the students to stand up and walked around in the classroom to find a partner to exchange their ideas/answers. Each student gave one and got one idea from another group then wrote the idea they have gotten into “Get One” column. The pairs separate, raise her/his hand, find a new partner, and so on. The “Give One” and “Get One” column was completed then the researcher asked the students back into their group and shared the ideas that they have gotten in front of the class.

In post activity, the researcher not only gave some vocabularies related the topic and led the students the pronunciation of the vocabularies but also gave motivation for the students each meeting. Then, the researcher gave greeting for the students to close the class.

3.6.2 Treatment in Control Class

The treatments have given for four meetings in control class. Each meeting consisted pre activity, while activity, and post activity. In pre activity, the researcher gave greeting to the students to open the class and gave direction to pray before learning as a signal that the lesson would be begun. Checking the attendance list was

the teacher's activity that was important to know the student's participation whether they were already to study or not. Added to this, for relaxing the students' brain, the researcher gave ice breaker. "Claps your hands game" was given in the first meeting, "arrange the day game" was given in the second meeting, "look at the mirror game" was given in the third meeting, and "singing" was given in the fourth meeting. Furthermore, the researcher checked the students' vocabularies that have been given.

In while activity, the researcher explained the material. Then, the researcher gave students reading text of narrative text to read. Each reading text have different theme, in the first meeting was given reading text about "a rabbit", "the bear and the two travellers" in the second meeting, "unhappy cendrawasih" in the third meeting, and in the fourth meeting the researcher gave "mentiko betuah" reading text.

Moreover, the students were provided a piece of paper of questions related the reading text. There were ten questions that consisted 5 number of essay questions and 5 number of true false questions.

In post activity, the researcher not only gave some vocabularies related the topic and led the students the pronunciation of the vocabularies but also gave motivation for the students each meeting. Then, the researcher gave greeting for the students to close the class.

3.7 Technique of Data Analysis

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

Table 3.2 The Specification of Test for Analyzing the Data as follow:

No	Skill	Aspect
1	Reading	Main Idea
2		Detailed (Scanning)
3		Making Inference
4		Detailed Information
5		Vocabulary in Context

3.7.1 Scoring the Students' Correct Answer of Pre-test and Post-test by Using a Formula:

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

3.7.2 Classifying the Score of the Students' into Five Levels as Follows:

Table 3.3 Score Classification for the Students' Reading Comprehension

No	Scores	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	≤ 39	Very Poor ⁴⁶

⁴⁶Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p. 245.

3.7.3 Calculating the Rate Percentage of the Students' Score:

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

Where:

P = Percentage

F = Frequency

N = Total Number of students

3.7.4 To Find out the Mean Score of the Students' Pre-test and Post-test by Using the Following Formula:

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

Where:

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 Students' Score in Pre-test and Post-test Used 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 Subject⁴⁷

3.7.6 Finding out the Result of Statistical Analysis of Students's Reading Comprehension Using the Following Formula:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T = Test of Significance

\bar{X}_1 = Mean Scores of Experimental Class

\bar{X}_2 = Mean Scores of Control Class

SS₁ = The Sum of Square of Experimental Score

SS₂ = The Sum of Square of Control Score

N₁ = The Total Sample of Experimental Class

N₂ = The Total Sample of Control Class⁴⁸

⁴⁷L.R Gay, *Educational Research Competencies For Analysis And Applications*, Second Edition (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 298.

⁴⁸L.R Gay, *Educational Research Competencies for Analysis and Applications*, Second Edition, p.297.

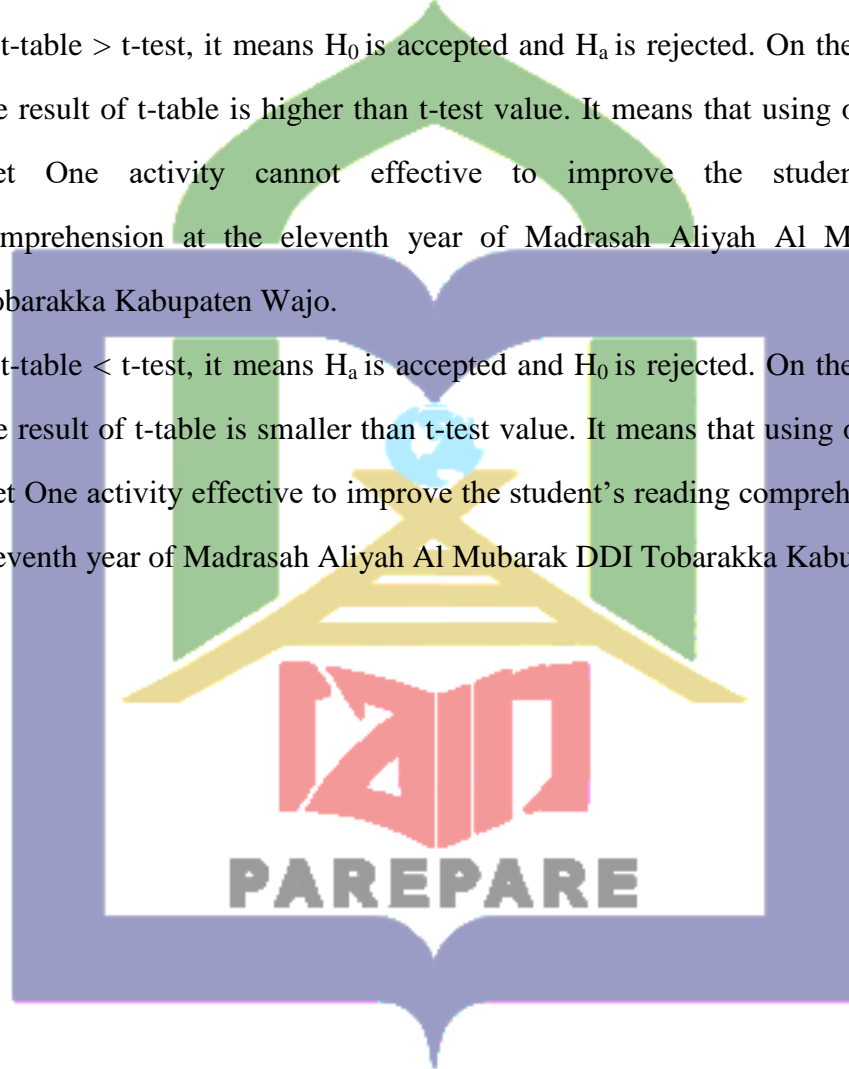
3.7.7 Criteria of Testing Hypothesis

The statistical hypotheses in this research are as follows:

To test hypothesis the researcher uses two tails with 0,05 level of significance.

For independent sample, the formula of freedom (DF) was $N_1 + N_2 - 2$.

1. If $t\text{-table} > t\text{-test}$, it means H_0 is accepted and H_a is rejected. On the other word, the result of t-table is higher than t-test value. It means that using of Give One-Get One activity cannot effective to improve the student's reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.
2. If $t\text{-table} < t\text{-test}$, it means H_a is accepted and H_0 is rejected. On the other word, the result of t-table is smaller than t-test value. It means that using of Give One-Get One activity effective to improve the student's reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings of the research and discussion of the findings. The findings of the research cover the description of the research and the result of the data analysis about the students' reading comprehension in pretest and posttest. The discussion is about the finding explanation.

4.1 Finding

The result of the students' score of pretest and posttest, the researcher analyzed the data by using t-test. However, as the previous chapter has been presented that there were steps analyzing the student's score of pretest and posttest to know the Effectiveness of "Give One-Get One" Activities to Improve the Students' Reading Comprehension at the Eleventh Year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo before using t-test. Firstly, the data was measured from the students' correct answer of pretest and posttest. Next, the students' score was classified and made the rate percentage based on the students' reading comprehension (Knowing the main idea, detail scanning, making inference, detail information, and vocabulary in context) after giving pretest and posttest either in experimental class or control class. In the next way, the researcher was found out the mean score of the students' reading comprehension based on the result both of pretest and posttest either in experimental class or control class. Lastly, the researcher found out the standard deviation from between experimental class and control class. Added to this, hypothesis test was analyzed by using t-test to know the students' improvement in reading comprehension of the experimental class.

Based on the test that has been given for the students, the score were 100 if the students answered all questions of pretest and posttest correctly. However, 6.6 scores if the students answered 1 question of 15 questions. The students who answered 2 questions correctly, they got 13.3 scores of the pretest and posttest. The students who answered 3 questions correctly, they got 20 scores. 26.6 scores if the students answered 4 questions of pretest and posttest correctly. The students who answered 5 questions correctly, they got 33.3. The score was 40 if the students answered 6 questions of pretest and posttest correctly. The students who answered 7 questions correctly, they got 46.6 values. 53.3 scores if the students answered 8 questions of pretest and posttest correctly. The score was 60 if the students answered 9 questions correctly. If the students answered 10 questions correctly, they got 66.6 values. The score was 73.3 scores if the students answered 11 questions of pretest and posttest correctly. 80 scores if the students answered 12 question correctly. The students who answered 13 questions of pretest and posttest correctly, they got 86.6 scores. 93.3 scores if the students answered 14 question of pretest and posttest correctly. The score was 100 if the students answered all questions of pretest and posttest correctly.

In order to know the student's score in reading comprehension both of experimental class and control class, the resrachar gave pretest before doing treatment whereas, in experimental class the students were received "Give One-Get One" activities and in control class the students got conventional strategy without "Give One-Get One" activities.

As the first step of this research, the writer obtained the data of the pretest either in experimental class or in control class. The researcher classified the student's score into five classification. The result of the data aimed to know the student's ability in reading comprehension before giving treatment by using "Give One-Get One" activity in the experimental class and conventional strategy in control class without "Give One-Get One" activity. The classification of the student's pretest score in experimental class and control class such as in the following tables:

Table 4.1 The Classification of the Student's Pretest Score in Experimental Class and Control Class

No	Classification	Scores	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	80-100	-	-	-	-
2	Good	66-79	-	-	-	-
3	Fair	56-65	5	16.66%	4	16%
4	Poor	40-55	17	56.66%	10	40%
5	Very Poor	≤ 39	8	26.66%	11	44%
Total			30	100%	25	100%

The reading comprehension of the students in experimental class and control class on the table above showed that the students had poor average score before giving treatment in experimental class and the students had very poor average score in control class. The students got low score. In this case, consisting of thirty students

in experimental class and twenty five students in control class, but no one students got very good and good classification. It caused the fact that the students still felt difficulties comprehending English text. Some students just read the English text but did not know the writer writes.

Based on the percentages, the researcher found that in experimental class there were five students (16.66%) that categorized as fair classification. Seventeen students (56.66%) were categorized as poor classification, and eight students (26.66%) were categorized as very poor classification. While, in control class there were four students (16%) were categorized as fair classification. Ten students (40%) were categorized as poor classification and eleven students (44%) were categorized as very poor classification.

Table 4.2 The Classification of the Student's Posttest Score in Experimental Class and Control Class

No	Classification	Scores	Experimental Class		Control Class	
			F	(%)	F	(%)
1	Very Good	80-100	14	46.66%	5	20%
2	Good	66-79	10	33.33%	8	32%
3	Fair	56-65	5	16.66%	5	20%
4	Poor	40-55	1	3.33%	17	28%
5	Very Poor	≤ 39	-	-	-	-
Total			30	100%	25	100%

After giving treatment in the experimental class by using “Give One-Get One” activities, the average of the student’s score was very good. There was no student got low score. While, in control class that just got conventional strategy, some students had enhancement during four meetings. The average of the student’s score was good although, there were five students got very good classification.

Based on the percentage of the table above that there were enhancement after giving treatment in the experimental class. The data showed that, there were fourteen students (46.66%) that categorized as very good classification. Ten students (33.33%) were categorized as good classification. Five students (16.66%) were categorized as fair classification and one student (3.33%) was categorized as poor classification. While in control class, there was no student got very poor classification. In here, there were five students (20%) that categorized as very good classification. Eight students (32%) were categorized as good classification. Five students (20%) were categorized as fair classification and seven students (28%) were categorized as poor classification.

The students who were taught using “Give One-Get One” activities in experimental class and who were taught in conventional strategy without “Give One-Get One” activities, the data showed that there was no student had minus of thirty nine score. On the other word, there was no student that categorized as very poor classification. It caused that the students have had comprehending in reading English text.

Knowing the student's mean score and standard deviation of the student's reading comprehension in pretest and posttest, the researcher calculated the students' score in the following table:

4.3 The Student's Mean Score and Standard Deviation in Pretest and Posttest both of in Experimental Class and Control Class

	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Mean score	43.75	73.75	40.23	63.96
Standard Deviation	10.43	9.25	13.92	12.08

The table above contained the mean and the standard deviation pretest and posttest score of the student's reading comprehension. The result showed that, the mean score of the students reading comprehension in experimental class were categorized in poor classification (43.75), but after giving the treatment by using "Give One-Get One" activities, the mean score of the student's reading comprehension was higher (73.75) that were categorized as good classification. On the other word, there were thirty percent that the student's improvement after getting the treatment which consisted for four meetings. While in the control class, the student's mean score were categorized as poor classification (40.23) which consisted twenty five students. In posttest of the students mean score showed that there was enhancement which were categorized as fair classification. In this case, the mean score of student's reading comprehension between pretest and posttest either in experimental class or control

class showed that the students's reading comprehension in experimental class were getting more progress rather than in control class. On the other word, there were thirty percent enhancement between pretest and posttest in experimental class, and twenty three point seventy three percent enhancement between pretest and posttest in control class. it means that the students's reading comprehension were improvement significantly after they were taught "Give One-Get One" activity in experimental class than they were taught conventional strategy in control class.

The result of the students's standard deviation score on the table above showed that there were 10.43 in pretest and 9.25 in posttest that the students's score in experimental class. Whereas, in control class the students's standard deviation score were 13.92 in pretest and 12.08 in posttest. It means that, the students's score either in experimental class or control class there were different between the students's score in pretest and posttest which the students's score in pretest were higher than in posttest.

In order to know whether or not effective using "Give One-Get One" activities in experimental class was statistically significant. The following table was the result of t-test value statistical analysis and it described the hypothesis testing of pretest and posttest:

Table 4.4 The Result of Statistical Analysis of Students's Reading Comprehension

Type of Test	Level Significant	T-test Value	T-table Value
Pretest	0.05	1.07	2.009
Posttest	0.05	11.92	2.009

In hypothesis testing, the researcher used t-test formula. The level of significant was 0.05 with degree of freedom ($df = N_1 + N_2 - 2$) that was $30+25-2=53$. In pretest, the researcher found that the t-test value (1.07) was smaller than t-table value (2.009). It means that the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted. While, in posttest, the researcher found that the t-test value (11.92) was higher than t-table (2.009). It means that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Therefore, it could be concluded that using “Give One-Get One” activities effective to improve the students’ reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.

4.2 Discussion

Based on the finding of the research, it was found that the students who were taught by using “Give One-Get One” activity gave effect to increase their reading comprehension. It might be due to in “Give One-Get One” activity the students were felt more fun and they were not bored in the classroom during the process of teaching learning.

Based on the result of the pretest before “Give One-Get One” activity was implemented in experimental class, the students’ reading comprehension was lower. The researcher found that in experimental class there was no student get very good and good classification. But, there were five students (16.66%) that categorized as fair classification. Seventeen students (56.66%) were categorized as poor classification, and eight students (26.66%) were categorized as very poor classification. It caused the fact that the students were still difficult understanding English text. Some students got bored when they read long paragraph, so students

asked other students or use dictionary to get the unfamiliar vocabulary. As the fact, the students lacked of comprehension in reading and motivation in learning English. As the English teacher, the teacher has to create interesting strategy of teaching and atmosphere of learning process which make the students relaxed and fun to the students comprehending in reading.

In learning process on students' reading comprehension, the students need a good activity or strategy for creating relaxed atmosphere in the classroom. Furthermore, the students's participation had relation to help students in comprehending a text easier. Here, "Give One-Get One" activity is an activity that students need to be active expressing their ideas to another students. The students were given chance to discover the information of the text. The students enjoyed the learning process without getting bored cause they focused on their peers to exchange ideas.

After "Give One-Get One" activity was implemented, students' reading comprehension was higher than before. After getting the treatments and posttest was conducted, it was found that there was significant difference between the experimental class and control class where the posttest score of the experimental class was higher.

The researcher can conclude on the percentage after giving the treatment that there were enhancement after giving treatment in the experimental class. The data showed that, there were fourteen students (46.66%) that categorized as very good classification. Ten students (33.33%) were classified as good classification, five students (16.66%) were classified as fair classification, and one student (5.66%) was classified as poor classification.

In treatment was given fourth times of experimental class. In the first, second, third, and fourth meeting, the researcher explained about “Give One-Get One” activity then gave short narrative text with paper of “Give One-Get One” activity and five vocabularies related the text. The researcher used narrative text because in reading comprehension there is visualizing. Visualizing refers to our ability to create pictures in our brain based on the text we read or words we hear. As Jeff said that visualizing is when we use background knowledge to create mental images and associations that aids us in comprehension. In the case of narrative text, we make a “mental movie” or we are imagine of what is happening in the story that have been read. Reader who can imagine the caracters of she/he read about, may become more involved with what she/he read. This make for a more meaningful reading experience and promote continued reading.

Giving the students pretest and posttest with objective test in form of multiple choice test. The test consisted of thirty questions. Fifteen questions either in pretest or posttest. There were five categories that the researcher measured on students’s reading comprehension. They were main idea, detailed (scanning), making inference, detailed information, and vocabulary in context. Firstly, the researcher was focused on the main idea. In pretest some students were still confused to find out the main idea on each paragraph. Evidently, on the students’s worksheet were scanty of the students that have correct answer. Next, all about detailed scanning. The reader needed not read the whole text because his/her purpose was to find specific information that he/she wanted to know from the passage such as place, times characters, or happenings. Related the students’s worksheet that the students did not

feel difficulties to answer those questions about detailed scanning. Thus, making inference. In this case, the students were led to use their personal knowledge to summarizing a text that have been read. However, some of them were difficult to make inference caused they lacked of vocabularies and lacked of grammar. Next, detailed information. The students were asked to reread the text carefully and asked to select those questions which was not on the text. One of types of this questions are “*All of the following are mentioned of the text, EXCEPT*”. Based on the students’s answer, there were several students still confused answering the questions. Meanwhile, for the students who have not much vocabulary would be difficult in understanding the text content caused this section, it was focused on vocabulary in context. In here, the students were asked to know “*the same meaning or the word refers to...*”. As the result, some of them have correct answer and some of them have wrong answer. However, after the treatment was implemented in experimental class and posttest was conducted, the students have enhancement of five the categories on reading comprehension. Similarly in control class.

The students’s responses after doing the treatment, they were enthusiastic in learning reading. Bieng observed on the students’s answer, the students were answering all of the questions that has been given. Each student has a different answer include the question about main idea of the passage. Some students were answering “*Mr. Green Bird and Mrs. Brown Bird lived in a jungle in Papua*”. Another answering “*When the Mr. Brown Bird thought they were ugly and they was jealous with his friend*”. There was also answering “*The last paragraph or Mr. Brown Bird was jealous with Mr. Green Bird. Mr. Brown Bird have change into Cendrawasih*”. The questions were not only in main idea but also in summarizing the

text. There was student summarizing *“Don’t be jealous to the others because we all also have the unique one”*. Another answer was *“We have to be grateful with what we have”*. Next answering was *“You have to accept what is giving to you from God”* and *“We have to be grateful what we have”*. Although the students’ answers were not completely correct but they enjoyed the learning process. They could share ideas with others by using their own personal knowledge. That was a change from students that they were more passive during the learning process with conventional strategy that used by the teacher.

The researcher concluded that in successful teaching reading to help the students comprehend a text, the teacher was not only active in the class but also the students. Involving the students to participate to find out the information of the text then sharing their ideas with another. Generally, “Give One-Get One” strategy is a strategy where the students can get information from their friends’ thoughts and share the information from their own thoughts. The students will share each other about a topic or a text being read. As Commander explains that active learning gives the chance to the students to work with other students.

Give One-Get One strategy also makes students being active participants in the discovery of main point of all the entire reading passage or each paragraph, then allow students to share their thought processes with one another and understand the different ways to derive meaning of the reading passage, so that the students will be active and attracted to guess the meaning of each sentence in a paragraph. Then, teaching reading will be optimal when the students became active participants during teaching and learning process.

Meanwhile, the control class was very different with the experimental class. After got the pretest, the writer gave the explanation about narrative text. Next, all of the exercises and practice were finished individually. No discussion, no sharing, etc. the higher achievers and low achievers students work individually without any interaction with another students. The writer's role was the leader in the class. students could not learn actively, the writer dominate the learning process. The students could not share their idea to solve the problems. The exercises from was only answer the questions of the narrative text. When the writer compared the pretest and posttest score, many students got higher score, same score, and lower score.

The students pretest score in control class there were four students (16%) were categorized as fair classification. Ten students (40%) were categorized as poor classification and eleven students (44%) were categorized as very poor classification. While in posttest, there was no student got very poor classification. In here, there were five students (20%) that categorized as very good classification. Eight students (32%) were categorized as good classification. Five students (20%) were categorized as fair classification and seven students (28%) were categorized as poor classification.

It could be seen that, the students who were taught without "Give One-Get One" activity have lower score in pretest and posttest than the students who were taught "Give One-Get One" activity. The mean score of pretest in experimental class was 43.75. It changed in posttest after gave treatment was 73.75. While, the mean score of pretest in control class was 40.23. It changed in posttest was 63.96. Thus, the increased mean score in experimental class was 30 but in control class only 23.73.

From the result of statistical calculation above, the value of t-test was 11.92 and the degree of freedom was 53 with 5% (0.05) degree of significant used by the writer. Based on the significance, it could be seen that on $df = 53$ in significance 5% the value of t-table was 2.009. By comparing the result of t-table and t-test in the degree of significance of 5%, $t\text{-table} < t\text{-test} = 2.009 < 11.92$. According those result, it could be concluded that the null hypothesis (H_o) was refused and alternative hypothesis (H_a) was accepted. It means that the treatment had effect of using “Give One-Get One” activity to improve the students’ reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.

According from the result above was related to the previous related study by Windi Chersia, *et al.*, with the title The Effect of “Give One Get One” Strategy and Motivation on Students’ Reading Comprehension of Narrative Text at Grade X of SMAN 7 Padang 2014/2015 Academic Year. The result of the previous research showed that students who were taught using the “Give One Get One” strategy achieved better results in reading comprehension than students taught by small group discussion strategies. Give One-Get One activity is one of good way to improve the learning process especially in reading comprehension to be more active by giving some tasks that by the students in pair and share the information to find the information of the text easier and quickly.

From the explanation above, it could be concluded that there was effect of “Give One-Get One” activity to improve the students’ reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion is based on the research finding and the discussion. The suggestion was based on the conclusion.

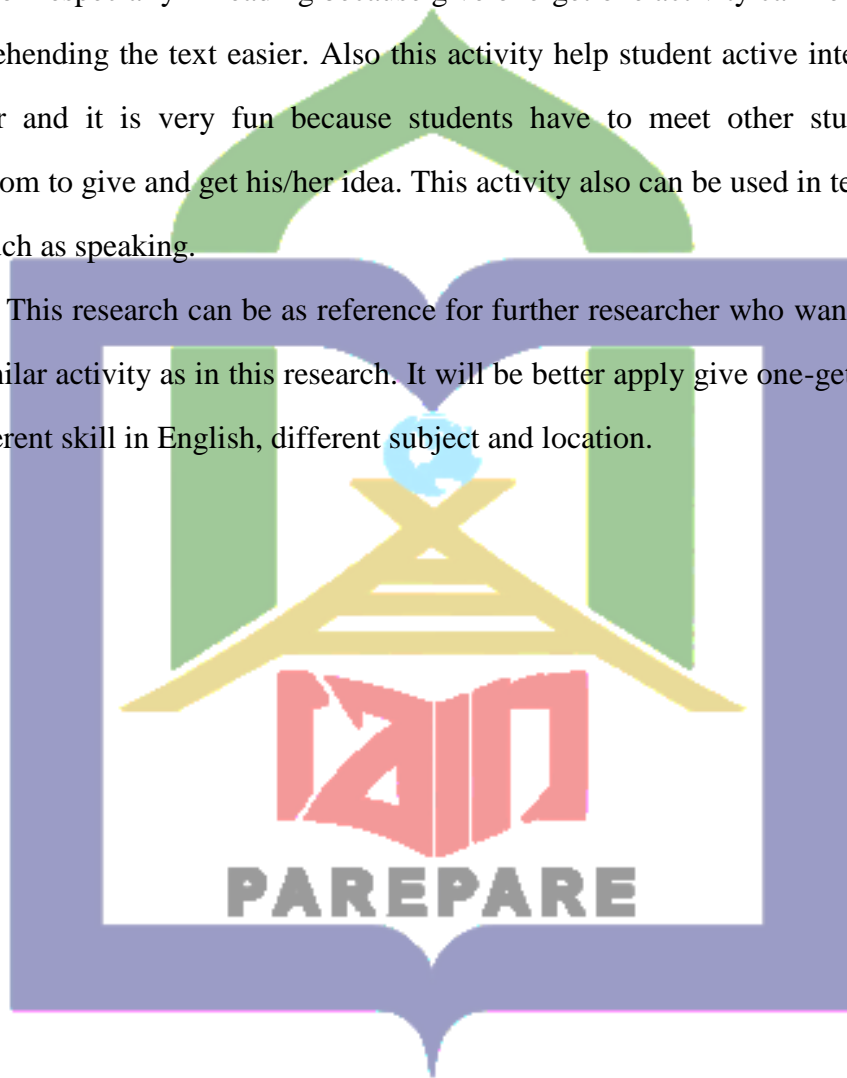
5.1 Conclusion

After conducting the research and analyzing the data, the researcher draws some conclusions as follow: there is an effect of Give One-Get One activity to improve the students' reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo. Because by seeing the result of the data calculation in previous chapter where null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is effect of Give One-Get One activity to improve the students' reading comprehension. The effect can be seen from t -test is higher than t -table ($t\text{-table } 2.009 < t\text{-test } 11.92$). It means that H_0 is rejected and H_a is accepted. It is supported by the scores achieved by the students in which they get higher scores after the researcher give the treatment (Give One-Get One activity) as a way in teaching reading comprehension. It can be proved from the hypothesis test in the hypothesis H_a is accepted and H_0 is rejected.

5.2 Suggestion

Based on the findings, some suggestions are given to English teacher and further researcher. The researcher recommends to apply this activity in the English classroom especially in reading because give one-get one activity can help students in comprehending the text easier. Also this activity help student active interaction with another and it is very fun because students have to meet other students in the classroom to give and get his/her idea. This activity also can be used in teaching other skill such as speaking.

This research can be as reference for further researcher who wants to conduct the similar activity as in this research. It will be better apply give one-get one activity in different skill in English, different subject and location.

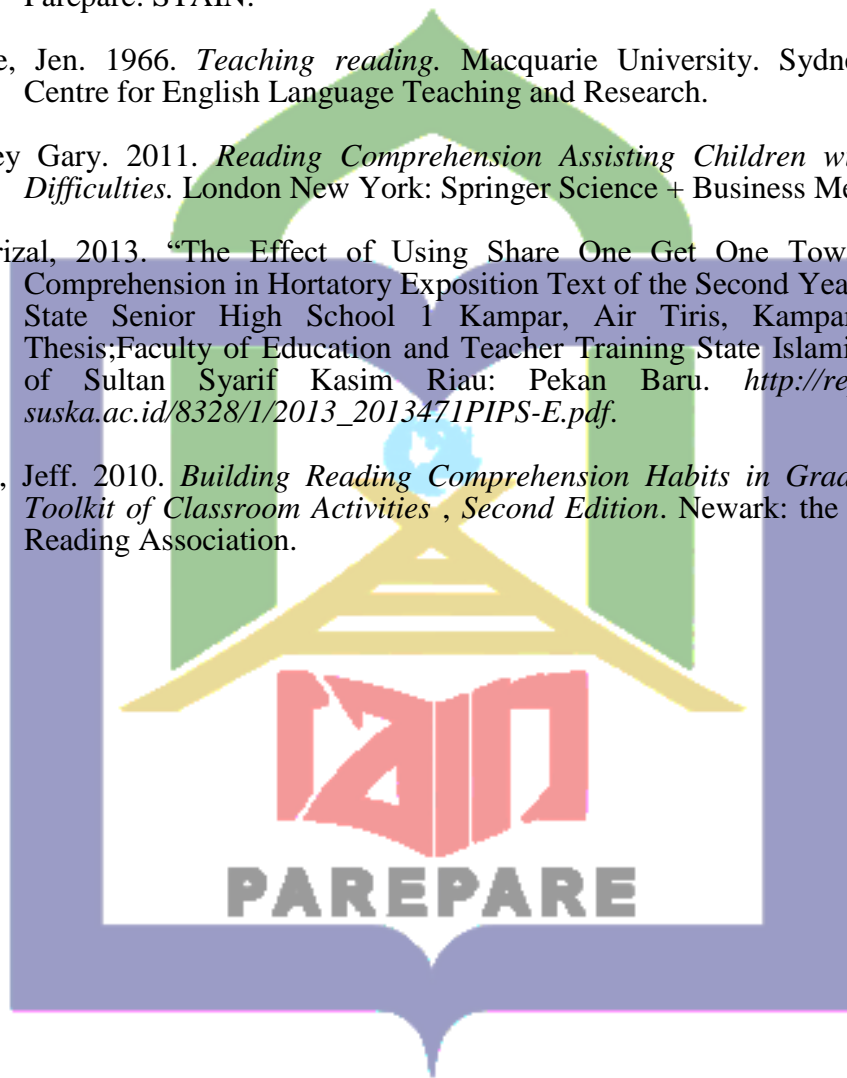


BIBLIOGRAPHY

- Anreta. 2018. "The How to Reading Strategies". <http://www.tips-for-teachers.com>. (08 March).
- Arikunto, Suharsimi. 2009. *Dasar-dasar Evaluasi Pendidikan, Edition of Revisiona*. Cet. X; Jakarta: Bumi Aksara.
- Best W. John. 1981. *Research in Education*. United Stated of America: Prentice Hall Inc.
- Brown, George and Madeleine Atkins. 1935. *Effective Teaching in Higher Education* USA: Association with Methuen, Inc.
- Bull, Victoria. 2008. *Oxford Learner's Pocket Dictionary*. Oxford New York: Oxford University Press.
- Chersia, Windi, Desmawati Radjab and Refnaldi. 2014/2015. "The Effect of "Give One Get One" Strategy and Motivation on Students' Reading Comprehension of Narrative Text at Grade X of Sman7 Padang 2014/2015 Academic Year". *Journal English Language Teaching (ELT)*. vol. 1 no. 1 (March 2015). <http://ejournal.unp.ac.id/index.php/elt/article/download/4625/3664> (accessed on January 13)
- Clarke, J Paula. et al., eds. 2014. *Developing Reading Comprehension*. UK: Wiley-Blackwell.
- Cohen, Louis, Lawrence Manion and Keith Morrison. 2005. *Research Methods in Education Fifth edition*. London and New York: The Taylor & Francis e-Library.
- Dowdy, Joanne Kilgour and Yang Gao. 2016. "Pump It Up Literacy Activities for the Classroom". Rotterdam: Sense Publishers.
- Edward B. Fry, Ph.D. 2000. *Skimming and Scanning*. USA: Jamestown Publishers.
- Fardan. 2016. "Improving the Speaking Ability of the Tenth Year Student of Ma Muhammadiyah Punnia Pinrang Through Give One Get One Move On Strategy". Skripsi; Tarbiyah and Teacher Training Faculty Universitas Muhammadiyah: Parepare.
- Fidge, Louis. 2002. *Reading Comprehension Teacher's Book 1-2*. [n.p]: Macmillan Foundation Skill.
- Gay, L.R. Gay. 1981. *Educational Research Competencies For Analysis And Applications*, Second Edition. Columbus Ohio: Person Merrill Prentice Hall.

- Gay, L. R, Geoffrey E. Mills, and Peter W. Airasian. 2012.*Educational Research Competencies for Analysis and Applications*, Tenth Edition. USA: Pearson Education.
- Grellet, Franfoise. 1981.*Developing Reading Skills a Practical Guide to Reading Comprehension Exercise*. United States of America: Cambridge University Press.
- Hadley, Alice Omaggio. 1993.*Teaching Language in Context*, Second Edition Boston, Massachusetts: Heinle and Heinle.
- Harmer, Jeremy. 2001.*The Practice of English Language Teaching*, Third Edition Cambridge, UK: Longman.
- Heilman W. Arthur, Timothy R. Blair and William H. Rupley. 1981.*Principles and Practices of Teaching Reading*. Columbus, Ohio: Charles E. Merrill Publishing Co.
- Jovanovich, Harcourt Brace. 1972. "Classroom Techniques: Foreign Languages and English as a Second Language. United States of America: [n.p].
- Judy, Commander. 1997. *Effective Teaching Strategies and Tools*. New York: Clayton Country Public Schools.
- Ko, James, Pamela Sammons, and Linda Bakkum. 2016. *Effective Teaching*. [n.p]:Educational Development Trust.
- Macleod, Maija. 2018. *Types of Reading*. <https://slllc.ucalgary.ca/Brian/611/readingtype.html>. (March 6).
- Moreillon, Judi. 1976.*Collaborative Strategies for Teaching Reading Comprehension Maximing your Impact*. United States of America.
- Novita, Nova. 2014. "Teaching Reading Comprehension by Combining Give One Get One Strategies and Request Strategy at Junior High School". *Journal Wisuda ke-49 Mahasiswa Prodi Bahasa Inggris*, Vol. 1 no. 1, (2014).<http://download.portalgaruda.org/article.php> (accessed on January 13)
- Nunan, David Nunan 1989. *Designing Tasks for the Communicative Calssrom*. New York: Cambridge University Press.
- Oakhill, Jane, Kate Cain and CarstenElbro. 2015.*Understanding And Teaching Reading Comprehension A Handbook*. London And New York: Routledge.
- Preszler, June. 2015.*Strategies to Help Struggling Readers Grades 4-12*. Black Hills Region 7: South Dakota Department of Education.

- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&R*. Bandung: Alfabeta.
- Sutarsyah, Cucu. 2016. *Understanding English Text some Strategies for Effective Reading for Non-English Students*. Rajawali Pers.
- Tim Penyusun. 2013. *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*. Parepare: STAIN.
- Tindale, Jen. 1966. *Teaching reading*. Macquarie University. Sydney: National Centre for English Language Teaching and Research.
- Woolley Gary. 2011. *Reading Comprehension Assisting Children with Learning Difficulties*. London New York: Springer Science + Business Media B.V.
- Yusparizal, 2013. "The Effect of Using Share One Get One Toward Reading Comprehension in Hortatory Exposition Text of the Second Year Students of State Senior High School 1 Kampar, Air Tiris, Kampar Regency." Thesis; Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau: Pekanbaru. http://repository.uin-suska.ac.id/8328/1/2013_2013471PIPS-E.pdf.
- Zwiers, Jeff. 2010. *Building Reading Comprehension Habits in Grades 6-12 : A Toolkit of Classroom Activities , Second Edition*. Newark: the International Reading Association.





APPENDICES

Appendix 1. Transcript Reading Material of the Pre Test

The Testees Read

The Stupid Dog

Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. “My husband, who is he? Wow! He is very handsome with his horns,” said the female deer. “Oh, that’s my friend. He is a dog. By the way, did you say he is more handsome than me?” asked the male deer. He was jealous. “Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive.” “Ok, then, I had an idea how to take the horns from the dog. Just wait here.”

“Hi, how are you?” asked the male deer to the dog. “I’m just fine,” answered the dog. “How about you”? not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice,” said the male deer. “Don’t worry, my friend. Let’s have the running match now.”

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. “Well, don’t be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns,” asked the male deer. “OK, but please wear the horns carefully. I don’t want them to be broken.” “Don’t worry. I will be very careful,” replied the male deer. And then he immediately put the horns on his head. “Wow? My wife is right. I really look great with these horns,” said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog’s horns. “Hey come back! Bring back my horns!” the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

Appendix 2. Instrument of the Pre Test

Instrument of the Pre Test

Name :

Class :

1. What is the main idea of the second paragraph?
 - A. The dog is handsome with his horns
 - B. The male deer's wife sees an animal coming
 - C. The deer have an idea how to take the horns from the dog
 - D. The dog looks beautiful with his horns than the deer
2. According to the previous text, where did the deer and his wife drink some water?
 - A. In a lake
 - B. In a house
 - C. In a forest
 - D. In a basin
3. All of the following are mentioned of the text, EXCEPT...
 - A. The deer is jealous with his friend the dog
 - B. The deer have an idea how to take the horns from the dog
 - C. The deer is trying to steal the dog's horns
 - D. The deer gives the horns to the dog after they have been running match
4. The word horn on paragraph 1 is close in meaning to...
 - A. Warning
 - B. Hat
 - C. Headband
 - D. Head
5. What can be we inferred from the third paragraph?
 - A. The deer wants the dog have a running match with him
 - B. The deer wants his wife have a running match with him
 - C. The deer has a running match by himself
 - D. The dog wants the deer's wife have a running match with him
6. Which the main idea is presented in the fourth paragraph?
 - A. The dog is winner of the running match

- B. The deer is trying to steal the dog's horns
- C. The deer is winner of the running match
- D. The dog wants get his horns from the deer
7. How many character of the passage is?
- A. 1 C. 3
- B. 2 D. 4
8. Which of the following words best describe the dog as it is presented in this passage is?
- A. Patient C. Confidence
- B. Foolish D. Make every effort
9. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)
- A. Think C. Hear
- B. Answer D. Speak
10. The best way to have a best friend based on this story is?
- A. Someone who's honest
- B. Read a book about the friendship
- C. Look in an encyclopedia under Steamships
- D. Ask someone who has best friend
11. Which words in the story tell the reader that these events took place long ago is?
- A. "...The dogs want to get their horns back"
- B. "...Bring back my horns!"
- C. "...It was a very hot day"
- D. "...The deer did not have horns"
12. Which emotion did the dog feel when the deer steal his horns?
- A. Relaxed C. Angry
- B. Sad D. Happy
13. "But I have to admit that his horns are beautiful"(Paragraph 2). The underline word is same meaning to...
- A. Bad C. Ugly
- B. Pretty D. Horrible
14. Why did the author write this story?
- A. To get the moral value
- B. To express the author's opinion
- C. To persuade the reader to take an action
- D. To describe one person's experience
15. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...
- A. Aunt C. Married woman
- B. Husband D. Enemy

~Good Luck~

Appendix 3. Transcript Reading Material of the Post Test

The Testees Read

The Stupid Dog

Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. “My husband, who is he? Wow! He is very handsome with his horns,” said the female deer. “Oh, that’s my friend. He is a dog. By the way, did you say he is more handsome than me?” asked the male deer. He was jealous. “Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive.” “Ok, then, I had an idea how to take the horns from the dog. Just wait here.”

“Hi, how are you?” asked the male deer to the dog. “I’m just fine,” answered the dog. “How about you”? not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice,” said the male deer. “Don’t worry, my friend. Let’s have the running match now.”

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. “Well, don’t be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns,” asked the male deer. “OK, but please wear the horns carefully. I don’t want them to be broken.” “Don’t worry. I will be very careful,” replied the male deer. And then he immediately put the horns on his head. “Wow? My wife is right. I really look great with these horns,” said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog’s horns. “Hey come back! Bring back my horns!” the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

Appendix 4. Instrument of the Post Test

Instrument of the Pre Test

Name :

Class :

- What is the main idea of the second paragraph?
 - The dog is handsome with his horns
 - The male deer's wife sees an animal coming
 - The deer have an idea how to take the horns from the dog
 - The dog looks beautiful with his horns than the deer
- How many character of the passage is?
 - 1
 - 2
 - 3
 - 4
- Which of the following words best describe the dog as it is presented in this passage is?
 - Patient
 - Foolish
 - Confidence
 - Make every effort
- "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)
 - Think
 - Answer
 - Hear
 - Speak
- The best way to have a best friend based on this story is?
 - Someone who's honest
 - Read a book about the friendship
 - Look in an encyclopedia under Steamships
 - Ask someone who has best friend
- Which the main idea is presented in the fourth paragraph?
 - The dog is winner of the running match
 - The deer is trying to steal the dog's horns
 - The deer is winner of the running match
 - The dog wants get his horns from the deer

7. According to the previous text, where did the deer and his wife drink some water?
- A. In a lake C. In a forest
B. In a house D. In a basin
8. All of the following are mentioned of the text, EXCEPT...
- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
D. The deer gives the horns to the dog after they have been running match
9. The word horn on paragraph 1 is close in meaning to...
- A. Warning C. Headband
B. Hat D. Head
10. What can be we inferred from the third paragraph?
- A. The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him
11. Why did the author write this story?
- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
D. To describe one person's experience
12. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...
- A. Aunt C. Married woman
B. Husband D. Enemy
13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...
- A. Bad C. Ugly
B. Pretty D. Horrible
14. Which emotion did the dog feel when the deer steal his horns?
- A. Relaxed C. Angry
B. Sad D. Happy
15. Which words in the story tell the reader that these events took place long ago?
- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

~GOOD LUCK~

Appendix 5. Learning Scenario/ RPP (Experimental Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
I. IDENTITAS	
SATUAN PENDIDIKAN : Madrasah Aliyah Al Mubarak Ddi Tobarakka Kab. Wajo MATA PELAJARAN : Bahasa Inggris KELAS/SEMESTER : XI IPA ¹ MATERI : Reading ALOKASI WAKTU : 2x40 Menit PERTEMUAN : Ke 1 - Ke 4	
STANDAR KOMPETENSI	
<ul style="list-style-type: none"> Memahami makna teks essay pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. 	
KOMPETENSI DASAR	
<ul style="list-style-type: none"> Merespon makna dan langkah-langkah retorika dalam essay pendek secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks. 	
INDIKATOR	
<ul style="list-style-type: none"> Menentukan gagasan utama dalam teks Menemukan informasi rinci tersurat dalam teks Menemukan makna kata tertentu dalam teks Menemukan rujukan kata dalam teks Menyimpulkan isi dari teks 	

TUJUAN PEMBELAJARAN

- Mengidentifikasi gagasan umum teks dan makna teks
- Mengidentifikasi gambaran umum dari teks yang dibaca dengan membaca secara cepat
- Menemukan informasi rinci tersurat dalam teks
- Menemukan rujukan kata dalam teks
- Menyimpulkan isi dari teks

II. MATERI PEMBELAJARAN

- Pengertian Give On-Get One Activity
 “Give One-Get One” is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It is also stimulate the students before they share the idea in the classroom.
- Tujuan Give On-Get One Activity
 the purpose of this activity is a technique used to initiate physical movement to promote students to think divergently and to generate many ideas quickly.
- Tema/topik Give One-Get One Activity
 - A Rabbit
 - The Rabbit and the Two Travellers
 - The Unhappy Cendrawasih
 - Mentiko Betuah

III. METODE PEMBELAJARAN

- “Give One-Get One activities”

IV. LANGKAH-LANGKAH KEGIATAN	
Kegiatan Awal	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa dan memeriksa kehadiran siswa - Memberikan Ice Breaker (Claps your hands pada pertemuan ke 1, Arrange the day game pada pertemuan ke 2, Look at the mirror game pada pertemuan ke 3, dan Singing pada pertemuan ke 4) - Mengecek hafalan kosa kata siswa yang telah diberikan pada pertemuan ke 2, ke 3, dan ke 4
Kegiatan Inti	<ul style="list-style-type: none"> - Menjelaskan materi dan langkah-langkah pembelajaran - Membagi siswa kedalam 5 kelompok terdiri dari 6 siswa setiap kelompok - Memberikan teks bacaan berbahasa Inggris kepada masing-masing siswa dan meminta siswa untuk membaca teks bacaan tersebut - Melengkapi siswa lembar pertanyaan-pertanyaan dan lembar kerja "Give One-Get One" yang terdiri dari dua kolom, "Give One" pada sisi kiri dan "Get One" pada sisi kanan - Meminta siswa menjawab pertanyaan-pertanyaan yang telah disiapkan - Meminta siswa berdiri dan berperan aktif dalam mencari pasangan untuk menukar pendapat atau jawaban yang telah dijawab oleh masing-masing siswa - Setiap siswa memberikan ide dan mendapatkan ide dari siswa lain dan menuliskannya pada kolom "Get One" begitupun sebaliknya - Setelah selesai menukar jawaban dari 1 siswa/pasangan, selanjutnya siswa mengangkat tangan untuk mencari pasangan lainnya. Kegiatan ini dilakukan hingga 3 kali

	<p>untuk memenuhi 3 siswa untuk diminta jawabannya</p> <ul style="list-style-type: none"> - Setelah kolom “Get One” terpenuhi maka siswa diminta untuk kembali ke kelompok masing-masing untuk mendiskusikan jawaban yang mereka dapat dari kelompok lain atau siswa lain dan siswa diminta untuk maju kedepan kelas memeberitahukan jawaban yg didapatkan dari siswa lain
Kegiatan Penutup	<ul style="list-style-type: none"> - Setelah kegiatan telah terlaksana, selanjutnya peneliti memberikan beberapa kosa kata bahasa Inggris dan mencontohkan cara pengucapan yang benar terkait dengan teks bacaan yang telah diberikan sebelumnya dan siswa diminta untuk menghafal kosa kata tersebut pada pertemuan selanjutnya - Peneliti memeberikan motivasi kepada siswa dan menutup kelas

V. SUMBER/ BAHAN DAN ALAT

- Scaffolding English for Junior High School Students Book.
- Reading Worksheet
- Dictionary

VI. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Tulisan (worksheet)

No	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very Poor

- Pedoman Penilaian

$$\text{Level of achievement} = \frac{\text{Score of the right answer}}{\text{Total score}} \times 100\%$$

Parepare, 3 September 2018

Mengetahui;
Peneliti,


EKA SAFITRI
Reg. Num. 14.1300.120

Appendix 6. Learning Scenario/ RPP (Control Class)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
I. IDENTITAS	
SATUAN PENDIDIKAN : Madrasah Aliyah Al Mubarak Ddi Tobarakka Kab. Wajo MATA PELAJARAN : Bahasa Inggris KELAS/SEMESTER : XI IPA ² MATERI : Reading ALOKASI WAKTU : 2x40 Menit PERTEMUAN : Ke 1 - Ke 4	
STANDAR KOMPETENSI	
<ul style="list-style-type: none"> Memahami makna teks essay pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 	
KOMPETENSI DASAR	
<ul style="list-style-type: none"> Merespon makna dan langkah-langkah retorika dalam essay pendek secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks. 	
INDIKATOR	
<ul style="list-style-type: none"> Menentukan gagasan utama dalam teks Menemukan informasi rinci tersurat dalam teks Menemukan makna kata tertentu dalam teks 	
TUJUAN PEMBELAJARAN	
<ul style="list-style-type: none"> Mengidentifikasi gagasan umum teks dan makna teks Menemukan informasi rinci tersurat dalam teks 	

- Mengetahui makna kata tertentu dalam teks

II. MATERI PEMBELAJARAN

- Teks Bacaan Bahasa Inggris “Short Narrative Text”

III. METODE PEMBELAJARAN

- “Conventional Strategy”

IV. LANGKAH-LANGKAH KEGIATAN

Kegiatan Awal	<ul style="list-style-type: none"> - Salam dan tegur sapa - Berdoa dan memeriksa kehadiran siswa - Memberikan Ice Breaker (Claps your hands pada pertemuan ke 1, Arrange the day game pada pertemuan ke 2, Look at the mirror game pada pertemuan ke 3, dan Singing pada pertemuan ke 4) - Mengecek hafalan kosa kata siswa yang telah diberikan pada pertemuan ke 2, ke 3, dan ke 4
Kegiatan Inti	<ul style="list-style-type: none"> - Menjelaskan materi dan langkah-langkah pembelajaran - Memberikan teks bacaan berbahasa Inggris kepada masing-masing siswa dan meminta siswa untuk membaca teks bacaan tersebut - Melengkapi siswa lembar pertanyaan-pertanyaan - Meminta siswa menjawab pertanyaan-pertanyaan yang telah disiapkan
Kegiatan Penutup	<ul style="list-style-type: none"> - Setelah kegiatan telah terlaksana, selanjutnya peneliti memberikan beberapa kosa kata bahasa Inggris dan mencontohkan cara pengucapan yang benar terkait dengan teks bacaan yang telah diberikan sebelumnya dan siswa

	<p>diminta untuk menghafal kosa kata tersebut pada pertemuan selanjutnya</p> <p>- Peneliti memeberikan motivasi kepada siswa dan menutup kelas</p>
--	--

V. SUMBER/ BAHAN DAN ALAT

- Scaffolding English for Junior High School Students Book.
- Reading Worksheet
- Dictionary

VI. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : Tulisan (worksheet)

No	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very Poor

- Pedoman Penilaian

$$\text{Level of achievement} = \frac{\text{Score of the right answer}}{\text{Total score}} \times 100\%$$

Parepare, 3 September 2018

Mengetahui;
Peneliti.


EKA SAEFTRI
Reg. Num. 14.1300.120



Appendix 7. The Reading Material of Experimental and Control Class in the First to Fourth Meeting

1st Meeting

A rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Key of vocabularies:

- Cross a river (v) : Melewati sungai
- Make a line (v) : Berbaris/antri
- Count (v) : Menghitung
- Ask (v) : Bertanya/meminta
- For the second time : Kedua kalinya

I. Answer the following questions based on the text above!

1. Which the sentence that can be main idea of the passage above?
2. According to the previous text, where did the story take place?
3. "...so I want to make a line in order." What is the same meaning of the underlined word?
4. Why do the crocodiles help the rabbit to across the river?
5. If you are as the crocodiles and you are very hungry, suddenly the rabbit comes to across the river. What do you do?

II. 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. The rabbit gave some food to the crocodiles. | T | F |
| 2. The rabbit thank to the crocodiles because it was jumping through the crocodile happily. | T | F |
| 3. The boss of crocodile helped the rabbit crossing the river by himself. | T | F |
| 4. There were 12 crocodiles living in the river. | T | F |
| 5. The boss of crocodiles killed the rabbit and they eat it up together. | T | F |

2nd Meeting

The Bear and the Two Travellers

Once, there were two men were travelling together. They were best friends and they always did everything together.

On the way, they suddenly met Bear. They felt scared and tried to save themselves. Suddenly, their friendship was gone. One of them individually climbed up quickly into a tree and covered himself in the branches. The other one fell flat on the ground because he saw that he would be attacked. The man held his breath and pretended appearance of death. He held his breath as long as he could because he knew that bear would not attack dead people. The Bear came up and felt with his nose. Bear smelt him all over. The Bear soon left him, because Bear would not touch a dead body.

When Bear was quite gone, the other man got down from the tree and humorously asked his friend about what the Bear had whispered in his ear. Then, his friend said that the Bear gave him advice. The other man then asked what the Bear advised him. Then, his friend said that the Bear advised him not to travel with someone who leaves his friend at the approach of danger.

The Key of Vocabularies:

- Felt Scared (v) : Merasa Takut
- Climbed up (v) : Naik/Memanjat
- The Branches (n) : Cabang-cabang/Ranting-ranting
- Humorously (adv): Dengan Humor
- The Approach of Danger (n): Pendekatan Berbahaya

I. Answer the following questions based on the text above!

1. Who are the main characters of the story?
2. Which the sentences that can be main idea of the passage above?
3. How did they save themselves from Bear?
4. What was the end of the story?
5. What moral value do you learn from the story?

II. 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. Two travellers were not best friends | T | F |
| 2. They climbed up quickly into a tree | T | F |
| 3. The Bear came up and felt with his nose and would touch a dead body. | T | F |
| 4. Bear advised one of them not to travel with someone who leaves his friend at the approach of danger. | T | F |
| 5. The man felt angry because he did not help his friend from the tree. | T | F |

3rd Meeting

The Unhappy Cendrawasih *Folklore from Papua*

Mr. Green Bird and Mrs. Brown Bird lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr. Green Bird. "I want to have beautiful feathers like Mr. Green Bird. His feathers are not brown like mine. They are very beautiful," said Mr. Brown Bird to his wife.

"Honey, you have to be grateful with your feathers. With feathers like this, human are not interested in us. So they will not hunt us," said Mrs. Brown Bird. Mr. Brown Bird then went to the God of Jungle. "I want to have beautiful feathers like Mr. Green Bird's feathers," said Mr. Brown Bird. "Don't worry. I can make your wish comes true. Just choose one color." "Hmm I don't know. How about red? Yellow? Green? I'm confused." The God of Jungle was upset. "Choose now!" Mr. Brown Bird then looks up to the sky. He had an idea. "Aha! I know which color to choose. I don't want one color of my feathers. I want many colors. I want my feathers to be colorful like the rainbow in the sky." Not longer after that, Mr. Brown Bird's feathers were colorful.

When he went home, his wife did not recognize him. "Honey, it's me. I'm your husband." "No, my husband is not like you! His feathers are brown!" said Mrs. brown Bird. Mr. Brown Bird tried very hard to convince his wife realized that he was really her husband. "You are very stupid, my husband. Wit color like these, humans will hunt you. What if they also take our children? Now, please go away! Our lives are in danger if you are still here," said Mrs. Brown Bird. She is crying. Mr. Brown Bird was very sad. He thought he just made a very big mistake. He then left his house. His name then changed into Cendrawasih. It meant a bird of paradise.

Key of vocabularies:

- Unhappy (adj) : Tidak bahagia
- Beautiful feathers (n) : Bulu yang indah
- Recognize (v) : Mengenali
- Be grateful (v) : Bersyukur
- Please go away! : Menjauh/pergi

I. Answer the following questions based on the text above!

1. Which the sentences that can be main idea of the passage above, could you tell me?
2. Why does the author take the story from Papua?
3. “Honey, you have to be grateful with your feathers” what is the same meaning of the underline word?
4. Why does Mr. Brown Bird change name into Cendrawasih?
5. From the text above what can the reader sump up?

II. Put a circle round the letter if the statement is true. If it is not true, put a circle round the letter F!

- | | | |
|---|----------|----------|
| 1. Mr. Brown Bird said to the Mr. Green Bird that “don’t worry about your feather, I myself is really want to have feather as yours”. | T | F |
| 2. Mr. Brown Bird’s wife is really like her feather, she said “no one wants to kill us because they are not interest with us”. | T | F |
| 3. Mr. Brown Bird went to the jungle and met the God of Jungle. He said to the God of Jungle “I want to have beautiful feather”. | T | F |
| 4. The God of Jungle was upset to the Mr. Brown Bird because he did not choose on of color that he wants. | T | F |
| 5. Mr. Brown Bird left his house because his wife is angry with has done. | T | F |

4th Meeting

Mentiko Betuah

Folklore from Nanggroe Aceh Darussalam

A long time ago, there was a kingdom in Semeulue, Nanggroe Aceh Darussalam. The king and the queen had a son, the prince. They loved the prince very much. They always gave him anything he wanted and that made him grow as a spoiled young man. The king realized his mistake. He wanted to give the prince a lesson. He asked the prince to leave the palace and become a merchant.

"I will give you some money. Use the money only for trading. Don't come back until you are rich!" asked the king.

The prince was sad. He knew his father was angry with him because he was a spoiled boy. He then promised himself that he could become a great merchant. After he left the palace, he went to a village. While he was walking, he saw some kids were trying to shoot a bird using their slingshots.

"Stop! Don't hurt the bird! I'll give you some money if you stop hurting him," said the prince. After that, he gave some money to those kids.

Later, he saw some men who were torturing a snake. Again, the prince asked them to stop hurting the snake. He also gave them some money. He kept on giving some money to people who tortured animals. Finally he did not have any money at all. He was so worried. He knew he could not become a merchant without any money in his pocket. He was also scared of going home. His father would be very angry at him. Next, the prince went to the forest. He did not know anywhere to go. While he was sitting under a big tree, a giant snake came to him. He was so frightened.

"Don't worry, young man. I will not eat you. I am the king of snakes in this jungle. I heard you helped many animals from being tortured. Now, I want to give you a gift. This is Mentiko Betuah. This magical stone can give you anything you want."

The prince was happy. He asked the Mentiko Betuah to give him a lot of money. Amazingly, the prince later had a lot of money. So he went home and told his father that the money was from his business as a merchant.

The prince kept the Mentiko Betuah carefully. He went to a goldsmith and asked him to make the magical stone as a ring. Unfortunately, the goldsmith stole the Mentiko Betuah. The prince was angry. Luckily he had made friends to the animals. Then they all helped him find the Mentiko Betuah.

A cat, a dog, and a mouse went together to find the magical stone. They finally found the goldsmith. However they could not enter his house, only the mouse could. After waiting for a moment, the mouse came out of the house. He said he could not find the magical stone. After that they all went back to the palace. The cat and the dog did not know that the mouse actually had found the magical stone. He was hiding it in his mouth. He then gave the Mentiko Betuah to the prince. He was so happy and said that the mouse was the hero.

The cat and the dog were jealous and angry. They tried to kill the mouse. That's why until now cats and dogs always try to catch mice.

Key of vocabularies:

- A spoiled young man (n) : Lelaki muda yang manja
- Promise (v) : Berjanji
- Torturing a snake (v) : Menganiaya/menyiksa seekor ular
- Frightened (n) : Ketakutan
- The goldsmith (n) : Pandai/tukang emas

I. Answer the following questions based on the text above!

1. Which the sentences that can be main idea of the passage above, could you tell me?
2. Why does the king give his son much money and ask him become a merchant?
3. What is the characteristic of the prince?
4. Why does the author tell the reader about Mentiko Betuah?
5. What can the reader infer from the story?

II. Put a circle round the letter if the statement is true. If it is not true, put a circle round the letter F!

- | | | |
|--|----------|----------|
| 1. In Semeulue, Nanggroe Aceh Darussalam, the Prince of a palace grew as a spoiled young man. | T | F |
| 2. The king was disappointed to his son because he did not become a merchant. | T | F |
| 3. When the prince into the jungle, there were some men who were torturing a snake | T | F |
| 4. The goldsmith stole the Mentiko Betuah. | T | F |
| 5. The mouse had found the magical stone but the cat and the dog did not know. They were angry to the mouse and wanted to kill him. That's why until now cats and dogs always try to catch mice. | T | F |

Appendix 8. The Score of Pretest and Posttest in Experimental Class

No	Name of the students	Pretest				Posttest			
		Answers	Score	X ²	Classification	Answers	Score	X ²	Classification
1	Ainun Maylani	6	40	1600	Poor	9	60	1600	Fair
2	Andi Sumira	8	53.3	2840.89	Poor	13	86.6	2840.89	Very Good
3	Hadrian Rukmana	7	46.6	2171.56	Poor	12	80	2171.56	Very Good
4	Khaeriah	5	33.3	1108.89	Very Poor	10	66.6	1108.89	Good
5	Hartika Rahman	7	46.6	2171.56	Poor	11	73.3	2171.56	Good
6	Insyirah. M	6	40	1600	Poor	12	80	1600	Very Good
7	Marwah. S	4	26.6	707.56	Very Poor	9	60	707.56	Fair
8	Miftahul Janna. K	6	40	1600	Poor	12	80	1600	Very Good
9	NurInzani Al. Alim	7	46.6	2171.56	Poor	13	86.6	2171.56	Very Good
10	Nurjannah	5	33.3	1108.89	Very Poor	9	60	1108.89	Fair
11	Nur Nafilah	6	40	1600	Poor	12	80	1600	Very Good
12	Nurwhidah	6	40	1600	Poor	11	73.3	1600	Good

Continuance of the Appendix 8.

No	Name of the students	Pretest				Posttest			
		Answers	Score	X ²	Classification	Answers	Score	X ²	Classification
13	Nurul Faizah	4	26.6	707.56	Very Poor	9	60	707.56	Fair
14	Nurul Nihlah	7	46.6	2171.56	Poor	13	86.6	2171.56	Very Good
15	Raqita Mayasari	5	33.3	1108.89	Very Poor	10	66.6	1108.89	Good
16	Rafika Rahman	4	26.6	707.56	Very Poor	9	60	707.56	Fair
17	Seli Surahni	8	53.3	2840.89	Poor	12	80	2840.89	Very Good
18	Sulasti	6	40	1600	Poor	11	73.3	1600	Good
19	Sunarti	8	53.3	2840.89	Poor	12	80	2840.89	Very Good
20	Abd. Malik	5	33.3	1108.89	Very Poor	8	53.3	1108.89	Poor
21	Ahmad Syukri	6	40	1600	Poor	11	73.3	1600	Good
22	Andi Hedir Aswal	9	60	3600	Fair	13	86.6	3600	Very Good
23	Dandi Ramadhan	9	60	3600	Fair	11	73.3	3600	Good
24	Gunawan	7	46.6	2171.56	Poor	11	73.3	2171.56	Good

Continuance of the Appendix 8.

No	Name of the students	Pretest				Posttest			
		Answers	Score	X^2	Classification	Answers	Score	X^2	Classification
25	Hasdar	9	60	3600	Fair	12	80	3600	Very Good
26	Muh. Fadil Akbar	5	33.3	1108.89	Very Poor	10	66.6	1108.89	Good
27	Muh. Suhardi	8	53.3	2840.89	Poor	13	86.6	2840.89	Very Good
28	Muhammad Hasrul	9	60	3600	Fair	12	80	3600	Very good
29	Risaldi	6	40	1600	Poor	11	73.3	1600	Good
30	Suardi	9	60	3600	Fair	12	80	3600	Very Good
	ΣX_1		1312.5	60688.49			2212.6	165756.04	
	$(\Sigma X_1)^2$		1722656.25				4895598.76		
	\bar{X}_1		43.75				73.75		
	SS_1		3266.63				2569.42		
	SD_1		10.43				9.25		

Based on the appendix above, there was no student that answered all those questions correctly either in pretest or posttest. In pretest, there were three students that answered 4 questions correctly. Five students answered 5 questions correctly. Eight students answered 6 questions correctly. Five students answered 7 questions correctly and four students answered 8 questions correctly. While in posttest, there was one student answered 8 questions correctly. Five students answered 9 questions correctly. Three students answered 10 questions correctly. Seven students answered 11 questions correctly. Nine students answered 12 questions correctly and five students answered 13 questions correctly. The total number of the students consisted of eleven male and nineteen female. To find out the students' level achievement, total of the students' right answer by dividing total score. The total number of the students' score in pre-test indicated 1312.5 and post-test 2212.6.



Appendix 9. The Mean and the Standard Deviation of the Students in Pretest and Posttest of Experimental Class

	Pretest	Posttest
Mean Score	$\bar{X} = \frac{\sum X}{N}$ $\bar{X}_1 = \frac{1312.5}{30} \quad \bar{X}_1 = 43.75$	$\bar{X} = \frac{\sum X}{N}$ $\bar{X}_2 = \frac{2212.6}{30} \quad \bar{X}_2 = 73.75$
Standard Deviation	$SD_1 = \sqrt{\frac{SS}{N}}$ <p>Where:</p> $SD_1 = \sqrt{\frac{3266.63}{30}}$ $SS_1 = \sum X^2 - \frac{(\sum X)^2}{N} \quad SD_1 = \sqrt{108.89}$ $SS_1 = 60688.49 - \frac{(1312.5)^2}{30} \quad SD_1 = 10.43$ $SS_1 = 60688.49 - \frac{1722656}{30}$ $SS_1 = 60688.49 - 57421.86$ $SS_1 = 3266.63$	$SD_2 = \sqrt{\frac{SS}{N}}$ <p>Where:</p> $SD_2 = \sqrt{\frac{2569.42}{30}}$ $SS_2 = \sum X^2 - \frac{(\sum X)^2}{N} \quad SD_2 = \sqrt{85.64}$ $SS_2 = 165756.04 - \frac{(2212.6)^2}{30} \quad SD_2 = 9.25$ $SS_2 = 165756.04 - \frac{4895598.76}{30}$ $SS_2 = 165756.04 - 163186.62$ $SS_2 = 2569.42$

Appendix 10. The Score of Pretest and Posttest in Control Class

No	Name of the students	Pretest				Posttest			
		Answers	Score	X ²	Classification	Answers	Score	X ²	Classification
1	Aminah	9	60	3600	Fair	13	86.6	7499.56	Very Good
2	Andi Hijrah	8	53.3	2840.89	Poor	10	66.6	4435.56	Good
3	Ayu Saqilah	4	26.6	707.56	Very Poor	7	46.6	2171.56	Poor
4	Besse Asrika	9	60	3600	Fair	12	80	6400	Very Good
5	Delvira Yunizar	8	53.3	2840.89	Poor	12	80	6400	Very Good
6	Elmi Sasmita	5	33.3	1108.89	Very Poor	9	60	3600	Fair
7	Haslinda. S	3	20	400	Very Poor	7	46.6	2171.56	Poor
8	Hasnidar	6	40	1600	Poor	10	66.6	4435.56	Good
9	Indah Mujahidah	4	26.6	707.56	Very Poor	8	53.3	2840.89	Poor
10	Jusnianti	9	60	3600	Fair	12	80	6400	Very Good

Continuance of the Appendix 10.

No	Name of the students	Pretest				Posttest			
		Answers	Score	X ²	Classification	Answers	Score	X ²	Classification
11	Miftahul Jannah. B	7	46.6	2171.56	Poor	11	73.3	5372.89	Good
12	Nur Ainul M	5	33.3	1108.89	Very Poor	9	60	3600	Fair
13	Rabiatul Adawiyah	4	26.6	707.56	Very Poor	7	46.6	2171.56	Poor
14	Risnayanti	7	46.6	2171.56	Poor	10	66.6	4435.56	Good
15	Sasmita Semi Reski	8	53.3	2840.89	Poor	11	73.3	5372.89	Good
16	Skarni Yusuf	3	20	400	Very Poor	7	46.6	2171.56	Poor
17	Widya Astuti	5	33.3	1108.89	Very Poor	9	60	3600	Fair
18	Ziqratul Zakia Putri	7	46.6	2171.56	Poor	9	60	3600	Fair
19	Muh. Taufiq	2	13.3	176.89	Very Poor	7	46.6	2171.56	Poor
20	Anjasmara	4	26.6	707.56	Very Poor	8	53.3	2840.89	Poor
21	Husni Mubaraq	8	53.3	2840.89	Poor	11	73.3	5372.89	Good
22	Miftahul Khaer	6	40	1600	Poor	10	66.6	4435.56	Good

Continuance of the Appendix 10.

No	Name of the students	Pretest				Posttest			
		Answers	Score	X^2	Classification	Answers	Score	X^2	Classification
23	Muh. Alwi	9	60	3600	Fair	13	86.6	7499.56	Very Good
24	Zakariah	5	33.3	1108.89	Very Poor	9	60	3600	Fair
25	Sri Rahayuni	6	40	1600	Poor	10	66.6	4435.56	Good
	ΣX_2		1005.9	45320.93			1599.1	105935.61	
	$(\Sigma X_2)^2$		1011834.81				2557120.81		
	\bar{X}_2		40.23				63.96		
	SS_2		4847.53				3650.78		
	SD_2		13.92				12.08		

Based on the appendix above, there was no student that answered all those questions correctly either in pretest or posttest. In pretest, there were one student that answered 2 questions correctly. Two students answered 3 questions correctly. Four students answered 4 questions correctly. Four students answered 5 questions correctly. Three students answered 6 questions correctly. Three students answered 7 questions correctly. Four students answered 8 questions correctly and four students answered 9 questions correctly. While in posttest, there were five students answered 7 questions correctly. Two students answered 8 questions correctly. Five students answered 9 questions correctly. Five students answered 10 questions correctly. Three students answered 11 questions correctly. Three students answered 12 questions correctly and one student answered 13 questions correctly. The total number of the students consisted of seven male and eighteen female. To find out the students' level achievement, total of the students' right answer by dividing total score. The total number of the students' score in pre-test indicated 1005.9 and post-test 1599.1.



Appendix 11. The Mean and the Standard Deviation of the Students in Pretest and Posttest of Control Class

	Pretest	Posttest
Mean Score	$\bar{X} = \frac{\sum X}{N}$ $\bar{X}_1 = \frac{1005.9}{25} \quad \bar{X}_1 = 40.23$	$\bar{X} = \frac{\sum X}{N}$ $\bar{X}_2 = \frac{1599.1}{25} \quad \bar{X}_2 = 63.96$
Standard Deviation	$SD_1 = \sqrt{\frac{SS}{N}}$ <p>Where:</p> $SD_1 = \sqrt{\frac{4847.53}{25}}$ $SS_1 = \sum X^2 - \frac{(\sum X)^2}{N} \quad SD_1 = \sqrt{193.90}$ $SS_1 = 45320.93 - \frac{(1005.9)^2}{25} \quad SD_1 = 13.92$ $SS_1 = 45320.93 - \frac{1011834.81}{25}$ $SS_1 = 45320.93 - 40473.4$ $SS_1 = 4847.53$	$SD_2 = \sqrt{\frac{SS}{N}}$ <p>Where:</p> $SD_2 = \sqrt{\frac{3650.78}{25}}$ $SS_2 = \sum X^2 - \frac{(\sum X)^2}{N} \quad SD_2 = \sqrt{146.03}$ $SS_2 = 105935.61 - \frac{(1599.1)^2}{25} \quad SD_2 = 12.08$ $SS_2 = 105935.61 - \frac{2557120.81}{25}$ $SS_2 = 105935.61 - 102284.83$ $SS_2 = 3650.78$

Appendix 12. The Application of T-test Formula for Pretest and Posttest in Experimental and Control Class

T-test of Experimental and Control Class	
Pretest	Posttest
$t = \frac{X1 - X2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$	$t = \frac{X1 - X2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$
$t = \frac{43.75 - 40.23}{\sqrt{\left(\frac{3266.63 + 4847.53}{30 + 25 - 2}\right) \left(\frac{1}{30} + \frac{1}{25}\right)}}$	$t = \frac{73.75 - 63.96}{\sqrt{\left(\frac{2569.42 + 3650.78}{30 + 25 - 2}\right) \left(\frac{1}{30} + \frac{1}{25}\right)}}$
$t = \frac{3.52}{\sqrt{\left(\frac{8114.16}{53}\right) \left(\frac{55}{750}\right)}}$	$t = \frac{9.79}{\sqrt{\left(\frac{8114.16}{53}\right) \left(\frac{55}{750}\right)}}$
$t = \frac{3.52}{\sqrt{(153.1)(0.07)}}$	$t = \frac{9.79}{\sqrt{(117.36)(0.07)}}$
$t = \frac{3.52}{\sqrt{10.717}}$	$t = \frac{9.79}{\sqrt{8.21}}$
$t = \frac{3.52}{3.27}$	$t = \frac{9.79}{2.86}$
$t = 1.07$	$t = 11.92$

$$T\text{-test} = 1.07$$

$$T\text{-table} = 2.009$$

$$T\text{-test} = 11.92$$

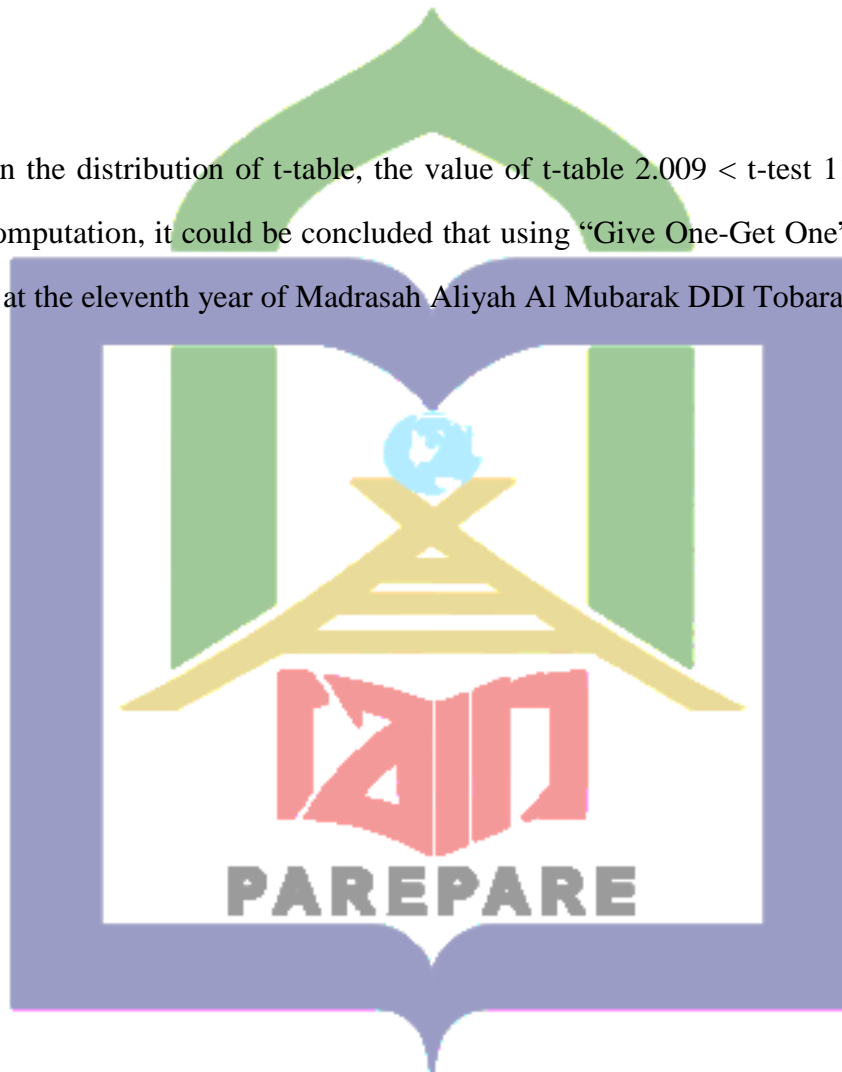
$$T\text{-table} = 2.009$$

$$Df = n_1 + n_2 - 2$$

$$Df = 30 + 25 - 2$$

$$Df = 53$$

Based on the distribution of t-table, the value of t-table $2.009 < t\text{-test } 11.92$. It means H_a was accepted and H_o was rejected. Based on the computation, it could be concluded that using “Give One-Get One” activities effective to improve the student’s reading comprehension at the eleventh year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo.



Appendix 13. Distribution of T-table

d.f.				TINGKAT SIGNIFIKANSI			
duasisi	20%	10%	5%	2%	1%	0,2%	0,1%
satusisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

Appendix 14. The Student's Worksheet of Pretest and Posttest in Experimental Class

Pre-test

Name	: Marwah . S
Class	: XI IPA 1

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog *Folklore from Central Sulawesi*

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- ☒ A. The dog is handsome with his horns
- ☐ B. The male deer's wife sees an animal coming
- ☐ C. The deer have an idea how to take the horns from the dog
- ☐ D. The dog looks beautiful with his horns than the deer

26.6

2. According to the previous text, where the deer and his wife drink some water?

- (A) In a lake
B. In a house
C. In a forest
D. In a basin

3. All of the following are mentioned of the text, EXCEPT...

- (A) The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
D. The deer gives the horns to the dog after they have been running match

4. The word horn on paragraph 1 is close in meaning to...

- A. Warning
B. Hat
(C) Headband
D. Head

5. What can be inferred from the third paragraph?

- A. The deer wants the dog have a running match with him
(B) The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
(B) The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. How many character of the passage?

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

8. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient
B. Foolish

C. Confidence

(D) Make every effort

9. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think
(B) Answer
C. Hear
D. Speak

10. The best way to have a best friend based on this story is

- A. Someone who's honest
(B) Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

11. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
(B) "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

12. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed
(B) Sad
C. Angry
D. Happy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad
(B) Pretty
C. Ugly
D. Horrible

14. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
(C) To persuade the reader to take an action
D. To describe one person's experience

15. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt
(B) Husband
C. Married woman
D. Enemy

~Good Luck~

4 = B



Pre-test

Name : A. Haidir . Aswal

Class : X B IPA 1

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog *Folklore from Central Sulawesi*

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- A. The dog is handsome with his horns
- B. The male deer's wife sees an animal coming
- ☒ C. The deer have an idea how to take the horns from the dog
- D. The dog looks beautiful with his horns than the deer

60

2. According to the previous text, where the deer and his wife drink some water?

- (A) In a lake C. In a forest
B. In a house D. In a basin

3. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
(D) The deer gives the horns to the dog after they have been running match

4. The word horn on paragraph 1 is close in meaning to...

- A. Warning (C) Headband
B. Hat D. Head

5. What can be inferred from the third paragraph?

- (A) The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
B. The deer is trying to steal the dog's horns
C. The deer is winner of the running match
(D) The dog wants get his horns from the deer

7. How many character of the passage?

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

8. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient (B) Foolish

C. Confidence

D. Make every effort

9. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think C. Hear
(B) Answer D. Speak

10. The best way to have a best friend based on this story is

- A. Someone who's honest
(B) Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

11. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
(D) "...The deer did not have horns"

12. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed (C) Angry
B. Sad D. Happy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad C. Ugly
(B) Pretty D. Horrible

14. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
(D) To describe one person's experience

15. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt C. Married woman
(B) Husband (D) Enemy

~Good Luck~

9 = B

Post-test

Name : Nurul Faizah

Class : XI IPA 1

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog

Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

A. The dog is handsome with his horns

☒ B. The male deer's wife sees an animal coming

C. The deer have an idea how to take the horns from the dog

D. The dog looks beautiful with his horns than the deer



60

2. How many character of the passage?

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

3. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient
B. Foolish
C. Confidence
D. Make every effort

4. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think
B. Answer
C. Hear
D. Speak

5. The best way to have a best friend based on this story is

- A. Someone who's honest
B. Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
B. The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. According to the previous text, where the deer and his wife drink some water?

- A. In a lake
B. In a house
C. In a forest
D. In a basin

8. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
D. The deer gives the horns to the dog after they have been running match

9. The word horn on paragraph 1 is close in meaning to...

- A. Warning
B. Hat
C. Headband
D. Head

10. What can be inferred from the third paragraph?

- A. The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

11. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
D. To describe one person's experience

12. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt
B. Husband
C. Married woman
D. Enemy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad
B. Pretty
C. Ugly
D. Horrible

14. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed
B. Sad
C. Angry
D. Happy

15. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

9 = B



Post-test

Name : Nurul Nihlah

Class : XI IPA 1

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog
Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- A. The dog is handsome with his horns
- ☒ B. The male deer's wife sees an animal coming
- C. The deer have an idea how to take the horns from the dog
- D. The dog looks beautiful with his horns than the deer

86.6

2. How many character of the passage?

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

3. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient
B. Foolish
C. Confidence
D. Make every effort

4. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think
B. Answer
C. Hear
D. Speak

5. The best way to have a best friend based on this story is

- A. Someone who's honest
B. Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
B. The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. According to the previous text, where the deer and his wife drink some water?

- A. In a lake
B. In a house
C. In a forest
D. In a basin

8. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
D. The deer gives the horns to the dog after they have been running match

9. The word horn on paragraph 1 is close in meaning to...

- A. Warning
B. Hat
C. Headband
D. Head

10. What can be inferred from the third paragraph?

- A. The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

11. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
D. To describe one person's experience

12. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt
B. Husband
C. Married woman
D. Enemy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad
B. Pretty
C. Ugly
D. Horrible

14. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed
B. Sad
C. Angry
D. Happy

15. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

13 = B

Appendix 15. The Student's Worksheet of Pretest and Posttest in Control Class

Pre-test

Name : SKARNI YUNUS
Class : XI IPA 2

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- A. The dog is handsome with his horns
- B. The male deer's wife sees an animal coming
- ☒ C. The deer have an idea how to take the horns from the dog
- D. The dog looks beautiful with his horns than the deer

X

20

2. According to the previous text, where the deer and his wife drink some water?
 A. In a lake C. In a forest
 B. In a house D. In a basin
3. All of the following are mentioned of the text, EXCEPT...
 A. The deer is jealous with his friend the dog
 B. The deer have an idea how to take the horns from the dog
 C. The deer is trying to steal the dog's horns
 D. The deer gives the horns to the dog after they have been running match
4. The word horn on paragraph 1 is close in meaning to...
 A. Warning C. Headband
 B. Hat D. Head
5. What can be inferred from the third paragraph?
 A. The deer wants the dog have a running match with him
 B. The deer wants his wife have a running match with him
 C. The deer has a running match by himself
 D. The dog wants the deer's wife have a running match with him
6. Which the main idea is presented in the fourth paragraph?
 A. The dog is winner of the running match
 B. The deer is trying to steal the dog's horns
 C. The deer is winner of the running match
 D. The dog wants get his horns from the deer
7. How many character of the passage?
 A. 1 C. 3
 B. 2 D. 4
8. Which of the following words best describe the dog as it is presented in this passage?
 A. Patient B. Foolish
 C. Confidence D. Make every effort
9. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)
 A. Think C. Hear
 B. Answer D. Speak
10. The best way to have a best friend based on this story is
 A. Someone who's honest
 B. Read a book about the friendship
 C. Look in an encyclopedia under Steamships
 D. Ask someone who has best friend
11. Which words in the story tell the reader that these events took place long ago?
 A. "...The dogs want to get their horns back"
 B. "...Bring back my horns!"
 C. "...It was a very hot day"
 D. "...The deer did not have horns"
12. Which emotion did the dog feel when the deer steal his horns?
 A. Relaxed C. Angry
 B. Sad D. Happy
13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...
 A. Bad C. Ugly
 B. Pretty D. Horrible
14. Why did the author write this story?
 A. To get the moral value
 B. To express the author's opinion
 C. To persuade the reader to take an action
 D. To describe one person's experience
15. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...
 A. Aunt C. Married woman
 B. Husband D. Enemy

~Good Luck~

3 = B

Pre-test

Name : Risnayani

Class : XI IPA 2

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog
Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you"? not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- ☒ A. The dog is handsome with his horns
- ☐ B. The male deer's wife sees an animal coming
- ☐ C. The deer have an idea how to take the horns from the dog
- ☐ D. The dog looks beautiful with his horns than the deer

46,6

2. According to the previous text, where the deer and his wife drink some water?

- (A) In a lake
B. In a house
C. In a forest
D. In a basin

3. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
(D) The deer gives the horns to the dog after they have been running match

4. The word horn on paragraph 1 is close in meaning to...

- A. Warning
B. Hat
C. Headband
(D) Head

5. What can be inferred from the third paragraph?

- A. The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
(C) The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
(B) The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. How many character of the passage?

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

8. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient
B. Foolish

(C) Confidence

D. Make every effort

9. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think
(B) Answer
C. Hear
D. Speak

10. The best way to have a best friend based on this story is

- A. Someone who's honest
(B) Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

11. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
(B) "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

12. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed
B. Sad
(C) Angry
D. Happy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad
(B) Pretty
C. Ugly
D. Horrible

14. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
(D) To describe one person's experience

15. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt
B. Husband
(C) Married woman
D. Enemy

~Good Luck~

7 = B

Post-test

Name : Haslinda - S
Class : XI IPA 2

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog *Folklore from Central Sulawesi*

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you"? not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- ☒ A. The dog is handsome with his horns
- ☐ B. The male deer's wife sees an animal coming
- ☐ C. The deer have an idea how to take the horns from the dog
- ☐ D. The dog looks beautiful with his horns than the deer

46.6

2. How many character of the passage?

- A. 1 ~~X~~ 3
B. 2 D. 4

3. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient C. Confidence
~~X~~ Foolish D. Make every effort

4. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think C. Hear
~~X~~ Answer D. Speak

5. The best way to have a best friend based on this story is

- ~~X~~ Someone who's honest
B. Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

6. Which the main idea is presented in the fourth paragraph?

- ~~X~~ The dog is winner of the running match
B. The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. According to the previous text, where the deer and his wife drink some water?

- A. In a lake C. In a forest
B. In a house ~~X~~ In a basin

8. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
~~X~~ The deer gives the horns to the dog after they have been running match

9. The word horn on paragraph 1 is close in meaning to...

- A. Warning C. Headband
B. Hat ~~X~~ Head

10. What can be inferred from the third paragraph?

- ~~X~~ A. The deer wants the dog have a running match with him
~~X~~ B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

11. Why did the author write this story?

- ~~X~~ A. To get the moral value
B. To express the author's opinion
~~X~~ C. To persuade the reader to take an action
D. To describe one person's experience

12. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt C. Married woman
~~X~~ Husband D. Enemy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad ~~X~~ Ugly
B. Pretty D. Horrible

14. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed ~~X~~ Angry
B. Sad D. Happy

15. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
~~X~~ D. "...The deer did not have horns"

7 = B

Post-test

Name : Dusrinanti

Class : XI IPA 2

Read the story carefully and then answer those questions 1 through 15 below!

The Stupid Dog Folklore from Central Sulawesi

DEER have horns, right? But long time ago, deer did not have horns. Instead, dogs had horns. How did the deer get the horns? Here is the story. It was a very hot day. A couple of deer went to a river to drink. They were husband and wife. After arrived in the lake, they immediately drank some water.

Suddenly, the wife saw an animal coming. "My husband, who is he? Wow! He is very handsome with his horns," said the female deer. "Oh, that's my friend. He is a dog. By the way, did you say he is more handsome than me?" asked the male deer. He was jealous. "Of course not, you are still more handsome than he is. But I have to admit that his horns are beautiful. If you have those horns, I think you will look very attractive." "Ok, then, I had an idea how to take the horns from the dog. Just wait here."

"Hi, how are you?" asked the male deer to the dog. "I'm just fine," answered the dog. "How about you?" not really good. You see my wife over there? She thinks that I cannot run fast like other male deer. Do you mind if we have a running match? I really want to practice," said the male deer. "Don't worry, my friend. Let's have the running match now."

After that, the running match began. The male deer won. Then, he tried to cheer the dog up. "Well, don't be sad. You cannot run fast because you have your horns on your head. What if you let me wear the horns," asked the male deer. "OK, but please wear the horns carefully. I don't want them to be broken." "Don't worry. I will be very careful," replied the male deer. And then he immediately put the horns on his head. "Wow? My wife is right. I really look great with these horns," said the male deer to himself. Then, they started the running match again. The male deer ran as fast as he could. He ran very fast and did not stop. He was trying to steal the dog's horns. "Hey come back! Bring back my horns!" the dog was very angry. Until now, dogs always try to catch deer. The dogs want to get their horns back.

1. What is the main idea of the second paragraph?

- A. The dog is handsome with his horns
- ☒ B. The male deer's wife sees an animal coming
- C. The deer have an idea how to take the horns from the dog
- D. The dog looks beautiful with his horns than the deer

80

2. How many character of the passage?

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

3. Which of the following words best describe the dog as it is presented in this passage?

- A. Patient
B. Foolish
C. Confidence
D. Make every effort

4. "Replied the male deer" the underlined word is synonymous with.... (Paragraph 4)

- A. Think
B. Answer
C. Hear
D. Speak

5. The best way to have a best friend based on this story is

- A. Someone who's honest
B. Read a book about the friendship
C. Look in an encyclopedia under Steamships
D. Ask someone who has best friend

6. Which the main idea is presented in the fourth paragraph?

- A. The dog is winner of the running match
B. The deer is trying to steal the dog's horns
C. The deer is winner of the running match
D. The dog wants get his horns from the deer

7. According to the previous text, where the deer and his wife drink some water?

- A. In a lake
B. In a house
C. In a forest
D. In a basin

8. All of the following are mentioned of the text, EXCEPT...

- A. The deer is jealous with his friend the dog
B. The deer have an idea how to take the horns from the dog
C. The deer is trying to steal the dog's horns
D. The deer gives the horns to the dog after they have been running match

9. The word horn on paragraph 1 is close in meaning to...

- A. Warning
B. Hat
C. Headband
D. Head

10. What can be inferred from the third paragraph?

- A. The deer wants the dog have a running match with him
B. The deer wants his wife have a running match with him
C. The deer has a running match by himself
D. The dog wants the deer's wife have a running match with him

11. Why did the author write this story?

- A. To get the moral value
B. To express the author's opinion
C. To persuade the reader to take an action
D. To describe one person's experience

12. "You see my wife over there?" (Paragraph 3). The underline word is close meaning to...

- A. Aunt
B. Husband
C. Married woman
D. Enemy

13. "But I have to admit that his horns are beautiful" (Paragraph 2). The underline word is same meaning to...

- A. Bad
B. Pretty
C. Ugly
D. Horrible

14. Which emotion did the dog feel when the deer steal his horns?

- A. Relaxed
B. Sad
C. Angry
D. Happy

15. Which words in the story tell the reader that these events took place long ago?

- A. "...The dogs want to get their horns back"
B. "...Bring back my horns!"
C. "...It was a very hot day"
D. "...The deer did not have horns"

12 = B

Appendix 16. The Treatment in Experimental Class by Using “Give One-Get One” Activities

The Unhappy Cendrawasih *Folklore from Papua*

Mr. Green Bird and Mrs. Brown Bird lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr. Green Bird. "I want to have beautiful feathers like Mr. Green Bird. His feathers are not brown like mine. They are very beautiful," said Mr. Brown Bird to his wife.

"Honey, you have to be grateful with your feathers. With feathers like this, human are not interested in us. So they will not hunt us," said Mrs. Brown Bird. Mr. Brown Bird then went to the God of Jungle. "I want to have beautiful feathers like Mr. Green Bird's feathers," said Mr. Brown Bird. "Don't worry. I can make your wish comes true. Just choose one color." "Hmm I don't know. How about red? Yellow? Green? I'm confused." The God of Jungle was upset. "Choose now!" Mr. Brown Bird then looks up to the sky. He had an idea. "Aha! I know which color to choose. I don't want one color of my feathers. I want many colors. I want my feathers to be colorful like the rainbow in the sky." Not longer after that, Mr. Brown Bird's feathers were colorful.

When he went home, his wife did not recognize him. "Honey, it's me. I'm your husband." "No, my husband is not like you! His feathers are brown!" said Mrs. brown Bird. Mr. Brown Bird tried very hard to convince his wife realized that he was really her husband. "You are very stupid, my husband. Wit color like these, humans will hunt you. What if they also take our children? Now, please go away! Our lives are in danger if you are still here," said Mrs. Brown Bird. She is crying. Mr. Brown Bird was very sad. He thought he just made a very big mistake. He then left his house. His name then changed into Cendrawasih. It meant a bird of paradise.

Nama : Gunawan
Kelas : XI IPA 1

Key of vocabularies:

- Unhappy (adj) : Tidak bahagia
- Beautiful feathers (n) : Bulu yang indah
- Recognize (v) : Mengenali
- Be grateful (v) : Bersyukur
- Please go away! : Menjauh/pergi

I. Answer the following questions based on the text above!

1. Which the sentences can be main idea of the passage above, could you tell me?
2. Why does the author take the story from Papua?
3. "Honey, you have to be grateful with your feathers" what is the same meaning of the underline word?
4. Why does Mr. Brown Bird change name into Cendrawasih?
5. From the text above what can the reader sump up?

II. Put a circle round the letter if the statement is true. If it is not true, put a circle round the letter F!

- | | | | |
|---|--|-----|-----|
| ✓ | Mr. Brown Bird said to the Mr. Green Bird that "don't worry about your feather, I myself is really want to have feather as yours". | T | (F) |
| ✓ | Mr. Brown Bird's wife is really like her feather, she said "no one wants to kill us because they are not interest with us". | (T) | F |
| ✓ | Mr. Brown Bird went to the jungle and met the God of Jungle. He said to the God of Jungle "I want to have beautiful feather". | (T) | F |
| ✗ | The God of Jungle was upset to the Mr. Brown Bird because he did not choose on of color that he wants. | T | (F) |
| ✓ | Mr. Brown Bird left his house because his wife is angry with has done. | (T) | F |

- 31
- 40
- 5 1. Mr. Green bird and Mrs. Brown bird lived in a jungle in Papua
- 5 2. Because cendrawasih bird from papua
- 5 3. Thank You

$$31 + 40 = 71$$

- 8 4. Because he have a bad feathers
- 8 5. Don't be jealous to the others because we also have the unique one

Topic: The Unhappy Cendrawasih

Ideas I Will Give		Ideas I Will Get	
Name: Gunawan	Name: Hadrian Rukmana . H	Name: Muh. Fadli Akbar	Name: Suardi
1. Mr. Green Bird and Mrs. Brown Bird lived in a jungle in Papua	2. Because the author want to make story about Cendrawasih. Automatically, the author writes story from papua	1. The last Paragraph	1. Mr. Brown bird was jealous with Mr. Green Bird - Mr. Brown's have change in to cendrawasih
2. Because Cendrawasih Bird from Papua	2. The first paragraph when the Mr. Brown bird thought they were ugly and the was jealous with his friend	2. Because Cendrawasih from PAPUA	2. Mr. Brown bird's feathers were colorful 2. Because the author wants to tell about story of Cendrawasih
3. Thank You	3. Thanks/Thank You	3. Grateful/Accept	3. Thankfull
4. Because he have a bad feathers	4. Because he has many color of his feather like rainbow in the sky	4. Because Mr. Brown change his feather.	4. Because he want is feathers to be colorful like the rainbow in the sky
5. Don't be jealous to the others because we all have the unique one	5. We have to be gratefull with what we have	5. You have to accept what is giving to you from god	5. We have to gratefull what we have

Appendix 17. The Students's Worksheet in Control Class

The Unhappy Cendrawasih *Folklore from Papua*

Mr. Green Bird and Mrs. Brown Bird lived in a jungle in Papua. Mr. Brown always complained about his feathers. He thought they were ugly. He was jealous with his friend, Mr. Green Bird. "I want to have beautiful feathers like Mr. Green Bird. His feathers are not brown like mine. They are very beautiful," said Mr. Brown Bird to his wife.

"Honey, you have to be grateful with your feathers. With feathers like this, human are not interested in us. So they will not hunt us," said Mrs. Brown Bird. Mr. Brown Bird then went to the God of Jungle. "I want to have beautiful feathers like Mr. Green Bird's feathers," said Mr. Brown Bird. "Don't worry. I can make your wish comes true. Just choose one color." "Hmm I don't know. How about red? Yellow? Green? I'm confused." The God of Jungle was upset. "Choose now!" Mr. Brown Bird then looks up to the sky. He had an idea. "Aha! I know which color to choose. I don't want one color of my feathers. I want many colors. I want my feathers to be colorful like the rainbow in the sky." Not longer after that, Mr. Brown Bird's feathers were colorful.

When he went home, his wife did not recognize him. "Honey, it's me. I'm your husband." "No, my husband is not like you! His feathers are brown!" said Mrs. brown Bird. Mr. Brown Bird tried very hard to convince his wife realized that he was really her husband. "You are very stupid, my husband. Wit color like these, humans will hunt you. What if they also take our children? Now, please go away! Our lives are in danger if you are still here," said Mrs. Brown Bird. She is crying. Mr. Brown Bird was very sad. He thought he just made a very big mistake. He then left his house. His name then changed into Cendrawasih. It meant a bird of paradise.

Nama : Andi Hijrah

Kelas : XI IPA 2

Key of vocabularies:

- Unhappy (adj) : Tidak bahagia
- Beautiful feathers (n) : Bulu yang indah
- Recognize (v) : Mengenal
- Be grateful (v) : Bersyukur
- Please go away! : Menjauh/pergi

I. Answer the following questions based on the text above!

1. Which the sentences can be main idea of the passage above, could you tell me?
2. Why does the author take the story from Papua?
3. "Honey, you have to be grateful with your feathers" what is the same meaning of the underline word?
4. Why does Mr. Brown Bird change name into Cendrawasih?
5. From the text above what can the reader sump up?

II. Put a circle round the letter if the statement is true. If it is not true, put a circle round the letter F!

- | | | |
|--|----------|----------|
| ✓ Mr. Brown Bird said to the Mr. Green Bird that "don't worry about your feather, I myself is really want to have feather as yours". | T | F |
| ✓ Mr. Brown Bird's wife is really like her feather, she said "no one wants to kill us because they are not interest with us". | T | F |
| ✓ Mr. Brown Bird went to the jungle and met the God of Jungle. He said to the God of Jungle "I want to have beautiful feather". | T | F |
| ✓ The God of Jungle was upset to the Mr. Brown Bird because he did not choose on of color that he wants. | T | F |
| ✗ Mr. Brown Bird left his house because his wife is angry with has done. | T | F |

$$40 + 28 = 68$$

3 1. Be your self

S 2. Because only in Papua be found Cendrawasih

S 3. Thank You

S 4. Because she changed the feather be colorful and it meant a bird of paradise

10 5. Be grateful to given of the god



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421) 21307 ✉ (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 511 /In.39/PP.00.9/06/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. WAJO
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. WAJO

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : EKA SAFITRI
Tempat/Tgl. Lahir : ADING, 28 Agustus 1995
NIM : 14.1300.120
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : KEL. ADING, KEC. PITUMPANUA, KAB. WAJO

Bermaksud akan mengadakan penelitian di wilayah **KAB. WAJO** dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECTIVENESS OF "GIVE ONE-GET ONE" ACTIVITIES TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR OF MADRASAH ALIYAH AL MUBARAK DDI TOBARAKKA KABUPATEN WAJO"

Pelaksanaan penelitian ini direncanakan pada bulan **Juni** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

08 Juni 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaidi



SRN CO 0000653

**PEMERINTAH KABUPATEN WAJO
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**

Jl. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549
www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

IZIN PENELITIAN / SURVEY

Nomor : 0653/IP/DPMPTSP/2018

Membaca : Surat Permohonan **EKA SAFITRI** Tanggal **13-07-2018**
Tentang Penerbitan Izin Penelitian / Survey

Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Memperhatikan : 1. Surat PIt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor : B 511/In.39/PP.00.9/06/2018 Tanggal 08 Juni 2018 Perihal : Izin Melaksanakan Penelitian
2. Rekomendasi Tim Teknis Nomor **00652/IP/TIM-TEKNIS/VII/2018** Tanggal **13-07-2018** Tentang Penerbitan Izin Penelitian / Survey

Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama : **EKA SAFITRI**
Tempat / Tgl Lahir : **ADING , 28 AGUSTUS 1995**
Alamat : **ADING**

Universitas / lembaga : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE PARE**
Judul Penelitian : **THE EFFECTIVENESS OF "GIVE ONE-GET ONE" TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR OF MADRASAH ALIYAH AL MUBARAK DDI TOBARAKKA KABUPATEN WAJO**

Lokasi Penelitian : **MA AL MUBARAK DDI TOBARAKKA**

Lama Penelitian : **02 Juli 2018 s.d 31 Juli 2018**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat



Ditetapkan di : **Sengkang**
Pada tanggal : **13 Juli 2018**

EKA SAFITRI,
KEPALA DINAS,

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Petinggal

Drs. ANDI MANUSSA, S.Sos., M.Si.

Pangkat : **PEMBINA Tk. I**

NIP : **19651128 199002 1 001**

No. Reg : 0670/IP/DPMPTSP/2018

Retribusi : Rp. 0



**MADRASAH ALIYAH AL MUBARAK DDI
KELURAHAN TOBARAKKA KECAMATAN PITUMPANUA
KABUPATEN WAJO PROVINSI SULAWESI SELATAN**

Alamat : Jl. Poros Makassar – Palopo Km. 277 Kel. Tobarakka Kode Pos 90992

SURAT KETERANGAN PENELITIAN

No : 008 / MA / AI – M / DDI / VIII/ 2018

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Al Mubarak DDI Tobarakka Kec.
Pitumpanua Kab. Wajo Provinsi Sulawesi Selatan, Menerangkan bahwa :

Nama : EKA SAFITRI
Tempat dan Tanggal Lahir : Ading, 28 Agustus 1995
NIM : 141300120
Program Studi : Pendidikan Bahasa Inggris
Alamat : Siwa, Kec. Pitumpanua, Kab. Wajo

Dalam rangka penyusunan skripsi yang berjudul “The Effectiveness “Give One-Get One” To
Improve The Students’ Reading Comprehension At The Eleventh Year Of Madrasah Aliyah Al
Mubarak DDI Tobarakka Kabupaten Wajo”.

Mahasiswa tersebut benar-benar telah mengadakan penelitian di Madrasah Aliyah Al Mubarak
DDI Tobarakka Kec. Pitumpanua Kab. Wajo Sulawesi Selatan. Dari tanggal 14 Juli 2018 sampai
dengan tanggal 14 Agustus 2018

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana
mestinya.

Tobarakka, 14 Agustus 2018
Kepala Madrasah



ABDUL RASAK, S.Pd.I., MA
19760512 200604 1 025

Appendix 18. Documentation of the Research in Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo

Process of Pretest and Posttest in Experimental Class



Process of Pretest and Posttest in Control Class



Process of Treatment through Give One-Get One Activity in Experimental Class



The process of treatment is the researcher explained the material and the procedures of “Give One-Get One” activity. Then she asked them to read the text. After a few minutes, the researcher provided them “Give One-Get One” activity worksheet and asked them to answer the questions related the text. Then the researcher asked them to list their answer in “Give One” column. After that, the students walked around the class to get partner and to exchange their idea.

Learning Process with Conventional Strategy in Control Class



The researcher explained the material. Then she asked them to read the text. After a few minutes, the researcher asked them to answer the questions related the text.



The writer was born in Ading (Siwa), Wajo regency South Sulawesi on August 28th 1995. Her name is **EKA SAFITRI**. She is the first from seven siblings. She has four brothers and two sisters. Her father's name is Mr. Ambo Asse and her mother's name is Mrs. Hatija.

Formal education which was gone through Elementary School at SDN 318 Tobarakka and graduated on 2007. Then she continued to Junior Boarding School at MTs Al Mubarak DDI Tobarakka and graduated on 2010. She decided to continue her study to Madrasah Aliyah Al Mubarak DDI Tobarakka and graduated on 2013. However, she has been continuing her study at State Islamic Institute (IAIN) Parepare on 2014 and she has been focusing her study at English Program of Tarbiyah and Adab Department. On 2018, she completed her skripsi research on the title "The Effectiveness of "Give One-Get One" Activities to Improve the Students' Reading Comprehension at the Eleventh Year of Madrasah Aliyah Al Mubarak DDI Tobarakka Kabupaten Wajo".

