



# **THE USE OF TEAM-PAIR-SOLO IN READING COMPREHENSION**

(A Pre-Experimental Research at the XI Grade Students of SMA Negeri 4 Semarang in the

Academic Year 2010/ 2011)

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

PER Rosita Amalia  
UNNES  
2201407118

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**SEMARANG STATE UNIVERSITY**

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## PERNYATAAN

Dengan ini saya

Nama : Rosita Amalia

NIM : 2201407118

Jurusan/ Prodi: Pendidikan Bahasa Inggris/ Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ final project yang berjudul:

**The Use of Team-Pair-Solo in Reading Comprehension  
(A Pre-Experimental Research at the XI grade Students of SMA Negeri 4  
Semarang in the Academic Year 2010/ 2011)**

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Semarang, 11 Mei 2011

Yang membuat pernyataan

Rosita Amalia

2201407118

## APPROVAL

This final project has been approved by the board of examiners of the English Department of Faculty of Languages and Arts Semarang State University on

### Board of Examiners

1. Chairperson

Dr. Januarius Mujiyanto, M.Hum.

NIP 195312131983031002

NIP 195801271983031003

2. Secretary

Drs. Ahmad Sofwan, Ph.D.

NIP 196204271989011001

3. First Examiner

Dr. Dwi Anggani Linggar B., M.Pd.

NIP 195901141989012001

NIP 195901141989012001

4. Second Examiner as Second Advisor

Maria Johana Ari W., S.S., M.Pd.

NIP 197405162001122001

NIP 195901141989012001

5. Third Examiner as First Advisor

Drs. Suprpto, M.Hum.

NIP 195311291982031002

Approved by  
The Dean of the Faculty of Languages and Arts

Prof. Dr. Rustono  
NIP 195801271983031003

I will not harbor unhealthy thoughts anymore  
(Elizabeth Gilbert, from the novel Eat Pray Love: 237)



To my beloved parents  
For all the flawless love

## ABSTRACT

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Keywords: *Team-Pair-Solo, Reading Comprehension*

This final project concerned with teaching reading comprehension by doing team-pair-solo as one type of cooperative learning strategy. The purpose of this pre-experimental research was to know the improvement of students' reading comprehension achievement after doing team-pair-solo activity.

This pre-experimental research used one group pre-test post-test design which was conducted on the XI grade students of SMA Negeri 4 Semarang in the academic year of 2010/2011. There was one class used as the sample of this research (XI IPA 7). This class contained of 36 students. Besides, there was another class that had the similar level of competence used for try-out (XI IPA 6). In doing this research, there were five meetings overall. In the first meeting pre-test was given to the students. Team-pair-solo as the treatment of this research was done in the second, third, and fourth meeting. In the last meeting, the post-test was administered to the students to know their achievement. The result of the pre-test showed that the average score of pre-test was 74.86 while the average score of post-test was 79.93.

To find out the significance of the score increase between the pre-test and post-test, t-test was applied. The result showed that the t-value (7.43) was higher than t-table (2.03). Besides,  $r_{xy}$  (correlation index) was 0.79. This result meant that there was a significant increase between pre-test and post-test. It could be inferred that the result of the post-test was better than the result of the pre-test. In addition, questionnaires were also used to reveal students' interest, opinion, and motivation. The result of the questionnaires showed that the students were interested in team-pair-solo as one cooperative way to improve their achievement in reading comprehension. Therefore, it could be concluded that there was an improvement in students' achievement of reading comprehension after doing team-pair-solo activity.

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## TABLE OF CONTENTS

	Page
Abstract .....	v
Acknowledgement.....	vi
Table of Contents .....	vii
List of Tables.....	xi
List of Appendices .....	xii
Chapter	
1. INTRODUCTION .....	1
1.1 General Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	2
1.3 Research Question.....	4
1.4 Statement of the Hypothesis .....	4
1.5 Objective of the Study.....	4
1.6 Significance of the Study .....	5
1.7 Outline of the Research.....	5
2. REVIEW OF THE RELATED LITERATURE .....	7
2.1 General Concept of Cooperative Learning .....	7
2.2 Team-Pair-Solo .....	10
2.2.1 Team.....	12

2.2.2 Pair .....	14
2.2.3 Solo .....	15
2.3 General Concept of Reading Comprehension.....	17
2.3.1 Definition of Reading Comprehension .....	18
2.3.2 The Importance of Reading.....	20
2.3.3 Reading Comprehension Skills .....	21
2.3.4 Reading Comprehension Skills for Senior High School Students .....	24
2.4 Team-Pair-Solo in Reading Comprehension .....	29
3. METHOD OF INVESTIGATION.....	33
3.1 Research Design.....	33
3.2 Object of the Study.....	35
3.2.1 Population .....	35
3.2.2 Sample.....	35
3.3 Variables .....	36
3.4 Instrument of the Study.....	37
3.4.1 Test.....	37
3.4.2 Try-Out.....	38
3.4.3 Validity.....	39
3.4.4 Reliability.....	39
3.4.5 Level of Difficulty.....	40
3.4.6 Discriminating Power .....	40
3.4.7 Questionnaire .....	41



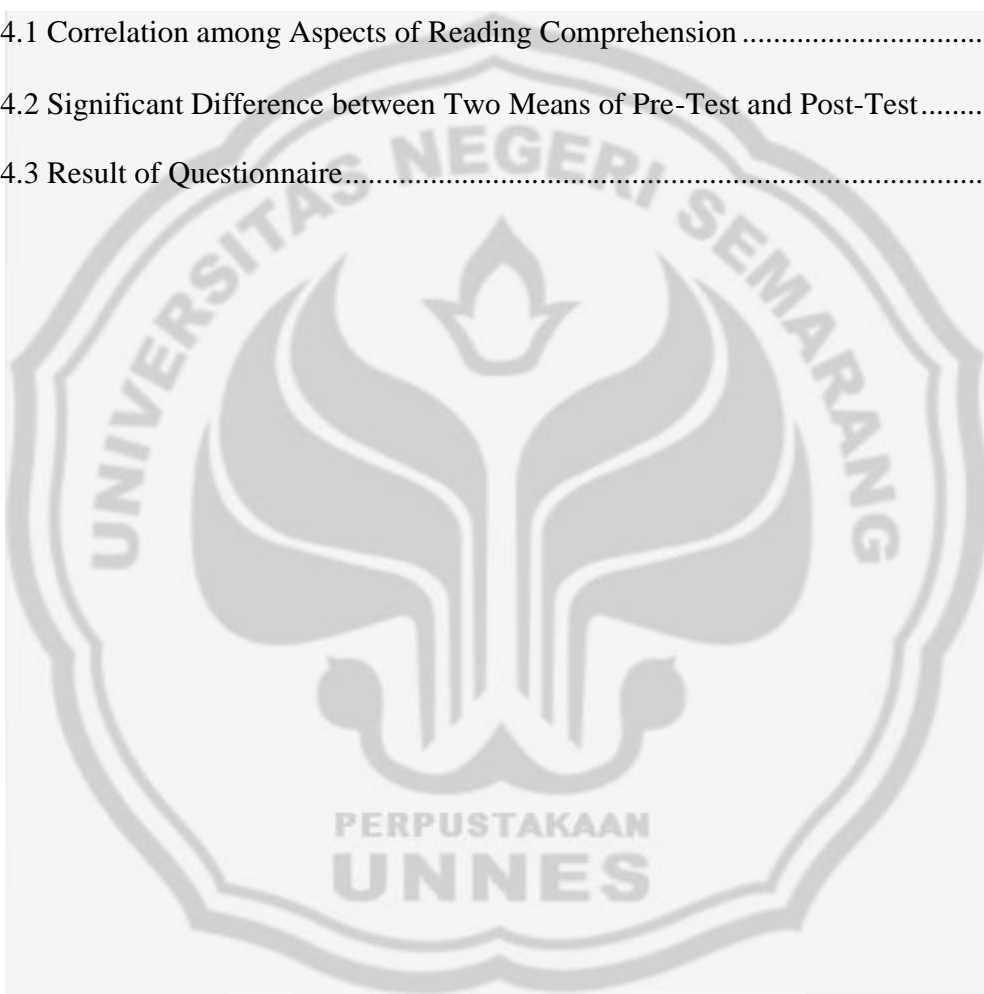
4. RESULT OF STUDY .....	43
4.1 Activities of Experiment .....	43
4.1.1 Pre-Test .....	43
4.1.2 Treatment .....	44
4.1.3 Post-Test.....	45
4.2 Result of Try-Out.....	45
4.2.1 Item Validity .....	46
4.2.2 Reliability.....	47
4.2.3 Level of Difficulty.....	47
4.2.4 Discriminating Power .....	47
4.3 The Difference between Pre-Test and Post-Test in every Aspect of Reading Comprehension .....	48
4.3.1 Result of Pre-Test.....	48
4.3.2 Result of Post-Test.....	49
4.3.3 Correlation among Aspects of Reading Comprehension in Pre-Test and Post- Test.....	50
4.4 Significant Difference between Two Means of Pre-Test and Post-Test.....	52
4.5 Test of Significance.....	53
4.6 Result of Questionnaire.....	54
4.7 Discussion of the Result.....	56
5. CONCLUSION AND SUGGESTION .....	58
5.1 Conclusion .....	59

5.2 Suggestions .....	60
References .....	62
Appendices .....	65



## LIST OF TABLES

Table	Page
4.1 Correlation among Aspects of Reading Comprehension .....	50
4.2 Significant Difference between Two Means of Pre-Test and Post-Test.....	52
4.3 Result of Questionnaire.....	55



## LIST OF APPENDICES

Appendix	Page
1. Result of Try-Out I.....	65
2. Result of Try-Out II .....	67
3. Examples of Try-Out I Instrument.....	69
4. Examples of Try-Out II Instrument .....	74
5. Result of Pre-Test.....	79
6. Result of Post-Test .....	80
7. Comparison between Pre-Test and Post-Test .....	81
8. Result of T-Test.....	82
9. Examples of Pre-Test Instrument.....	83
10. Examples of Post-Test Instrument .....	89
11. Examples of Treatment I Instrument.....	95
12. Examples of Treatment II Instrument .....	98
13. Examples of Treatment III Instrument.....	101
14. Questionnaire .....	104

# CHAPTER I

## INTRODUCTION

This chapter presents general background of the study, reasons for choosing the topic, research question, statement of the hypothesis and objective of the study and also significance of the study.

### 1.1 General Background of the Study

Human in this world need a language as a means of communication since human are social being who cannot live separately from others. Without language, human cannot deliver messages to each other so that communication will not happen. The importance of language is stated by Gertrude Boyd, quoted by Norton (1980: 4):

Language is the most important form of human communication. Not only is language human, it is uniquely human and the key to all human activities. It is a vehicle through which the world can be understood and appreciated without language, people are isolated and helpless.

One means of communication or language that is used internationally is English. It is an international language used in many countries in this world as first, second, or a foreign language. Besides, English is used by many people in many kinds of events including activities done between people from one certain country to another country that nowadays it possibly cannot be avoided for the globalization era. The rapid development of globalization that leads to tighter competition makes non-

English speaking countries or countries considering English as a foreign language including Indonesia realize its importance. Therefore, English is taught as a foreign language in schools in Indonesia as an effort to produce competitive generations.

One of language skills that is emphasized in schools in Indonesia is the reading skill since it is considered as one of the essential skill as stated by Nunan (2003:68), reading is an essential skill for learners of English as second language which is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension. Besides, as stated here, more knowledge is needed by the students to comprehend the meaning of a text. Thus, a strategy such as discussing and sharing knowledge among students is considered as a prospective way to achieve it.

The process of discussing and sharing knowledge can be held through a cooperative learning strategy that is a technique in which the students are divided into pairs or groups. The team-pair-solo is one of the cooperative learning strategies, developed by Kagan. In this study this method is believed as a prospective way to achieve reading comprehension.

## **1.2 Reasons for Choosing the Topic**

Reading is considered as an essential skill as cited in <http://EzineArticles.com>, reading can help students in mental development. By reading, students involve greater levels of concentration and add the conversational skills. Students will find

more new words and phrases through reading activities so that they can improve their vocabulary; moreover, it helps students to develop other skill of language. Besides, the most essential one is that it is an indulgence that by reading, the students may add information available on various topics and knowledge about many things in the world.

Since reading is considered as an important skill to be developed, a prospective strategy to reach this goal is needed. Here, cooperative learning is expected to be a good way to improve the students understanding upon a text. Cooperative learning that is proposed here is team-pair-solo technique. In this technique students will work in small group; therefore, the students may share their knowledge related to their understanding toward the text. By doing this, students can add more information about the text. Afterwards, the students work in pairs so that they can internalize their understandings and are given more opportunity to share what they have already known. Then, they work individually to express their knowledge that they have and get from the discussion they have done previously. Team-pair-solo developmentally helps students, who are incapable of solving problems on their own, solve the problems as an individual.

According to the statements above, those all are the reason why this topic is chosen. It is expected that this study will be very useful for those who are related to this study especially those who concern with the educational aspect.

### 1.3 Research Question

The problems that become the concerns of the discussion is:

- (1) How can team-pair-solo improve the students' achievement in reading comprehension?
- (2) What aspects of reading comprehension skills influence the students' achievement in reading comprehension?

### 1.4 Statement of the Hypothesis

In conducting the experiment of team-pair-solo, working hypothesis are proposed: "Team-pair-solo can improve the students' achievement in reading comprehension", and "All aspects of reading comprehension skills influence the students' achievement in reading comprehension".

Besides, the null hypothesis is also proposed since the hypothesis will be statistically analyzed based on the result of the experiment: "Team-pair-solo can not improve the students' achievement in reading comprehension", and "Not all aspects of reading comprehension skills influence the students' achievement in reading comprehension".

### 1.5 Objective of the Study

A research should have an objective. The objective of the study can be stated as follows:



- (1) To examine whether team-pair-solo can improve the students' achievement in reading comprehension.
- (2) To examine what aspects of reading comprehension skills influence the students' achievement in reading comprehension.

### **1.6 Significance of the Study**

It is expected that there will be significance of this final project as follows:

- (1) For the teacher

This study will give contribution to the teachers in improving their strategy to help students comprehend a text.

- (2) For the student

The team-pair-solo is expected to help students in comprehending a text.

- (3) For the readers

The study of this research will be a good reference for the readers who concern with cooperative learning strategy.

### **1.7 Outline of the Report**

This final project consists of five chapters such as chapter I, II, III, IV, and V. Chapter I presents general background of the study, reasons for choosing the topic, research questions, statement of the hypothesis, objective of the study, and also significance of the study.

Chapter II presents some theories underlying the topic of this study. The theories presented in this chapter are related to the general concept of cooperative learning, team-pair-solo, general concept of reading comprehension, and team-pair-solo in reading comprehension.

Chapter III describes the method of investigation. It also describes the research design, object of the study, variable, and also instruments of the study.

Chapter IV presents the activities of experiment, result of try-out, result of pre-test and post-test. It also discusses correlation among aspects of reading comprehension in pre-test and post-test, significance difference between two means of pre-test and post-test, test of significance, result of questionnaire, and discussion of the result.

The last chapter, that is Chapter V, presents conclusion of the research based on the result of the experiment and suggestions for the students, teachers, and next researchers.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents some theories underlying the topic of this study. Those theories relates to the general concept of cooperative learning, team-pair-solo, general concept of reading comprehension, and team-pair-solo in reading comprehension.

#### **2.1 General Concept of Cooperative Learning**

Richards and Rodgers (2001: 192) defined cooperative learning as an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It means that cooperative learning involve the activity of working in pairs or small groups.

Furthermore, another definition of cooperative learning is cited in <http://kennesaw.edu/intech/cooperativelarning.htm>. In this link, cooperative learning is defined as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each student is responsible not only for improving his or her own understanding of the given material but also for helping other students or group members achieve it.

Kagan who develops cooperative learning defines cooperative learning as a teaching arrangement that refers to small, heterogeneous groups of students working

together to achieve a common goal ([www.KaganOnline.com](http://www.KaganOnline.com)). It means that different students work together to learn and are responsible for their group members' learning as well as their own.

Another definition of cooperative learning is also stated by Lie (2002: 12). She defines cooperative learning as a teaching and learning system that gives an opportunity for the students to work together to do several structured tasks.

Therefore, from several definitions above, it can be drawn that cooperative learning is a kind of technique done in a teaching and learning process in which the students work in small groups or in pairs in order to improve their understanding of the given material. The process of cooperative learning can encourage the students to optimize and add their knowledge; thus, they are expected to solve the given problem better than when they do it alone.

To reach the purpose of doing cooperative learning which is to solve the given problem better than when doing it alone, based on the information cited from [www.KaganOnline.com](http://www.KaganOnline.com), all structures are carefully developed by Kagan. All structures of cooperative learning are developed to implement four basic principles of cooperative learning, PIES (Kagan, 1994). It stands for:

P = Positive Interdependence

I = Individual Accountability

E = Equal Participation

S = Simultaneous Interaction

(1) Positive Interdependence

This principle means that *a gain for one is a gain for another*. Positive interdependence places students on the same side so what a student gets in the group is related to what other members of the group get in the discussion.

(2) Individual Accountability

This principle requires each student in the group to give contribution to their team. In the process of cooperative learning, for instance in the process of team pair solo, the students implement this principle by sharing what they have already known about the problem they are discussing. When they go to the next steps that are working in pairs and solo, the individual accountability is increasing.

(3) Equal or Equitable Participation

As cited in [www.KaganOnline.com](http://www.KaganOnline.com), when Kagan's structures are used, the interaction is very carefully designed so there is far more equal participation.

When the traditional structure or technique is applied, the students who have higher ability mostly take over or dominate the classroom activity while those who have lower ability tend to be more passive.

(4) Simultaneous Interaction

Whenever students work together, they do interactions to each other in their groups to share what information they have with the purpose to reach the goal of their groups. The students who have less information may ask those who have

more information so that those who have more information share the information they have. In this activity, the expected interaction happens among the students. Then, when they go to the next step which is working in pairs, the interaction will be doubled so that there is simultaneous interaction that happens when working together.

In conclusion, these four basic principles are implemented in developing the structures which are developed by Kagan. Therefore, the goal of doing cooperative learning is expected to be accomplished.

## **2.2 Team-Pair-Solo**

As cited in <http://edtech.kennesaw.edu/intech/cooperativelarning.htm>, team-pair-solo can be defined as one kind of cooperative learning techniques developed by Kagan in which students do problems first as a team, then they work in pairs, and finally solo in which they work individually. This structure is designed to help students in solving a problem that can be beyond their ability.

Vygotsky's theory becomes the basis of this structure to be developed by Kagan. As cited in <http://www.learning-theories.com/vygotskys-social-learning-theory.html>, Vygotsky's theory is one of the foundations of constructivism. This theory asserts three major themes:

- (1) In the process of cognitive development, Social interaction plays a fundamental role. Vygotsky felt social learning precedes development. He states:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). (Vygotsky, 1978).

(2) The More Knowledgeable Other (MKO)

The MKO refers to anyone who has a better understanding or a higher ability level than the learners, with respect to a particular task, process, or concept. The MKO is done not only by a teacher, coach, or older adult, but also by peers, a younger person, or even computers.

(3) The Zone of Proximal Development (ZPD)

The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. It can be concluded that effective teaching is in the zone of proximal development which means that things or problems that can be done alone are below the zone and things you cannot do even with help are above the zone. What the teacher needs to do is to teach in the zone, the developmentally appropriate area.

A conclusion that can be drawn from Vygotsky's theory above is that the cognitive development of students happens in two levels such as in social level and individual level. It means that students need help from others in learning process before developmentally they are able do it alone.

In trying to implement the theory above, Kagan came up with this team-pair-solo. First students work as a heterogeneous team, with some students higher in

ability than others. Students who have higher ability teach those who have lower ability. With help, students can do more things than they can do alone. Therefore, by putting the students in a team, the students are helped by other students in a group so that they are able to work on problems they could not do alone. Next they work in pairs to give them more chance to contribute more in working together and also internalize knowledge they have got when working in a team. Finally, they work solo which means that they work alone as an individual. This process developmentally helps the students to have a progress from the point in which they could do only with help to they can do alone.

### **2.2.1 Team**

According to Heathfield in *humanresources.about.com*:

a team is any group of people organized to work together interdependently and cooperatively...by accomplishing a purpose and goals.

It means that a team is a group of people that work together and help each other to accomplish a purpose. A team can be considered as a group of many people or few people. Whereas, according to Estes and Vaughan, Jr. (1985:228), the discussion in the small group may be made more meaningful for the individuals in that group than would be possible in a large group discussion. An inference that can be drawn from this statement is that a team as the part of cooperative learning structure should be considered as a small group.



Therefore, a team in this structure involves a small group of people in which they work in groups of four. The consideration of putting four members in a team is that in order to make it easier to divide them in pairs as the next step of team-pair-solo.

Moreover, the advantages of working as a team of four are stated by Lie (2002: 47) as below:

(1) Many ideas to share

Because people are different from each other, each member of the team brings their own idea about the topic they discuss. As a result, they have opportunities to share ideas and get more ideas from other members in their team.

(2) More tasks that can be done

Working as an individual makes a person only focuses on the task to reach the success for himself. Nevertheless, when they work as a team, they focus on not only the individual success, but also the success of the team which is to accomplish a certain goal. Each member has a task to help the members of the team. Thus, those who have better ability are expected to help those who have lower ability with the hope that the goal can be accomplished.

(3) Easy to divide into pairs

As stated above, a team should be a small group. Since the next step after working in a team is working in pairs, team-pair-solo requires a team of four so that the team can be easily divided into pairs.

#### (4) Easy to monitor

Monitoring a large number of people is a difficult task to do because they work on their own. If they are grouped in a small group, it can be easier to be monitored because they are more organized.

The advantages of working in a team of four can help beginning the team-pair-solo activity to run smoothly and successfully.

#### **2.2.2 Pair**

Pair is the next step in which there are two people working together to discuss the given problem. In team-pair solo, after working as a team, the team is divided into pairs. They progress to the next step that is working in pairs. Lie (2002: 46) also states some advantages of working in pairs. Among of them are:

##### (1) Increasing participation

When people work as a team, the tasks become the burden of four people. On the other hand, when they work as a pair, the tasks become the burden of two people only. This condition requires the members to participate more than when they work in a team.

##### (2) More chances to give contribution

Because there are less people working in this step, they have more chances to share and to help each other. They can get more opportunities to give contribution to each member.

### (3) Easier interactions

Working with less people can increase the chances to have more interaction because what one needs to do is to face and interact with one person only as his partner. It is different from when working with more people, one needs to divide his interaction for more than one person.

These advantages show that working in pairs can be considered as the bridge to help people progress from working together with many people to working with less people and finally working as an individual.

#### **2.2.3 Solo**

After people work as a team, and then, as a pair, they progress to the last step which is *solo* in which one works individually. The basic principle of this last step uses Vygotsky's theory which can be inferred that every person's development includes the development inside the person as an individual. Because when people work on their own, they can use their own knowledge and understanding that they have already got as the result of the earlier discussions as groups of four and pairs.

An inference that can be drawn here is that every step of team-pair-solo has its own advantages. Each of the steps plays important roles to support each step in team-pair-solo with the hope that the goal and purpose of this activity can be accomplished.

Beside the advantages of each step in team-pair-solo, according to Kagan in [www.cortland.edu/c4n5rs](http://www.cortland.edu/c4n5rs), there are several virtues fostered by implementing team-pair-solo as the whole package. They are as stated below:

(1) Cooperation

The basic activity of cooperative learning is that when people work together cooperatively to reach certain goal. They need to cooperate to each other to reach the goal. Thus, cooperation is developed here.

(2) Helpfulness

When people work together, their task is not only to solve the given problem but also to help other members to solve the given problem together as the goal of this activity. In other words, members who have better ability will help those who have lower ability to accomplish the goal together.

(3) Leadership

Working together can develop the leadership virtue of the members because each member has a task to lead himself to work as well as possible with others. They also need to lead themselves to organize their work during the activity.

(4) Self-Motivation

When people know that other members in their groups have better ability, they may be motivated to improve their ability to be as good as others' ability. Besides, with the task given to each member of the groups, they can be more motivated to cultivate their own ability to reach that goal.

#### (5) Pride in Work

A pride is not a trivial thing to get when people do something. In cooperative learning, especially team-pair-solo, every member of the team has a task to help each other. When they succeed in helping other members in their team, they can feel the pride.

### **2.3 General Concept of Reading Comprehension**

In language teaching and learning process, language skills are featured in most curricula, with varying degrees of attention to the four skills of listening, speaking, reading, and writing (Celce-Murcia, 2001: 179). Those skills are to be taught in the foreign language teaching and learning process. As the increasing number of countries that implement English language as one foreign language that should be taught in early ages, the number of books and reading materials is also increasing. Thus, Celce Murcia (2001: 153) also states that reading is gradually being recognized as a valuable source of language input. It is especially for students in learning environments in which fluent speakers of English or native speakers are rarely available to provide the learners with language input. It can be inferred that reading skill is one important skill to be taught to the English language learners or students.

The importance of reading is also stated by Mc Whorther (2005) who believes that reading is necessary because reading is a necessary survival skill in variety of everyday living situations. For instance, when people go travelling by car, they need

to read maps and road signs. Besides, reading is also a vital academic skill because in the academic life, most of people need to read textbooks, read questions on exams and also read sources to write research papers. It means that the activity of reading is considered as a daily life activity which cannot be avoided since it is needed.

Reading is also one major thing in academic aspect. It is important for the students because reading is a kind of activity through which the students can get more knowledge in order to be able to pass certain level of study; hence, they may continue their study. Without reading, students cannot be well-developed so that they cannot have any significant progress in their level of study.

In reading activity, students do not merely read the written text if its purpose is to achieve some more knowledge. Students must comprehend the text which means that they do not merely recognize what are written in the text they read but they also need to understand the content of the text. They also need to correlate what they read with the information they get from their own experiences. Therefore, they get some more knowledge as the result of reading activity. This process is so called reading comprehension.

### **2.3.1 Definition of Reading Comprehension**

Olson and Diller (1982: 42) stated that reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. Furthermore, Harris and Sipay (1980: 179) stated that reading

comprehension ability is taught to be a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as a consequences of reading printed language.

Another definition is also stated by Estes and Vaughan, Jr. (1985: 15). They believe that reading is a way to learn. The reason is that when a person is reading, what is in his mind is very much the same activity as when one is thinking about other things. They also believe that reading is thinking cued by printed text. It means that when a reader sees words, phrases, sentences, and so forth, the reader will be cued to think about experiences, concepts, and feelings. Those experiences come together into what so called comprehension. Thus, reading is not only an activity of seeing written symbols but also an activity of comprehending them.

Besides, Mikulecky and Jeffries (1996: 14) believe that comprehension is a part of life. Any kinds of messages come into the brain and as it receives the messages, it interprets, sorts, and saves them. They believe that the same process happens when people are reading. As a person reads, the brain tells his eyes what to look for to make connections.

Hence, reading comprehension can be defined as an activity done to acquire information and more knowledge from the text that is being read. It is obvious that reading is not merely recognizing the written symbols but also comprehending the text to gain certain information and more knowledge from it.

### 2.3.2 The importance of Reading

As stated by Mikulecky and Jeffries (1996:1) in their book entitled *More Reading Power*, reading is one kind of important activities to improve the general language skills in English. It helps the readers to:

(1) Learn to think in English

As stated above that the activity of reading is very much the same as the activity of thinking, readers also do the activity of thinking when they read texts. Therefore, when they read texts in English, they also learn how to think in English.

(2) Enlarge readers' English vocabulary

When people read English texts, they will find more words in English. They also can possibly find words that they have not known before. To understand the text, they are required to try to find the meaning of the words. As a result, their English vocabulary will be enlarged.

(3) Improve writing

The requirement for being able to write is that people need to be able to read first. Without being able to recognize and read written symbols, they will not be able to write well. As they read a lot, they will get more knowledge to improve their writing skills.



- (4) Practice English to live or study in an English-Speaking-Country or even non-English-speaking country

By reading an English text, people automatically also learn more about English.

They can get more knowledge about English grammar, enlarge their vocabulary and etc. Without reading, they cannot improve their mastery of English well. Therefore, by reading, people can practice their English to prepare themselves to live or study in either an English-speaking-country or non-English-speaking-country.

- (5) Find new ideas, facts, and experiences

When people read any reading materials, they do not merely read written symbols and get nothing. They will really feel the result of reading if they read a lot. People will get some more new ideas, facts, and even experiences of reading something.

### **2.3.3 Reading Comprehension Skills**

Mikulecky and Jeffries (1996) also state that there are several important aspects of reading comprehension skills necessary to be included in the process of comprehending a text. Those are scanning, previewing and predicting, vocabulary knowledge for effective reading, topics, topics of paragraphs, main ideas, patterns of organization, skimming, making inferences, and summarizing.

The first aspect of reading comprehension skills is scanning. Scanning is one aspect which needs high-speed reading. When a reader scans a text, it means that he just needs to scan the answers of the questions he has in mind. Scanning is used to get the important information of text which is mostly textual.

The second aspect is previewing and predicting. The aim of previewing and predicting is to help the reader get some ideas about what he will read so that he is able to process the information far more quickly.

The third aspect is vocabulary knowledge for effective reading. When a reader has more vocabulary knowledge than others, he tends to read more effectively than others do. It happens because when one does not know the meaning of words in a text he may take more times to understand the meanings because ideas of the text are expressed in the words of the text itself. Hence, whenever a reading comprehension question which tests this skill, the question should be the one which related to the text; that is testing vocabulary provided in the text.

The next aspect is topics. It means that a reader needs to find and know the topic of the material he reads. A topic tells what a text or passage tells the reader about. It is usually stated in a phrase or word.

Topic of paragraph is the next aspect of reading comprehension skills. A text has one main topic for the whole text; whereas, a text consists of several paragraphs. A paragraph is a group of sentences that talk about the same things which means that they have the same topic. Thus, each paragraph of a text has its own topic related to

the main topic of the text. It means that a text has both topic of the whole text and topic of each paragraph in the text itself.

The sixth aspect is main ideas. Beside the topic, readers also need to know the author's idea about the topic of a paragraph or text. It is what is usually called main idea. It is stated in a complete sentence which includes both the topic and what the author wants to express.

Beside the aspects above, another aspect of reading comprehension skill is patterns of organization. Pattern of organization is how a text or a passage is organized. Finding the patterns of a text is a way to help the reader find the main idea of the text. It may help the reader improve his reading comprehension skill.

Another aspect of reading comprehension skills is skimming. Skimming is a way to help a reader get the general sense of a passage or a book. Skimming is usually done to find the reader opinion towards the passage he reads. When one skims, it means that he can save more time.

The next aspect is making Inferences. Making inferences means a reader look for some clues and try to guess the answers they have in mind with the clues they get. For instance, a reader can do it to guess what the passage is about.

The last of all is summarizing. Summarizing is retelling the important parts of a passage read by the reader in a shorter form. Being able to summarize a passage, it means that a reader has already been able to comprehend the passage he reads.

The skills mentioned above include in reading comprehension skills. It is expected that by doing cooperative learning, that is team pair solo, the students can improve these skills; thus, it leads to the improvement of reading comprehension.

#### **2.3.4 Reading Comprehension Skills for Senior High Schools Students**

There should be some considerations in teaching teens, young adults or high school students whose age range between twelve and eighteen or so. One of the considerations should be based on the characteristics of the students at their age. The characteristics are stated by Brown (2001: 92) as below.

- (1) Intellectual capacity adds abstract operational thought around the age of twelve. It means that some sophisticated intellectual processing is increasingly possible. Thus, students at this age can solve more complex problems with their logical thinking.
- (2) Attention spans are lengthening as a result of intellectual maturation. It means that they can pay more attention to what they do than when they are younger learners such as elementary school students.
- (3) Varieties of sensory input are still important. Therefore, they still need varieties in the way teaching and learning process is conducted.
- (4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle. It means that students at this age are ultrasensitive upon how others perceive the changing of their physics and emotion along with their mental capabilities.

(5) Secondary school students are becoming increasingly adult-like in their ability to make those occasional diversions from “here and now” nature of immediate communicative context to dwell on a grammar point or vocabulary item. It means that their ability in language skills have increased so that they have a better ability to make their language more communicative. However, it is forbidden for the teachers to insult them with stilted language or to make them feel bored by overanalyzing them.

Thus, along with their developing characteristics, teacher needs to guide the language teaching and learning process so that their linguistic development can run in the right way. Teacher needs to understand what skills and aspects which are necessary to be taught to the senior high school students. Therefore, according to Djuharie (2010: 211-214), reading comprehension questions are the major type of questions for senior high school students because from the survey data, around 70% of final exam questions belong to reading comprehension questions. Students need to gain some knowledge of reading comprehension such as knowledge of structure, vocabulary, technique to go with the flow of ideas, and making inferences. Therefore, below are some reading comprehension skills that are necessary for the senior high school students to master:

### (1) Previewing

Previewing means that when students are able to preview the text they read, they are expected to have general idea about what, who, where, why, and how. It is related to scanning and skimming skills.

### (2) Reading for Main Ideas and Skimming

By previewing the text, the students identify the topic and main idea of the text. The examples of such questions are: (1) what is the topic of the text or paragraph?; (2) what is the main idea?; (3) what is the subject?; (4) what is the text about?; (5) what is the main information of the text?; (6) what is the main point of the text?; (7) what would be a good title?; (8) with what is the author primary concerned?

### (3) Understanding the context

Based on Djuharie's statement, in English reading comprehension, context can be considered as the combination of vocabulary and how they are combined. Context can be in the forms of a sentence, paragraph, or discourse. As stated above that someone's knowledge in vocabulary will help him to read effectively. When one doesn't know the meaning of a word, guessing the meaning with the words around it will help him. Thus, to test the knowledge of students' vocabulary, the question that will show up is the one which is written and related to the passage.

Besides, context in a larger form is the context of the text itself. It is related to how the text is organized or the pattern of organization. By knowing the pattern of the text, students may understand the text more easily.

Pattern of organization questions include a question of what pattern used to develop the text, how the text is organized, conjunction to show the pattern of organization of the text, and so on. While in senior high school, especially the XI grader, the question that can be found only focuses on the conjunctions used in the text to show the text pattern of organization of the.

#### (4) Scanning for Details

By scanning, it means that the students try to find the important content words (noun, verb, adjective, etc) written in the text to answer questions asking about related things. Students are expected to find the location of the answers in the text they read. It means that the information the students get are the textual ones.

#### (5) Making Inferences

An inference is a logical conclusion based on the evidence. It sometimes can be in the forms of the readers' own understanding upon the text based on what they have understood.

Thus, based on the explanation above and observation that has been done, it can be concluded that the aspects of reading comprehensions skills which are necessary and suitable for senior high schools student level are scanning, skimming, vocabulary knowledge, patterns of organization, topic, topic of paragraph, main idea,

making inferences. The examples of questions that are suitable to test senior high school students are:

(1) Scanning

Example: What did the first sheikh get when all of them have dinner with the queen in her palace?

(2) Vocabulary Knowledge

Example: “A man well-known as clock jack...” the underlined word has a closest meaning to...

(3) Topics

Example: What is the topic of the text?

(4) Topics of Paragraphs

Example: What is the topic of the paragraph?

(5) Main Ideas

Example: What is the main idea of the text?

(6) Patterns of Organization

Example: “*the main principles in the design of these clocks, nevertheless, are still used in mechanical clocks today...*”. What conjunction can replace the underlined word?, Which word among these words indicates conjunction showing *sequence*?

(7) Skimming

Example: Why do you think the position of men and women in society are different according to feminists?



### (8) Making Inferences

Example: What can you conclude/ infer from the text?

(Some of the examples are adapted from *Bank Soal Bimbingan Pemantapan* by  
Otong Setiawan Djuharie)

The examples above are reading comprehension questions that are suitable to be administered to the senior high school students. To specify and make the questions more suitable, an interview is done to the English teacher of SMA Negeri 4 Semarang. After doing the interview, since this research will be implemented to XI graders, the types of text differentiate the material from the material of other graders. Based on the curriculum, the types of text learned by XI graders are report, narrative, spoof, analytical and hortatory exposition.

### 2.4 Team-Pair-Solo in Reading Comprehension

There are several problems considered as the problems of students in reading comprehension. Those problems, as cited in [www.learninginfo.org/reading-comprehension-problems.htm](http://www.learninginfo.org/reading-comprehension-problems.htm), are as follow:

- (1) The person has a language problem. It means that as foreign learners, not all students have mastered the foreign language they learned. Levels of the problems they face are different from one another.
- (2) The foundational skills of reading have not been automatized. They cannot use the skills of reading in foreign language automatically since they need to think

harder when facing another language. Thus, foreign language learners need to improve their skills in reading developmentally.

- (3) The reader is unable to decode the written word. Foreign language learners also need to improve their vocabulary and knowledge about how words are combined in the language they learn so that it is easier for them to decode the written words in the language they learn.

It can be concluded that language plays a vital role in reading. The role of a language in reading can be analogized as the role of running in soccer. If one cannot run, it means that one cannot play soccer. In other words, if one does not know anything about the language in the material one reads, he or she will not be able to read it.

Besides, knowledge is also needed in order to comprehend a text. The one who has more knowledge can possibly comprehend a text more easily than the one who has less knowledge or in other words, the more the knowledge owned by someone, the more easily he or she comprehends a text.

Hence, a good way in teaching reading to the students is needed. One good way in teaching reading is stated by Rasinski and Nathenson-Mejia (1987:260). They believed that schools should provide the teaching and learning process, especially in reading, with cooperative and socialization skills. They stated that:

Schools must help children see that they live in a world of others and bear a responsibility to others. Selflessness, not selfishness, is as important a determinant of the viability of a society as are the academic levels its citizens achieve.

It means that schools have a purpose to teach the students to live together as well as to gather more knowledge. In the cooperative learning process, the students get turn with each other in sharing the information about what to read, to explore meanings together, as an audience for the sharing activities, and as models for reading behavior. That is why an activity which stresses the cooperative value can be an appropriate way.

In order to solve the problems of students in comprehending a reading text, team-pair-solo as one of cooperative learning strategies based on Vygotsky's theory which is developed by Kagan can be implemented. Whenever students face several problems stated above, they may solve them with their group members.

During the process of team-pair-solo activity, in a team of four, they read a text given by the teacher. After that, they discuss their problems in comprehending the text. The problems can be the problems of scanning important information, vocabulary knowledge for effective reading, finding out the topics of the text or of each paragraph, identifying the main ideas, understanding the patterns of organization, making inferences and problems that possibly occur. Those who have more knowledge may share and explain it to the ones who have less knowledge. As a result, students are helped to improve their understanding towards the text since they have already improved their knowledge shared by the group members. Here the students do a process of helping.

Moreover, the students may internalize their understanding in the next session of the activity that is by working in pairs. The students are expected to explore their ability more for they are given chance to work more in pairs than in groups. In this step, the students progress to work in smaller number of group members before they work alone.

The last activity is by working alone. Here, the students reread the text and internalize what they have got during the previous two steps individually because, based on Vygotsky theory, students' development also includes the development inside the students as individual. Thus, in this last step, the students work alone to solve certain problems of reading comprehension related to the activities they have done previously. It is a step in which the students finally work alone as an individual after getting more knowledge and internalization with partners.

In team-pair-solo, students who, at first, cannot solve a problem individually can be helped by others. They progress from solving the problems in groups to finally they do it individually. When they do it individually, they are expected to be able to solve the problem more easily because they have got some additional knowledge to solve the problem. By doing team-pair-solo, it is expected that the students may have better comprehension in reading a text.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter presents the method of investigation. It describes the research design, object of the study, variable, and also instruments of the study.

#### **3.1 Research Design**

Christensen (2001: 62) states that experimental research approach is a quantitative approach designed to ferret out cause-effect relationships. This research enables the researchers to identify causal relationships because this approach allows the researchers to observe the effects of systematically changing one or more variables.

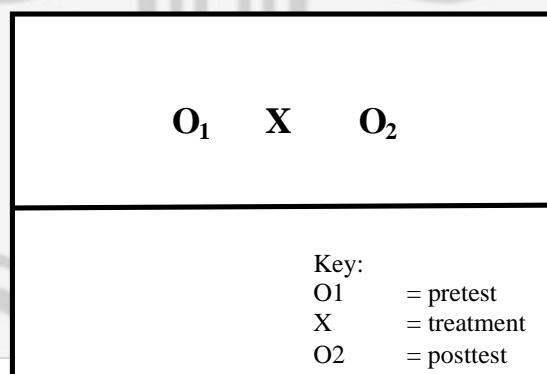
Widi (2010: 76) also states that an experimental research can be defined as a method which is done by doing some treatments. It means that this research is done to know the effect after one or some treatments are done.

It can be inferred that an experimental research describes what will happen with particular variables when there are certain treatments given to them. Therefore, this study used an experimental study as one form of quantitative research to investigate the possible relationship between the use of team-pair-solo and the students' achievement in reading comprehension.

This study applied one group pre-test post-test experimental design. The students first did a pre-test without giving them any treatment. Afterwards, the treatments were given to them and followed by a post-test. Then, the results of both tests were compared to see the progress of the students. Since this study applied one group pre-test post-test experimental design, this research was a pre-experimental research.

Since this study was concerned with team-pair-solo, the treatment was the application of team-pair-solo activity in which the students worked on the problem firstly in small groups, secondly in pairs and finally, they worked individually. The last step was they individually did the post-test to see the results of team-pair-solo activity.

The design of this research can be illustrated as the illustration below:



**Illustration 3.1 One Group Pre-Test Post-Test Experimental Research design**

## 3.2 Object of the Study

In doing a research, the object of the study should be determined in the beginning.

The object of the study include both population and sample.

### 3.2.1 Population

Widi (2010: 197) states that population is every group that becomes the subject of the research. It means that population is all elements of research subject. Besides, based on the definition quoted by Arikunto (2002:18) from *Encyclopedia of Educational Evaluation*, population is a set (or collection) all elements possessing one or more attributes of interest. The population that was used in collecting the data in this research was the eleventh-year students of SMA Negeri 4 Semarang in the academic year of 2010/2011.

### 3.2.2 Sample

Widi (2010: 198) also states that it is impractical and impossible for any researcher to observe all members of the population. Thus, in many cases it is necessary to generalize the research based on one or some parts of the population only. As Gay (1987:101) has stated that sampling is the process of selecting a number of individuals representing the large group from which they are selected. Hence, in doing the research, only the sample of the objects that was used to represents all the objects.

Moreover, according to Best (1981:8), sample is defined as a small proportion of population selected for observation and analysis. It can be concluded that sample is a representation of population that will be used to gather data needed for this research.

In doing this research, I took one class as the sample of my research that was class XI IA 7. While, there was another class used for measuring the validity of the test. It was class XI IA 6 in which the students of this class have the same level of competence with class XI IA 7. The number of the students used as the sample in this research was 36 students.

### **3.3 Variables**

Brown (1988: 7) stated that a variable is something that may vary or differ. While, Christensen (2001: 144) defines variable as any characteristic that can vary across organisms, situations, or environments. Besides, variable is also defined as a concept which possesses a value and can be measured (Widi, 2010: 159). Hence, variable is defined as something such as any organism, situation, or environment that may vary from each other, has a value and can be measured.

Variable is divided into two types: independent and dependent variable. According to Brown (1988: 10), a dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The



independent variable is the variable selected by the researcher to determine the relationship with the dependent variable.

In this study, the variables were:

- (1) Independent Variable: The use of team-pair-solo in reading comprehension
- (2) Dependent Variable: The students' achievement in reading comprehension test

The students that became the object this study were the students of senior high school.

### **3.4 Instrument of the Study**

According to Azwar (2010: 34), an instrument used to measure the research variables runs an important role in trying to collect accurate and credible information. Besides, the importance of instrument is also stated by Kerlinger (1965:48). He states that instrument is an important device for collecting the data in a research study. Therefore, it can be inferred that instrument is needed to collect the data. Besides, he also states that for the most part, the instrument used to measure the achievement in education is a test. Therefore, I used a test method as the instrument for this research.

#### **3.4.1 Tests**

As stated by Brown (2004:3), a test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain. As a method, it is an

instrument—a set of techniques, procedures, or items that requires performance on the part of the test-taker.

In this research, I used one type of test which was a multiple-choice completion. This type of test was chosen mainly because of practicality (Brown, 2004:19) in which it is easy to administer and can be scored quickly.

Furthermore, for this test is to assess the students reading comprehension, the test items used in this research are made based on the reading comprehension aspects for senior high school students. Those aspects are scanning, vocabulary knowledge, topics, topics of paragraph, main idea, patterns of organization, making inferences, and skimming.

Besides, the test items were also made based on Bloom Taxonomy. Items of the test can be classified into six terms. Those terms are remembering, understanding, applying, analysing, evaluating, and creating.

#### **3.4.2 Try-out**

A test can be said as a good test if it is valid and reliable. Therefore, the test that would be tested to the students should be valid and reliable too. The suitable way to make a good test is done through try-out. Try-out was done before the test was administered to know the validity and reliability of the test items. From the results of try-out, it could be seen which items should be used in the test. In this research, try out was done twice. The first was done for the pre-test, while the second one was for the post-test.

### 3.4.3 Validity

Based on the definition stated by Gronlund, (1998:226), validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The formula of the validity is as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where,

$r_{xy}$  = the validity of the item test

N = the number of the students

X = the number of students who answer correctly

Y = the students' score

### 3.4.4 Reliability

A reliable test is consistent and dependable (Brown, 2004:20). To determine the reliability of the test, the following formula is used:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kVt} \right)$$

Where,

$r_{11}$  = reliability of the test

k = the number of the items

M = the means of the scores

$V_t$  = the total of variants

### 3.4.5 Level of Difficulty

To know the level of difficulty of the items, the formula used is as follow (Arikunto, 2002:208):

$$P = \frac{B}{JS}$$

Where,

$P$  = item difficulty

$B$  = the number of students who answered correctly

$JS$  = the total number of the students

The criteria of computation are as follow:

**Table 3.1 Criteria of Level of Difficulty**

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

### 3.4.6 Discriminating Power

To calculate the discriminating power of each item, the formula used is as follow (Arikunto, 2002:210):

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where,

D = Discriminating power

B<sub>A</sub> = Number of students in the upper group who answered correctly

B<sub>B</sub> = Number of students in the lower group who answered correctly

J<sub>A</sub> = Number of all students in the upper group

J<sub>B</sub> = Number of all students in the lower group

The criteria of the computation are as follow:

**Table 3.2 Criteria of Discriminating Power**

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

### 3.4.7 Questionnaire

Azwar (2010: 101) states that questionnaire is one type of instrument in collecting which is very flexible and relatively easy to be used. In a simple way, questionnaire can be defined as an inexpensive way to gather data from a potentially large number of respondents (www.cc.gatech.edu). The benefits of questionnaire are it is not expensive, does not require as much effort as verbal or telephone surveys, and often

has standardized answers that make it simple to compile data. The result of the given questionnaire would be used to analyze the students' responses towards team-pair-solo in reading comprehension.



## **CHAPTER IV**

### **RESULT OF STUDY**

This chapter presents the activities of experiment, result of try-out, result of pre-test and post-test, correlation among aspects of reading comprehension in pre-test and post-test, significance difference between two means of pre-test and post-test, test of significance, result of questionnaire, and discussion of the result.

#### **4.1 Activities of Experiment**

In the research, there were three main activities. Those were the activities of pre-test, treatments, and also post-test. These activities were done in different time.

##### **4.1.1 Pre-Test**

Pre-test was given before doing the experiment. The pre-test was given in class XII 7 on February 7<sup>th</sup> 2011. In pre-test, the students were given forty items of reading comprehension without doing team-pair-solo activity. This was to know the students' ability in comprehending texts if they did it without team-pair-solo. Besides, this test would also be the consideration of dividing the students into groups when the treatment was done. After that, they were asked to do the test for about 90 minutes.

#### 4.1.2 Treatment

The students were given treatments after pre-test for three times. The treatments were conducted three times; the first was on February 14<sup>th</sup> 2011, the second was on February 17<sup>th</sup> 2011, and the last was on February 21<sup>st</sup> 2011. The purpose of these treatments was to do team-pair-solo in training the students to comprehend texts in cooperative way.

In the first meeting, I divided the students into groups in which there were four students in each group (*team*) based on the result of pre-test so that those who got higher and lower scores would be spread out. They were asked to read and discuss the content of the texts with their friends. They also shared problems they got in comprehending the text. After that, the students worked in pairs. They discussed and shared their problems again in order to deepen their comprehension upon the text. Finally, they reread the text again individually. As the team-pair-solo activity was done, the students were given several questions related to the texts they had already read and discussed. The questions were about understanding the text, recognizing the information existed in the passage, determining the main idea, etc. Besides, I also helped them in vocabulary problem, for example in predicting the closest meaning of words in the texts.

In the second meeting, the students were given the same treatment but with different topics and title of the texts. In this meeting, I tried to help the students with the grammar problems that they usually faced. They were given several questions as what was done in the first meeting.



In the last meeting, the same treatment was done again and, obviously, with the different topics of the texts. I helped the students in comprehending the texts, types and purposes of the text. Furthermore, I helped them in doing the comprehension questions when they were, again, given several questions related to the given texts.

In those three meetings, the students enjoyed the teaching and learning process when they were discussing and sharing problems with team-pair-solo. It could be seen from the students' interest in doing the activity.

#### **4.1.3 Post-Test**

Post-test was given after all treatments had been already done. The post-test was conducted on March 7<sup>th</sup> 2011. The test items were different from the pre-test. There were also 40 items in this test. However, the level of the post-test was similar with the pre-test because try out for the post-test had been done before it was tested to the students. It was also done in about 90 minutes.

#### **4.2 Result of Try-out**

The try-out that was done, had an analysis result based on item validity, level of difficulty, discriminating power, and reliability. Those aspects influenced the number of items that were used in a test. Therefore, those aspects were very important to calculate.

Try out was done twice. The first try out was to test the aspects mentioned above in the pre-test items. Whereas, the second try out was to test the post-test.

#### **4.2.1 Item Validity**

Validity refers to the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. In the computation of item validity in pre-test, the validity index of number 10 is 0.48. Then I consulted the table of  $r$  with  $N = 34$  and significance level 5% is 0.338788. Since the result of the computation was higher than  $r$  in the table, the index validity of item number 10 was considered to be valid. While in the computation of item validity in post-test, the validity index of number 1 is 0.39. Since the result of the computation is higher than  $r$  in the table, the index validity of item number 1 is considered to be valid. (See in Appendix)

Based on the computation of all items, there were 8 items which are invalid on the try-out test for pre-test. Those were the item number 1, 2, 8, 13, 15, 18, 27, and 29. Therefore, the other items would be used in the test. Since there were 42 valid items, I only used 40 items for the test based on consideration of level of difficulty and the aspects of reading comprehension. While in the try out test for post-test, there were 9 items which were invalid. Those were the item number 2, 13, 15, 18, 21, 27, 29, 46, and 50. Therefore, the other items would be used in the test. Since there were 41 valid items, I also used 40 items for the test based on consideration of level of difficulty and the aspects of reading comprehension.

#### 4.2.2 Reliability

In a test, the reliability of the test is needed to be calculated for the category of a good test. The reliability of the test was calculated from the number of items, the means of scores, and the total of variants. A test is considered to be reliable if  $r_{11}$  (result of calculation) is higher than  $r$  in the table (0.338788). From the calculation for  $\alpha$  (significance level) 5% and the number of students was 34, the result was 0.34. Since the  $r_{11}$  is higher than  $r_{table}$ , the test was considered to be reliable. While in the try out of post-test, the result was 0.37. Therefore, it was also considered to be reliable.

#### 4.2.3 Level of Difficulty

Level of difficulty is calculated from the number of students who answered correctly and the total number of the students. After calculating the item number 10 for example, the index of difficulty level is 0.64. According to the criteria, the difficulty level of item number 10 was medium.

There were three categories for level of difficulty. They were difficult, medium, and easy. After calculating 40 items of try-out test, there were 32 items that were easy, 7 items were medium, and 1 item was difficult. While in the result of try out for post-test, there were 44 items that were easy, and 6 items were medium.

#### 4.2.4 Discriminating Power

Discriminating power is calculated from the number of students in the upper and lower group who answered correctly and the number of all students in the upper and

lower group. After calculating the item number 10, the discriminating power of it was 0.25. Therefore the criterion of the item number 10 was satisfactory.

In discriminating power, there were four categories. They were poor, satisfactory, good, and excellent. From 40 items of try-out test, there were 20 items that were poor, 18 items were satisfactory, and 2 items were good. Whereas, in the result of try out for post-test, there were 33 items that were poor, 15 items were satisfactory, and 2 items were good.

### **4.3 The Difference between Pre-Test and Post-Test Result in every Aspect of Reading Comprehension Skills**

The result of pre-test and post-test in this research was analyzed in each aspect of reading comprehension.

#### **4.3.1 Result of Pre-Test**

In the result of the pre-test, I would like to describe the average score of pre-test in every aspect of reading comprehension in the form of percentage. The aspects are scanning, vocabulary knowledge, topics, topics of paragraph, pattern of organization, skimming, and making inferences.

I tried to calculate the percentage of the average score based on the result of those aspects in pre-test (see appendix). From result, it showed that the mean of the score was 74.86. Besides, the aspect of scanning showed that averagely 88.05% from all scanning items in the pre-test were correctly answered by the students. Besides, in the aspect of vocabulary knowledge, there were vocabulary and grammar aspects that

were measured. It showed that averagely 66.27 % of all vocabulary items and 60.18% of all grammar items in pre test were correctly answered by the students. In the pre-test, there was one topic test item. The number showed in table was 52.78%. It means that not all the students answered this item correctly. In finding the topic of paragraph, there were 3 test items in the pre-test. The result showed that averagely 77.78% of the items were correctly answered by the students. The next aspect is main idea in which averagely 50% of all main idea items were correctly answered by the students. Since there was one main idea item in the pre-test, it means that not all students can answer the item correctly. The following aspect is the aspect of patterns of organization. From all of the patterns of organization items in pre-test, averagely 64.81% were correctly answered by the students. In the next aspect, which is skimming aspect, the students were averagely answered 78.70% of all skimming items correctly. The last aspect is making inferences aspect. The result showed that the students averagely answered 77.78% of all making inferences items in the pre-test correctly.

#### **4.3.2 Result of Post-Test**

The result of post-test is described in every aspect of reading comprehension as in the result of pre-test. From the result, it could be seen that the average score of the post-test was 79.93. It also showed that in average there were 89.40% of 11 scanning items were correctly answered by the students. Besides, in the aspect of vocabulary knowledge, there were also vocabulary and grammar aspects that were measured. It showed that averagely 73.96 % of all vocabulary items and 77.78% of all grammar

items in post-test were correctly answered by the students. In the post-test, there were two topic test items. The number showed in table was 61.11%. It means that averagely the students answered 61.11% of the items correctly. In finding the topic of paragraph, there were also 3 test items in the post-test. The result showed that averagely 79.63% of the items were correctly answered by the students. The next aspect is main idea in which averagely 63.89% of all main idea items were correctly answered by the students. In the post-test, there was also one main idea test item. The following aspect is the aspect of patterns of organization. From all of the patterns of organization items in post-test, averagely 76.39% were correctly answered by the students. In the next aspect, which is skimming aspect, the students were averagely answered 80.56% of all skimming items correctly. The last aspect is making inferences aspect. The result showed that the students averagely answered 81.67% of all making inferences items in the post-test correctly.

#### 4.3.3 Correlation among Aspects of Reading Comprehension in Pre-Test and Post-Test

The correlation among aspects in pre-test and Post-test can be seen in the table below:

**Table 4.1 Correlation among Aspects of Reading Comprehension in Pre-Test and Post-Test**

Aspects		Percentage of Mean (%)	
		Pre-Test	Post-Test
Scanning		88.05	89.39
Vocabulary	Vocab.	66.27	73.96
Knowledge	Grammar	60.18	77.78

Topics	52.78	61.11
Topics of Paragraph	77.78	79.63
Main idea	50	63.89
Patterns of Organization	64.81	76.39
Skimming	78.70	80.56
Making Inferences	77.78	81.67

Based on the result above, it could be seen that there was an improvement in the result of post-test. The improvement happened in every aspect of reading comprehension skills. The percentage of mean in the aspect of scanning in the pre-test increased from 88.05% to 89.39% in the result of post-test. It means that before the students did team-pair-solo as the given treatment, averagely 88.05% of all scanning items in the pre-test were correctly answered by the students. After the students did team-pair-solo for three times, there was an improvement in the result of the post-test. The result was averagely 89.40% of all scanning items in the post-test were correctly answered by the students. It also happened to other aspects of reading comprehension skills. There was an improvement in every aspect of reading comprehension skills after the students did team-pair-solo as the given treatment.

From this data, it was clearly concluded that every aspect of reading comprehension was necessary to be considered in order to improve the students' reading comprehension. If there was an improvement in every aspect of reading comprehension, it meant that there might be an improvement in reading comprehension too.

#### 4.4 Significant Difference between Two Means of Pre-Test and Post-Test

From the score calculated, it showed the significant difference between pre-test and post-test in the average. The calculation is as follow:

**Table 4.2 Significant Difference between Pre-test and Post-test**

Code	Pre-Test	Post-Test	Difference (X)
E-1	80	85	5
E-2	72.5	82.5	10
E-3	82.5	82.5	0
E-4	75	80	5
E-5	80	82.5	2.5
E-6	80	77.5	-2.5
E-7	82.5	87.5	5
E-8	75	82.5	7.5
E-9	85	80	-5
E-10	75	80	5
E-11	75	77.5	2.5
E-12	90	90	0
E-13	80	85	5
E-14	72.5	70	-2.5
E-15	70	80	10
E-16	80	85	5
E-17	70	75	5
E-18	75	85	10
E-19	65	75	10
E-20	82.5	85	2.5
E-21	80	87.5	7.5
E-22	85	87.5	2.5
E-23	80	80	0
E-24	60	70	10
E-25	70	75	5
E-26	70	75	5
E-27	75	80	5
E-28	77.5	75	-2.5
E-29	60	70	10



E-30	80	85	5
E-31	60	70	10
E-32	65	80	15
E-33	65	77.5	12.5
E-34	85	82.5	-2.5
E-35	75	80	5
E-36	60	75	15
$\Sigma$	2695	2877.5	182.5
M	74,86	79,93	5,07

From the data on Table 4.3 showed an improvement in most of the students. For example is the sample or student number 36, the pre-test score was 60, while the post-test score was 75. It means that the increase of score from pre-test to post-test was 15 points. The increase happened to most of the students with the average increase of 5.07. Besides, the mean scores between pre-test and post-test increased from 74.86 to 79.93. In the pre-test, the average score was 74.86. After the treatment was done, the average score increased to 79.93. Therefore, the increase of score from pre-test to post-test was 5.07. This data showed that there was a significant difference between pre-test and post-test scores.

#### 4.5 Test of Significance

In the result of calculation, to check whether the means of pre-test and post-test was statistically significant, the t-value should be obtained and consulted with the critical value in t-table.

In this research, the number of students was 36. The degree of freedom (df) was 34 which was calculated from the formula  $N - 2$ . The t-table with the degree of freedom 34 and level of significance ( $\alpha$ ) 5% was 2.03. The t-value obtained was 7.43. From the calculation, the t-value was higher than t-table ( $7.43 > 2.03$ ), so that  $H_0$  (no correlation between pre-test and post-test or the null hypothesis) was ignored. This ignorance meant that there was positive correlation between pre-test and post-test that was 0.79 ( $r_{xy}$ ). (See in Appendix for more detail data)

Based on the table of degree of correlation,  $r_{xy}$  was classified into five classifications that are very low, low, medium, high, and very high. This  $r_{xy}$  in interval stayed in interval 0.60 – 0.799. Therefore the correlation between pre-test and post-test was in the high level of correlation. In conclusion, the difference between pre-test and post-test was statistically significant.

#### **4.6 Result of Questionnaire**

After the post-test was done, the questionnaire was given to the students to know their interest in pictorial illustration in comprehending recount text. There were ten questions in the questionnaire. Then the students should answer them with “yes” or “no”. The questions were written in Indonesian in order that the students could easily understand the questionnaires. The following table is the result of the questionnaire.

**Table 4.3 Result of Questionnaire**

Number of Item	Answer	
	Yes	No
1	21	15
2	11	25
3	26	10
4	30	6
5	32	4
6	30	6
7	35	1
8	28	8
9	32	4
10	27	9

From the data above, question number one which asked the students about their interest in English was responded by the students such as 21 of the students like English lesson while 15 dislike it. The problem was shown by the question number 2. 25 students in this class considered the English teaching and learning process in their school was not quite fun. It could be inferred that they actually love studying English. However, some of them found the way the lesson that was taught at school was not quite fun for them; therefore, many of them found problems in reading comprehension. On the other hand, after they did team-pair-solo, they found it more fun and help them with reading comprehension. This statement was based on the responses of questionnaire number 4 and 10. Question number 4 showed that 30

students liked team-pair-solo as one cooperative way to be done in English teaching and learning process in their classroom. Question number 10 showed that 27 students felt the teaching and learning process was more fun than before. Therefore, they felt that the problems they used to find in comprehending texts were helped by team-pair-solo.

#### **4.7 Discussion of the Result**

In this research, the test of significance was applied to know whether there was an improvement after the students did team-pair-solo in helping the students to comprehend texts. The aim of the significance test was to know the significance of students' achievement in pre-test without doing team-pair-solo and post-test done after the treatment was given for several times.

From the result of the test, students' achievement in pre-test and post-test was significantly different. The mean of scores increased from 74.86 to 79.93. Then, from the test of significance, the  $t$ -value (7.43) was higher than  $t$ -table (2.03). It could be concluded that there was an improvement of students' ability in comprehending text through team-pair-solo. In addition, the team-pair-solo helped the students in the teaching and learning process.

Beside the data above, I also gave questionnaires for the students to support the result of the tests. The aim was to know the students' interest, opinion, and motivation. From the data of the questionnaires, the teaching and learning process

was more fun when they discussed and shared in groups which was called team-pair-solo. This activity also improved their motivation in the teaching and learning process. They could motivate themselves to improve their own ability so that the teacher could act as a facilitator. In conclusion, team-pair-solo helped the students in reading comprehension.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research based on the result of the experiment and suggestions for the students, teachers, and next researchers.

#### 5.1 Conclusion

The aim of doing this research was to know the use of team-pair-solo in the students' reading comprehension. In other words, it was done to know whether or not team-pair-solo gives any improvement to student's reading comprehension; thus, an experimental research design was done. This pre-experimental research was designed in the form of one group pre-test post-test in which there was no comparison group. The test items used for pre-test and post-test were selected from try-out that had been tested to the students in the same level of competence with experimental group. Therefore, the validity of the test items for pre-test and post-test had been examined.

Team-pair-solo as one of cooperative learning helped the students to improve their reading comprehension. Students, especially those who had lower level of competence in reading comprehension, were helped by their partners when doing discussing and sharing problems through team-pair-solo. It helped the students in solving problems that they usually faced when they tried to comprehend texts.

Therefore, with team-pair-solo they could get more knowledge and solution for their problems in reading comprehension.

From the result of the research, there was a significant difference between pre-test and post-test scores. The mean of scores increased significantly. It could be concluded that there was an improvement in the students' reading comprehension. When the students were given a pre-test, the mean of their scores was 74.86. Then, when the students were given a post-test after they had done team-pair-solo as the treatment for three times, the mean of their scores was 79.93. Hence, it could be concluded that there was an improvement in the students' reading comprehension after team-pair-solo was done.

Based on the validity of the test, it could be seen that the scores between pre-test and post-test were different. It was shown by the difference of the mean score of achievement. The increase of the means was 5.07. It showed that learning through cooperative way, especially team-pair-solo, could improve students' interest in reading and helped the students in comprehending texts. It made the learning situation in the classroom would be more fun for the students.

Beside the result of the research, the answers of questionnaires showed that most of them were more excited when they worked together through team-pair-solo. They found it as another way to make the English learning activity fun. Moreover, most of them thought that team-pair-solo could help them in comprehending texts.

From those results, it showed that the students' achievement in post-test was better than the students' achievement in pre-test. Therefore, it could be said that team-

pair-solo is one effective way to improve students' ability in comprehending text for the XI grade of senior high school students.

## 5.2 Suggestions

In this study, I would like to give some suggestions related to the improvement of students' ability in reading comprehension to get better result.

### (1) For the students

It is necessary for the students to improve their reading skill, especially in English because knowledge is mostly gained through reading. Besides, they also need to increase their reading motivation since it is needed to improve the reading skill effectively. Besides, it is also important for the students to try to learn something cooperatively. They may solve problems they face in a cooperative way; for instance, discussing a text together. Thus, problems can be solved better and faster.

### (2) For the teacher

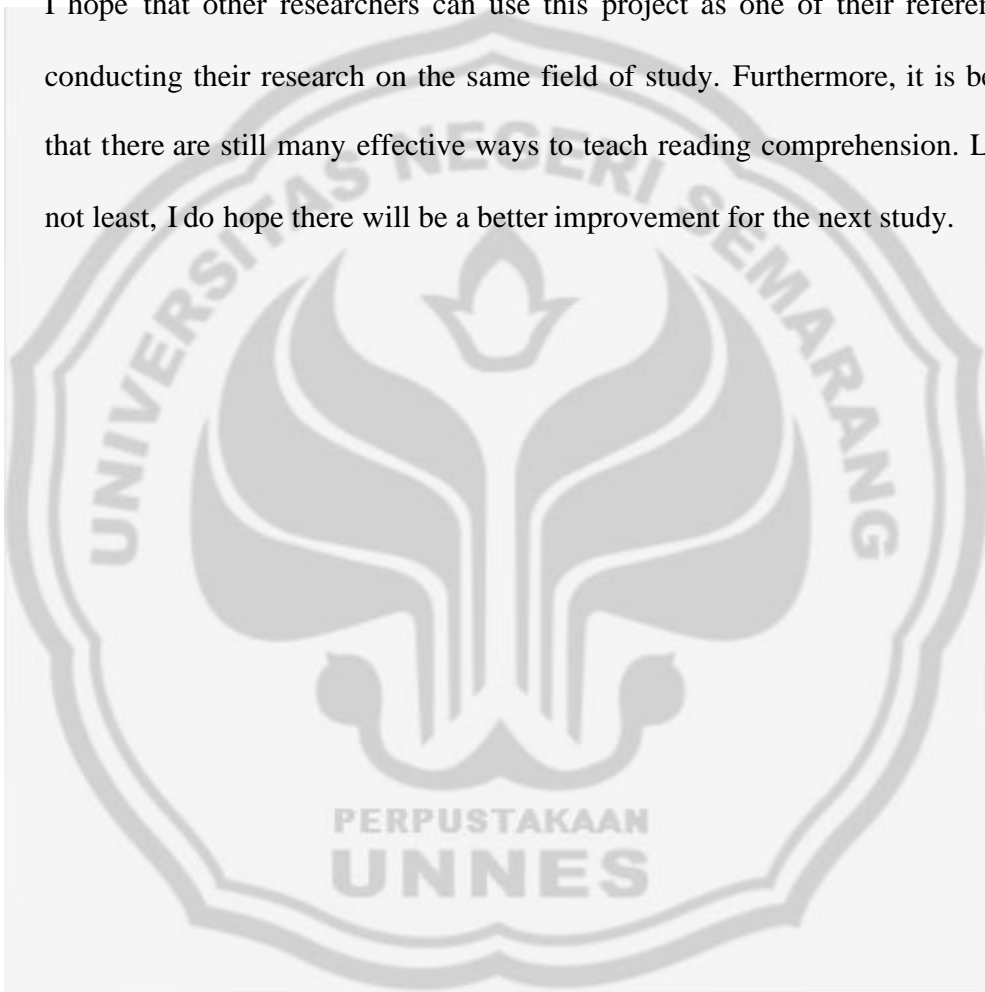
It is recommended to the teacher to use various methods in teaching reading to the students so that the teaching and learning process can be more fun. With the hope that the students will not be bored during the teaching and learning process, many types of cooperative learning can be applied as the ways to make it fun. It is also very important for the teacher to make more attractive topics in teaching English, especially in reading. It is done in order that the students will be more interested



in the topic that is being discussed so that they can pay more attention to what the teacher explains.

(3) For the next researcher

I hope that other researchers can use this project as one of their references in conducting their research on the same field of study. Furthermore, it is believed that there are still many effective ways to teach reading comprehension. Last but not least, I do hope there will be a better improvement for the next study.



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## Appendix 2

### RESULT OF TRY OUT II

No	Code	Item Number																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	s-04	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	
2	s-23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	
3	s-29	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	
4	s-26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	
5	s-14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
6	s-13	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	
7	s-24	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
8	s-17	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1		
9	s-15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1		
10	s-32	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1		
11	s-20	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1		
12	s-25	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1		
13	s-28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1		
14	s-27	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1		
15	s-19	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1		
16	s-18	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1		
17	s-16	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1		
18	s-06	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1		
19	s-31	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1		
20	s-34	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1		
21	s-05	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1		
22	s-11	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
23	s-1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1		
24	s-30	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1		
25	s-08	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1		
26	s-07	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1		
27	s-10	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0		
28	s-09	1	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1		
29	s-21	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	0	1		
30	s-33	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1		
31	s-02	1	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	0	0	1		
32	s-03	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	1		
33	s-22	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	0	0		
34	s-12	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0		
Σ X		30	30	28	28	26	28	27	31	24	23	29	25	33	22	33	28	24	18	26	28	18	20	28	29	
Σ X <sup>2</sup>		30	30	28	28	26	28	27	31	24	23	29	25	33	22	33	28	24	18	26	28	18	20	28	29	
Validity	XY	1233	1145	1147	1160	1081	1176	1119	1279	1007	980	1207	1046	1277	948	1280	1169	1019	616	1113	1157	676	864	1172	1294	1217
Validity	karena sigma X 34																									
Validity	r <sub>xy</sub>	0.39293	-0.6837		0.40508	0.3739	0.5705	0.37245	0.5293	0.4005	0.49984	0.5136	0.4044	-1.0258	0.5555	-0.9558	0.4981	0.5043	-0.8255	0.6713	0.3741	-0.3517	0.507877	0.52916	0.73778	0.6249
Validity	r <sub>table</sub>	0.33879	0.33879	0.3388	0.33879	0.3388	0.3388	0.33879	0.3388	0.3388	0.33879	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.3388	0.338788	0.33879	0.33879	0.3388
Validity	Criteria	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid
Discriminating Power	BA	14	12	13	15	16	16	15	16	13	13	16	16	15	12	16	15	14	4	15	16	9	9	16	16	
Discriminating Power	BB	16	16	15	12	10	12	11	15	11	10	13	9	16	10	15	12	11	11	7	11	11	11	15	13	
Discriminating Power	JA	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
Discriminating Power	JB	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
Discriminating Power	D	-0.125	-0.25	-0.125	0.1875	0.375	0.25	0.25	0.0625	0.125	0.1875	0.1875	0.4375	-0.0625	0.125	0.0625	0.1875	0.25	-0.5	0.25	0.3125	0.125	-0.125	0.3125	0.0625	0.1875
Discriminating Power	Criteria	Poor	Poor	Poor	Poor	Satisfact	Satisfact	Satisfact	Poor	Poor	Poor	Poor	Good	Poor	Poor	Poor	Poor	Satisfact	Poor	Satisfact	Satisfact	Poor	Poor	Satisfact	Poor	Poor
Item difficulty	B	30	30	28	28	26	28	27	31	24	23	29	25	33	22	33	28	24	18	26	28	18	20	28	31	29
Item difficulty	P	0.88235	0.88235	0.8235	0.82353	0.7647	0.8235	0.79412	0.9118	0.7059	0.67647	0.8529	0.7353	0.9706	0.6471	0.9706	0.8235	0.7059	0.5294	0.7647	0.8235	0.5294	0.588235	0.82353	0.91176	0.8529
Item difficulty	Criteria	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Medium	Easy	Easy	Easy	Easy	Medium	Easy	Easy	Easy	Medium	Easy	Easy	Medium	Medium	Easy	Easy	Easy
Item difficulty		Used	Unused	Used	Used	Used	Used	Used	Used	Used	Used	Used	Used	Unused	Used	Used	Used	Used	Unused	Used	Used	Unused	Used	Used	Used	Used





## Appendix 3

## EXAMPLES OF TRY OUT I INSTRUMENT

**Crocodile**

Crocodile is a wild animal. The word crocodile comes from the Ancient Greek crocodilos which means lizard. It is usually found in Africa, Asia, the America and Australia. It lives in freshwater habitats like rivers and lakes.

Crocodiles mostly may grow to an adult size of 1 to 1.5 meters. Larger species can reach over 4.85 meters long and over 1,200 kilograms. Crocodiles have smooth skin on their belly and side, while they have thick and rugged dorsal skin. This skin functions to give some protection.

Crocodiles belong to predators. They have a streamlined body that enables them to swim swiftly. Crocodiles eat mostly on vertebrates like fish, reptiles, and mammals.

Crocodile leather can be made into goods such as wallets, briefcases, purses, handbags, belts, hats, and shoes. Crocodile meat is also consumed in some countries, such as Australia, Ethiopia, Thailand, South Africa and also Cuba. It can also be found in specialty restaurants in some parts of the United States.

*(the information in this text is taken from wikipedia.org and developed by Rosita Amalia)*

1. What does the passage mainly discuss?
  - A. The size of crocodiles.
  - B. Where crocodiles live
  - C. The habitat of crocodiles.
  - D. Why people make use of crocodile leather.
  - E. A brief description of crocodiles.
  
2. What is the main idea of the last paragraph?
  - A. Crocodiles are very predators.
  - B. Crocodiles are wild animals.
  - C. Crocodiles live in freshwater habitats.
  - D. Crocodiles eat vertebrates.
  - E. Human can make some products from crocodile.
  
3. How long can a crocodile mostly grow?
  - A. It can grow to 2 meters long.

- B. It can grow to 1.5 meters long.  
C. It can grow to 15 meters long.  
D. It can grow to 4.85 meters long.  
E. It can grow to 4.65 meters long.
4. What is the dorsal skin of crocodiles for?  
A. to catch some preys  
B. to protect themselves  
C. to enable them to swim swiftly  
D. to be consumed by human  
E. to keep their body temperature warm
5. Why do you think a crocodile is a predator?  
A. because it is a wild animal  
B. because it kills vertebrates to feed themselves  
C. because it can grow until 4.85 meters  
D. because it can swim swiftly  
E. because its leather can be made into goods
6. In what countries is crocodile meat consumed?  
A. Ethiopia, Australia, Cuba, Thailand, and also South Africa  
B. America, Europe, Thailand, South Africa and also Cuba  
C. Cuba, Ethiopia, Thailand, South Africa and also Indonesia  
D. Ethiopia, Cuba, Thailand, East Africa and also Australia  
E. Ethiopia, Australia, Taiwan, South Africa and also Cuba
7. Which of the following statements is NOT TRUE about a crocodile?  
A. The word crocodile comes from the Ancient Greek which means lizard.  
B. A crocodile weighs 1,200 kilograms.  
C. A crocodile can be found in Africa, Asia, the America and Europe.  
D. A crocodile can eat mammals.  
E. Crocodile leather and meat give some advantages to human beings.
8. *they have thick and rugged dorsal skin.* The antonym of the underlined word is...  
A. rough  
B. smooth  
C. strong  
D. weak  
E. thin

9. *They have a streamlined body that enables them to swim swiftly.* The underlined word has a closest meaning to ...
- careful
  - carefully
  - fastly
  - fast
  - smoothly
10. What is the purpose of the text above?
- to describe the reader about the function of crocodile leather and meat
  - to describe the reader about general description of crocodile's habitat
  - to entertain the reader about general description of crocodile's size
  - to entertain the reader about general description of crocodiles
  - to describe the reader about general description of crocodiles
11. *Crocodiles eat mostly on vertebrates like fish, reptiles, and mammals.*  
The sentence above uses the same tense as...
- Tom and his family are visiting Uncle Johnny in his village.
  - Clever students study hard regularly to get more knowledge.
  - Grandpa and Grandma have stayed in their village for ten years.
  - My mother is cooking a delicious cake to celebrate my birthday.
  - Uncle Brad cut the mango tree in front of his house yesterday.

### Three Fish

Once upon a time, there were three fish living in a pond. One evening, some fishermen passed by the pond and saw the fish. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' After that, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fish agreed. 'You are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere. My luck will keep me safe'.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him. At last he was caught and killed.

(this text is taken from <http://www.ardianrisqi.com/search/label/English>)

12. What does paragraph 2 mostly discuss?
- A. the eldest fish
  - B. what the fishermen would do to the three fish
  - C. what the eldest fish did after he heard the fishermen's plan
  - D. the youngest fish's plan
  - E. what the eldest fish would do to the fishermen
13. What did the fishermen plan to do when they saw some fish in the pond?
- A. They planned to watch the fish swimming in the pond.
  - B. They planned to catch and move the fish into the pond in their house.
  - C. They planned to catch the fish with their nets.
  - D. They planned to catch and play with the fish.
  - E. They planned to fry the fish and eat them.
14. How long had the three fish lived in the pond?
- A. They had lived there since they were born.
  - B. They had lived there since long time ago.
  - C. They had lived there since the fishermen came.
  - D. They had lived there since the youngest fish was born.
  - E. They had lived there for many years.
15. Why didn't the third fish leave the pond?
- A. Because the fishermen couldn't come to the pond
  - B. Because the third fish was a lucky fish so that he was fine
  - C. Because the third fish believed in luck and that the fishermen wouldn't return
  - D. Because the first fish asked him to stay in the pond
  - E. Because the third fish worried about the family
16. Among all the fish family, who finally left the pond?
- A. The eldest and the third fish family
  - B. The eldest and the second fish family
  - C. The eldest fish only
  - D. The third fish only
  - E. The entire fish family
17. From the text we may conclude that the first fish was...
- A. obedient
  - B. rude

- C. stubborn
- D. naughty
- E. dangerous

The eldest of the fish left the (20) pond that very evening with his(21) entire family (Paragraph 4). The underlined words have similar meanings to?

18.

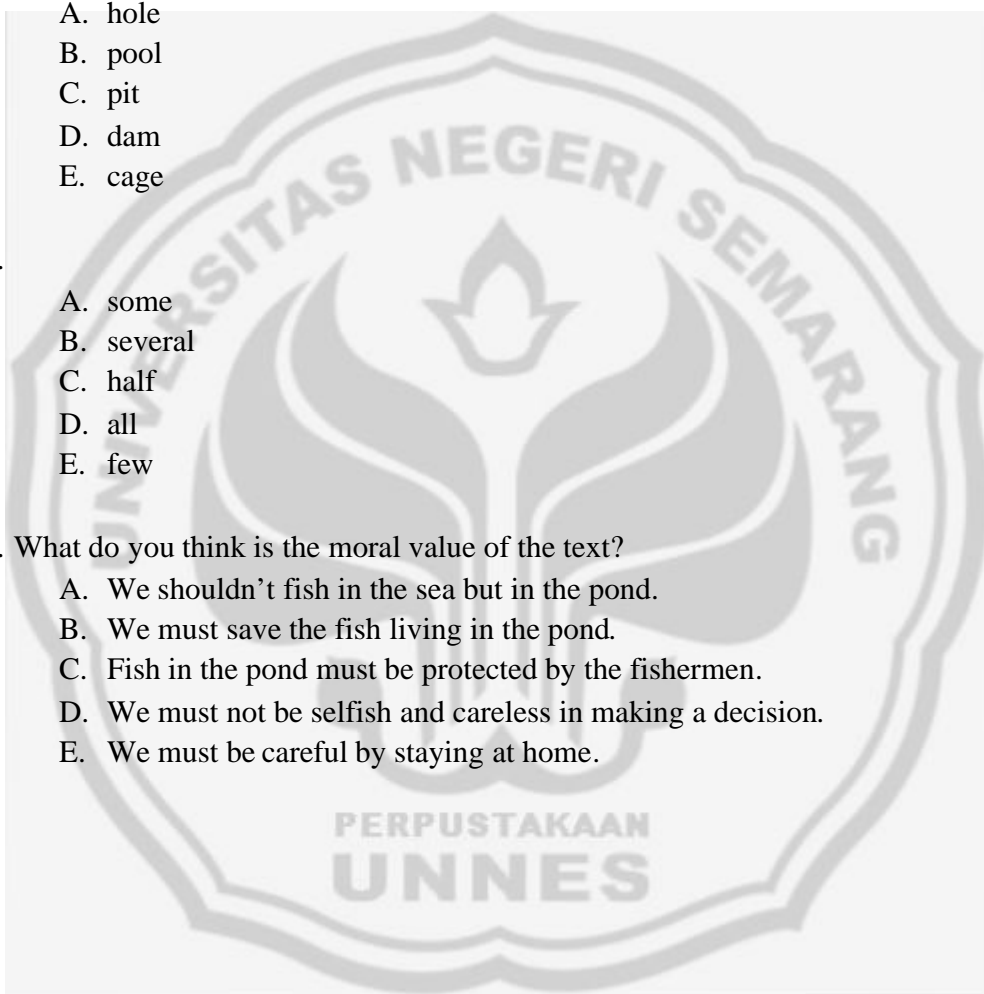
- A. hole
- B. pool
- C. pit
- D. dam
- E. cage

19.

- A. some
- B. several
- C. half
- D. all
- E. few

20. What do you think is the moral value of the text?

- A. We shouldn't fish in the sea but in the pond.
- B. We must save the fish living in the pond.
- C. Fish in the pond must be protected by the fishermen.
- D. We must not be selfish and careless in making a decision.
- E. We must be careful by staying at home.



## Appendix 4

## EXAMPLES OF TRY OUT II INSTRUMENT

**Sea-Horse**

Many people imagine the sea-horse to be real horse living in the sea. This is not true at all. The sea-horse is so called because it is a tiny creature with a horse – liked head which lives in the sea.

Sea – horse are found mostly in warm seas. They have a long, flexible tail which is used for wrapping around weeds for support. They swim with upright position. Their movements are helped by a rapidly oscillating fin on their back.

The most remarkable thing about the sea – horse is that part of the process of reproduction is taken over by the male creature. One the female sea – horse has laid her eggs in the male creature’s pouch, she leaves. The hatching of the egg is done by the male fish.

Mating begins with the male and the female sea – horses doing courtship dance. The male and female creatures swim around each other in circles. At the end of the dance, the male appears to bow to its partner; but in actually, the male is banding to pump water from his pouch. Next, the female fish lays eggs into the male’s pouch. About two hundred eggs are laid. The pouch, then close up. The female sea-horse now swims away, leaving the male sea-horse to do hatching.

The eggs are hatched about a month later. The young sea-horses are ejected from the male creature’s pouch by means of muscular contractions. The sea-horse feeds on tiny fish the creatures sucking them into its month.

*(this text is taken from: <http://najmimaulana.wordpress.com>)*

1. What does the passage mainly discuss?
  - A. How sea-horse lay eggs
  - B. Where sea-horse live
  - C. The habitat of sea-horse
  - D. What sea-horse feed on
  - E. A brief description of sea-horse.
  
2. What is the main idea of the third paragraph?
  - A. Sea-horse is not a horse living in the sea.
  - B. Sea-horse can be found in warm seas.
  - C. The process of reproduction is taken over by the male.
  - D. Sea-horse lay about 200 eggs.

- E. Sea-horse feed on tiny fish.
3. How many eggs are laid by a sea-horse?
- A. One hundred eggs
  - B. One hundred and fifty eggs
  - C. Two hundred eggs
  - D. Two hundred and fifty eggs
  - E. Three hundred eggs
4. What is unique about a sea-horse?
- A. Its shape
  - B. Its process of reproduction
  - C. The way it moves
  - D. The habitat it lives
  - E. What it feeds on
5. Why is the process of sea horse reproduction said to be a remarkable thing?
- A. because it is taken over by the male
  - B. because it is taken over by the female
  - C. because it can lay 200 eggs
  - D. because it dances when doing reproduction
  - E. because the female leaves the male
6. What is the function of the long, flexible tail of a sea-horse?
- A. To swim around each other in circles
  - B. To help its movements
  - C. To do courtship dance
  - D. To swim with upright position
  - E. To wrap around weeds for support
7. Which of the following statements is NOT TRUE about a sea-horse?
- A. Sea- horse can be found in warm seas.
  - B. Sea-horse can lay 200 eggs.
  - C. Sea-horse reproduction process is taken over by the male.
  - D. Sea-horse is a real horse living in the sea
  - E. Sea-horse feeds on a little fish.
8. *Their movements are helped by a rapidly oscillating fin on their back.* What is the antonym of the underlined word?
- A. Quickly
  - B. Swiftly

- C. Slowly
- D. Smoothly
- E. Fast

9. *The most remarkable thing about the sea – horse is that part of the process of reproduction.* The synonym of the underlined word is...

- A. Ordinary
- B. Common
- C. Extraordinary
- D. Beautiful
- E. Gorgeous

10. What is the purpose of the text above?

- A. to describe the reader about the sea-horse reproduction process
- B. to describe the reader about general description of sea-horse's habitat
- C. to entertain the reader about general description of sea-horse's body
- D. to entertain the reader about general description of sea-horse
- E. to describe the reader about general description of sea-horse

11. *They have a long, flexible tail which is used for wrapping around weeds for support.*

The sentence above uses the same tense as...

- A. Johnny and his family are visiting Aunt Amy in her village.
- B. Smart students study hard regularly to get more knowledge.
- C. My mother has stayed in Semarang for six years.
- D. Hani is cooking a delicious cake to celebrate Benny's birthday.
- E. Uncle Tom cut the banana tree in front of his house yesterday.

### **The Boy who cried "Wolf"**

There was once a shepherd-boy who kept his flock at a little distance from the village. One day he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might,

"Wolf! Wolf! Come and help! The wolves are eating my lambs!"

The kind villagers left their work and ran to the field to help him. When they got there, the boy laughed at them for their pains because, in fact, there was no wolf there.

Still another day the boy tried the same trick. The villagers came running to help him. They got laughed at again.

Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help.



“Wolf! Wolf!” he screamed. “There is a wolf in the flock! Help!”

The villagers heard him, but they thought it was another mean trick. As a result, no one paid the least attention, or went to help him. In the end, the shepherd-boy lost all his lambs.

*(this text is taken from <http://bos-sulap.blogspot.com>)*

12. What does paragraph 1 mostly discuss?
  - A. A shepherd boy who played a trick
  - B. The kind villagers who played a trick
  - C. what the villagers did to the shepherd boy
  - D. A shepherd boy was keeping his flock
  - E. A shepherd-boy who lost all his sheep
13. What did the villagers do when they heard the shepherd-boy screamed at the first time?
  - A. They left their work and ran to their house.
  - B. They left their work and ran to the field to help him.
  - C. They left their work and laughed at him.
  - D. They had already known it was just a trick.
  - E. They didn't pay attention or go to help him.
14. How many times did the villagers get tricked by the shepherd-boy?
  - A. Once
  - B. Twice
  - C. Three times
  - D. Four times
  - E. Never
15. Why didn't the villagers finally help the shepherd-boy when he screamed?
  - A. Because the villagers were busy with their field
  - B. Because the shepherd-boy was a naughty boy
  - C. Because the villagers thought that he tricked them again
  - D. Because the villagers were keeping their flock
  - E. Because the villagers were reluctant to help him
16. What happened to the shepherd-boy finally?
  - A. He and all of his lambs were eaten by a real wolf.
  - B. He was punished by the villagers due to the fake wolf.
  - C. He tricked and laughed at the villagers again.
  - D. He didn't lose his lambs because the villagers help him.
  - E. He lost all of his lambs because a real wolf came and ate all of his lambs.

17. From the text we may conclude that the shepherd-boy was...
- A. obedient
  - B. rude
  - C. stubborn
  - D. naughty
  - E. dangerous
18. ...*but they thought it was another mean trick.* What is the opposite meaning of the underlined word?
- A. terrific
  - B. nasty
  - C. kind
  - D. marvelous
  - E. amazing
19. *The wolves are eating my lambs.* The underlined word has the closest meaning to...
- A. pig
  - B. deer
  - C. sheep
  - D. cow
  - E. bull
20. What do you think is the moral value of the text?
- A. We must not play at the field when keeping our lambs.
  - B. We must not trick others and laugh at their pains.
  - C. We must save someone who needs our help.
  - D. We must not be careless in keeping lambs.
  - E. We must be sincere in helping others.

Appendix 5  
Result of Pre-Test

NO	ASPECTS									TOTAL	CORR
	Scanning	Vocabulary Knowledge		Topics	Topics of P	Main Ide	Patterns of	Skimming	Making Inf.		
		Vocab	Grammar								
E-01	8	4	2	1	3	1	2	6	5	32	80
E-02	8	4	1	1	3	1	1	5	5	29	72.5
E-03	8	4	2	1	3	1	2	6	6	33	82.5
E-04	6	5	2	1	3	1	2	4	6	30	75
E-05	7	5	3	1	2	1	1	6	6	32	80
E-06	9	6	2	1	3	0	2	4	5	32	80
E-07	10	6	2	0	3	0	2	4	6	33	82.5
E-08	9	4	2	0	3	1	2	4	5	30	75
E-09	10	5	2	1	3	1	3	4	5	34	85
E-10	8	5	2	1	2	0	2	6	4	30	75
E-11	9	5	3	1	2	0	1	4	5	30	75
E-12	10	7	2	1	3	1	3	4	5	36	90
E-13	8	4	2	1	3	1	2	6	5	32	80
E-14	8	5	1	0	2	1	2	5	5	29	72.5
E-15	9	4	2	0	2	0	2	5	4	28	70
E-16	8	4	2	1	3	1	2	6	5	32	80
E-17	9	4	2	0	2	0	2	5	4	28	70
E-18	9	4	2	1	2	0	2	5	5	30	75
E-19	9	4	1	0	2	0	2	4	4	26	65
E-20	10	6	2	0	2	1	3	4	5	33	82.5
E-21	10	6	2	0	2	1	3	4	4	32	80
E-22	10	7	2	1	2	1	2	5	4	34	85
E-23	9	5	2	1	2	1	2	5	5	32	80
E-24	8	4	1	0	2	0	1	4	4	24	60
E-25	9	4	2	0	2	0	2	5	4	28	70
E-26	9	4	2	0	2	0	2	5	4	28	70
E-27	9	4	2	1	2	0	2	5	5	30	75
E-28	10	4	2	1	2	0	2	5	5	31	77.5
E-29	8	4	1	0	2	0	1	4	4	24	60
E-30	10	5	2	0	3	1	2	5	4	32	80
E-31	8	4	1	0	2	0	1	4	4	24	60
E-32	9	4	1	0	2	0	2	4	4	26	65
E-33	9	4	1	0	2	0	2	4	4	26	65
E-34	10	6	2	1	2	1	2	5	5	34	85
E-35	9	4	2	1	2	0	2	5	5	30	75
E-36	8	3	1	0	2	1	2	4	3	24	60
Σ	317	167	65	19	84	18	70	170	168	1078	2695
mean	8.81	4.64	1.81	0.53	2.33	0.50	1.94	4.72	4.67	29.94	74.9
%	<b>88.06</b>	<b>66.27</b>	<b>60.19</b>	<b>52.78</b>	<b>77.78</b>	<b>50.00</b>	<b>64.81</b>	<b>78.70</b>	<b>77.78</b>		

Appendix 6  
Result of Post-Test

NO	ASPECTS									TOTAL	CORR
	Scanning	Vocabulary Knowledge		Topics	Topics of P	Main Idea	Patterns of	Skimming	Taking In		
		Vocab	Grammar								
E-01	10	6	3	2	2	1	2	4	4	34	85
E-02	10	6	3	2	2	1	2	3	4	33	82.5
E-03	10	6	3	2	2	1	2	3	4	33	82.5
E-04	9	7	2	1	2	1	2	3	5	32	80
E-05	10	7	3	2	2	1	1	3	4	33	82.5
E-06	10	5	2	0	2	1	2	5	4	31	77.5
E-07	11	6	2	1	3	1	2	5	4	35	87.5
E-08	10	6	3	1	2	1	1	4	5	33	82.5
E-09	10	6	3	0	2	1	2	5	3	32	80
E-10	10	6	3	0	2	1	2	5	3	32	80
E-11	9	6	2	2	3	0	1	4	4	31	77.5
E-12	11	8	2	2	2	1	1	5	4	36	90
E-13	10	7	2	2	2	1	1	5	4	34	85
E-14	9	6	2	0	3	0	0	4	4	28	70
E-15	10	6	3	0	2	1	2	5	3	32	80
E-16	10	7	2	2	2	1	1	5	4	34	85
E-17	9	6	2	1	3	1	2	3	3	30	75
E-18	10	6	3	2	3	1	2	3	4	34	85
E-19	9	6	2	1	3	1	2	3	3	30	75
E-20	10	7	3	2	3	0	2	3	4	34	85
E-21	10	7	3	2	3	0	2	4	4	35	87.5
E-22	10	7	2	2	3	1	2	4	4	35	87.5
E-23	9	5	2	1	2	1	2	5	5	32	80
E-24	9	6	2	0	3	0	0	4	4	28	70
E-25	10	4	2	1	2	0	2	4	5	30	75
E-26	10	4	2	1	2	0	2	4	5	30	75
E-27	9	5	2	1	2	1	2	5	5	32	80
E-28	10	4	2	1	2	0	1	5	5	30	75
E-29	9	6	2	0	3	0	0	4	4	28	70
E-30	10	7	2	2	3	1	2	3	4	34	85
E-31	9	6	2	0	3	0	0	4	4	28	70
E-32	11	5	2	2	2	1	2	3	4	32	80
E-33	10	6	2	2	2	0	2	4	3	31	77.5
E-34	10	6	3	1	3	1	2	3	4	33	82.5
E-35	11	5	2	2	2	0	1	4	5	32	80
E-36	10	4	2	1	2	0	1	5	5	30	75
Σ	354	213	84	44	86	23	55	145	147	1151	2878
mean	9.83	5.92	2.33	1.22	2.39	0.64	1.53	4.03	4.08	31.97	79.9
%	<b>89.39</b>	<b>73.96</b>	<b>77.78</b>	<b>61.11</b>	<b>79.63</b>	<b>63.89</b>	<b>76.39</b>	<b>80.56</b>	<b>81.67</b>		

Appendix 7  
Comparison between Pre-Test and Post-Test

Code	Pre-Test	Post-Test	Difference (X)	X <sup>2</sup>
E-1	80	85	5	25
E-2	72.5	82.5	10	100
E-3	82.5	82.5	0	0
E-4	75	80	5	25
E-5	80	82.5	2.5	6.25
E-6	80	77.5	-2.5	6.25
E-7	82.5	87.5	5	25
E-8	75	82.5	7.5	56.25
E-9	85	80	-5	25
E-10	75	80	5	25
E-11	75	77.5	2.5	6.25
E-12	90	90	0	0
E-13	80	85	5	25
E-14	72.5	70	-2.5	6.25
E-15	70	80	10	100
E-16	80	85	5	25
E-17	70	75	5	25
E-18	75	85	10	100
E-19	65	75	10	100
E-20	82.5	85	2.5	6.25
E-21	80	87.5	7.5	56.25
E-22	85	87.5	2.5	6.25
E-23	80	80	0	0
E-24	60	70	10	100
E-25	70	75	5	25
E-26	70	75	5	25
E-27	75	80	5	25
E-28	77.5	75	-2.5	6.25
E-29	60	70	10	100
E-30	80	85	5	25
E-31	60	70	10	100
E-32	65	80	15	225
E-33	65	77.5	12.5	156.25
E-34	85	82.5	-2.5	6.25
E-35	75	80	5	25
E-36	60	75	15	225
Σ	2695	2877.5	182.5	1793.75
M	74.86	79.93	5.07	49.83

### Appendix 8 Result of T-Test

No.	Pre-Test (X)	Post-Test (Y)	(X - Xmean) x	(Y - Ymean) y	x <sup>2</sup>	y <sup>2</sup>	xy
E-01	80	85	5.14	5.07	26.41	25.70	26.05
E-02	72.5	82.5	-2.36	2.57	5.57	6.60	-6.07
E-03	82.5	82.5	7.64	2.57	58.35	6.60	19.63
E-04	75	80	0.14	0.07	0.02	0.00	0.01
E-05	80	82.5	5.14	2.57	26.41	6.60	13.20
E-06	80	77.5	5.14	-2.43	26.41	5.91	-12.49
E-07	82.5	87.5	7.64	7.57	58.35	57.30	57.82
E-08	75	82.5	0.14	2.57	0.02	6.60	0.36
E-09	85	80	10.14	0.07	102.80	0.00	0.70
E-10	75	80	0.14	0.07	0.02	0.00	0.01
E-11	75	77.5	0.14	-2.43	0.02	5.91	-0.34
E-12	90	90	15.14	10.07	229.19	101.39	152.44
E-13	80	85	5.14	5.07	26.41	25.70	26.05
E-14	72.5	70	-2.36	-9.93	5.57	98.62	23.45
E-15	70	80	-4.86	0.07	23.63	0.00	-0.34
E-16	80	85	5.14	5.07	26.41	25.70	26.05
E-17	70	75	-4.86	-4.93	23.63	24.31	23.97
E-18	75	85	0.14	5.07	0.02	25.70	0.70
E-19	65	75	-9.86	-4.93	97.24	24.31	48.62
E-20	82.5	85	7.64	5.07	58.35	25.70	38.72
E-21	80	87.5	5.14	7.57	26.41	57.30	38.90
E-22	85	87.5	10.14	7.57	102.80	57.30	76.75
E-23	80	80	5.14	0.07	26.41	0.00	0.36
E-24	60	70	-14.86	-9.93	220.85	98.62	147.58
E-25	70	75	-4.86	-4.93	23.63	24.31	23.97
E-26	70	75	-4.86	-4.93	23.63	24.31	23.97
E-27	75	80	0.14	0.07	0.02	0.00	0.01
E-28	77.5	75	2.64	-4.93	6.96	24.31	-13.01
E-29	60	70	-14.86	-9.93	220.85	98.62	147.58
E-30	80	85	5.14	5.07	26.41	25.70	26.05
E-31	60	70	-14.86	-9.93	220.85	98.62	147.58
E-32	65	80	-9.86	0.07	97.24	0.00	-0.68
E-33	65	77.5	-9.86	-2.43	97.24	5.91	23.97
E-34	85	82.5	10.14	-2.57	102.80	6.60	26.05
E-35	75	80	0.14	0.07	0.02	0.00	0.01
E-36	60	75	-14.86	-4.93	220.85	24.31	73.27
$\Sigma$	2695	2877.5	0.00	0.00	2211.81	1018.58	1180.90
mean	<b>74.86</b>	<b>79.93</b>					

N 36  
r xy 0.79  
df = N -2 34  
t table 2.03 alfa  
t 7.43

5%

Coefficient Interval	Level of Correlation
0.00 - 0.199	very low
0.20 - 0.399	low
0.40 - 0.599	medium
0.60 - 0.799	high
0.80 - 1.000	very high

Appendix 9  
EXAMPLES OF PRE-TEST INSTRUMENT

**Crocodile**

Crocodile is a wild animal. The word crocodile comes from the Ancient Greek crocodilos which means lizard. It is usually found in Africa, Asia, the America and Australia. It lives in freshwater habitats like rivers and lakes.

Crocodiles mostly may grow to an adult size of 1 to 1.5 meters. Larger species can reach over 4.85 meters long and over 1,200 kilograms. Crocodiles have smooth skin on their belly and side, while they have thick and rugged dorsal skin. This skin functions to give some protection.

Crocodiles belong to predators. They have a streamlined body that enables them to swim swiftly. Crocodiles eat mostly on vertebrates like fish, reptiles, and mammals.

Crocodile leather can be made into goods such as wallets, briefcases, purses, handbags, belts, hats, and shoes. Crocodile meat is also consumed in some countries, such as Australia, Ethiopia, Thailand, South Africa and also Cuba. It can also be found in specialty restaurants in some parts of the United States.

*(the information in this text is taken from wikipedia.org and developed by Rosita Amalia)*

1. How long can a crocodile mostly grow?
  - A. It can grow to 2 meters long.
  - B. It can grow to 1.5 meters long.
  - C. It can grow to 15 meters long.
  - D. It can grow to 4.85 meters long.
  - E. It can grow to 4.65 meters long.
  
2. What is the dorsal skin of crocodiles for?
  - A. to catch some preys
  - B. to protect themselves
  - C. to enable them to swim swiftly
  - D. to be consumed by human
  - E. to keep their body temperature warm
  
3. Why do you think a crocodile is a predator?
  - A. because it is a wild animal
  - B. because it kills vertebrates to feed themselves
  - C. because it can grow until 4.85 meters
  - D. because it can swim swiftly
  - E. because its leather can be made into goods

4. In what countries is crocodile meat consumed?
- Ethiopia, Australia, Cuba, Thailand, and also South Africa
  - America, Europe, Thailand, South Africa and also Cuba
  - Cuba, Ethiopia, Thailand, South Africa and also Indonesia
  - Ethiopia, Cuba, Thailand, East Africa and also Australia
  - Ethiopia, Australia, Taiwan, South Africa and also Cuba
5. Which of the following statements is NOT TRUE about a crocodile?
- The word crocodile comes from the Ancient Greek which means lizard.
  - A crocodile weighs 1,200 kilograms.
  - A crocodile can be found in Africa, Asia, the America and Europe.
  - A crocodile can eat mammals.
  - Crocodile leather and meat give some advantages to human beings.
6. *They have a streamlined body that enables them to swim swiftly.* The underlined word has a closest meaning to ...
- Slowly
  - carefully
  - fastly
  - fast
  - smoothly
7. What is the purpose of the text above?
- to describe the reader about the function of crocodile leather and meat
  - to describe the reader about general description of crocodile's habitat
  - to entertain the reader about general description of crocodile's size
  - to entertain the reader about general description of crocodiles
  - to describe the reader about general description of crocodiles
8. *Crocodiles eat mostly on vertebrates like fish, reptiles, and mammals.*  
The sentence above uses the same tense as...
- Tom and his family are visiting Uncle Johnny in his village.
  - Clever students study hard regularly to get more knowledge.
  - Grandpa and Grandma have stayed in their village for ten years.
  - My mother is cooking a delicious cake to celebrate my birthday.
  - Uncle Brad cut the mango tree in front of his house yesterday.



### Three Fish

Once upon a time, there were three fish living in a pond. One evening, some fishermen passed by the pond and saw the fish. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' After that, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fish agreed. 'You are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere. My luck will keep me safe'.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him. At last he was caught and killed.

*(this text is taken from <http://www.ardianrisqi.com/search/label/English>)*

9. What does paragraph 2 mostly discuss?
  - A. the eldest fish
  - B. what the fishermen would do to the three fish
  - C. what the eldest fish did after he heard the fishermen's plan
  - D. the youngest fish's plan
  - E. what the eldest fish would do to the fishermen
  
10. How long had the three fish lived in the pond?
  - A. They had lived there since they were born.
  - B. They had lived there since long time ago.
  - C. They had lived there since the fishermen came.
  - D. They had lived there since the youngest fish was born.
  - E. They had lived there for many years.
  
11. Among all the fish family, who finally left the pond?
  - A. The eldest and the third fish family
  - B. The eldest and the second fish family
  - C. The eldest fish only

- D. The third fish only
- E. The entire fish family

12. From the text we may conclude that the third fish was...

- A. obedient
- B. rude
- C. stubborn
- D. naughty
- E. dangerous

13. The eldest of the fish left the pond that very evening with his entire family (Paragraph

4). The underlined words have similar meanings to?

- A. some
- B. several
- C. half
- D. all
- E. few

14. What do you think is the moral value of the text?

- A. We shouldn't fish in the sea but in the pond.
- B. We must save the fish living in the pond.
- C. Fish in the pond must be protected by the fishermen.
- D. We must not be selfish and careless in making a decision.
- E. We must be careful by staying at home.

15. At last he was caught and killed.

The underlined conjunction shows...

- A. Contrast
- B. Comparison
- C. Sequence
- D. Lists
- E. Cause-Effect

16. What tense mostly used in the text above?

- A. Future tense
- B. Present tense
- C. Past tense
- D. Past continues tense
- E. Perfect tense

### Why is Learning English Important?

Language is the means of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. There are English, Arabic, and Mandarin. However, English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. It is used in writing and speaking by many people all over the world. We even hear British, American, Australian, and even Singaporean English. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we want to cook instant noodle, we will see the cooking instruction also written in English.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

*(this text is adapted from <http://understandingtext.blogspot.com>)*

17. What is the most global spoken language?
- A. Arabic
  - B. Mandarin
  - C. Indonesian
  - D. English
  - E. Spanish
18. What does the second paragraph of the text tell us about?
- A. English as a means of communication
  - B. English as an important language to learn
  - C. English as an international language
  - D. English as a top requirement for job applicants
  - E. English as a written and spoken language
19. Why is English called as an international language?
- A. because it is used as the means of communication
  - B. because English used by many people in all over the world
  - C. because English is learned by many people in all over the world
  - D. because English is used in many manual guides and instructions of devices

E. because mastering English most top requirement in filling job opportunities

20. What is the effect if a job applicant is able to communicate in English?

- A. He has more chances to get the job than the one who is not.
- B. He has the same chance to get the job than the one who is not.
- C. He has less chance to get the job than the one who is not.
- D. He has no chance to get the job as the one who is not.
- E. He has no chance to apply for a job at all.



Appendix 10  
EXAMPLES OF POST-TEST INSTRUMENT

**Sea-Horse**

Many people imagine the sea-horse to be real horse living in the sea. This is not true at all. The sea-horse is so called because it is a tiny creature with a horse – liked head which lives in the sea.

Sea – horse are found mostly in warm seas. They have a long, flexible tail which is used for wrapping around weeds for support. They swim with upright position. Their movements are helped by a rapidly oscillating fin on their back.

The most remarkable thing about the sea – horse is that part of the process of reproduction is taken over by the male creature. One the female sea – horse has laid her eggs in the male creature’s pouch, she leaves. The hatching of the egg is done by the male fish.

Mating begins with the male and the female sea – horses doing courtship dance. The male and female creatures swim around each other in circles. At the end of the dance, the male appears to bow to its partner; but in actually, the male is banding to pump water from his pouch. Next, the female fish lays eggs into the male’s pouch. About two hundred eggs are laid. The pouch, then close up. The female sea-horse now swims away, leaving the male sea-horse to do hatching.

The eggs are hatched about a month later. The young sea-horses are ejected from the male creature’s pouch by means of muscular contractions. The sea-horse feeds on tiny fish the creatures sucking them into its month.

*(this text is taken from: <http://najmimaulana.wordpress.com>)*

1. What does the passage mainly discuss?
  - A. How sea-horse lay eggs
  - B. Where sea-horse live
  - C. The habitat of sea-horse
  - D. What sea-horse feed on
  - E. A brief description of sea-horse.
  
2. How many eggs are laid by a sea-horse?
  - A. One hundred eggs
  - B. One hundred and fifty eggs
  - C. Two hundred eggs
  - D. Two hundred and fifty eggs
  - E. Three hundred eggs
  
3. What is unique about a sea-horse?
  - A. Its shape

- B. Its process of reproduction
  - C. The way it moves
  - D. The habitat it lives
  - E. What it feeds on
4. Why is the process of sea horse reproduction said to be a remarkable thing?
- A. because it is taken over by the male
  - B. because it is taken over by the female
  - C. because it can lay 200 eggs
  - D. because it dances when doing reproduction
  - E. because the female leaves the male
5. What is the function of the long, flexible tail of a sea-horse?
- A. To swim around each other in circles
  - B. To help its movements
  - C. To do courtship dance
  - D. To swim with upright position
  - E. To wrap around weeds for support
6. Which of the following statements is NOT TRUE about a sea-horse?
- A. Sea- horse can be found in warm seas.
  - B. Sea-horse can lay 200 eggs.
  - C. Sea-horse reproduction process is taken over by the male.
  - D. Sea-horse is a real horse living in the sea
  - E. Sea-horse feeds on a little fish.
7. *Their movements are helped by a rapidly oscillating fin on their back.* What is the antonym of the underlined word?
- A. Quickly
  - B. Swiftly
  - C. Slowly
  - D. Smoothly
  - E. Fast
8. *The most remarkable thing about the sea – horse is that part of the process of reproduction.* The synonym of the underlined word is...
- A. Ordinary
  - B. Common
  - C. Extraordinary
  - D. Beautiful

E. Gorgeous

9. What is the purpose of the text above?
- to describe the reader about the sea-horse reproduction process
  - to describe the reader about general description of sea-horse's habitat
  - to entertain the reader about general description of sea-horse's body
  - to entertain the reader about general description of sea-horse
  - to describe the reader about general description of sea-horse
10. *They have a long, flexible tail which is used for wrapping around weeds for support.*  
The sentence above uses the same tense as...
- Johnny and his family are visiting Aunt Amy in her village.
  - Smart students study hard regularly to get more knowledge.
  - My mother has stayed in Semarang for six years.
  - Hani is cooking a delicious cake to celebrate Benny's birthday.
  - Uncle Tom cut the banana tree in front of his house yesterday.

### **The Boy who cried "Wolf"**

There was once a shepherd-boy who kept his flock at a little distance from the village. One day he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might,

"Wolf! Wolf! Come and help! The wolves are eating my lambs!"

The kind villagers left their work and ran to the field to help him. When they got there, the boy laughed at them for their pains because, in fact, there was no wolf there.

Still another day the boy tried the same trick. The villagers came running to help him. They got laughed at again.

Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help.

"Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick. As a result, no one paid the least attention, or went to help him. In the end, the shepherd-boy lost all his lambs.

*(this text is taken from <http://bos-sulap.blogspot.com>)*

11. What does paragraph 1 mostly discuss?
- A shepherd boy who played a trick
  - The kind villagers who played a trick
  - what the villagers did to the shepherd boy
  - A shepherd boy was keeping his flock
  - A shepherd-boy who lost all his sheep

12. How many times did the villagers get tricked by the shepherd-boy?
- A. Once
  - B. Twice
  - C. Three times
  - D. Four times
  - E. Never
13. What happened to the shepherd-boy finally?
- A. He and all of his lambs were eaten by a real wolf.
  - B. He was punished by the villagers due to the fake wolf.
  - C. He tricked and laughed at the villagers again.
  - D. He didn't lose his lambs because the villagers help him.
  - E. He lost all of his lambs because a real wolf came and ate all of his lambs.
14. From the text we may conclude that the shepherd-boy was...
- A. obedient
  - B. rude
  - C. stubborn
  - D. naughty
  - E. dangerous
15. *The wolves are eating my lambs.* The underlined word has the closest meaning to...
- A. pig
  - B. deer
  - C. sheep
  - D. cow
  - E. bull
16. What do you think is the moral value of the text?
- A. We must not play at the field when keeping our lambs.
  - B. We must not trick others and laugh at their pains.
  - C. We must save someone who needs our help.
  - D. We must not be careless in keeping lambs.
  - E. We must be sincere in helping others.
17. What tense mostly used in the text above?
- A. Future tense
  - B. Present tense
  - C. Past tense



- D. Past continuous tense
- E. Past Perfect tense

### Why Exercise is Important

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts said that exercise has great role in making our body healthy

Being physically active offers many advantages. In physical reword, exercise can reduce weight then our body will become fitter. Besides, exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer. Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy.

How can we do exercise while we are busy? Such question is commonly found among us. Actually it can be done in simple ways. We can go walking while shopping. In the office we can take stair rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Over all, doing exercise is little bit difficult in busy life but the little bit of exercise will help better.

*This text is adapted from: [www.hifit.co.uk/health-breaks/importance-exercise.htm](http://www.hifit.co.uk/health-breaks/importance-exercise.htm)*

18. What must we do to keep our body healthy?
- A. Study hard
  - B. Exercise regularly
  - C. Eat regularly
  - D. Decrease stress
  - E. Work hard
19. What does the second paragraph of the text tell us about?
- A. What makes people rarely do exercise
  - B. How to do good exercise
  - C. The disadvantages of being so busy
  - D. The advantages of doing exercise
  - E. Types exercises we can do in busy time
20. What diseases can we reduce the risk if we do exercise regularly?

- A. Heart disease, diabetes, and many skin diseases
- B. Cancer, diabetes, and many skin diseases
- C. Heart disease, broken arm, and diabetes
- D. Cancer, diabetes, and heart disease
- E. Heart disease, cancer, and acnes



Appendix 11  
EXAMPLES OF TREATMENT I INSTRUMENT

**TEXT I**

**The Golden Egg**

Long time ago, in a remote village of central China, in which the citizens mostly worked as farmers and hunters there lived a poor farmer who lost his entire livestock due to the flood. He prayed hard to God for help; otherwise, his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said, "I don't have any expensive thing to give you. I hope this goose will help you to ease your hardship."

A week later, the farmer found an egg in his yard. He was very surprised because the egg was not ordinary egg. It was a golden egg. It made him very happy.

Thereafter, his livelihood had rapidly improved, but the farmer had forgotten his hard work. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Nevertheless, there was no single golden egg inside it. Even though he very much regretted for his foolishness, it was already too late. In the end, He lost everything again.

*(This story is adapted from genretext.blogspot.com)*

**TEXT II**

**Goannas**

Australia is home to 25 of the world's 30 monitor lizard species. In Australia, monitor lizards are called goannas.

Goannas have flattish bodies, long tails and strong jaws. They are the only lizards with forked tongues, like a snake. Their necks are long and may have loose folds of skin beneath them. Their legs are long and strong, with sharp claws on their feet. Many goannas have stripes, spots and other markings that help to camouflage them. The largest species can grow to more than two meters in length.

All goannas are daytime hunters. They run, climb and swim well. Goannas hunt small mammals, birds and other reptiles. They also eat dead animals. Smaller goannas eat insects, spiders and worms.

While, male goannas fight with each other in the breeding season. Females lay between two and twelve eggs. Most of them lay eggs in a nest or burrow to protect their eggs.

*(this text is adapted from genretext.blogspot.com)*

**TEXT I**

**(Questions number 1-11)**

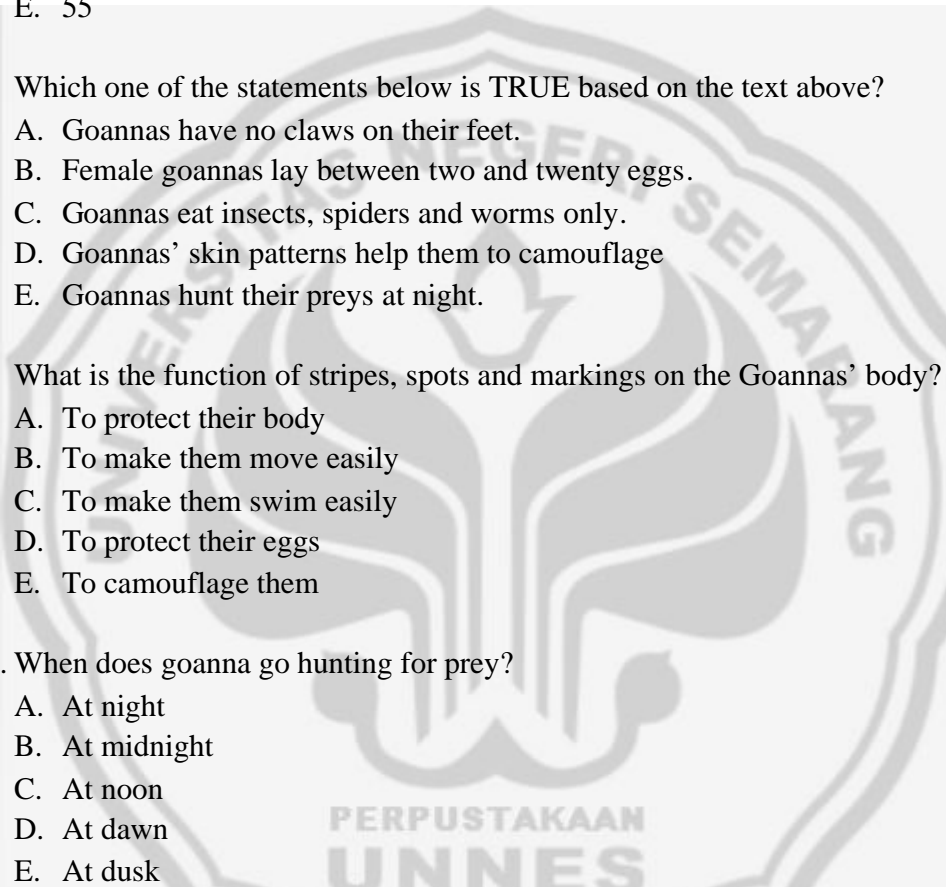
1. What is the topic of the text above?
  - A. An old man who had a magic goose laying golden eggs

- B. An old man who gave a poor man a golden egg
  - C. A poor farmer who became rich because of having a magic goose
  - D. A poor farmer whose livelihood rapidly improved
  - E. A poor farmer who had a magic golden egg
2. What is the main idea of the first paragraph?
- A. The citizens of Central China worked as farmers and hunters.
  - B. A poor farmer lost all of his livestock because of flood.
  - C. An old man gave the poor farmer a goose which laid golden eggs.
  - D. A magic goose which laid golden eggs made the poor man rich.
  - E. A lazy, arrogant, and spendthrift lost everything due to his foolishness.
3. Where did most of Central China citizens work a long time ago?
- A. Farm and forest
  - B. Farm and office
  - C. Farm and beach
  - D. Forest and field
  - E. Forest and lake
4. What caused the poor farmer lost his entire livestock?
- A. An earthquake
  - B. A flood
  - C. A twister
  - D. A tsunami
  - E. A volcanic eruption
5. What did the old man give to the poor farmer?
- A. A golden egg
  - B. An ordinary goose
  - C. A magic goose
  - D. A farm
  - E. Livestock

## TEXT II

(Questions number 12-20)

6. What is the topic of the third paragraph?
- A. Goannas as monitor lizards
  - B. Goannas' habitats
  - C. Goannas' characteristics
  - D. What goannas hunt

- E. How goannas protect their eggs
7. How many species of lizard can we find in Australia?
- A. 25
  - B. 30
  - C. 26
  - D. 31
  - E. 55
8. Which one of the statements below is TRUE based on the text above?
- A. Goannas have no claws on their feet.
  - B. Female goannas lay between two and twenty eggs.
  - C. Goannas eat insects, spiders and worms only.
  - D. Goannas' skin patterns help them to camouflage
  - E. Goannas hunt their preys at night.
9. What is the function of stripes, spots and markings on the Goannas' body?
- A. To protect their body
  - B. To make them move easily
  - C. To make them swim easily
  - D. To protect their eggs
  - E. To camouflage them
10. When does goanna go hunting for prey?
- A. At night
  - B. At midnight
  - C. At noon
  - D. At dawn
  - E. At dusk
- 

Appendix 12  
EXAMPLES OF TREATMENT II INSTRUMENT

**TEXT I**

**The Old Woman and The Sparrow**

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as snakes, spiders, scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

*This text is adapted from <http://bos-sulap.blogspot.com>*

**TEXT II**

**The Unhealthy Fast Food**

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

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. It can be concluded that fast food is not good for our healthy.

*This text is simplified from [www.criticalbench.com/unhealthy\\_fast\\_food.htm](http://www.criticalbench.com/unhealthy_fast_food.htm)*

**TEXT I****(Questions number 1-10)**

1. What does the text tell about?
  - A. A sparrow which was helped by kind-hearted old man and woman
  - B. A kindhearted sparrow which helped old man and woman
  - C. A sparrow which was helped by an ill-tempered old woman
  - D. Kind-hearted old man and woman who helped an ill-tempered old woman
  - E. A kind-hearted old man and woman who lived in the woods
  
2. What did the old man's wife find?
  - A. A small basket
  - B. A big basket
  - C. A kind-hearted bird
  - D. A poor sparrow
  - E. An ill-tempered old woman
  
3. What did the sparrow do to appreciate the old man and his wife kindness?
  - A. It took care and fed the old woman.
  - B. It helped the old woman.
  - C. It cut its tongue.
  - D. It stayed and sang every morning.
  - E. It flew back to its previous nest.
  
4. ...*there was an ill-tempered old woman who didn't like the sparrow.* What is the synonym of the underlined word?
  - A. Kind-hearted
  - B. Friendly
  - C. Stubborn
  - D. Emotional
  - E. Ugly
  
5. Why did the sparrow fly back to its previous nest?
  - A. Because it missed its nest
  - B. Because it wanted to go home
  - C. Because it wanted to show its gratitude
  - D. Because its tongue was cut by the kind-hearted old woman
  - E. Because its tongue was cut by the ill-tempered old woman

**TEXT II****(Questions number 11-20)**

6. *Fast food nowadays is considered a normal eating venture.* What is the meaning of the underlined word?

- A. People eat fast food on special occasions or weekends only.  
B. People eat fast food whenever they are too busy to eat healthy food.  
C. People eat fast food almost all the time they want to eat.  
D. People eat fast food every time they eat.  
E. People eat fast food at fast-food restaurants only.
7. When did fast food start to be popular?  
A. 1930  
B. 1939  
C. 1940's  
D. 1950's  
E. 1960's
8. Which statement is CORRECT based on the text above?  
A. People eat fast food on special occasions or weekends only.  
B. Fast food started to be popular when fast-food restaurants existed.  
C. The rise of fast-food restaurants started the rise in obesity and cancer during that same time period.  
D. The calories in fast food damage health and waistline.  
E. Eating fast food is not a problem if we eat it regularly.
9. What is the main idea of the third paragraph?  
A. Fast food is highly processed with wide array of additive so that it costs a lot.  
B. Fast food is highly processed with wide array of additive so that it is unhealthy.  
C. Fast food is unhealthy to be consumed due to MSG.  
D. People, nowadays, cannot avoid eating fast food.  
E. Fast food causes the rise of obesity and cancer.
10. ...*are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor.* What is the opposite meaning of the underlined word?  
A. Increase  
B. Rise  
C. Add  
D. Decrease  
E. Uphold



Appendix 13  
EXAMPLES OF TREATMENT III INSTRUMENT

**TEXT I**

**Gold**

Gold is a precious metal. Gold is used as ornaments or as money.

Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on the bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern process for removing gold from rocks.

Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

*(This text is taken from <http://najmimaulana.wordpress.com>)*

**TEXT II**

**A Campaign of the Importance of Reading**

Reading habit is poor among Indonesians because most people haven't realized the importance of reading

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The knowledge is needed to improve the quality of human's life.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. It needs a hard work from all components of the nation, especially the government. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. Those people with less knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

*(This text is written by Cahyono KD)*

**TEXT I**

**(Questions number 1-12)**

1. What is gold used for?
  - A. It is used for making coins.

- B. It is used to remove gold from rocks.
  - C. It is used for making art works.
  - D. It is used as ornaments or money.
  - E. It is used as a precious metal.
2. What does the text tell us about?
- A. How gold looks like
  - B. The function of gold as a precious metal
  - C. A general description of Gold
  - D. Gold as ornaments or money
  - E. Where gold can be found
3. Where can gold usually be found?
- A. It is found on the bottom of the sea.
  - B. It is found loose on the bottom of a lake.
  - C. It is found on the surface layer of the earth.
  - D. It is only found below the surface of the earth.
  - E. It is found together with sand and rocks.
4. What is the main idea of the third paragraph?
- A. Gold is mostly used as ornaments and money.
  - B. Gold is found in many places, but in a small supply.
  - C. Gold is not only found on the surface.
  - D. Drilling is needed when gold is located below the surface.
  - E. Engineers develop modern process to find gold below the surface.
5. *Gold is a precious metal.* What is the closest meaning of the underlined word?
- A. Luxurious
  - B. Valuable
  - C. Immortal
  - D. Beautiful
  - E. Expensive

## TEXT II

(Questions number 13-20)

6. What is the topic of the second paragraph?
- A. The importance of reading in knowledge and technology
  - B. Why reading is important
  - C. The poor reading habit of Indonesian

- D. Why reading can improve the quality of life
  - E. The importance of reading campaign
7. What causes Indonesians have poor reading habit?
- A. Because there is no any reading campaign in Indonesia
  - B. Because Indonesians have no reading habit
  - C. Because Indonesians haven't realized the importance of reading
  - D. Because Indonesians haven't joined reading campaign
  - E. Because Indonesia is a developing country
8. Why reading is important based on the text above?
- A. Because it gives us valuable information and makes us smart
  - B. Because it will develop the country to be a developed country
  - C. Because it will improve the reading habit in our society
  - D. Because it can speed up the better change in our life
  - E. Because the knowledge we get can improve the quality of life
9. Based on the text, where do people of developed countries usually like to read?
- A. In bus and train stations, waiting rooms, parks, and when driving
  - B. In bus and train stations, waiting rooms, parks, and when working
  - C. In bus and train stations, public toilet, waiting rooms, parks
  - D. In bus and train stations, waiting rooms, gas station, and swimming pool
  - E. In bus and train stations, parks, waiting rooms, and vehicles
10. Why do people of developed countries enjoy reading?
- A. Because they want to know the newest issues
  - B. Because they have realized the importance of reading
  - C. Because the people of developed countries are smart
  - D. Because the reading campaign is successful there
  - E. Because they are facilitated with lots of free reading materials

## Appendix 14

## QUESTIONNAIRE

**Berilah tanda (V) pada lajur yang sudah disediakan sesuai dengan keadaan!**

No.	Questions	Answer	
		Ya	Tidak
1.	Apakah kamu suka pelajaran bahasa Inggris?		
2.	Apakah pembelajaran bahasa Inggris di sekolah menyenangkan?		
3.	Apakah kamu merasa kesulitan dalam memahami teks?		
4.	Apakah kamu suka bekerja berkelompok dengan metode <i>Team-Pair-Solo (berempat-berpasangan-sendiri)</i> ?		
5.	Apakah metode bekerja dalam berkelompok ini mempermudah kamu dalam memahami teks bacaan dalam bahasa Inggris?		
6.	Apakah metode ini dapat menambah motivasi kamu dalam belajar bahasa Inggris?		
7.	Apakah treatment ini membantu kamu dalam menjawab pertanyaan-pertanyaan yang berhubungan dengan teks?		
8.	Apakah treatment yang diberikan membantu kamu dalam menguasai vocab dan grammar?		
9.	Apakah treatment yang diberikan membantu kamu dalam menarik kesimpulan dari text yang kamu baca?		
10.	Apakah suasana kelas menjadi menyenangkan setelah kamu diberikan pembelajaran secara berkelompok <i>Team-Pair-Solo (berempat-berpasangan-sendiri)</i> ?		