A COMPARATIVE STUDY OF THE EFFECT OF USING ROUND ROBIN AND CHARACTER QUOTES STRATEGIES ON STUDENTS' READING COMPREHENSION AT MTs SAWAH SUBDISTRICT OF NORTH KAMPAR

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau In partial fulfillment of the requirements For the degree of Magister (M.Pd)
In English Education Department

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BY

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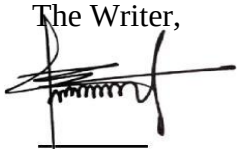

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TABLE OF CONTENT

ACKNOWLEDGEMENT i
TABLE OF CONTENT iv
LIST OF TABLE vii
LIST OF FIGURE AND HISTOGRAM ix
LIST OF APPENDICES x
ABSTRACT xi

CHAPTER I
INTRODUCTION
1.1 Background of the Research 1
1.2 Statement of the Problem 7
1.3 Limitation of the Problem 8
1.4 Research Question 9
1.5 Purpose of the Research 9
1.6 Significance of the Research 10
1.7 Rational Study 11
1.8 Definition of Key Term 13

CHAPTER II
REVIEWOF RELATED LITERATURE
2.1 THEORETICAL FRAMEWORK
2.1.1 The Nature of Reading 14
2.1.2 Reading Comprehension 19
2.1.2.1 Influencing Factors of Reading Comprehension 22
2.1.2.2 The Ways of Improving Reading Comprehension 23
2.1.3 Teaching Reading 26
2.1.4 Narrative Text 28
2.1.5 Round Robin Strategy (RRS) 30
2.1.6 Character Quotes Strategy (CCQ) 35

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2.2 Related Research 38
2.3 Operational Concept 51
2.4 Assumption and Hypotheses 54
2.4.5 Assumption 54
2.4.6 Hypotheses 54

CHAPTER III
RESEARCH METODOLOGY

3.1 Research Design 56
3.2 The location and the Time of the Research 57
3.3 The Population and Sample of the Research 57
3.3.1 Population 57
3.3.2 Sample 58
3.4 Data Collection Technique 59
3.4.1 Observasi 59
3.4.2 Test 76
3.5 Validity and Reliability 79
3.5.1 Validity 79
3.5.2 Reliability 80
3.6 Data Analysis Technique 85
3.6.1 Independent Sample T-test 86
3.6.2 Paired Sample T-test 88

CHAPTER IV

DATA PRESENTATION, DATA ANALYSIS AND DISCUSSION

4.1 Findings 91
4.2 Data Analysis 103
4.2.1 Hypothesis 1 104
4.2.2 Hypothesis 2 107
4.2.3 Hypothesis 3 111
4.3 Discussion 115

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CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion 120
5.2 Implication of the Research 121
5.3 Recommendation 122

BIBLIOGRAPHY

APPENDICES

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LIST OF TABLES

Table II	Operational Concept	52
Table III.1	The Research Design	56
Table III.2	The Total Population of the Eight Grade Students of MTs Sawah	58
Table III.3	The Total Sample of the Research	59
Table III .4	First Meeting Obsevation	61
Table III .5	Second Meeting Obsevation	62
Table III .6	Third Meeting Obsevation	63
Table III .7	Fourth Meeting Obsevation	65
Table III .8	Fifth Meeting Obsevation	66
Table III.9	Sixth Meeting Obsevation	68
Table III .10	First Meeting Observation	69
Table III .11	Second Meeting Obsevation	71
Table III .12	Third Meeting Obsevation	72
Table III .13	Fourth Meeting Obsevation	73
Table III .14	Fifth Meeting Obsevation	74
Table III .15	Sixth Meeting Obsevation	75
Table III.4	Test Blue Print	78
Table III.5	Classification of the Students' score	79
Table III.6	Level of Internal Consistency	80
Table III.7	reliability Statistic	81
Table III.8	Identify Main Idea	82
Table III.9	Identify The Synomim And Antonym Of The Word	83
Table III.10	Determaining Factual Information of the Text	83
Table III.11	Identify the Generic Structure of Narrative Text	84
Table III.12	Finding Out Reference	85
Table IV.1	The frequency distribution of students' reading comprehension (pre-test) score in experimental group 1	92

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Table IV.2	The classification of students' reading comprehension (pre-test) score in experimental group 1	93
Table IV.3	The frequency distribution of students' reading comprehension (pre-test) score in experimental group 2	94
Table IV.4	The classification of students' reading comprehension (pre-test) score in experimental group 2	96
Table IV.5	The result of students' reading comprehension in narrative text post-test score	97
Table IV.5	The frequency distribution of students' reading comprehension (post-test) score in experimental group 1	98
Table IV.7	The frequency distribution of students' reading comprehension (post-test) score in experimental group 2	102
Table IV.8	The classification of students' reading comprehension (post-test) score in experimental group 2	102
Table IV.9	Students' reading comprehension of experimental group I	105
Table IV.12	Classification of Effect Size	107
Table IV.13	Students' reading comprehension score	108

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LIST OF FIGURE AND HISTOGRAM

Figure. 1.	The Research Procedure	47
Histogram IV.1	Pre-test Score of Experimental Group 1.....	93
Histogram IV.2	Pre-test Score of Experimental Group 2.....	95
Histogram IV.3	Post-test Score of Experimental Group 1	98
Histogram IV.4	Post-test Score of Experimental Group 2	100
Histogram IV.5	Students' Reading Comprehension (RRS)	106
Histogram IV.6	Students' Reading Comprehension (CQS)	110
Histogram IV.7	Students' Reading Comprehension Post-Test of RRS and CQS.....	114

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LIST OF APPENDICES

Appendix 1	Reading Comprehension of Narrative Text Pre-Test	126
Appendix 2	Reading Comprehension of Narrative Text Test	133
Appendix 3	Observation List of Rounds Robin Strategy	140
Appendix 4	Observation List of Character Quotes Strategy	145
Appendix 5	Result of Pre-Test Class A	151
Appendix 6	Result of Pre-Test Class B	153
Appendix 7	Result of Post-Test Class A	155
Appendix 8	Result of Post-Test Class B	157
Appendix 9	Documentation.....	159
Appendix 10	Supervisors' Control Card.....	163
Appendix 11	Decree of Supervisors.....	164
Appendix 12	Recommendation Letters.....	165
Appendix 13	TOEFL.....	168
Appendix 14	TOAFL	169
Appendix15	Seminar Control Card.....	170
Appendix 16	Biography	180

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ABSTRAK

Nurhasna (2020): **Perbandingan Antara Pengaruh dari Penggunaan Strategi RRS dan CQS Terhadap Kemampuan Membaca Siswa di MTs Sawah Kecamatan Kampar Utara**

Tujuan dari penelitian ini adalah untuk menemukan apakah ada pengaruh yang signifikan dari penggunaan strategi RRS (Round Robin Strategy) dan CQS (Character Quotes Strategy) terhadap kemampuan membaca siswa di MTs Sawah. Jenis penelitian ini adalah penelitian quasi eksperimen. Subjek dari penelitian ini adalah Siswa kelas VIII di MTs Sawah Kecamatan Kampar Utara. Pada penelitian ini, peneliti melibatkan 2 kelas yaitu 1 kelas sebagai kelompok eksperimen 1 dan 1 kelas sebagai kelompok eksperimen 2. Sample yang digunakan dalam penelitian ini adalah sebanyak 48 siswa yang diambil dari 71 siswa. Dalam pengumpulan data, peneliti menggunakan instrumen tes pilihan ganda, dan observasi. Dalam menganilisis data peneliti menggunakan rumus statistik independent sample t – test dan paired sample t-test, dan menggunkaan rumus ukuran pengaruh. Akhirnya, peneliti menemukan bahwa nilai signifikan adalah 0.000 dan 0.001. Ini lebih kecil dari nilai p (0.005). Berarti ada pengaruh yang signifikan dari penggunaan strategi RRS dan CQS terhadap kemampuan membaca siswa pada tes akhir di kelompok eksperimen 1 dan kelompok eksperimen 2. Disamping itu, nilai dari eta square adalah 0.88 dan 0.037. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi RRS terhadap kemampuan membaca siswa pada teks narrative, dan pengaruh tersebut dikategorikan kedalam pengaruh sedang. Kesimpulannya, strategi RRS dan CQS dapat diaplikasikan dalam pembelajaran pemahaman membaca di MTs Sawah.

Kata Kunci: Strategi RRS, strategi CQS, Kemampuan Membaca Siswa.

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ABSTRACT

Nurhasna (2020): **A Compararative Study of the Effect of Using Round Robin And Character Quotes Strategies On Students' Reading Comprehension At Mts Sawah Subdistrict of North Kampar**

The purpose of this research was to find out whether there was a significant effect of using Round Robin and Character Quotes Strategies on students' reading comprehension at MTs Sawah subdistrict of North Kampar. The type of the research was a quasi-experimental design. Students in grade 8 of the school were the subject of this research. In this research, two classes were involved, namely a class as an experimental group 1 and another class as an experimental group 2. The sample consisted of 48 students that were selected from 71 students in the population. In collecting data, multiple-choice tests and observations were done. To analyze the collected data, *t* test for independent and paired samples and effect size equations were used. Finally, it was found that the significant values were 0.000 and 0.001. The values were smaller than *p* value (0.005). It means that there was a significant effect of using Round Robin and Character Quotes Strategies on students' reading ability based on the results of posttest in experimental groups 1 and 2. Besides, the values of eta square were 0.70 and 0.55. In other words, there was a significant effect of using RRS and CQS on the students' ability in reading narrative text and the effect size was categorized as medium. In conclusion, RRS and CQS can be applied in teaching and learning process of reading at the school.

Keywords: RR Strategy, CQ Strategy, Students' Reading Ability

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ملخص

نورحسنة (2020) : مقارنة بين تأثير استخدام الاستراتيجية RRS و CQS على قدرة الطلاب بمهارة القرآة في المدرسة المتوسطة ساوه

يهدف البحث إلى معرفة التأثير من استخدام الاستراتيجية RRS (Round Robin Strategy) و CQS (Character Quotes Strategy) على قدرة الطلاب بمهارة القرآه في المدرسة المتوسطة ساوه. منهج هذا البحث من نوع البحث شبه التجريبية. أفراد البحث فهي طلاب الصف السابع في المدرسة المتوسطة ساوه. يشترك الصفين يعني الصف التجريبي الواحد و الصف التجريبي الثاني. العينة التي تستخدم الباحثة 48 طلاب من 71 طلاب. طريقة جمع البيانات في هذا البحث تتكون من طريقتين فهما الاختبار و الملاحظة. تحليل البيانات المستخدمة الصيغة الإحصائية لاختبار t المستقل للعينة المستقلة والاختبار المزدوج للعينة t. وجدت الباحثة القيم 0.000 و 0.001. هذا القيم اصغر من القيم (0.005) p و هذا دل على ان يوجد التأثير المهم من استخدام الاستراتيجية RRS و CQS على قدرة الطلاب بمهارة القرآة في الاختبار. أما القيم *eta square* هو 0.88 و 0.037. تتلخص الباحثة ان يوجد التأثير المهم من استخدام الاستراتيجية RRS و CQS على قدرة الطلاب بمهارة القرآة النصوص و هذا التأثير متعدلة. لذلك أن الاستراتيجية RRS و CQS على قدرة الطلاب بمهارة القرآة في المدرسة المتوسطة ساوه مستخدمة.

الكلمات الأساسية : الاستراتيجية RRS، الاستراتيجية CQS، مهارة القرآة

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CHAPTER 1

INTRODUCTION

1.1. Background of the Research

English is an international language that should be learned and mastered by everyone. People from different countries communicate with each other using English. English becomes important to be mastered in the globalization era. The fact that English is a global language certainly has significant roles in every part of life, such as in communication, education, technology, economy, politics, etc. In short, English is very important and has wide influence in the world.

Teaching and learning English is not the same as learning any other subjects. It is cover four language skills as Brown (2001:232) states that there are four skills in English that should be mastered. Namely speaking, listening, writing, and reading. These four skills and become fundamental in mastering English. One of the important skills is reading through which people can get information and knowledge from written texts. According to Richards (1992:305) reading is perceiving a written text in order to understand its contents. It means that when people read some printed pages, they are supposed to be able to get information appropriately.

Reading is one of the important language skills. It is one of the common ways to get information, pleasure or interest. Karen Tankersley (2005:10) states that reading is a complex brain activity. It is a complex skill requiring many things, including specification, ability, and certain skills for the students. So, the success of their study depends on the greater part of their ability to read. If their

reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Judi (2007:10) states that reading is making meaning from print and from visual information. It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Many people can read, but not all can understand what they have read. The problems of students in English learning also happen in reading comprehension.

Reading comprehension itself is the interpretation of the information in the text, the use of prior knowledge to interpret this information and construction of coherence presentation or picture in the reader's mind of what the text is about. According to Janette K. Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. So, by comprehend the reading text the students can make greater progress and develop their skill in all areas of learning. Furthermore, karen (2003:90) states that reading comprehension is the center of reading. That is why; reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehenison itself is the act of understanding. For that reason, comprehension becomes the most important factor to indicate how well the students read.

Concerning the important of the ability to read with comprehension, the

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students at MTs Sawah are targeted to be able to read different kinds of text types with good comprehension. According to curriculum 2013, the scope of English subjects at this school includes the ability to communicate in three kinds of discourse that are interpersonal, transactional, and functional in orally and writing by guiding the students to use some varieties of functional text in the right of linguistic elements. Based on this curriculum the students are required to be able to comprehend five kinds of genres, they are:, narrative, recount, procedure, descriptive and report, which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31). In short, the students are really expected to understand and comprehend some kinds of genre of reading text.

One of the reading genres that is familiar and taught to the eighth grade of MTs Sawah is narrative text. Since the students always face reading comprehension through genre, they must know the types of text, and automatically they are able to comprehend a text. At MTs Sawah, English is taught and learned in all grades, from the seventh grade to the ninth grade. English is taught for 40 seconds in an hour and 4 hours in a week. It is twice in a week with duration of time 80 minutes for one meeting. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students do not seem good in English and many students still have difficulties in reading.

Based on the writer's tentative observation and interview with Nurmuliati, S.Pd (the English teacher at MTs Sawah), in teaching and learning process

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teacher has used some strategies to improve student's reading comprehension, such as: teacher-centered and speech method. Ideally, the students should have good reading comprehension. Unfortunately, it is not able enough to improve students' reading comprehension. Researcher found the students have the problem in reading English text. It can be seen in the folloowing symptoms: when the teacher asked the students to read the text loudly, there are several students that did not want to read, they did not interested in reading. When the teacher asked them too identify the main idea of the text, several students can not identify it. When the teacher asked them to find the factual information, several students still have problem of it. The teacher asked them to comprehend the text, but several students can not comprehend it, and when the teacher asked them to answer the exercise of reading text and also to comprehend the ideas in the text, several students can not get it. Some of the students feel bored and seem did not interest to the English lesson. When the teacher asked the students to read the text loudly, there are several students did not want to read, they did not interested in reading. When the teacher asked them identify the meaning of unfamiliar words, identify the generic structure in narrative text of the text, several students do not able to identify it. When the teacher asked them to find the reference several students still have problem of it. From that problems, it was clear that the students still have many problems in term of reading. Their reading skill was still far from expectation of the curriculum. The problem indicated that they have problems in getting their own minimum criteria of passing grade.

On the other hand, the researcher assumes that some of students'

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difficulties in understanding the text can be caused by the uninteresting teaching strategy that has been used by the teacher. Based on this problem, the teacher needs an appropriate strategy to help the students better to comprehend the reading materials. Therefore, the researcher recommends a teaching reading strategy named Round Robin Strategy and Character Quotes Strategy to assist students in improving their reading comprehension.

As one of the countries that teaches English in many levels of education, Indonesian government gives more attention to the reading comprehension to the students. It can be seen from the of examination that are given to the students. Such, national examination. Every student must answer the question in written text that assert the students to be able in reading comprehension of the text while to get good comprehension in reading. A reader needs to use appropriate strategy/strategy/method. It is supported by Jannete (2007:8) who has said that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) to improve students' ability in comprehending the text, the teacher needs to apply the appropriate strategy to help the students solve their problem.

Based on the phenomenon mentioned above, the writer was interested examine and compare both of strategies. Both of them are cooperative learning and based on theories both of them can improve reading comprehension but, according to the previous researcher there was also did not find an effective in

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using RRS or CQS Strategies. The researcher compare two particular strategies namely Round Robin Strategy (RRS) and Character Quotes Strategy (CQS) will be able to solve these problems. Round Robin strategy is one of the cooperative learning strategy that can be used by teachers in teaching and learning process, especially in reading. Students may collaborate, share, help, and involve each other in comprehending the text through Round Robin strategy (Kagan, 2009, p. 1.17). by using this strategy the teacher can make variation in learning process. The students can be more active because they can share and ask their friend if they found any difficulties, they can sit in circle and do the task in team. This activity can increase students' motivation in reading narrative text.

In another case, character Quotes strategy also could increase students' motivation in English, as Michael Josephen (2013:10) states that Character Quotes is a reading strategy that extends students' insights into a character; fiction or nonfiction. Researching the quotes gives students practice in making references. It also increases comprehension and students' motivation. This strategy guide the students to know the character that presented in the reading text. Furthermore, Sejnost (2009:87) also states that the Character Quotes strategy will also acquaint the students with the topic to be studied by examining the actual quotations of a character in narrative text. So that the students will be assisted in comprehending the reading text and they can reach the final stage of reading process; reading comprehension.

Based on the phenomena above the writer interest to examine and compare both of strategy. Theories said that Both of the strategies are cooperative learning

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that able to improve reading comprehension. The researcher compare two particular strategies namely Round Robin Strategy and Character Quotes Strategy to solve the students' problems in reading narrative text. So, it is necessary to conduct a research entitled **"A Comparative Study Of The Effect of Using Round Robin and Character Quotes Strategies on Students' Reading Comprehension at MTs Sawah Subdistrict of North Kampar".**

1.2. Statement of the Problem

Reading comprehension has been described as a complex intellectual process involving a number of abilities (Rubbin in Westwood, 2001:10). It is become fundamental in learning English as a foreign language. So teachers' strategy in teaching reading comprehension will become very important to reach the goal the comprehension itself. However, there are many appropriate strategy in teaching reading comprehension such Round Round Robin Strategy (RRS) and Character Quotes Strategy (CQS). Karre (2009:9) states that round robin is one of the strategy to improve students' reading comprehension. and Govindo (2013:10) stated that Round Robin has advantages, they are to involve students in reading, to build confidence and develop schema, to foster comprehension, to assess reading, and to develop fluent reading. So, Round Robin helps to motivate students' interest and this strategy makes the students easier to comprehend the text. Then, Gillian Padkomodka (2003:55) states that The Character Quotes strategy serves as a way to guide students' comprehension and help students remain actively engaged while they read. Both of them are the appropriate strategy in teaching

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reading comprehension. In this regard, there are some researches in Round Robin Strategy (e.g. Slavin, 2005; Barbara, 2013; Eldredge, 1996; Kelly, 1995; Catillo, 2007; Yudhi, 2017; Dewi, 2016; Dhaniar, 2015; Maharnis, 2014) and Character Quotes strategy (e.g. Ningsih, 2013; and Novinda, 2015). From these studies, none of the studies talk about Round Robin strategy in teaching reading comprehension in narrative text and one studiy by Novinda (2015) that talk about teaching reading comprehension in narrative text. Therefore, exploring English foreign language teachers' strategy in teaching reading comprehension especially in narrative text need to be investigated. This issue becomes the first gap between the current study and the previous studies.

Moreover, most of the studies on Round Robin Strategy (RRS) had been done across of the world and none of the study about it in Indonesia. And also this strategy had been given by the teacher for elementary school students. It is different from Character Quotes Strategy (CQS) while this strategy had been done in Palembang, Indonesia. And it had been given to senior High School students. So, study about both of these strategies in Indonesia is very limited. Thus, in order to gain more finding about Round Robin Strategy (RRS) and Character Quotes Strategy (CQS), researcher want to compare between the use Round Robin Strategy (RRS) and Character Quotes Strategy (RRS) towards students reading comprehension in narrative text.

1.3. Limitation of the Problem

Based on the identification of the problem in students' reading comprehension above, this research investigated the comparison between the use

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of Round Robin Strategy (RRS) and Characater Quotes Strategy (CQS) on students reading comprehension in narrative text at the eighth grade of MTs Sawah Subdistrict of North Kampar.

This research focused on the ability of the students to link the text to make the questions according to the indicators of reading, such as finding the main idea, finding factual information/ details, identifying references, making an inference, and identify synonym and antonym of the words and identify the generic structure of narrative text at the eighth grade of MTs Sawah Subdistrict of North Kampar.

1.4. Research Questions

1. Is there any significant effect of using Round Robin strategy on students' reading comprehension at MTs Sawah ?
2. Is there any significant effect of using Character Quotes strategy on students' reading comprehension at MTs Sawah ?
3. Is there any significant difference between the effect of using Round Robin strategy and Character Quotes strategy on students' reading comprehension at MTs Sawah ?

1.5.Purpose and Objectives of the Research

a. The Purpose

The purpose of this study can be stated as follows:

1. To find out a significant effect of using Round Robin strategy on students' reading comprehension at MTs Sawah ?

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2. To find out a significant effect of using Character Quotes strategy on students' reading comprehension at MTs Sawah ?
3. To find out a significant difference between the effect of using Round Robin strategy and Character Quotes strategy on students' reading comprehension at MTs Sawah ?

1.6. Significance of the Research

This research is focused on the effect of using Round Robin and Character Quotes Strategies on students' reading comprehension at MTs Sawah Subdistrict of North Kampar. It is also expected that this research has the significance of the English language learners, teachers and to the students. First, the research aimed to improve a new strategy in teaching English to English Language learners as a research contribution to EFL teaching and learning. It is expected that RRS and CQS Strategies will generate future EFL/ TESL research in future. These strategies will help the students to consciously control how they learn reading comprehension so that they can be more efficient and motivated.

Second, the English teacher also hope this study will help instructors or teachers of the school as the designer in teaching learning process so that the English teachers were able to develop their knowledge and creativity in reading narrative text. To raise students' awareness of reading comprehension, increase their achievement in reading narrative text, and also to encourage them to be more active and highly motivated students.

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Third, as the students' concerns, it is hoped this study would be able, how to comprehend a text, to increase their achievement in reading narrative text, and also to encourage them to be more active and highly motivated students.

1.7. The Rationale of the Study

Reading is very noteworthy skills in learning English. Students should master and comprehend the reading text because comprehension is the main goal of reading process. As Farbain and Winch (1996:8) said that the readers read in order to gain meaning from the text. To make them comprehend in reading text, while comprehension is the essence of reading because the goal of written language is the communication of messages (Gerald, 2009:14), the teacher should help them by implementing an effective strategy in the teaching process. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

According to Karre (2009:9) states that round robin is one of the strategy to improve students' reading comprehension in group. Then, Kagan (2009:58) also stated that the implementation of round robin strategy improves students' social skill. There is a spectrum of social skills required to be a good team

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member. Social skills mean students become more polite and cooperative. Here, students are able to resolve conflicts, understand and accept points of view different from their own, and the students are also more respectful and responsible, better able to control their impulses. And than Padkomorka (2011:55) states that Character Quotes strategy is a way to guide students' comprehension and help students remain actively engaged while they read. Then, Dough says that Character Quotes is one of strategies that is helpful for students when they try to comprehend the Narrative text.

The success of teaching and learning process depends on the teacher's effort or strategy. The teacher need to enhance the students' capability to achieve certain learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective, and more transferable to new situation (Rubin 1987 and Oxford 1990). Language learning strategies refer to conscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval, and the use of information to regulate one's effort in learning target language.

Furthermore, the teachers give opportunities to the students as the object of education to develop themselve in learning process either learning in the class or learning outclass. The teachers givethe students opportunity to analyze something that teachers give to be solve. Then, the teachers also let the studentsto be creative to solve the problems of the subject. By investigating this study, the researcher hopes that the strategies would be useful not only for teachers, but also for students in the teaching and learning process. Round Robin and Character

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Quotes strategies will be able to give significant difference in order to improve the students' reading comprehension.

1.8. Definition of Key Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

1. Round Robin Strategy

Round Robin strategy is one of the strategys in cooperative learning. This strategy involves students' participation and they have to work cooperatively with their classmates in groups that is useful to develop the sociall skills of students (Social Skill), establish cooperation within the group (Teambuilding), communication skills (communications kill), builds students' knowledge (knowledge building), students' thinking skills (thinking skills), as well as the ability to express information (presenting info). (Kagan, 2003:58).

2. Character Quotes Strategy

Character Quotes is a strategy that acquaints students with a topic to be studied by examining the actual quotations of a character from a narrative text or of an actual person featured in an expository text (Sejnost, 2009:15). Padkomorka (2011:55) also said that Character Quotes strategy is a way to guide students' comprehension and help students remain actively engaged while they read. Then, Dough says that Character Quotes is one of strategies that is helpful

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for students when they try to comprehend narrative text.

3. Reading Comprehension

Reading Comprehension is a fluent process of readers combining information from a text and their background knowledge to build meaning Reading comprehension requires an interaction between the text and the reader's knowledge (Nunan, 2003:68). In addition, reading comprehension is the active process of constructing meaning from text (Jenette 2007 : 8). In other words, reading comprehension is an ability to understand a text in a term of finding the meaning of the story, identify the main idea, identifying explicit and implicit information of the text.

4. Narrative Text

In accordance with the definition of narrative text, Knapp and Watkins (2005:97) believes that narrative has a powerful social role in order to entertain and to educate people. This kind of text is familiar and easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics.

Narrative is storytelling. In short, narrative is a text that tells a story, it can be an imaginary or real event. Besides, the purpose of narrative text is that to amuse the readers. Then, there are three generic structures of narrative text. They are orientation, complication and resolution (Mun, et.al, 2008: vi). Firstly, orientation is the part presents the settings of the story and introduces the

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characters involved. Secondly, complication is that the sequence of events, usually in form of conflict that disrupt the normal event. Thirdly, resolution is problem solving of the conflict and the end of the story.

According to Klinger (2007:77) Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. Narrative text is a natural method of telling a story step by step.

In line with Artono et.al (2008:102) narrative paragraph have five generic structure, those are orientation, evaluation, complication, resolution and reorientation. The basic generic structure of narrative paragraph are orientation, complication and resolution, while the two generic structure left, evaluation and reorientation is optional. Narrative paragraph may consist of a fictive story or real-life experiences. Besides, Syafii states (2011: 53) narration is story telling. Whether it tells a true story or fiction, a narrative essay gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL FRAMEWORK

2.1.1 The Nature of Reading

Reading is an activity to get information or massage from written text or picture form. Reading not only the process in which the reader reads words, sentences or the text but also by reading the reader intends to get something or massage from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get a lot of advantages from it. According to Ahuja (2001:5) reading is both a sensory and mental process. Reading is the active process of eye movement in understanding printed and graphics texts and also a thinking process. Furthere, almost the same as Tankersley, he points out that reading is a complex process made up of several interlocking skills and process. Another definition comes from Smith (2003:2), who states that the word "reading" is properly employed for all manners of activities when we endeav or make sense of circumstances; its original meaning is "interpretation". Reading is not only referring to interpretation of a piece of writing, but also interpreting experience. If someone talks about reading, it is always related to reading skills. Reading is a process to get comprehension. By reading, the reader will know what they read and be challenged to respond to the ideas of the author. Reading is an activity with the goals. When we read, sometimes we read to get the main idea, to get new information, to enjoy, etc.

Moreover Barton in Bell and Lee (2005:1) state that reading is a dynamic process in which the reader works actively to construct meaning from the material. Besides that, Peter (2008:14) states that reading involves two main processes of identifying words and comprehending connected text. It means that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. So, if we want to know the meaning from printed words, we should be able to understand the printed words and also comprehend what we read. It is clear that reading is a complex process where the readers' final purpose or intention is acquiring the meaning of the reading material. If someone talks about reading, it is always related to reading skill. Reading is a process to get comprehension. By reading, the reader will know what they read and be challenged to response the ideas of the author. Reading is an activity with the goals. When we read, sometimes we read to get the main idea, to get new information, for enjoyment, etc.

Reading activity has many aims. As William (2009:187) says that students learn to read for multiple purposes, including at least reading to search for information, to learn new information, and to synthesize and evaluate information. Before reading a reader should know the aim of reading itself, it makes the reader become easier in reaching the goal of understanding or to understand a written text, and because English is the foreign language, the reader must be able to understand the meaning of each word.

Besides, the purpose of reading itself is to get new information, to amuse the readers and to enhance new knowledge. Regarding this, Smith (2004:125)

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concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials. Moreover, Klingner believes that meaning, learning, and pleasure are the ultimate goals of learning to read (2007:2). Reading more is the best way to increase our knowledge. Reading is also used to enhance our vocabulary. This helps us understand words better, remember them longer and use them correctly. The purpose of reading is not merely for getting information and knowledge. It can be for pleasure. When we read for an enjoyment, we choose the book we want to read. It is different from the reading for studying.

Based on the explanation above, it can be concluded that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. Grabe (2009:8) states that several purposes of reading are reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, criticize, and use information, and reading for general comprehension (in many cases reading for interest or reading to entertain). It means that a reader reads in order to get information, to get enjoyment, and to enhance the knowledge of the language being read.

From the statements above, we can infer that a reader can get new information and knowledge from the text that is read. because reading is not merely recognizing the written symbols in a text only, but also comprehending and getting idea explicitly and implicitly to response the ideas of the author.

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2.1.2 Reading Comprehension

Comprehension is the main purpose of reading activity because reading without comprehension is nothing. Peter (2001:1) said that comprehension requires that the reader maintains the meaning throughout the reading of the text. While reading comprehension itself is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (Danny & timothy, 2008:18). In the other words, if a reader can read the words of a text, but do not understand what they are reading, they are not reading because comprehension occurs when a reader is able to comprehend, the massage, respond the information and understand about the text.

According to Janette.et.al (2007:2) Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking, and writing). Reading comprehension is the application of a skill that is evolved for other purposes (listening or oral comprehension) to a new form of input (text). In reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message. So, reading comprehension is an interaction between the writer and the reader. Comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's

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idea. It is not guaranteed that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get a better understanding. The readers' knowledge are influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand it.

Catherine Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is a constructive process in which students create meaning based on their background knowledge (Thomas G. Gunning, 2010:1).In addition, comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (Danielle S. McNamara, 2007:1) Reading comprehension is an interactive process between the reader and the reading material. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers must be able to comprehend the written discourse that they read. If they can understand the text, it means they can comprehend the text.

According to King and Stanley (2004:8) explain that there are five aspects of processing reading comprehension. They are; finding factual information,

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finding main idea, finding the meaning of vocabulary in tontext, identifying reference, and making inferences. The theory above can be described as follows :

a. Finding main idea

Reading concern with meaning to a greater extend that it is to form. An efficient reader understand not only the ideas but also their relative significance as expressed by the author. In other words, some of the ideas are super ordinate while other subordinate.

b. Finding factual information or detail

Factual information requires readers to scan specific details. There are many types of questions of factual information such as : question type of reason, purpose, result, comparison, means, identify, time, and amount, in which most of the answer can be found in the text

c. Finding the meaning of vocabulary in context

The reader can develop their quessing ability to the word which is unfamiliar with them, by relating the closest meaning of unfamiliar word to the text and the topic of the text that is read. The words have the same meaning to another word.

d. Identifying references

Recognizing references words or phrase to which they refer will help readers understand the reading passage. English students might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, he, she, those, etc.

e. Making an inference

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The important of reading is to understand what the writer wrote. It is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

2.1.2.1 Influencing Factors of Reading Comprehension

Torgesen in Peter (2001:23) states that a reader's understanding of the text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting details, and an appreciation of text structure.

In addition, Tankersley (2005:108-109) states that reading comprehension in influenced by four main factors: (1) Command on the linguistic structure of the text, (2) Adequate vocabulary in content areas, (3) Degree of metacognitive control of the text and (4) Adequate domain knowledge. Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.

In conclusion, reading comprehension is generally influenced by the readers linguistic structure, vocabulary, metacognitive, and knowledge. By improving these factors the readers can diminish the problems through their individual factors in reading such as, lack of vocabulary, fluency and familiarity of the subject, and weaknesses in verbal reasoning, processing information and recalling information.

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2.1.2.2 The Ways of Improving Reading Comprehension

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study strategy (Donald Martin, 1991:7). There are some suggestions in order to improve reading comprehension. They are : first, Develop a broad background : Broaden your background knowledge by reading newspapers, magazines and books or you have to be more interested in world events. Second, Know the structure of paragraphs : Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic. Third, Identify the type of reasoning : Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?. Fourth, Anticipate and predict : Really smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quickly. Fifth, Look for the method of organization: Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical?.

Not only that suggestion, but there are others point, such Create motivation and interest : Preview material, ask questions, and discuss ideas with classmates. The stronger you are interested, the greater you are comprehensible. Pay attention for supporting cues : Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section. Highlight, summarize and review : Just reading a book once is not enough. To

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develop a deeper understanding, you have to highlight, summarize and review important ideas. Build a good vocabulary : For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or, you can keep a list of words to look up at the end of the day.

Based on the suggestions above, the ways to improve reading comprehension are develop a broad background, know the structure, paragraph, identify the type of reasoning, anticipate and predict, look for the method of organization, create motivation and interest, pay attention to supporting clues, highlight, summarize and review, build a good vocabulary, use a systematic reading strategy, and monitor effectiveness. The students should pay attention to these ways to improve their comprehension.

In addition, reading is a very crucial skill that must be mastered by the readers. The purposes and the ways of reading are various. According to Grellet (1981:4), there are four main ways of reading. They are as follows:

a. Skimming: Quickly running one's eyes over a text to get the Round Robin of it.
b. Scanning: Quickly going through a text to find a particular piece of information.
c. Extensive reading: Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

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d. Intensive reading: Reading shorter text, to extract specific information. This is more an accurate activity involving reading for details.

Reading also involves the variety of skills. The main ones are listed below:

a. Recognizing the script of the language
b. Deducing the meaning and use of unfamiliar lexical item
c. Understanding explicitly stated information
d. Understanding information when not explicitly stated
e. Understanding conceptual meaning
f. Understanding the communicative value of sentences and utterances
g. Understanding the relation within the sentence
h. Understanding the relation between parts of a text through the lexicon cohesion device
i. Understanding cohesion between parts of a text through the grammatical cohesion device
j. Interpreting text by going outside it
k. Recognizing indicators in discourse
l. Identifying the main point of the piece of discourse
m. Distinguishing the main idea from supporting details
n. Basic reference skill
o. Skimming
p. Scanning

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Based on the explanations of reading ways above, the writer concludes that to become a good reader, the students should understand the ways and skills in reading, so they can organize and read the reading text accurately.

2.1.3 Teaching Reading

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer (2001:70-71) there are six principles of teaching reading; the first, reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures, and arguments. The second, the students need to be engaged with what they are reading: the students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read. The third, students should be encouraged to respond to the content of a reading text, not just the language. It is important to let the students respond to the meaning of the message of the reading text. The fourth, prediction is the major factor in reading. The prediction may help the students to comprehend about the text. The fifth, match the task to the topic. The reader should choose the reading task which is suitable to the reading topic. The last or the sixth, good teacher exploits, reading text to the full: Good teacher integrate the reading text into interesting class sequences.

There are a lot of principles of teaching reading that can help students to improve their reading comprehension. From the explanation above, to become a

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good teacher in teaching reading, the teacher should pay attention to these principles that guide the teacher in the process of teaching reading. Besides, the teacher should pay attention to their method, strategy or strategy of teaching reading in the classroom.

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Rebecca. L. Oxford: 1991). In addition, learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Rebecca states that there are two majors of strategies, as follows:

a. Direct strategies are language learning strategies that directly involve the target language. Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation.
b. Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, effective strategies for regulating emotions, and social strategies for learning with others. However, the subdivision of this strategy is metacognitive, affective, and social.

Dealing with these strategies used in this research, Round Robin and Character Quotes strategies are indirect strategy because the student is the center of the process in learning in the classroom.

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2.1.4 Narrative Text

Narrative text is a kind of text which is telling about a story that happened in the past. According to Thomas S. Kane (2000:366), narrative is a meaningful sequence of events told in words. The content of narrative text is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Furtheremore, Knapp and Watkins (2005:97) believes that narrative has a powerful social role in order to entertain and to educate people. This kind of text is familiar and easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics.

Anderson and Anderson (2003:8) also mentioned that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) statethat narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. Since every type of genre has its social function, Gerot and Wignell (1995:204) argue that "the social function of narrative is to amuse, entertain and deal with actual or vicarious experience in different ways." Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

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Quoted from Barwick (1999:4) states that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction. The generic structures of narrative text are as follows: the first is an orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about what, when and where the action is happening. The second is a complication that tells the beginning of the problem which leads to the crisis of the main of participant. And the third is a resolution provides the final series of the events either in happy or sad ending.

In summary, narrative is a kind of text that tells a story to amuses the reader, to make the reader think about an issue, and also to teach them a lesson. Narrative text shows the sequence of events which involves imaginative thoughts and fictive stories to present a touch story. It spreads the sequences one by one to get an amazing story.

Derewianka (1990: 32) states that there are three steps for constructing a narrative, they are:

1) Orientation, in which the writer tells the audience about who the character in the story are,where the story is taking place, and when theaction is happen.
2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to

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(temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution, In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?)

2.1.5 Round Robin Strategy

Round Robin strategy is one of the strategy in cooperative learning. Kohonen (2003:36) points out that in a good group of cooperative learning, there are a heterogeneous group which consist of four members including a high achiever, one/two average achievers, and low achievers. Based on this definition, a teacher need to divide the students in group by combine high and low students, it is accordance with the fact that if the members of the group did not divided in fair. They will get difficulties in reaching the result. These statements are supported by Jacobs (2006:31- 32) which explains about the benefit of placing students in group of four. He states, larger groups (more than two) have advantages as well, because for more complex tasks, where are more people and perhaps cooperative learning has a wider range of skills and knowledge from which to draw. This is very relevant with strategy named Round Robin strategy. Jacobs, Lee, & Bell (1997:28) explain that this strategy is called round robin, because they go round in a circle with each person getting a chance to talk just like Robins sings. The groups use cooperative technique round robin to discuss

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their own beliefs about learning.

Round Robin strategy involves students' participation and they have to work cooperatively with their classmates in groups. Moreover according to Kagan & Kagan (2009), the implementation of round robin technique improves their social skill. They also explain that there is a spectrum of social skills required to be a good team member. The members have to know how to help when help is requested. But they also do not want to be a know-it-all. They need to know how to be a good leader. But they do not want to become too bossy. They cannot be too shy to participate, but not too loud or assertive to overwhelm their teammates. They have to know how to motivate their teammates when they are down. They have to listen to teammates to understand their perspectives. They have to know how to accept rejection gracefully when their idea is not selected. They have to know how to take turns, politely disagree, resolve conflicts, and reach consensus. These are just some of the many skills necessary to be a good teammate. Parenthetically, these are also life skills critical for success in the workplace, for family life, and for positive social relations. This strategy can be viewed as one of the kagan's cooperative structural approaches used for team and class building, communication, mastery of learning, and critical thinking (Shaaban and Ghaith, 2005, p. 19).

Round robin strategy is a strategy that appropriate in four of language skill. As Kagan (2003:58) said that Round Robin strategy could be used in teaching reading, writing, or any other curriculum content. It means that by using this strategy, the students are expected to be easier to increase their reading

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comprehension, especially in comprehending narrative text.

Kagan (1992) says that there are some advantages of using Round Robin strategy in the teaching and learning process. They are:

- Allowing all students to contribute answers.

In round robin technique all students have responsibility to give contribution in doing the assignment. So none will do nothing.

- Determining what students already know about a concept prior to its introduction.

Since each student answers the question, his/her understanding towards the task will be observed. The rest of the group members also can build new knowledge or concept from the previous thoughts from different members.

- Creating positive peer response groups.

The use of round robin technique in teaching learning process also can help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

- Useful for reviewing material or practicing a skill.

This technique is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers. By using this strategy, students can develop linguistic and academic skills simultaneously. The outcome of their work is both a reflection on how well the group functioned and an academic assessment tool for the instructor.

Furtheremore, Patricia in Govindo (2013:10) also stated that Round Robin has advantages, they are: to involve students in reading, to build confidence and

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develop schema, to foster comprehension, to assess reading, and to develop fluent reading. So, Round Robin helps to motivate students' interest and this strategy makes the students easier to comprehend the text.

According to Karre (2009:9), Round Robin Strategy could be used in group discussion form in the class. It means that Round Robin Strategy is one of the strategies to improve students' reading comprehension in group. Therefore, this strategy gives an opportunity to the students to answer the question freely by using their own idea. So, Round Robin Strategy could improve students' self-confidence.

Round Robin strategy is also content free and repeatable (Kagan,2009:53). In Round Robin strategy, each student in groups expresses their ideas in turn. Teacher may have students do a Round Robin by describing something, retelling or modify a story, stating opinion on social issues and telling their experience in class. Each time teacher uses Round Robin strategy with different content, teacher could create a different activity. In conclusion, because of free content, it makes this strategy flexible for various subject matters.

Kagan (2009:53) stated that the procedures of round robin strategy are as follows:

1) The students are divided into five groups.
2) The students are given the explaination by the teacher about how round robin strategy will work.
3) The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.

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4) The students read the text individually.

5) The teacher gives the question provided in the handout in turn.

6) The students have some time of thinking.

7) Each member of the groups takes turn stating or sharing the responses about the answers given.

Furthermore, Kagan (2009:58) stated that the implementation of round robin strategy improves students' social skill. There is a spectrum of social skills required to be a good team member. Social skills mean students become more polite and cooperative. Here, students are able to resolve conflicts, understand and accept points of view different from their own, and the students are also more respectful and responsible, better able to control their impulses.

In sum, the researcher pointed out the experts' statements above. In this strategy the students work in a group which consists of four or six members. They share their understanding of a text. Each person should participate during the discussion, so that it is more efficient because no one does anything during discussion. Here, students do not only learn how to solve problems, but also learn how to cooperate with their teammates.

The process of this strategy is quite simple. It means that round robin strategy must be able to do cooperative learning in activity or answer a question given by their teacher, and the question has many possible answers.

In conclusion, by using this strategy, the students do not only learn how to solve problems but also learn how to cooperate with their teammates. This strategy enables students to enhance their ability in teambuilding, communication,

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thinking skill, mastering materials, and sharing information. By using this strategy, the whole class can participate in the lesson fairly and actively and also the students are expected to be easier to increase their reading comprehension, especially in comprehending narrative text.

2.1.6 Character Quotes Strategy

Character Quotes is a strategy that acquaints students with a topic to be studied by examining the actual quotations of a character from a narrative text or of an actual person featured in an expository text (Sejnost, 2009:15). She also said that Character Quotes Strategy is pre-reading strategies that extend students' insight into a character: fiction or nonfiction. Based on this definition, This strategy will be more efffective if the students have prior knowledge about the story, Besides, Padkomorka (2011:55) also states that Character Quotes strategy is a way to guide students' comprehension and help students remain actively engaged while they read. Then, Dough says that Character Quotes is one of strategies that is helpful for students when they try to comprehend the Narrative text. By creating a profile, students can synthesize the traits they have identified into a preliminary sketch of the character; in addition, they can predict major themes or conflicts that may arise in the text.

Dough (2009:62) explains about the steps in doing the Character Quotes Strategy. They are as follows:

a. Preview the text to identify several quotes by character, historical figure or author that illustrate different facets of individual personality.

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b. Students work in cooperative groups, each group with different quotes to consider. As groups to generate as many words as possible that describe their impression of this person based on the quotes.

c. After each group has generated a list of descriptors, they read the group's quote to the entire class and share the list of the character qualities and trait that the group associates with the character.

d. Involve the students about making generalization about the character or individual.

e. Students read the story, biography or other selection. After reading, students return to their personality profiles to discuss what new quality or traits they might add and how they would change the profile to make it better match their understanding of the character or individual.

Sejnost (2009: 46) also explains about the steps in using the Character Quotes Strategy. They are as follows:

a. First, teacher selects a series of quotations that clearly reflect and illustrate the various elements of the characters or figure's personality. For example, "Get on the leaf, Mr. Ant, and I'll carry you to safety." "Good bye, and take care you don't fall in again" said the Mrs. Dove. (Adopted from the story of the dove and the ant)

b. Students then study the list of quotes and generate their impression of the quotes. For example the impressions from the dove's quotation are: kindhearted, want to help, fascinating, nice, calm, wise, responsible etc.

c. Working individually or in small groups, students consider the impressions

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they have gained from the quotes and generate a list of qualities and generalizations about the character.

d. The students then present their lists to the class. e. After all quotes have been discussed, the students develop a four to five- sentences profile of the characters. For example: Mrs. Dove was

a kindhearted and nice animal. She was also fascinating animal. She was so wise that she warned the ant to be careful. f. As the students read a narrative or expository text from which the quotes came, they can add to their character's profile. For example: Mrs. Dove was a kindhearted and nice animal. She was also fascinating animal. She was so wise that she warned the ant to be careful. Even though she was not the friend of Mr. Ant, she wanted to help Mr. Ant from the water.

Character Quotes is one of strategies that is helpful for students when they try to comprehend the Narrative text. According to Buehl (2009:66) there are 4 Advantages of using Character Quotes Strategy. They are as follows

a. The students will be introduced to the various characters on the story.
b. The students will know the theme or issue that may arise at the story.
c. The strategy helps the students to make reference from the story.
d. Then the strategy makes the students become critical readers and it can deepen their understanding.

From the explanation above, it is clear to say that Character Quotes Strategy is a proper strategy that can be used to teach reading comprehension precisely in Narrative text. Character Quotes Strategy not only focuses on helping

students' reading comprehension, but it is also assists in the other language skills namely writing, speaking and listening in its application at the classroom.

2.2 RELATED RESEARCH

Related research require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related research have to analyze what the point that focuses on, informs the design, and find the conclusion of the previous researches, as follows:

a. Eldredge, et al. (1996) carried out a research entitled *"*Comparing the effectiveness of two oral reading Practices: Round-Robin Reading and the Shared Book Experience". Seventy-eight second graders from two elementary schools in a community of approximately 85,000 people in the Rocky Mountain region participated in the study. About 65% of this community is comprised of Anglo-American middleclass families; about 30% is comprised of Native-American, Hispanic, and African-American middle-class families; and about 5% is comprised of lower-class families coming from all ethnic groups. Schools were selected based on socioeconomic status and drawn from community areas that represented the entire spectrum of the community. Potential confounding due to school effects was controlled by crossing both treatments and teachers in both schools through random assignment. This research compared the effectiveness of two oral reading practices on second graders' reading growth: shared reading and round robin reading. The instruments for this study consisted of a norm-referenced standardized

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achievement test, the Iowa Tests of Basic Skills (ITBS), and a researcher constructed Oral Reading/Retelling Test (ORRT). Three subtests of the ITBS were administered during the experiment: word analysis, vocabulary, and comprehension. The result indicated that the shared book experience was superior to round robin reading in reducing young childrens' oral reading errors, imroving their reading fluency, increasinf their vocabulary acquisition, and improving their reading comprehension.

The similarities of his study with this study are : his tudy was campare between the effect of two strategy as independent variable and also employed quassi experimental research design. And then his study use as same as strategy with this study in independent variable named Round Robin strategy and reading comprehension as dependent variable. But, in the other hands, his study also has differences to this study that his study was conducted for elementary level and this study is conducted in junior highscool level. Next, the sample in his study based on socioeconomic status of the school while this study doesnot pay attention to that.

b. Kelly (1995) carried out a research entitled " Round Robin Reading: Considering Alternative Instructional Practices That Make More Sense ". This research was calssroom action research. It was conducted in elementary classroom from the first until third grade with 72 students as sample in this research while 49 of them are giving a treatment or round robin strategy and 23 of them did not giveng a treatment while they were devidied in two classrooms, primary and intermediate. The reasercher was interested in how

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well classroom practices which preservice students observe during fieldwork. The researcher used 5 alternative in applied round robin in the class, the first is involving the students in reading. second, build the confidence and develop schema. Third, foster comprehension. Next, assesing reading and the last develop fluent reading. The result of this research was round robin can manage, involve, assess, and foster fluent reading and comprehension of the students.

Kelly's study has similarity to this study which is Round Robin Strategy as independent variable. The diffenences of her study are from the sample of the study that she took the elemtary students level as the sample while this study take junior highschool level as the sample. Next, she was conducted an classrom action reseach while this study conducts experimental research.

c. Novinda (2015) carried out a research entitled " Teaching Narrative Reading By Using Character Quotes Strategy To The Eleventh Grade Students Of MAN 1 Palembang ". The design of this research was quasi experimental design using pretest and post test nonequivalent group design. Purposive sampling was used in this research where 30 students was belonged to experimental group and 30 students belonged to control group. The objectives of this study are to find out wether or not there is a significant improvement before and after the treatment on eleventh grade students' reading comprehension scores of MAN 1 Palembang by using Character Quotes strategy and to find out wether or not there is significant difference on the eleventh grade students' reading comprehension scores of MAN 1 Palembang

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between the students who are taught by using character quotes strategy and those who are not. The test was given to the sample as a measure in collecting the data. The data was given twice for both experimental and control groups. To verify the hypotheses, the data of pretest and posttest were analyzed by using independ sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 11.339 was higher than t-table with df=29 (2.0452). The result of psample t-test was 0.001 which was lower that 0.05 and than t-table with df=58 (2.0017). so, from that result, the writer inferred that teaching narrative reading by using Character Quotes strategy had significant effect on the students' comprehension scores.

The similarities of Novinda's study with this study are in independent variable that used Character Quotes Strategy. Then, her study was focused on comprehended the same kind of the text that was narrative text and also, the research finding that found the significant effect of using Character Quotes Strategy on students' reading comprehension scores. The research design of her study was also as same as this study that used experimental design using pretest and post test nonequivalent group design. The differences of her study with this study are from the using of control group while her research used it and this one was not.

d. Catillo (2007) carried out a research entitled " Improving Eleventh Gradeers' Oral Production in English Class Through Cooperative Learning Strategies (Round Robin). This study aimed to report a research finding on eleventh

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graders at Colegio De Bachillerato Patria in Bogota. The main objective of the research was to establish strategies to help students to improve their oral production in English. This school is located in north of Bogota in Chico neighborhood. The total number of the students in this school was 1050 and in each course there were 35 students on average. This research is an action research taht adopted Cohen and Manion's model that proposed eight stages in action research process ; identify the problem,develop a draft proposal, review what has already been, restate the problem, select research procedure, choose evaluation procedure, and collect data, analyze it and provide feedback. The researcher used some technique in collecting the data, they are: field notes (that was done for each classes), students' and teachers' survey (including fifty three eleventh graders), students' interviews and audiotapes recording. After conductiong a research the researcher conclude that cooperative learning strategy, round robin, can help the students to improve their oral production and interaction.

Catillo's study has similarities with this study in using the strategies named Round Robin Strategy. But, his study also has differences in some aspect, such from the main objective of the research that he was establish strategies to help students to improve their oral production in English while this study focuses on reading comprehension especially in narrative text.

e. Yudhi (2017) carried out a research entitled " The Use of Cooperative Round Robin Discussion Model to Improve Students' Holistic Ability in TEFL Class". This research is classroom action research that addresing thee main

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issue namely, how to improve students' holistic ability in TEFL class covering students' confidence, independent learning, and students' critical thinkingusing Round Robin strategy. In collecting the data. The researcher used pop-up quiz, teacher made-test, classroom participation sheet, observation sheet, and rubrict. And data belongs to quantitative and qualitative. Quantitative analysis is pertained to gauge students' critical comprehension on TEFL issues through test, quiz, and worksheet. Meanwhile, for the qualitative analysis, constant comparative method is executed to enlighten parallel variable to depict students' presentation skills, confidence, and independent learning.

Round Robin strategy was implemented in this research where the class is divided into groups with four to five students in each group so they can implement within group presentation more effectively before they conduct classroom presentation. Every group also discussed the same topic so that in one meeting all groups also talk, discuss and present similar topic. The main teaching started with internal group presentation, where each member of the group presented the topic using their own language. They are not allowed to follow the language from the book because another member in the group will monitor the language use, provide question from each internal group presentation. The result of the study was Round Robin strategy operates well if it is supported with fixed and detailed roles of both students and teacher so that equal interactive practice well established.

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The similarities of Yudhi's study with this study are from the aspect of research design that both of these research use quassi experimtal design. Not only that but also both of these research have the same strategy name Round Robin Strategy. The differences between both of these study is from the main issue of the study that Yudi focused on the students' critical thinking and students' confidence while this study was focused on the students' reading comprehension.

f. Dewi (2016) carried out a research entitled " The Implementation of TSTS and Round Robin Learning Models to Enhance Communication Skill and Social Studies learning Outcome For the Fourth Grade Students". This research was a classroom action research (CAR) that consist of two cycle. Each cycle consist of four stages, they are : planning, implementation, observation, and reflection. This research aimed to determine the enhancement for communication skills and social studies learning outcomes for the fourth grade students of SDN Kupang 1 Jabon Throught the implementation of TSTS and Round Robin strategy. The subject of this research was foruth grade students from 2015/2016 academis year that consist of 26 students. The researcher used observation in collecting the data and the data were analysed by qualitative data analysis technique that includes three phases: (1) data reduction; (2) data presentation; (3) conclusion withdrawal and verification.

There are some benefits of this research: (1) can add and develop a repertoire of science education and learning, especially about learning by using cooperative learning model TSTS and Round Robin in social studies;

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(2) developing insights of science, especially in social studies; (3) in order to create positive habits such as; cooperation within the group, active in learning, learn to socialize, express opinions, respect the opinions of others, share information, responsible for learning and critical thinking; (4) For consideration in the implementation of cooperative learning to improvise with TSTS and Round Robin learning model on the other class; (5) to provide motivation and innovation in doing the learning, to foster and instil in students a sense of pleasure; (6) to be considered in conducting further studies class actions; (7) increase professionalism teachers in performing the task of teaching by involving students directly in the learning, and can empower students to work together. The finding of this research was through the implementation of TSTS and Round Robin learning models can improve communication skills and student learning outcomes.

Her study has differences with this study in some aspects such her study was conducted to measure students communication skill while this study was conducted to measure reading comprehension. Furtheremore, her study was conducted in elemtary level while this study will be conducted for junior highschool level. The similarity of her study with this study can be seen from the aspect of strategy that use Round Robin Stategy.

g. Maharnis (2014) carried out a research entitled " Teaching Writing By Combining Loopingn And Round Robin Strategies At The Eighth Grade Students Of Junior Highschool. This study was a classroom action research while the sample of this study was the eight grade students. The researcher in

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this research applied 5 procedures in teaching and learning proces ; (1) pre-teaching writing activity to build the students' background knowladge, (2) whilst-teaching activities which are done while the teacher presenting the strategy in teaching process, in this part, the researcher applied both of the strategies, the first is Looping strategy in exploration session and then Round Robin Strategy in elaboration session. (3) confirmation, (4) post teaching writing activities, (5) closing. After conducting a research, the research found that the use of combining Looping and Round Robin strategy can motivate students in mastering the process of writing and provide them with a good ability in writing. Combining Looping and Round Rubin strategies in teaching writing is a good way for the students at Junior High School. It makes students more interesting in learning and they are can improve the writing ability and can get ideas and information in the text.

The similaritites of Maharnis' study with this study is from the strategy that is used in the study named Round Robin strategy. The differences can be seen from the skill that the researcher want to measure. The previous one want to focuse on writing skill while this study focused on reading comprehension.

h. Ningsih (2013) carried out a research entitled " Teaching Reading By Combining Chacter Quotes With Read Examine Decide Write (REDW) Strategy At Senior High School". This research is intended to Character Quotes with Read Examine Decide Write (REDW) Strategy in understanding a text that the main attraction for students in reading. In this paper, the author discusses how to teach reading by combining the two strategies, namely

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Character Quotes and Read Examine Decide Write (REDW) Strategy. In application, the teacher previewing the text for purpose of finding Quotes from a character that provide insight into individual's personality. Second, telling the students all Quotes are from the same character. Third, writing Quotes on individual pieces of paper for distribution to studets group. Fourth, deviding students into groups 3-4 and giving each group 1-3 quotes. Fifth, instruct students to make predictions based on quotation to analyze the text. Then, ask them to read the quotation. The author said by using this strategy the students would be easier in comprehending a text or a paragraph because this strategy is an excellent, effective, and engaging strategy that places responsibility upon students to construct their own meaning from a reading.

Both of these strategy use Character Quotes strategy in reading activity. And also the type of these study is an experimental research which use pretest and post test. The difference is form the sample of the research that the previous conducted the research in senior highschool level.

i. Dhaniar (2015) carried out a research entitled : Improving Use of round robin strategy for the tenth grade Students of smk farmasi "Indonesia. This is an action research that was conducted in two cycle with two meeting in each cycle. The participants in this research were english teacher as the collaborator and the students of class X^e. The data of this research were in the form of qualitative and quantitative. The qualitative data were obtained by doing observation as well as interviewing the students and the English teacher. The results of the qualitative data were in the form of field notes and interview

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transcripts. The quantitave data were analyzed by using t-test statistics in SPSS program. The actions implemented in this research were implementing the round robin technique in the reading class, employing the stages of the reading comprehension practice: pre reading, while-reading and post-reading in teaching learning process, and providing input texts which were related to their competencies. The results of the research showed that round robin technique was effective to improve the students' reading comprehension and students' participation in reading class. The students' understanding toward descriptive texts improved.

Both of these study used Round Robin Strategy as independent variable. The difference was the genre of the text given to the students, this research used Narrative text while Dhaniar used descriptive text.

j. Next, a research was conducted by Amir Marzban and Ali Asqar Akbarnejad (2013) entitled " The Effect Of Cooperative Reading Strategies On Improving Reading Comprehension Of Iranian University Students ". This research investigated the effect of cooperative reading strategies on reading comprehension of Iranian uneversity students. The subjects in this research were 60 male university students in Babol technical centre, Iran. They were randomly assigned into two groups: the experimental group using cooperative reading strategies and the control group using a traditional method of instruction. Training was sixteen sessions. And it was done in three hours in a sessions. Statistical result revealed that the experimental group did much better than the control group and consequently cooperative reading strategyies

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were effective on improving reading comprehension of Iranian university students.

The similarities of their study with this study are from the strategy that was used in the study, that is, cooperative stratgegy (Round Robin) and use the same design (experimental design), but the sample of this study was students of junior highschool level and the their study was the students of university level.

k. Brunstein (2015) carried out a research entitled " Improving Students' Reading Comprehension Skills : Effects of Strategy Instruction and Reciprocal Teaching". The research was investigated the effects of three different forms of strategy instruction on 210 elementary school students' reading comprehension. Students were assigned to any one of three intervention conditions or to a traditionale instruction condition (control condition). Training students were taught four reading strategies (summerizing, questioning, clarifying, predicting) and practiced these strategies in small groups (reciprocal teaching), pairs, or instructor quided small groups. At both the poth and follow up test the intervention students attained higher scores on an experimenter developed task of reading comprehension and strategy use than the control students who received traditional instruction. Furtheremore, students who practiced reciprocal teaching in small groups out performed students in instructor quided and traditional instruction groups on a standardized reading comprehension test.

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The differences between his study with this study can be seen from the sample that his study was conducted for elementary school while this strategy will be conducted in Junior highschool level. The similarities can be seen from the research design (experimental design) and the skill of students activity, reading comprehension.

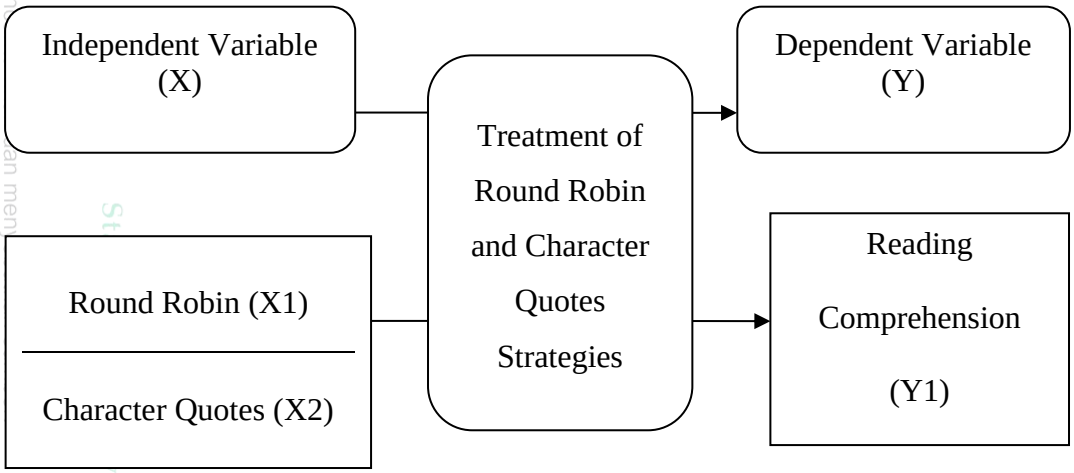
1. Njenga (2010) carried out a research entitled “evaluation of the effectiveness of cooperative learning structur in improving students’ performance”. Type of this researcher an experimental research which use pretest and post test. The sample of this research was all ninth grades (53 students) in public highschool in Louisiana. Based on the data analysis, the result did not indicate any statistical significance between the two groups. However, it was observed that students who worked in cooperative groups were more engaged, more responsible in completing group assignment and more organized while working in their respective groups. These result may encourage the practice of cooperative learning strategies in a highschool level setting.

The similraties between this study with the previous is from the type of the researcher that use an experimental research which use pretest and post test. The reasearcher also use cooperative learning strategy that is Round Robin, but the the difference is this study compare between three classes (experimental group 1, experimental group 2, and control class) of junior highscool level while the previous compared the strategy in senior highschool level.

2.3 OPERATIONAL CONCEPT

Operational concept is an important element in scientifict study to avoid misunderstanding and to give guidance in collecting data in the research because it is still operating in an abstract form of the research, planning, which must be the particular word in order to be easy to measure empirically and clarify briefly the variable used in this research. There are three variables in this research: they are variable X that is Round Robin strategy and Character Quotes strategy, and variable Y that is students' reading comprehension, especially the eight grades students of MTs Sawah Subdistrict of North Kampar.

The operational concept in this research can be seen on the chart below:



The research variable according to Sugiyono (2015: 61) is an attribute or the nature or value of people, activities that have certain variations determined by researchers to be studied and then drawn by conclusions. In this study, there are three variables as follows:

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1. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. (Creswell 2012: 117). The implementation of Classwide Peer Tutoring Technique.
2. An independent variable of the implementation Student Team Achievement Devision Technique.
3. A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. (Creswell 2012: 117). In this study, the dependent variable is reading comprehension in narrative text.

Table 2.1
Operational Concept

Title	Variable	Sub Variable	Indicator
A Comparative Study Of The Effect of Using Round Robin and Character Quotes Strategies on Students' Reading Comprehension at MTs Sawah Subdistrict of North Kampar".	*The independent variable (X):* Round Robin Strategy (RRS)	Using Round Robin Strategy (RRS)	a. Teacher devides the students into five groups. b. Teacher gives the explaination to the students about how round robin strategy will work. c. Teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement. d. Teacher asks the students to read the text individually. e. Teacher gives the question provided in the handout in turn. f. Teacher gives the students some times of thinking. g. Teacher gives Each

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Title	Variable	Sub Variable	Indicator
			member of the groups to take turn stating or sharing the responses about the answers given. Kagan (2009:53)
	(X2) Character Quotes Strategy (CQS)	Using Character Quotes Strategy	a. Teacher preview the text to the students b. Teacher divides the tudents into groups c. Teacher gives different quotes to each groups. d. Teacher asks the students to identify several quotes that illustrate individual personality. e. After that, teacher asks them to read the group's quotes. f. Teacher asks the students to make generalization about the character or individual. g. 7) Teacher asks the students to read the story, biography or other selection. Dough (2009:62)
	The dependent variable (Y): Reading comprehension	Reading comprehension of Narrative text	- Students' ability to identify the main idea. - Students' ability to find out factual information/ details of the text. - Students' ability to identify the meaning of unfamiliar words - Students' ability to identify reference from the narrative text. - Students' ability to identify the generic

Title	Variable	Sub Variable	Indicator
			structure of the text.

2.4. ASSUMPTION AND HYPOTHESES

2.4.1 Assumption

In this research, it is known that there are many strategies which the teacher can appply in teaching learning process to build the students' capability in English. It is assumed that using Round Robin and Character Quotes are suitable strategies to teach reading for the students and to increase their capability in reading comprehension.

2.4.2 Hypotheses

The hypotheses is researchers' tentative prediction of the results of the research findings" (Gay, 2009: 71). The hypotheses are formulated as follows:

Ho1: There is no significant difference on students' reading comprehension taught by using Round Robin (RR) Strategy at the eighth grade students of MTs Sawah

Ha1: There is a significant difference on students' reading comprehension taught by using Round Robin (RR) Strategy at the eighth grade students of MTs Sawah

Ho2: There is no significant difference on the students' reading comprehension taught by using Character Quotes (CQ) Strategy at the at the eighth grade students of MTs Sawah

Ha2: There is a significant difference on the students' reading comprehension taught by using Character Quotes (CQ) Strategy at

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the at the eighth grade students of MTs Sawah

Ho3: There is no significant difference on students' reading comprehension between the students who were taught by using Round Robin (RR) strategy and the students who were taught by using Character Quotes (CQ) strategy at the eighth grade students of MTs Sawah.

Ha3: There is significant difference on students' reading comprehension between the students who were taught by using Round Robin (RR) strategy and the students who were taught by using Character Quotes (CQ) strategy at the eighth grade students of MTs Sawah.

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CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research was a comparative study that used a quasi experimental design nonequivalent pre-test and post-test group design" Two groups serve as the experimental groups. John W. Creswell (2008: 299) explains that experiment is testing an idea (practice) to determine whether it influences an outcome or dependent variable. Creswell also states that when individuals are not randomly assigned, the procedure is called a quasi experiment (2009: 155). Gay said "An experiment typically involves a comparison of two groups (although as you will see later, there may be only one group, or there may be three or more groups).

This research consisted of independent variable (variable X) that referred to Round Robin Strategy and Character Quotes Strategy, and dependent variable (variable Y) referred to students' reading comprehension. Therefore the experimental class was provided with pre-test, treatment, and post-test. It could be drawn in the following table:

Table III.1
Research Design

Group	Pretest	Treatment	Posttest
E1	P1	X1	P2
E2	P1	X2	P2

Figure (Creswell 2009:160)

E1 : Experimental Group 1

E2 : Experimental Group 2

X1 : Independent Variable 1 (R2 Strategy)

X2 : Independent Variable 2 (CQ Strategy)

P1 : Pre-test

P2 : Post-test

3.2 The Location and the Time of the Research

This research was conducted at MTs Sawah subdistrict of North Kampar. It was located in Kampar Regency. This research was conducted from April up to May 2019.

3.3 The subject and Object of The Research

Based on the title of this research, the subject of the research was the eighth grade students of MTs Sawah. The object of this research was the difference reading comprehension of narrative text between students' was taught by using Round Robin Strategy and Character Quotes strategy.

3.3 The Population and Sample of the Research

3.4.1 Population

The population of this research was the eighth grade students of MTs Sawah subdistrict of North Kampar in 2018-2019 academic year. There were three classes in this grade. The total number of them were 71 students. The following table is the details.

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Table III.2

Total Population of the Eighth Grades at

MTs Sawah Academic Year 2018/2019

No	Class	Number of Students
1	VII A	25
2	VII B	25
3	VII C	26
4	VIII A	24
5	VIII B	24
6	VIIIC	23
7	IX A	23
8	IX B	24
9	IX B	25
Total		**219**

3.4.2 Sample

According to Sugiyono, (2010:118) sample is part of the population. Creswell, (2015:288) Sample is sub-groups of the population target, which was investigated by the researcher. In this study, the researcher was used cluster sampling. The cluster can be interpreted as a group or collection Yusuf, (2014:158).

Gay, (2000:129) states that cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics. Cluster sampling is most useful when the population is very large

There were three classes of the students at the eight grade in academis year 2018/2019. And all of them be the population in this research. To choose the research sample, the researcher used a cluster sampling technique while it was a cluster sampling randomly selects the groups, not individuals. (Gay, 2000:129). In cluster sampling all the members of selected groups need to have similar characteristics. The similar characteristic intended for both of classes were: the students who are taught by same English teacher, the students have the same level, and the students have the same material about learning of reading, they are in the group and have same chance to be selected as the sampleAmong 3 classes of the eight grades, two classes are taken as the sample of this research as follows :

Table III.3

Total Sample of the Research

No	Class	Number of male	Number of Female	Number of Students
1	VIIIA	13	11	24
2	VIII B	10	14	24
Total				**48**

3.5 Data Collection Technique

3.5.1 Observation

Observation is the process of individual to get the information about others by viewing their action in the class. In this study, Observation is a technique to collect the data which the reseacher directly observe the object in a resech to know all of the situation and activities during do Round Robin strategy and Character Quotes strategy in this researh. The researcher used

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observation checklist to support the observation during the teaching and learning process and to get the detailed description of the research. In observation technique, the researcher made the table that consist of four colums. The first colum was number. The second was operational concept and then the colum for the treatment that teacher did the same as operational concept of each strategy. And the last was the colum for the treatmen that the teacher did not do the same as operational concept.

3.5.1.1 Observation Data in Teaching Round Robin strategy on Students' Reading Comprehension

Observations of reading comprehension were the instruments in helping researchers to understand what really happened in the classroom, and how the recommendations made for instruction could be implemented. In this study, the researcher observed the teacher and then completed a checklist which consisted of a series of indicators concerning to the Round Robin and Character Quotes strategies. The observers in this study filled in these indicators in each meeting. They then calculated the percentage of the indicators that the teacher allocated to the various activities within each classroom. The implementation of Round Robin strategy is shown in the table below:

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Table III.4 First Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devide the students into five groups.	✓
4.	The teacher gives the explaination to the students about how round robin strategy will work.	✓ ✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓
6.	The teacher asks the students to read the text individually.	
7.	The teacher gives the question provided in the handout in turn.	✓
8.	The teacher gives the students some times of thinking.	✓
9.	The teacher gives each members of the groups to take turn stating or sharing the responses about the answers given.	✓
10.	The teacher evaluates the students' tasks	✓

In the first meeting on April 10, 2019, the researcher found that in preview indicator the teacher introduced the material through a text entitled Bear and Rabbit. She told the students that they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text.

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After that she gave the questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the first meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

Table III.5 Second Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devided the students into five groups.	✓
4.	The teacher gives the explainations to the students about how round robin strategy will work.	✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓
6.	The teacher asks the students to read the text individually.	
7.	The teacher gives the question provided in the handout in turn. The teacher gives the students some times of thinking.	✓
8.	The teacher gives each member of the groups to take turn	✓

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No	Items of Observation	Yes
9.	stating or sharing the responses about the answers given.	✓
10.	The teacher evaluates the students' tasks	✓

In a second meeting on April 12, 2019, in preview indicator the teacher introduced the material through a text entitled Sarah and Her Step Mother. She told the students that they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text. After that she gave the questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the second meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

Table III.6 Third Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devides the students into five groups.	✓
4.	The teacher gives the explaination to the students about	✓

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No	Items of Observation	Yes
	how round robin strategy will work.	✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative	✓
6.	text into a good arrangement.	
7.	The teacher asks the students to read the text individually.	✓
8.	The teacher gives the question provided in the handout in turn.	✓
9.	The teacher gives the students some times of thinking.	✓
10.	The teacher gives each member of the groups to take turn stating or sharing the responses about the answers given. The teacher evaluates the students' tasks	✓

In the third meeting on April 17, 2019, in preview indicator the teacher introduced the material through a text entitled The Legend of Sura and Baya. She told the students that they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text. After that she gave the questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the third meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

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Table III.7 Fourth Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devides the students into five groups.	✓
4.	The teacher gives the explaination to the students about how round robin strategy will work.	✓ ✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓
6.	The teacher asks the students to read the text individually.	
7.	The teacher gives the question provided in the handout in turn.	✓
8.	The teacher gives the students some times of thinking.	✓
9.	The teacher gives each members of the groups to take turn stating or sharing the responses about the answers given.	✓
10.	The teacher evaluates the students' tasks	✓

In the fourth meeting on April 26, 2019, in preview indicator the teacher introduced the material through a text entitled The Legend of Banyuwangi. She told the students that they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text. After that

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she gave the questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the fourth meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

Table III.8 Fifth Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devides the students into five groups.	✓
4.	The teacher gives the explaination to the students about how round robin strategy will work.	✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓
6.	The teacher asks the students to read the text individually.	✓
7.	The teacher gives the question provided in the handout in turn. The teacher gives the students some times of thinking.	✓
8.	The teacher gives each member of the groups to take turn	✓
9.	stating or sharing the responses about the answers given.	✓
10.	The teacher evaluates the students' tasks	✓

In the fifth meeting on May 3, 2019, in preview indicator the teacher introduced the material through a text entitled Adam. She told the students that

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they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text. After that she gave the questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the fifth meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

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Table III.9 Sixth Meeting Obsevation

No	Items of Observation	Yes
1.	Tell the students that today they are going to learn about narrative text by using Round Robin strategy.	✓
2.	The teacher explains about the generic structures and language features of narrative text.	✓
3.	The teacher devides the students into five groups.	✓
4.	The teacher gives the explaination to the students about how round robin strategy will work.	✓
5.	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓
6.	The teacher asks the students to read the text individually.	✓
7.	The teacher gives the question provided in the handout in turn.	✓
8.	The teacher gives the students some times of thinking.	✓
9.	The teacher gives each member of the groups to take turn stating or sharing the responses about the answers given.	✓
10.	The teacher evaluates the students' tasks	✓

In the sixth meeting on May 8, 2019, in preview indicator the teacher introduced the material through a text entitled Syu'ayb. She told the students that they had learnt about narrative text by Round Robin strategy. The teacher explained about the generic structure of narrative text. Then, she asked students to work in groups. The students were given the chops of a narrative text and then they were asked to arrange the chops of narrative text into a good arrangement. And she asked the members of the group to read the text. After that she gave the

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questions provided in the handout in turn and the students had some times of thinking. In the last indicator, each member of the groups takes turn stating or sharing the responses about the answers given. It can be concluded that in the sixth meeting, the implementation of the Round Robin strategy in experimental group 1 was done for all steps.

3.5.1.2 Observation Data in Teaching Chsaracter Quotes strategy on Students' Reading Comprehension

The implementation of Character Quotes strategy was shown in the table below:

Table III.10 First Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy. The teacher preview the text to the students	✓
3.	The teacher devides the students into groups	✓
4.	The teacher gives different quotes to each groups.	✓
5.	The teacher asks the students to identify several quotes that	✓
6.	illustrate individual personality. After that, the teacher asks them to read the group's quotes.	✓
7.	The teacher asks the students to make generalization about the character or individual.	✓
8.	The teacher asks the students to read the story, biography or other selection.	✓
9.	The teacher evaluates the students' tasks	✓
10.	The teacher evaluates the students' tasks	✓

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In the first meeting on April 10, 2019, at the beginning the teacher gave the text entitled the Bear and Rabbit. The teacher told the students that they had learnt about narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devides the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the students to make generalization about the character or individual. The last activity, the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

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Table III.11 Second Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy. The teacher preview the text to the students	✓
3.	The teacher devides the students into groups	✓
4.	The teacher gives different quotes to each groups.	✓
5.	The teacher asks the students to identify several quotes that	✓
6.	illustrate individual personality. After that, the teacher asks them to read the group's quotes.	✓
7.	The teacher asks the students to make generalization about the character or individual.	✓
8.	The teacher asks the students to read the story, biography or other selection.	✓
9.	The teacher evaluates the students' tasks	✓
10.	The teacher evaluates the students' tasks	✓

In the second meeting on April 13, 2019, at the beginning the teacher gave the text entitled the Sarah and Her Step Sister. The teacher told the students that they had learnt about narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devides the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the students to make generalization about the character or individual. The last activity,

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the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

Table III.12 Third Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy.	✓
	The teacher preview the text to the students	
3.	The teacher devides the students into groups	✓
4.	The teacher gives different quotes to each groups.	✓
5.	The teacher asks the students to identify several quotes that	✓
6.	illustrate individual personality.	✓
	After that, the teacher asks them to read the group's quotes.	
7.	The teacher asks the students to make generalization about the character or individual.	✓
8.	The teacher asks the students to read the story, biography or	✓
9.	other selection.	✓
10.	The teacher evaluates the students' tasks	✓

In the third meeting on April 17, 2019, at the beginning the teacher gave the text entitled The Legend of Sura and Baya. The teacher told the students that they had learnt about narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devides the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the

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students to make generalization about the character or individual. The last activity, the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

Table 111. 13 Fourth Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy. The teacher preview the text to the students	✓
3.	The teacher devides the students into groups	✓
4.	The teacher gives different quotes to each groups.	✓
5.	The teacher asks the students to identify several quotes that	✓
6.	illustrate individual personality. After that, the teacher asks them to read the group's quotes.	✓
7.	The teacher asks the students to make generalization about the character or individual.	✓
8.	The teacher asks the students to read the story, biography or other selection.	✓
9.	The teacher evaluates the students' tasks	
10.	The teacher evaluates the students' tasks	

In the fourth meeting on April 27, 2019, at the beginning the teacher gave the text entitled The Legend of Banyuwangi. The teacher told the students that they had learnt about narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devided the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks

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the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the students to make generalization about the character or individual. The last activity, the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

Table III.14. Fifth Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy.	✓
3.	The teacher preview the text to the students	✓
4.	The teacher devides the students into groups	✓
5.	The teacher gives different quotes to each groups.	✓
6.	The teacher asks the students to identify several quotes that illustrate individual personality.	✓
7.	After that, the teacher asks them to read the group's quotes.	✓
8.	The teacher asks the students to make generalization about the character or individual.	✓
9.	The teacher asks the students to read the story, biography or other selection.	✓
10.	The teacher evaluates the students' tasks The teacher evaluates the students' tasks	✓

In the fifth meeting on Mey 3, 2019, at the beginning the teacher gave the text entitled Adam. The teacher told the students that they had learnt about

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narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devides the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the students to make generalization about the character or individual. The last activity, the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

Table III.15 Sixth Meeting Observation

No	Items of Observation	Yes
1.	The teacher tells the students that they will learn narrative text using Character Quotes Strategy.	✓
2.	The teacher gives explanation about Character Quotes Strategy. The teacher preview the text to the students	✓
3.	The teacher devides the students into groups	✓
4.	The teacher gives different quotes to each groups.	✓
5.	The teacher asks the students to identify several quotes that	✓
6.	illustrate individual personality. After that, the teacher asks them to read the group's quotes.	✓
7.	The teacher asks the students to make generalization about the character or individual.	✓
8.	The teacher asks the students to read the story, biography or other selection.	✓ ✓
9.	The teacher evaluates the students' tasks	✓
10.	The teacher evaluates the students' tasks	

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In the sixth meeting on May 9, 2019, at the beginning the teacher gave the text entitled Syu'ayb. The teacher told the students that they had learnt about narrative text by Character Quotes strategy. After that, she preview the text to the students. The teacher devides the students into five groups then she teacher gives different quotes to each groups. And then, the teacher asks the students to identify several quotes that illustrate individual personality. After that, the teacher asks them to read the group's quotes. Than the teacher asks the students to make generalization about the character or individual. The last activity, the teacher asks the students to read the story, biography or other selection. Strategy in the experimental group 2 was done in all steps.

3.5.2 Test

According to Brown (2003:3) said that test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this case, the researcher used multiple choice tests while Mary McDonald (2002:83) said that multiple choice format can be used to asses a wide range of learning outcomes across all cognitive levels. Multiple choice items are adaptable to all types of subject matter; their scoring is accurate and efficient, and they provide students with practice for the type of items that they are likely to encounter on licensure and certification exams. The researcher used multiple choice test to obtain the students' reading comprehension of narrative text that thought by using Round Robin and Character Quotes strategies to the eighth grade students of MTs Sawah.

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The type of the test is multiple choice item test while it is based on the indicators of reading comprehension.

Students' reading comprehension of narrative text was devided into two phases. They were :

a. Pre-test

Pre-test was used to collect the data about students' reading comprehension of narrative text bafore they thought by using Character Quotes and Round Robin Strategy. This test was given to both of experimental and control classes. The questions were in multiple choice item test and the questions were based on the indicators of reading comprehension.

b. Post-test

Post-test was used to collect the data about students' reading comprehension of narrative text after they were thought by using Character Quotes and Round Robin Strategy. This test was given to both of experimental and control classes. The questions were in multiple choice item test and the questions were based on the indicators of reading comprehension.

Before giving the test to the sample, the questions test was given to both of experimental and control classes as a try out. There were 3 aspects that researcher pay attention before giving the test to the sample, they were: item difficulty that it was a statement about how difficult or easy a question in the test. A good question was not too difficult and not too easy

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(Nurgiantoro, 2012:357). Next, item discrimination while it was the item that used to see how well each item desciminates between low and high level of examiners. It means that item descrimination was the difference between the percentages correct for these two groups. And the last was content validity that concerned to the appropriatenessof the interpretations made from test score.

Students' reading comprehension test consist of 30 questions of narrative text based on the indicators of reading comprehension of narrative text. There are five indicators and each indicator has 6 questions. It can be seen from the blue print test below.

Table III.16

Test Blue Print

No	Indicators	Item Number	Total
1	Finding out the main idea of the text	1,6,11,16,21,26	6
2	Identifying the synonim and antonym of the words	2,7,12,17,22,27	6
3	Determining factual information of the text	3,8,13,18,23,28	6
4	Identifying the generic structure of narrative text	4,9,14,19,24,29	6
5	Finding out reference of narrative text	5,10,15,20,25,30	6
The Total Number Of The Questions			30

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The classification of the students' scores can be seen from the table below:

Table III.17

The Classification of the Students' Scores

Score	Categories
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

(Arikunto, 2009:245)

3.6 Validity and Reliability

3.6.1 Validity

Instrumens in a research need to be valid and reliable to make the result became accurate, appropriate, meaningful, and useful in terms of the purpose of the assessment. Gay & Airasian, (2000:161) points out that validity is an important characteristic of the test or measuring instrument can process. It is concerned with appropriateness of the interpretations made from test score. Validity is often defined as the extent to which an instrument measures what it asserts to measure. furthere (Blumberg et al., 2005) in Mohajan, (2017:14) said taht validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure. It is the degree to which the results are truthful.

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3.6.2 Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring Gay, (2000:169). The more reliable a test is, the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test were readministered to the same test takers.

Reliability is a necessary characteristic of any good test. According to Brown, (2003:20) Reliability test is consistent and dependable.

There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selecting for testing
b. The administration of the test, clearly this is an important factor in deciding reliability

Reliability is an index that shows the extent to which a measuring device can be trusted or reliable. The following table is the level of internal consistency of Cronbach Alpha.

Table III. 18
The Level of Internal Consistency

Cronbach Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

To obtain the reliability of the test given, the researcher used the SPSS 16 program to find out whether or not the test was reliable.

Table III. 19
Reliability Statistics

Cronbach's Alpha	N of Items
.744	30

Based on the trying outof student's reading comprehension that had been done with 24 participants, there were 30 items of reading comprehension test. The table above indicates that the value of Cronbach's alpha is 0,744. It means that the items are reliable in which the value of internal consistency is .8>.703 ≥.7, it indicates that reliability of the test is Acceptable.

Before the pre and post-tests were given to the sample, both of the tests were tried to 24 students at the eighth grade to obtain validity of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as proportion of correct responses. The formula of item difficulty by Arikunto, (1998:230) as follows:

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

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examines or students taking the test

The standard level of the difficulty used was >0.30 and <0.70, it means that the level of difficulty is between 0.30 and 0.70. If the level of item

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difficulty is lower than 0,30, it is categorized into difficulty level. On the other hand, if the level of item difficulty is higher than 0,70, it is categorized into easy level. Then, the proportion correct is represented by "p", whereas the proportion incorrect is represented by "q". Based on trying out the instrument of students' reading comprehension which was conducted to 24 students with 30 questions, it could be seen in following table below:

Table III. 20
Identify the Main Idea

Variable	**Identify the Main Idea**						**N**
Item no.	**1**	**6**	**11**	**16**	**21**	**26**	
Correct	**12**	**13**	**21**	**13**	**16**	**12**	**24**
P	**0.40**	**0.43**	**0.73**	**0.43**	**0.53**	**0.40**	
Q	**0.60**	**0.57**	**0.27**	**0.57**	**0.47**	**0.60**	

Based on the table III. 8, the proportion of correct answer from 24 students for item number 1 showed the proportion of correct 0.40, item number 6 showed the proportion of correct 0.43, and item number 11 showed the proportion of correct 0.73, item number 16 showed the proportion of correct 0.43, item number 21 showed the proportion of correct 0.53, and item number 26 showed the proportion of correct 0.40. Based on the standard level of difficulty "p"< 0.30 and > 0.70, it was pointed out that item difficulties in the average of each item number for identifying main idea were accepted except item number 11 (easy).

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Table III. 21
Identifying the synonim and antonym of the words

Variable	Identifying the synonim and antonym of the words						N
Item no.	**2**	**7**	**12**	**17**	**22**	**27**	
Correct	**13**	**12**	**14**	**12**	**12**	**13**	**24**
P	**0.43**	**0.40**	**0.47**	**0.40**	**0.40**	**0.43**	
Q	**0.57**	**0.60**	**0.53**	**0.60**	**0.60**	**0.57**	

Based on the table of the question for Identifying the synonym and antonym of the words, It showed that the proportion of correct answer for identify the meaning of word of test item numbers 2 was 0.43, the proportion of correct answer for test item number 7 was 0.40, the proportion of correct answer for test item number 12 was 0.47, the proportion of correct answer for test item number 17 was 0.40, the proportion of correct answer for test item number 22 was 0.40, and the proportion of correct answer of test number 27 was 0.43. Based on the level of item difficulty, all items for identifying the synonym and antonym of the words were between 0.30 – 0.70 were accepted.

Table III. 22
Determining factual information of the text

Variable	Determining factual information of the text						N
Item no.	**3**	**8**	**13**	**18**	**23**	**28**	
Correct	**8**	**12**	**12**	**10**	**16**	**5**	**24**
P	**0.27**	**0.40**	**0.40**	**0.33**	**0.53**	**0.17**	
Q	**0.73**	**0.60**	**0.60**	**0.67**	**0.47**	**0.83**	

Based on the table of the question for determining factual information of the text, It showed that the proportion of correct answer for determining factual information of the text of test item numbers 3 was 0.27, the proportion of correct answer for test item number 8 was 0.40, the proportion of correct answer for test

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item number 13 was 0.40, the proportion of correct answer for test item number 18 was 0.33, the proportion of correct answer for test item number 23 was 0.53, and the proportion of correct answer of test number 28 was 0.17. Based on the level of item difficulty, four items for determining factual information of the text were between 0.30 – 0.70, and two items are different, they are number 3 (difficult) and 28 (difficult). So, the questions number 3 and 28 were deleted from the test.

Table III. 23
Identifying the generic structure of narrative text

Variable	**Identifying the generic structure of narrative text**						**N**
Item no.	**4**	**9**	**14**	**19**	**24**	**29**	
Correct	**15**	**11**	**11**	**12**	**12**	**22**	**24**
P	**0.50**	**0.37**	**0.37**	**0.40**	**0.40**	**0.73**	
Q	**0.50**	**0.63**	**0.63**	**0.60**	**0.60**	**0.27**	

Based on the table of the question for identifying the generic structure of narrative text, It showed that the proportion of correct answer for identifying the generic structure of narrative text of test item numbers 4 was 0.50, the proportion of correct answer for test item number 9 was 0.37, the proportion of correct answer for test item number 14 was 0.37, the proportion of correct answer for test item number 19 was 0.40, the proportion of correct answer for test item number 24 was 0.40, and the proportion of correct answer of test number 29 was 0.73. Based on the level of item difficulty, all items for identifying the generic structure of narrative text were between 0.30 – 0.70 except item number 29 (easy) were accepted. So, the questions number 29 was deleted from the test.

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Table III. 24
Finding Out Reference Of Narrative Text

Variable	Finding Out Reference Of Narrative Text						N
Item no.	5	10	15	20	25	30	
Correct	14	16	13	13	10	22	24
P	0.47	0.53	0.43	0.43	0.33	0.73	
Q	0.53	0.47	0.57	0.57	0.67	0.27	

Based on the table of the question finding out reference of narrative text, It showed that the proportion of correct answer for finding out reference of narrative text of test item numbers 5 was 0.47, the proportion of correct answer for test item number 10 was 0.53, the proportion of correct answer for test item number 15 was 0.43, the proportion of correct answer for test item number 20 was 0.43, the proportion of correct answer for test item number 25 was 0.33, and the proportion of correct answer of test number 30 was 0.73. Based on the level of item difficulty, all items for finding out reference of narrative text were between 0.30 – 0.70 except item number 30 (easy) were accepted. So, the questions number 30 was deleted from the test.

3.7 TECHNIQUE OF ANALYSES DATA

The scoring guide is chosen as the criteria of scoring representing the basic aspects of reading. The reading result will be evaluated by considering five aspects and each aspect has a score or level. The specification of the aspects are : main idea, synonim/antonyn, factual information, generic structure, and inferrence.

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To analyze the data about the significant different before and after of students' reading comprehension between those that have been taught by using Round Robin and Character Quotes Strategy at MTS Sawah Sybdistrict of North Kampar, the data used was analyzed statistically. The independent sample t-test and paired sample t-test by using SPSS (Statistic Package for the Social Sciences) 16 version.

3.7.1 Independent Sample T-test

To find out whether there is a significant difference or there is no significant difference between two or more variables which can be analyzed by using Independent Sample t_{test}. Gay (2000:484) states that the t-test for independent sample is used to determine whether there is a significant difference between the means of two independent samples.

To analyze the scores of experimental 1 and experiment 2, the researcher used SPSS. 16. The t-table has the function to see if there is a significant difference between the mean score of the gain score of both experimental 1 and experimental 2. The t-obtained value is consulted with the value of the t-table at the degree of freedom (df) = (N1+N2)-2.

To analyze the output of an independent sample t-test,as follows:

1. Based on the output of the independent sample t-test. Levene's Test for Equality of Variances is:

   If sig > 0,05, it can be interpreted that the variance of the data between group A and Group B are homogeneous or the same. So, the

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interpretation of the data output table independent sample t-test based on the values contained in the tale “Equal Variances Assumed”.

2. Based on the output of independent sample t-test on the part of “Equal Variances Assumed” which value (2-tailed), if <0,05 then as the basis of decision making an independent sample t-test it can be concluded that:

   H_o rejected

   H_a accepted

   Thus, there is a significant difference (real) in the improvement of students' vocabulary mastery.

3. The table output value of “Mean Difference” shows the difference between the average learning outcomes of students group A and group B.
4. The result of “T” is negative is not a mistake. This is because the average value of learning outcomes of group A is lower than group B.
5. Comparing t-test with t table in an independent sample t-test.

   Statically hypothesis:

   Ha = $t_{test} > t_{table}$

   Ho = $t_{test} < t_{table}$

Ha is accepted if $t_{test} > t_{table}$ or there is a significant effect of using Round Robin and Character Quotes Strategy on students’ reading comprehension of the eighth grade at MTs Sawah Subdistrict of North Kampar.

Ho is accepted if $t_{test} < t_{table}$ or there is no significant effect of using Round Robin and Character Quotes Strategy on students’ reading

comprehension of the eighth grade at MTs Sawah Subdistrict of North Kampar.

3.7.2 Paired Sample T-test

Paired Sample t-Test is known also as Non-independent sample t-test. Gay (2000: 488) states that t-test for non independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments.

Pre-test and post-test scores were used in this research in order to investigate the significant effect of using Round Robin and Character Quotes strategy on students' reading comprehension at the eighth grade of MTs Sawah. To obtain the data, the researcher used SPSS.16.

The t-table has a function to see if there is a significant improvement among the mean of the score of both post-test. The t-obtained value is consulted with the value of t-table at the degree of freedom (df)=N-1

In this research to see if there is a significant difference between the mean of the score of both experimental group 1 and experimental group 2 is consult with the value of Sig. 2 tailed, which is hypothesized:

Ho: $p > 0.05$

Ha: $p < 0.05$

H_o is accepted if $p > 0.05$ or there is no significant effect after giving the treatment by using Round Robin and Character Quotes strategies on students'

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reading comprehension.

H_a is accepted if $p < 0.05$ or there is a significant effect after giving the treatment by using Round Robin and Character Quotes strategies on students' reading comprehension.

3.7.3. Effect Size (Eta Square)

To determine how much the effect of using RRS and CQS on students' reading comprehension, the researcher used the formula of Effect Size.

Here is the category of effect size (Cohen, 1988):

Table III. 25

Classification of Effect Size

Size	Interpretation
0 – 0.20	weak effect
0.21– 0.50	modest effect
0.51–1.00	moderate effect
>1.00	strong effect

Statistical hypothesis:

Ho is accepted: the value of effect size ≤ 0.20

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Ha is accepted: the value of effect size > 0.20

Ho is accepted if the value of effect size ≤ 0.20. In other words, there is no significant effect of using RRS and CQS on Students' Reading Comprehension of the eighth grade at MTs Sawah.

Ha is accepted if the value of effect size > 0.20. In other words, there is a significant effect of using VSS and SVES on Students' vocabulary mastery of the seventh grade at SMPN I Bantan.

Afterward, it is better to find the effect size of T-test by following formula:

$$\tilde{\omega}^2 = \frac{t^2}{t^2 + n - 1}$$

where :

$\tilde{\omega}^2$: The value of effect size

Mean : *t* - value (Calculated by SPSS on table 4.25)

N : Number of samples in experiment

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5. 1. Conclusion

Based on the data analysis which was explained at chapter IV, finally the researcher made conclusion of the research about the comparison between Round Robin and Character Quotes strategy on students' reading comprehension.

1. There was no significant difference of students' reading comprehension pre-test mean scores between the experimental group1 and the experimental group II. In brief, the students both in the experimental group I and in the experimental group II had equal ability in reading comprehension before getting a treatment.
2. After a different treatment given to the experimental group 1 and experimental group 2, it is found that there was significant difference of students' reading comprehension post-test mean scores between experimental group1 and experimental group II. or Round Robin Strategy had more effect on students' reading comprehension than Character Quotes Strategy at the eighth grade students of MTs Sawah.
3. Round Robin Strategy was more effective than Character Quotes Strategy in on students' reading comprehension. In detail, the data description showed that the students who were taught using Round Robin Strategy has higher score than ones who were taught using Character Quotes Strategy especially for indicator of identifying main idea, locating meaning of vocabulary in

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context, identifying reference, and making inference. Based on the students' score, the students who were taught using Character Quotes Strategy still had trouble in making inference, which was categorized to average.

5. 2. Implication of the Research

Comprehension is the key point of reading activity while the comprehension is one of the first steps towards learning a language while a reader constructs meaning to get a deeper understanding of concepts and information in a text. In this research there is a big problem of comprehension. The problem caused of some factors, such the students did not pay attention much about the unfamiliar words, and they do not motivated in learning. In overcoming this problem, it takes effort from teacher and students to improve reading comprehension. The teacher must take more attention to the students. The students have to be active, and the teacher to be creative. There are many ways to overcome this problem, one of them is using the strategy. Strategy in teaching reading such as RRS (Round Robin strategy and CQS (Character Quotes Strategy). Both of the strategies have many advantages in teaching reading comprehension.

It is proven from the research finding that: by using Round Robin and Character Quotes Strategy the students are able to overcome their problem in reading comprehension about narrative text. Students are motivated and they become more active in the process of teaching learning.

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5. 3. Recommendation

1. Recommendation for English Teachers

a. The teachers are suggested to use RRS and CQS in teaching and learning to the students'.

b. The teachers are suggested that RRS can be used as an alternative strategy in teaching reading. It is highly recommended for the teachers to use Round Robin strategy in teaching vocabulary because of its effectiveness to promote the students word awareness and to motivate them to learn new words so that it will support their academic success. It aids the students understand with the new words, promote their interest to the new words.

c. The teacher are suggest during the implementation both of the strategy to conducted all of the items (procedure of strategy) so that further enhance on students' reading comprehension.

2. Recommendation for Students

a. The students are suggested to improve their competence in English. Anywhere and every time do not be lazy to practice of English reading the English narrative text.

b. The students are suggested to bring the dictionary when they learn English.

c. The students are suggested to give attention to the teacher in teaching and learning process.

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d. The students are suggested to have motivation to increase their comprehension of narrative text and should have strategies to memorize and practice new words.

3. Recommendation for other Researcher

a. The other researchers are suggested to develop this research using different perspective and different method, so that it can give a greater contribution to the school, teachers, students, and all sides related to the education.

b. The other researchers can use it as a reference to conduct their research on the same field.

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Appendix 1

Reading Comprehension of Narrative Text Pre-Test

Name :
Class :
Directions :

1. This test is multiple choice test.
2. Write down your name and your class.
3. The questions in every text are given to know tour reading comprehension.
4. Read the following texts carefully and then choose the best answer by crossing option a, b, c, or d.
5. The test consists of 30 items.
6. You are given 90 minutes to finish the test.

This text is for question number 1- 5

Once upon a time, a man and his wife had the good fortune to have a goose which laid a golden egg every day. Lucky though they were, they soon began to think they were not getting rich fast enough.

They imagined that if the bird must be able to lay golden eggs, its insides must be made of gold. And they thought that if they could get all that precious metal at once, they would get mighty rich very soon. So the man and his wife decided to kill the bird.

However, upon cutting the goose open, they were shocked to find that its innards were like that of any other goose!

1. What is the main idea of paragrapf 2 ?
   a. They imagined that if the bird must be able to lay golden eggs
   b. They would get mighty rich very soon
   c. They killed the bird
   d. They became rich

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2. ".... a man and his wife had the good fortune to have a goose... "(first line). The underlined word has similar meaning to ...
   a. Prosperity
   b. Luck
   c. Destiny
   d. Poverty
3. Why did man and his wife decided to kill the bird ?
   a. Because they imagined that the bird must be able to lay golden eggs
   b. Because they want to eat the bird
   c. Because they want to be rich soon
   d. Because they didn't love the bird anymore
4. From the story above, we can infer that ...
   a. You can be a richman with a bird
   b. Think before you act
   c. You must have a bird
   d. Do not kill your bird
5. ..They would get mighty rich very soon.. (paragraph 2). The word " they " in that sentence refers to ...
   a. The man and bird
   b. The wife and bird
   c. Birds
   d. The man and his wife

For question number 6 - 10

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

6. The text mainly discuss about ...
   a. The Fox and Grapes
   b. The Fox in the forest

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c. The Grapes in the forest
d. Animals and forest

7. The antonym of <u>failed</u> is .. (paragraph 2).
   a. Succeded
   b. Lost
   c. Won
   d. Frustrated
8. Who walked through the forest based on the story ?
   a. The Grapes
   b. The Fox and Grapes
   c. The Fox
   d. No body
9. ..<u>“They</u>’re probably sour anyway,”.. (last paragraph). The underlined word efers to ..
   a. The Grapes
   b. The Fox and Grapes
   c. The Fox
   d. No body
10. What is the moral value of that story ?
   a. It’s easy to despise what you cannot have
   b. All the grapes are sour
   c. Only the hanging grapes are sour
   d. If you can’t do something, just give up

Read the text then answer the question from number 11 – 15 !

Adam had two sons called Habil and Qabil. Adam thought that Habil, the younger son, should take over after him. But Qabil didn't like this idea and was very jealous. To settle the argument Adam thought of an idea. He told his sons to think of a present to give to Allah and to leave it on top of a certain hill. The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present. Qabil was very upset and angry. He was so angry that he killed his own brother. Afterwards, when he realised what he had done, he cried and cried but it was too late to be sorry.

11. paragraph 1 is mostly talking about ....

a. Adam and all of his sons
c. Habil and Adam

b. Qabil and Adam
d. Adam sons called Habil and Qabil

12. " Qabil was very <u>upset</u> and angry " (line 6). The underlined word has similar meaning with ?
    a. Disturbed
    c. Loose
    b. Confused
    d. Unhappy

13. Who is Qabil and Habil ?
    a. Adam's sons
    c. Adam's brother
    b. Adam's father
    d. Adam's neighbour

14. " <u>He</u> told his sons to think of a present to give to Allah". (line 3). The word "He" refers to...
    a. Habil
    c. Qabil
    b. Adam
    d. A, b and c are true

15. what can you learn from the story above ?
    a. be patient in every condition
    b. regret always came later
    c. revenge is not good
    d. you may not kill somebody

For question number 16 - 20

The prophet syu'ayb was a descendent of the prophet Ibrahim. He was sent to Midian and the Dwellers of the wood to give them Allah's message.

The midianite poeple commiteed many sins. They gave short measures and weights, they robbed people and caused mischief but most seriously they tried to stop people from worshipping Allah.

Shu'ayb tried to make them change but they would not listen to him. They wanted to throw him out and all the people who had listened to his words.

Then allah sent an earthquake and all the evil people were destroyed because they would not obey the word of Allah.

16. What is the main idea of the last paragraph ?
    a. Nobody obey to Allah
    b. Allah sent an earthquake

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c. Everyone was destroyed
d. Allah sent nothing

17. ...because they would not <u>obey</u> the word of Allah. (last paragraph). The synonym of obey is .....
    a. Adhere
    b. Make
    c. Do
    d. Listen
18. Who sent to Midian and the Dwellers of the wood to give them Allah's message ?
    a. prophet syu'ayb
    b. both of them
    c. Prophet Ibrahim
    d. Midianite poeple
19. <u>They</u> gave short measures and weights. (paragraph 2). The pronouns they refers to....
    a. prophet syu'ayb
    b. both of them
    c. Prophet Ibrahim
    d. Midianite poeple

20. from that story, we can infer that ...
    a. we must obey to allah massengers
    b. we must keep aour primises
    c. don't forget to pray to Allah
    d. we must obey everything

For question number 21-25

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling away?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing,

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every day, corn and grain from the stores they had collected in the summer.

21. The text mainly discussed about ..
    a. Grasshopper and Ant
    b. Grasshopper in the field
    c. In the field
    d. Ant in the field
22. What is the antonym of " continued"? (last paragraph)
    a. Go ahead
    b. Stop
    c. Straight
    d. Next
23. What d id the Grasshhopper do wen the winter came ?
    a. He found his self dying of hunger
    b. He was happy
    c. Planted the corn and grain
    d. Just saw the Ant ate the corn
24. While it saw the ants distributing. (paragraph 3). The underlined word refers to ..
    a. Grasshopper
    b. Grasshopper and Ant
    c. Ant
    d. All of them
25. From that story we can infer that ..
    a. Prepareing is very important
    b. Work today and you can reap the benefits tomorrow
    c. Grows and plants of food is very important
    d. Corn is very delicious

For question number 26 - 30

One day, in an Arabian city, a woman went to the market and bought a beautifulhen.

A few days later, to her surprise, the hen that she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

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

a. The woman gave the hen eaten more and more
b. The woman killed the hen
c. The hen did not wan to eat
d. The woman and hen life happily ever after

27. What is the synonymous of “persuaded” ? (line 3)

a. Encourage
b. Ordered
c. Asked
d. Gave

28. What happen to the hen after the woman gave eat more ?

a. The hen be bigger
b. The hen became more beautiful
c. The han died
d. The hen became sick

29. The hen that <u>she</u> bought laid a silver egg. The underlined word refers to ...

a. the hen
b. the woman
c. The eaten
d. All of them

30. what can we infer from that story ?

a. do not be greedy
b. be patient
c. Feeding your hen
d. Give water to your hen

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Appendix 2

Reading Comprehension of Narrative Text Test

Name :

Class :

Directions :

1. This test is multiple choice test.
2. Write down your name and your class.
3. The questions in every text are given to know tour reading comprehension.
4. Read the following texts carefully and then choose the best answer by crossing option a, b, c, or d.
5. The test consists of 25 items.
6. You are given 90 minutes to finish the test.

This text is for question number 1- 4

Once upon a time, a man and his wife had the good fortune to have a goose which laid a golden egg every day. Lucky though they were, they soon began to think they were not getting rich fast enough.

They imagined that if the bird must be able to lay golden eggs, its insides must be made of gold. And they thought that if they could get all that precious metal at once, they would get mighty rich very soon. So the man and his wife decided to kill the bird.

However, upon cutting the goose open, they were shocked to find that its innards were like that of any other goose!

1. What is the main idea of paragrapf 2 ?
   a. They imagined that if the bird must be able to lay golden eggs
   b. They would get mighty rich very soon

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c. They killed the bird

d. They became rich

2. ".... a man and his wife had the good <u>fortune</u> to have a goose... "(first line). The underlined word has similar meaning to ...

a. Prosperity
c. Destiny
b. Luck
d. Poverty

3. From the story above, we can infer that ...

a. You can be a richman with a bird

b. Think before you act

c. You must have a bird

d. Do not kill your bird

4. ..They would get mighty rich very soon.. (paragraph 2). The word " they " in that sentence refers to ...

a. The man and bird
c. Birds
b. The wife and bird
d. The man and his wife

For question number 5 - 9

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

5. The text mainly discuss about ...

a. The Fox and Grapes

b. The Fox in the forest

c. The Grapes in the forest

d. Animals and forest

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6. The antonym of <u>failed</u> is .. (paragraph 2).
   a. Succeded
   b. Lost
   c. Won
   d. Frustrated
7. Who walked through the forest based on the story ?
   a. The Grapes
   b. The Fox and Grapes
   c. The Fox
   d. No body
8. ..<u>“They</u>’re probably sour anyway,”.. (last paragraph). The underlined word efers to ..
   a. The Grapes
   b. The Fox and Grapes
   c. The Fox
   d. No body
9. What is the moral value of that story ?
   a. It’s easy to despise what you cannot have
   b. All the grapes are sour
   c. Only the hanging grapes are sour
   d. If you can’t do something, just give up

Read the text then answer the question from number 10 – 13 !

Adam had two sons called Habil and Qabil. Adam thought that Habil, the younger son, should take over after him. But Qabil didn't like this idea and was very jealous. To settle the argument Adam thought of an idea. He told his sons to think of a present to give to Allah and to leave it on top of a certain hill. The one whose present Allah accepted, would win the argument. Allah chose Habil's present because Habil had taken a lot of time and trouble to choose his present. Qabil was very upset and angry. He was so angry that he killed his own brother. Afterwards, when he realised what he had done, he cried and cried but it was too late to be sorry.

10. “ Qabil was very <u>upset</u> and angry “ (line 6). The underlined word has similar meaning with ?
    a. Disturbed
    b. Confused
    c. Loose
    d. Unhappy

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11. Who is Qabil and Habil ?

a. Adam's sons
b. Adam's father
c. Adam's brother
d. Adam's neighbour

12. " He told his sons to think of a present to give to Allah". (line 3). The word "He" refers to...

a. Habil
b. Adam
c. Qabil
d. A, b and c are true

13. what can you learn from the story above ?

a. be patient in every condition
b. regret always came later
c. revenge is not good
d. you may not kill somebody

For question number 14 - 18

The prophet syu'ayb was a descendent of the prophet Ibrahim. He was sent to Midian and the Dwellers of the wood to give them Allah's message.

The midianite poeple commiteed many sins. They gave short measures and weights, they robbed people and caused mischief but most seriously they tried to stop people from worshipping Allah.

Shu'ayb tried to make them change but they would not listen to him. They wanted to throw him out and all the people who had listened to his words.

Then allah sent an earthquake and all the evil people were destroyed because they would not obey the word of Allah.

14. What is the main idea of the last paragraph ?

a. Nobody obey to Allah
b. Allah sent an earthquake
c. Everyone was destroyed
d. Allah sent nothing

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15. ...because they would not obey the word of Allah. (last paragraph). The synonym of obey is .....
    a. Adhere
    b. Make
    c. Do
    d. Listen
16. Who sent to Midian and the Dwellers of the wood to give them Allah's message ?
    a. prophet syu'ayb
    b. both of them
    c. Prophet Ibrahim
    d. Midianite poeple
17. They gave short measures and weights. (paragraph 2). The pronouns they refers to....
    a. prophet syu'ayb
    b. both of them
    c. Prophet Ibrahim
    d. Midianite poeple
18. from that story, we can infer that ...
    a. we must obey to allah massengers
    b. we must keep aour primises
    c. don't forget to pray to Allah
    d. we must obey everything

For question number 19-23

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling away?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

19. The text mainly discussed about ..

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a. Grasshopper and Ant
b. Grasshopper in the field
c. In the field
d. Ant in the field

20. What is the antonym of " continued"? (last paragraph)
a. Go ahead
b. Stop
c. Straight
d. Next

21. What did the Grasshhopper do went the winter came ?
a. He found his selfdying of hunger
b. He was happy
c. Planted the corn and grain
d. Just saw the Ant ate the corn

22. While it saw the ants distributing. (paragraph 3). The underlined word refers to ..
a. Grasshopper
b. Grasshopper and Ant
c. Ant
d. All of them

23. From that story we can infer that ..
a. Prepareing is very important
b. Work today and you can reap the benefits tomorrow
c. Grows and plants of food is very important
d. Corn is very delicious

For question number 24 - 25

One day, in an Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen that she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

24. What is the main idea of the second paragraph ?
a. The woman gave the hen eaten more and more

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b. The woman killed the hen

c. The hen did not want to eat

d. The woman and hens life happily ever after

25. What is the synonymous of “persuaded” ? (line 3)

a. Encourage

b. Ordered

c. Asked

d. Gave

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Appendix 3

The Observation List of Round Robin Straegy

No	Indicators	Observation Checklist	
		Yes	No
1	The teacher devides the students into five groups.	✓	
2	The teacher gives the explaination to the students about how round		

The Observation List of Round Robin Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher devides the students into five groups.		✓	
2	The teacher gives the explaination to the students about how round robin strategy will work.		✓	
3	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.		✓	
4	The teacher asks the students to read the text individually.		✓	
5	The teacher gives the question provided in the handout in turn.		✓	
6	The teacher gives the students some times of thinking.		✓	
7	The teacher gives Each member of the groups to take turn stating or sharing the responses about the answers given.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 12-04- 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU

The Observation List of Round Robin Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher devides the students into five groups.		✓	
2	The teacher gives the explaination to the students about how round robin strategy will work.		✓	
3	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.		✓	
4	The teacher asks the students to read the text individually.		✓	
5	The teacher gives the question provided in the handout in turn.		✓	
6	The teacher gives the students some times of thinking.		✓	
7	The teacher gives Each member of the groups to take turn stating or sharing the responses about the answers given.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 17 - 04 - 2019

NURMULIATI
Teacher

NURHASNA
Observer

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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The Observation List of Round Robin Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher devides the students into five groups.		✓	
2	The teacher gives the explaination to the students about how round robin strategy will work.		✓	
3	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.		✓	
4	The teacher asks the students to read the text individually.		✓	
5	The teacher gives the question provided in the handout in turn.		✓	
6	The teacher gives the students some times of thinking.		✓	
7	The teacher gives Each member of the groups to take turn stating or sharing the responses about the answers given.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 26 - 04 2019

NURMULIATI
Teacher

NURHASNA
Observer

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The Observation List of Round Robin Strategy

No	Indicators	Observation Checklist	
		Yes	No
1	The teacher devides the students into five groups.	✓	
2	The teacher gives the explaination to the students about how Round Robin strategy will work.	✓	
3	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.	✓	
4	The teacher asks the students to read the text individually.	✓	
5	The teacher gives the questions provided in the handout in turn.	✓	
6	The teacher gives the students sometimes of thinking.	✓	
7	The teacher gives each member of the groups to take turn stating or sharing the responses about the answers given.	✓	
TOTAL	YES	7	
	NO	-	

Sawah, 3 - 05 2019

NURMULIATI, S. Pd
Teacher

NURHASNA
Observer

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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The Observation List of Round Robin Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher devides the students into five groups.		✓	
2	The teacher gives the explaination to the students about how round robin strategy will work.		✓	
3	The teacher gives the chops of a narrative text and the teacher asks the students to arrange the chops of narrative text into a good arrangement.		✓	
4	The teacher asks the students to read the text individually.		✓	
5	The teacher gives the question provided in the handout in turn.		✓	
6	The teacher gives the students some times of thinking.		✓	
7	The teacher gives Each member of the groups to take turn stating or sharing the responses about the answers given.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 8- 05 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
n Syarif Kasim Riau

UIN SUSKA RIAU

Appendix 4

The Observation List of Character Quotes Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher preview the text to the students		✓	
2	The teacher devides the tudents into groups		✓	
3	The teacher gives different quotes to each groups.		✓	
4	The teacher asks the students to identify several quotes that illustrate individual personality.		✓	
5	The teacher asks them to read the group's quotes.		✓	
6	The teacher asks the students to make generalization about the character or individual.		✓	
7	The teacher asks the students to read the story, biography or other selection.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 10 - 04 2019

NURMULIATI
Teacher

NURHASNA
Observer

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
Syarif Kasim Riau

The Observation List of Character Quotes Straegy

No	Indicators	Observation Checklist	
		Yes	No
1	The teacher preview the text to the students	✓	
2	The teacher devides the tudents into groups	✓	
3	The teacher gives different quotes to each groups.	✓	
4	The teacher asks the students to identify several quotes that illustrate individual personality.	✓	
5	The teacher asks them to read the group's quotes.	✓	
6	The teacher asks the students to make generalization about the character or individual.	✓	
7	The teacher asks the students to read the story, biography or other selection.	✓	
TOTAL	YES	7	
	NO	-	

Sawah, 13 - 04 . 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
n Syarif Kasim Riau

The Observation List of Character Quotes Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher preview the text to the students		✓	
2	The teacher devides the tudents into groups		✓	
3	The teacher gives different quotes to each groups.		✓	
4	The teacher asks the students to identify several quotes that illustrate individual personality.		✓	
5	The teacher asks them to read the group's quotes.		✓	
6	The teacher asks the students to make generalization about the character or individual.		✓	
7	The teacher asks the students to read the story, biography or other selection.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 17-04- 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
n Syarif Kasim Riau

The Observation List of Character Quotes Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher preview the text to the students		✓	
2	The teacher devides the tudents into groups		✓	
3	The teacher gives different quotes to each groups.		✓	
4	The teacher asks the students to identify several quotes that illustrate individual personality.		✓	
5	The teacher asks them to read the group's quotes.		✓	
6	The teacher asks the students to make generalization about the character or individual.		✓	
7	The teacher asks the students to read the story, biography or other selection.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 8 - 05 - 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
n Syarif Kasim Riau

The Observation List of Character Quotes Straegy

No	Indicators		Observation Checklist	
			Yes	No
1	The teacher preview the text to the students		✓	
2	The teacher devides the tudents into groups		✓	
3	The teacher gives different quotes to each groups.		✓	
4	The teacher asks the students to identify several quotes that illustrate individual personality.		✓	
5	The teacher asks them to read the group's quotes.		✓	
6	The teacher asks the students to make generalization about the character or individual.		✓	
7	The teacher asks the students to read the story, biography or other selection.		✓	
TOTAL		YES	7	
		NO	-	

Sawah, 27-04- 2019

NURMULIATI
Teacher

NURHASNA
Observer

UIN SUSKA RIAU
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
an Syarif Kasim Riau

UIN SUSKA RIAU

The Observation List of Character Quotes Strategy

No	Indicators	Observation Checklist	
		Yes	No
1	The teacher preview the text to the students.	✓	
2	The teacher devides the tudents into groups.	✓	
3	The teacher gives different quotes to each group.	✓	
4	The teacher asks the students to identify several quotes that illustrate individual's personality.	✓	
5	The teacher asks them to read the group's quotes.	✓	
6	The teacher asks the students to make a generalization about the character or individual.	✓	
7	The teacher asks the students to read the story, biography or other selection.	✓	
TOTAL	YES	7	
	NO	-	

Sawah, 3 - 05 2019

NURMULIATI, S. Pd
Teacher

NURHASNA
Observer

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
n Syarif Kasim Riau

Appendix 5

Result of Pre Test Class A

No	Students	Items																									Total
		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	S1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	18
2	S2	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	17
3	S3	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	18
4	S4	1	0	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	16
5	S5	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	18
6	S6	0	1	0	1	0	1	0	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	16
7	S7	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	16
8	S8	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	17
9	S9	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	0	1	14
10	S10	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	1	15
11	S11	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	1	1	1	1	0	0	1	1	0	0	15
12	S12	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	19
13	S13	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	17
14	S14	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	17
15	S15	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	17
16	S16	1	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	16

Hak cipta milik UIN Suska Riau
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa ijin UIN Suska Riau.

17	S17	1	1	1	1	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	1	1	0	0	15
18	S18	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	19
19	S19	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	17
20	S20	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	0	1	1	1	18
21	S21	0	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	0	1	1	14
22	S22	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	18
23	S23	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	19
24	S24	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	18
Total		16	16	16	16	17	17	16	18	17	16	15	15	15	17	15	15	15	16	16	17	16	17	16	17	17	

Hak cipta milik UIN Sultan Syarif Kasim Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 6

Result of Pre Test class B

No	Students	Items																									Total
		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	S1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	18
2	S2	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	18
3	S3	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	17
4	S4	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	20
5	S5	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	17
6	S6	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	19
7	S7	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	19
8	S8	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	17
9	S9	0	1	1	1	1	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	15
10	S10	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	18
11	S11	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	0	16
12	S12	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	19
13	S13	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	17
14	S14	1	1	0	0	1	1	1	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	17
15	S15	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	19

Hak cipta milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

16	S16	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	18
17	S17	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	18
18	S18	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	18
19	S19	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	17
20	S20	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	19
21	S21	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	17
22	S22	1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	19
23	S23	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	20
24	S24	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	19
Total		18	17	16	17	21	15	17	19	18	18	17	16	17	19	16	18	16	16	18	16	18	18	16	17	17	

Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 7

Result of Post Test class A

No	Students	Items																									Total
		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	S1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	21
2	S2	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	20
3	S3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	21
4	S4	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	21
5	S5	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	20
6	S6	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	19
7	S7	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	19
8	S8	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
9	S9	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	17
10	S10	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	18
11	S11	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	18
12	S12	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	21
13	S13	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	19
14	S14	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	19
15	S15	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	19
16	S16	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	19

Hak cipta milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penulisan karya ilmiah, penyusunan laporan penulisan kritik atau tinjauan suatu mas
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

17	S17	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	0	0	17
18	S18	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	19
19	S19	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	19
20	S20	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	20
21	S21	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	19
22	S22	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	21
23	S23	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	22
24	S24	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	21
Total		20	20	19	18	20	21	19	18	19	18	19	19	18	18	18	19	20	19	20	18	20	18	17	17	19	

Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 8

Result of Pre Test class B

No	Students	Items																									Total
		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	S1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	19
2	S2	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	20
3	S3	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	18
4	S4	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	19
5	S5	1	0	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	18
6	S6	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	21
7	S7	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	21
8	S8	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	1	17
9	S9	0	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	16
10	S10	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	1	19
11	S11	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	0	0	18
12	S12	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	21
13	S13	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	19
14	S14	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	19
15	S15	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21

Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber
Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau
Dilarang memperbanyak atau mendistribusikan karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau

16	S16	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	20
17	S17	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	0	18
18	S18	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1		19
19	S19	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1		19
20	S20	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1		20
21	S21	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1		18
22	S22	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		21
23	S23	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1		20
24	S24	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1		20
Total		19	19	19	16	18	19	21	20	18	19	19	19	18	18	16	19	19	17	19	18	18	21	17	17	18		

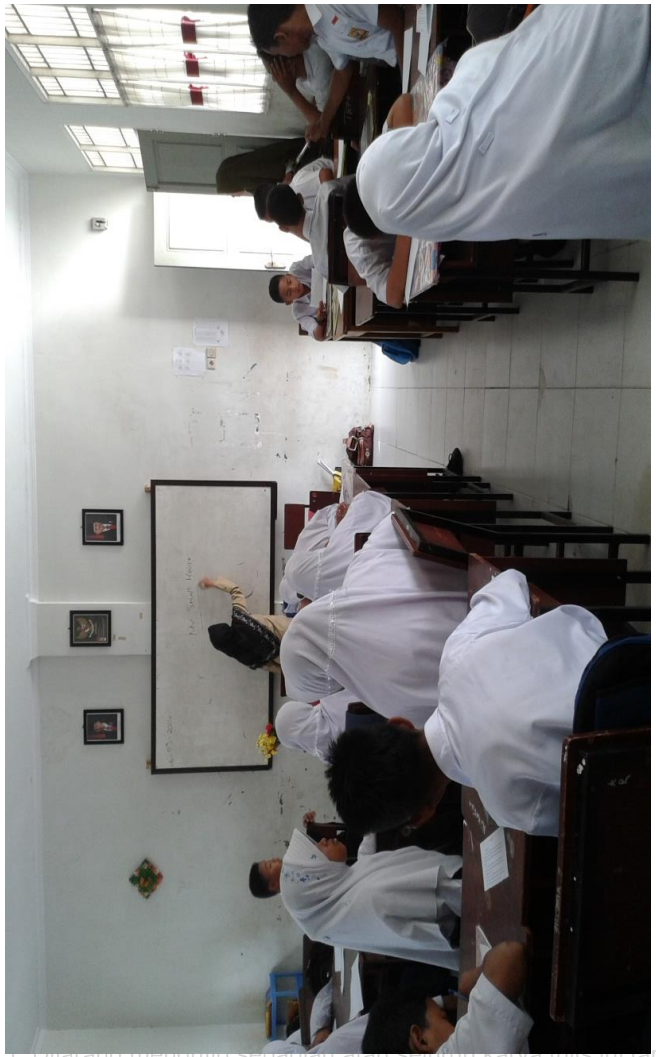
Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

Appendix 9

DOKUMENTASI FOTO

Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



an Syarif Kasim Riau

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

an Syarif Kasim Riau

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   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

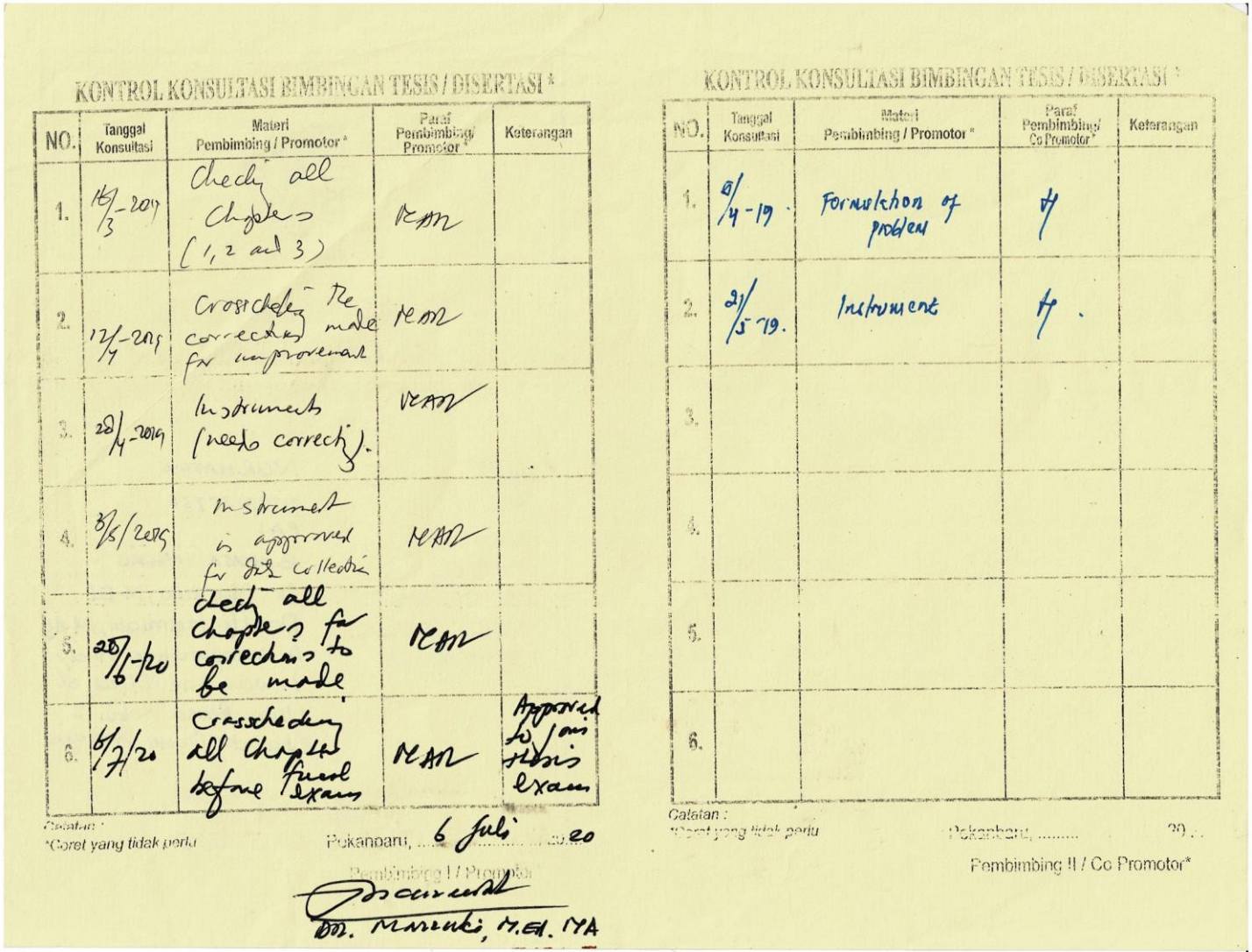
arif Kasim Riau

UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 10

SUPERVISORS' CONTROL CARD



KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor *	Keterangan
1.	15/3-2019	Check all Chapters (1, 2 and 3)		
2.	17/4-2019	Cross checking the corrections made for improvement		
3.	28/4-2019	Instruments (needs correction).		
4.	31/5/2019	Instrument is approved for data collection		
5.	20/6-20	check all chapters for the corrections to be made		
6.	6/7/20	Cross checking all Chapters before final exam		Approved to proceed this exam

Catatan :
*Coret yang tidak perlu

Pekanbaru, 6 Juli 20 20

Pembimbing I / Promotor

Dr. Marinki, M.Ed. MA

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor *	Keterangan
1.	9/4-19.	Formulation of problem		
2.	21/5-19.	Instrument		
3.				
4.				
5.				
6.				

Catatan :
*Coret yang tidak perlu

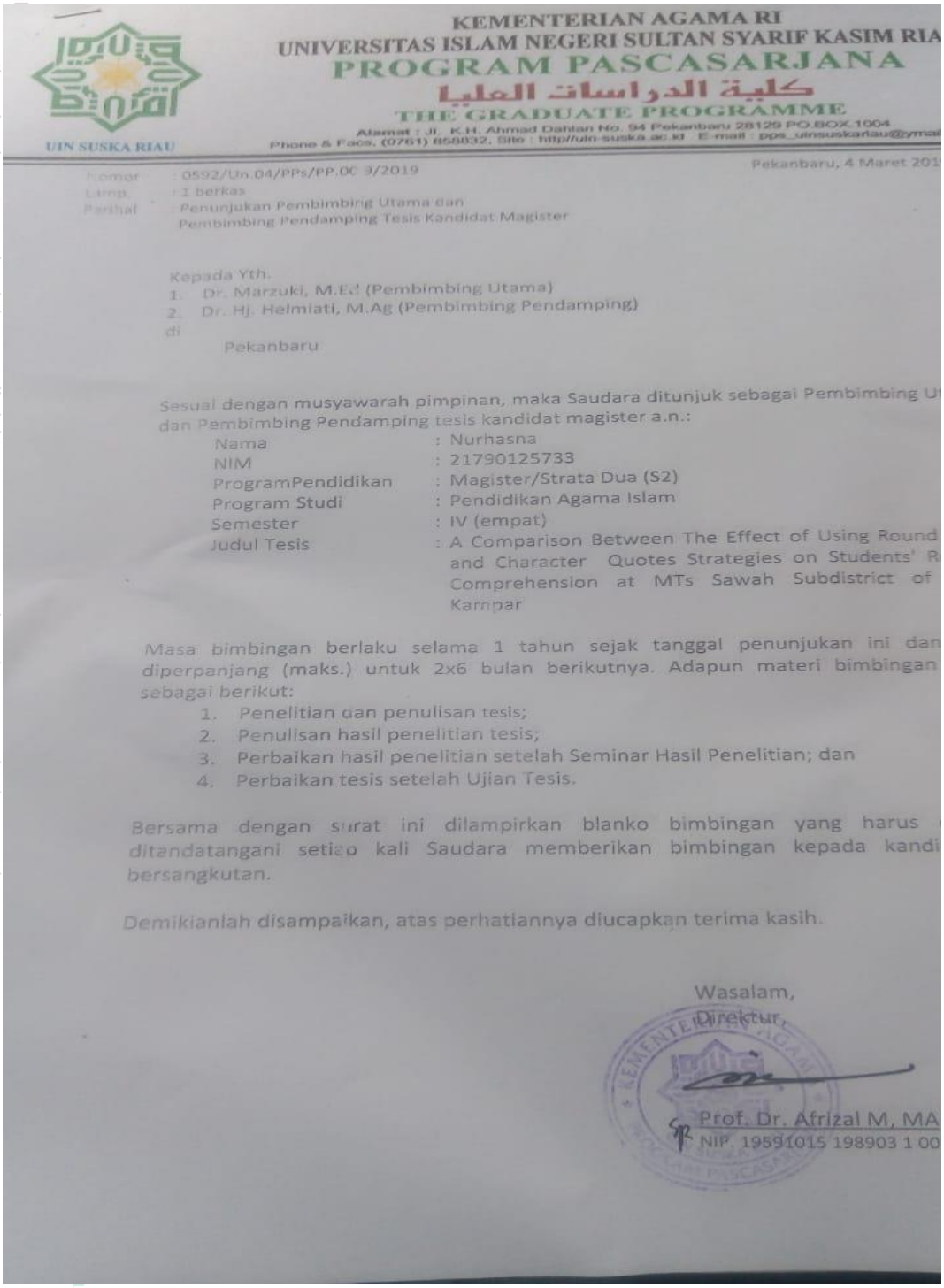
Pekanbaru, ... 20 ..

Pembimbing II / Co Promotor*

UIN SUSKA RIAU

Appendix 11

DECREE OF SUPERVISORS



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIA
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX.1004
Phone & Faxs. (0761) 858832, Site : http//uin-suska.ac.id E-mail : pps_uinsuskariau@yma
UIN SUSKA RIAU

Nomor : 0592/Un.04/PPs/PP.00.9/2019
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing Utama dan Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 4 Maret 201

Kepada Yth.
1. Dr. Marzuki, M.Ed (Pembimbing Utama)
2. Dr. Hj. Helmiati, M.Ag (Pembimbing Pendamping)
di
Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing U dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama	: Nurhasna
NIM	: 21790125733
ProgramPendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: IV (empat)
Judul Tesis	: A Comparison Between The Effect of Using Round and Character Quotes Strategies on Students' R Comprehension at MTs Sawah Subdistrict of Kampar

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus ditandatangani setiap kali Saudara memberikan bimbingan kepada kandi bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 00

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
Hak cipta Dilindungi Undang-Undang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
Universitas Islam Negeri Sultan Syarif Kasim Riau

Appendix 12

RECOMMENDATION LETTERS

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
UIN SUSKA RIAU
Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129,PO.BOX.1004
Phone & Facs, (0761) 858832, Site : http//uin-suska.ac.id E-mail : pps_uinsuskariau@ymail.com

Nomor : Un.04/PPs/PP.00.9/0622/2019
Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 11 Maret 2019

Kepada
Yth. Kepala Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,

Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Nurhasna
NIM	: 21790125733
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: A Comparison Between The Effect Of Using Round Robin And Character Quotes Strategies On Students' Reading Comprehension At Mts Sawah Subdistrict Of North Kampar

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari MTs Sawah Kecamatan Kampar Utara.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001

UIN SUSKA RIAU
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

UIN SUSKA RIAU

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id Kode Pos : 28126

182010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/21337

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : Un.04/PPs/PP.00.9/0622/2019 Tanggal 11 April 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**NURHASNA**
2. NIM / KTP	:	21790125733
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**A COMPARISON BETWEEN THE EFFECT OF USING ROUND ROBIN AND CHARACTER QUOTES STRATEGIES ON STUDENTS' READING COMPREHENSION AT MTS SAWAH SUBDISTRICT OF NORTH KAMPAR**
7. Lokasi Penelitian	:	MTS SAWAH KECAMATAN KAMPAR UTARA

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 8 April 2019

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
   Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Arif Kasim Riau

UIN SUSKA RIAU

PEMERINTAH KABUPATEN KAMPAR
KANTOR KESATUAN BANGSA DAN POLITIK
JALAN TUANKU TAMBUSAI TELP. (0762) 20146
BANGKINANG KOTA Kode Pos : 28412

REKOMENDASI

Nomor : 070/KKBP/2019/498

Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/21337 tanggal 8 April 2019, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

1. Nama	:	**NURHASNA**
2. NIM	:	21790125733
3. Universitas	:	UNIVERSITAS ISLAM NEGERI SUSKA RIAU
4. Program Studi	:	PENDIDIKAN AGAMA ISLAM
5. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
6. Jenjang	:	S2
7. Alamat	:	PEKANBARU
8. Judul Penelitian	:	**A COMPARATIVE STUDY OF THE EFFECT OF USING ROUND ROBIN AND CHARACTER QUOTES STRATEGIES ON STUDENT'S READING COMPREHENSION AT MTs SAWAH SUBDISTRICT OF NORTH KAMPAR**
9. Lokasi	:	MTS SAWAH KECAMATAN KAMPAR UTARA

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pra riset dan pengumpulan data ini.

2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 9 April 2019

an. **KEPALA KANTOR KESBANGPOL KAB. KAMPAR**
Kasi. Kesatuan Bangsa

ONNITA, SE
Penata Tk. I
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;
1. Kepala MTs Sawah Kecamatan Kampar Utara Di Sawah
2. Direktur Program Pasca Sarjana UIN Suska Riau di Pekanbaru

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
Arif Kasim Riau

Appendix 13

TOEFL

UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكوومية الاسلامية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nurhasna
ID Number : 21790125733
Date of Birth : January 25, 1990
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension	: 67
Structure & Written Expressions	: 56
Reading Comprehension	: 53
Overall Score	: 587

Expired Date : May 12, 2021

The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003

English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
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HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

Appendix 14

TOAFL

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

UIN SUSKA RIAU

PUSAT BAHASA UNIVERSITAS ISLAM NEGERI RIAU SULTAN SYARIF KASIM

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Nurhasna

Nomor ID : 21790125733
Jenis Kelamin : Perempuan
Tanggal Lahir : 25 Januari 1990

بيان النتائج لاختبار اللغة العربيّة لمعرفة الكفاءة اللغويّة

الاستماع : 56
القواعد : 58
القراءة : 57
النتيجة : 570

Berlaku Hingga : 22 Desember 2021

CLDC

Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

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PUSAT PENGEMBANGAN BAHASA UIN SULTAN SYARIF KASIM RIAU

Mahyudin Syukri, M. Ag
The Head of Language Development Center

UIN SUSKA RIAU

Appendix 15

SEMINAR CONTROL CARD

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURHASMA
NIM : 17800213
PROGRAM : S2
PRODI : PAI
KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jum'at, 08-12-2017	Pengaruh Pendidikan Lingkungan hidup terhadap karakter siswa di smp-Neg		Marzaini
2		eri Se-kecamatan Pangkalan kerinci kabupaten Pelalawan		
3				
4	Jum'at 08-12-2017	Strategi Guru Pendidikan Agama Islam dalam meningkatkan kualitas	8/12/17	Husna khairyar
5		Pembelajaran di SMA Negeri kecamatan pangkalan kerinci kab. Pelalawan		
6				
7	Jum'at, 08-12-2017	Peran Guru Pendidikan Agama Islam Dalam Pengembangan pendidikan kara		suryani
8		kter siswa di MTs se-kecamatan Du-mai selatan kota Dumai		
9				
10	Jum'at 08-12-2017	Pengaruh Pelatihan dan sumber belajar terhadap keterampilan Mengajar Guru		Mulyati
11		di SMP Negeri se-kecamatan Bandar Sei kijang kab. Pelalawan		
12				
13				
14				
15				

Pekanbaru, 08 Desemb 20.17
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NUR HASMA
NIM : 1730021 3
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGERIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa. 12-12-2017	The management of Learning Environment by English Teachers at Junior		Zulkifli
2		Highschools in Tambang District.		
3	Selasa 12-12-2017	The Influence of Using vocabulary knowledge of reading comprehension and		
4		writing Ability at SMPN 3 XIII Koto Kampar		Selvia Angela
5	Selasa 12-12-2017	Analyzing The Grammatical and Punctuation Errors in Writting narrative		Tiara Pandiswinata
6		text		
7	Selasa 12-12-2017	The Influence of students' self confidence and participation toward Their		Andini Telanda
8		Speaking ability at SMPN 14 Pekanbaru		
9	Selasa 12-12-2017	An Analysis of students' pronounciations of words Suffixes /t/d/id/ and		Ovi Anita Erwin
10		Suffixes /s/z/iz/ of second Grade students in SMA Plus Bina Bangsa		
11	Selasa 12-12-2017	The comparison Between The Effect of using cognitive academic language		
12		Learning Approach (CALLA)		
13				
14	Selasa 12-12-2017	English Teachers' Perception of implementing 2013 curriculum on English		Ahmad. Nurfajri
15		Teaching Learning Process at Senior Highschools in Sungai Apit Dutrict		

Pekanbaru, 12 - Desember 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURHASMA
NIM : 17300213
PROGRAM : Pasca Sarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Jum'at / 05-01-2018	Study Komperatif Pembiayaan kredit tanpa Agunan di tinjau dari sudut pandang Ekono		Welly Mairiko
2		mi syari'ah (Study kasus pd Bank syari'ah Mandiri dan Bank Rakyat Indonesia		
3				
4	Jum'at / 05-01-2018	Analisa Pemikiran koperasi Bung Hatta menurut Perspektif Ekonomi Syari'ah		Puji Afrieni
5				
6	Jum'at / 05-01-2018	Pengaruh Total Pembiayaan Dan Dana Pihak ketiga terhadap Financing to De-		Retno kandi
7		posite Ratio Pada Bank Pembiayaan Rakyat syariah di Indonesia Thn 2012-2015		
8				
9	Jum'at / 05-01-2018	Analisis Peran stakholder Perbankan Syariah sbg Upaya peningkatan kinerja Bank syariah		Saru Reza
10				
11	Jum'at / 05-01-2018	Analisis faktor2 yg mempengaruhi Minat anggota atau Agen utk memilih Bergabung		Mhd. Anggara
12		Pd PT. Herba Penawar Aruwahida Indonesia (HPAI)		
13				
14	Jum'at 05-01-2018	Praktek Jual Beli Sumber mata air sikumbang Dalam Perspektif Ekonomi Islam (Studi Di Desa		Mhd Rizal.
15		Polar sarak kecamatan kampar kabupaten kampar.		

Pekanbaru, 05 - 01 - 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURHASNA
NIM :
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : Pend. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27 April 2018 /Jum	Kesehatan Jiwa dg membentuk karakter dan Implikasinya terdap pend. Islam		Sarina
2				
3	27/4/2018/ Jumat	Pendidikan Karakter Islam berbasis nilai2 kearifan Lokal Melayu Riau		Eri Maria Ulfa
4				
5	27/4 -2018 / Jumat	Nilai2 Pendidikan Islam dalam Novel Api Tauhid karya Habiburrahman AL-Sirazi		Feri Fitria
6				
7	27/4 -2018 / Jumat	Konsep penggaran Iman & Islam sebagai pem bentuk kepribadian Islam dan resensinya		Fixiona tri datara
8		Studi pemikiran (Sidi Gazalwa)		
9				
10	27/4 -2018 / Jumát	Konsep epistimologi pendidikan karakter islami dlm perspektif imam Al-Ghazali (kajian kitab AL-wasiyah)		wahyu
11				
12				
13				
14				
15				

Pekanbaru, 27 April 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Nurhasna
NIM : 21790125733
PROGRAM : PPS UIN Suska Riau
PRODI : Pendidikan Agama Islam
KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Rabu 16/1-1 2019	A comparison between the effect of using spelling bee games (stephens vocabu-		Leni N.
2		lary elaboration strat egy) to increase the students vocabulary mastery of seventh	1	
3		grade at smpn 1 Bantan, Bengkalis Regency		
4		The implementation of English club activity among the students in university of Riau		Ruski M.
5				
6		The effect of using graffity strategy and stu-		Rafika P.
7		dents' prior knowladge of the students' Reading comprehension at the second year of SMA Plus Bina Bangsa Pekanbaru.		
8				
9		Incorporating islamic value into teaching of English (analysis study on English text		Eq. setiawan
10		book " This is the way holistic English		
11		A comparative study using classwide peer		
12		tutoring technique and students' team achievement devisions technique on		sumita Erika
13		reading comprehension at state senior highschool 1 tualang siak.		
14				
15				

Pekanbaru, 16 - Januari 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA :.....
NIM :.....
PROGRAM :.....
PRODI :.....
KONSENTRASI :.....

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	14 /01 / 2015	Students' anxiety in speaking performance,		Tanty Yuniati
2		A case study of MA Darel Hikmah Pekanbaru		
3				
4	14 /01 / 2015	The relationship between students' perfect		Yolanda
5		ion in teaching listening by using		Dita Apri
6		storry telling and Their listening skill		
7		at SMK Permagi Ikasari		
8				
9	14 /01 /2015	The Implementation of scientific approach		Made
10		In teaching English : A case study		cruz fitria
11		at SMA Cendana Pekanbaru		
12				
13	14 01 /2015	The effect of using jigsaw and		Afika
14		level of participation in the class		Rahma.
15		on students' reading comprehension.		

Pekanbaru, 14 Januari 20..15
Direktur,

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NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Nurhasna
NIM : .....
PROGRAM : PAI
PRODI : Bahasa Inggris
KONSENTRASI : Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	18/3 - 2019 Senin.	The Correlation Between learning style & self-efficiency On students' speaking skill		Ella Novi Anjani
2		at SMK Perikanan Provinsi Riau.		
3	Senin, 18/3 2019	The Effect of using Infographic on students' Reading Interest & Students reading		Dian Eka Hertanita
4		Comprehension at SMAN 16 Pekanbaru.		
5	Senin, 18/3 2019	The Effect of using Round Table and Dictogloss Technique on Students' Reading		Husnul Fitriah
6		Writing Ability at Junior High school Rampai Timur.		
7				
8	Senin, 18/3 2019	An analysis of Readability level of Reading Material in Bahasa Inggris Textbook		Dzulhijjah Yeti
9		For First Grade of Senior High school.		
10				
11	Senin - / 18 3 2019	Investigating Pragmatic Competence of Apology and Request: Case Study at		Rafika Sa'adah
12		the Sixth Semester of Institute Education South Tapanuli Padang Sidempuan.		
13				
14				
15				

Pekanbaru, 18 - 3 - 2019
Direktur,

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NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURHASMA
NIM :
PROGRAM : S2
PRODI : PAI
KONSENTRASI : Bend. Bahasa Inggris

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa /09-4-2019	Partisipasi Masyarakat dlm meningkatkan manajemen Pendidikan di SMA Negeri se-kecamatan Bantan kabupaten Bengkalis.		Siti Amina h.
2				
3	Selasa /09-4-19	Meningkatkan manajemen Mutu untuk menarik minat siswa Madrasah Tsanawiyah se Kecamatan Bagan Sinembah		Syafri Dani
4				
5	Selasa /09-4-19	Manajemen dan Supervisi Pendidikan Agama Islam di sekolah Dasar Islam Terpadu Se-kecamatan Enok Hulu kabupaten Kampar		Syafri
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Pekanbaru, 09 April 20.19
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NURHASMA
NIM :
PROGRAM : S2
PRODI : PAI
KONSENTRASI : Pend. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1				
2	10/10 -19 /Kamis	Pengaruh Persepsi dan Partisipasi		
3		masyarakat terhadap pemberdayaan		
4		wakaf Produktif di kota Pekanbaru		
5				
6	10/10 -19 Kamis	faktor - faktor yang mempengaruhi		
7		konsumen membeli makanan dan		
8		restoran halal kota Pekanbaru		
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 10 Oktober 20..19
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Nurhasna
NIM : 21790125733
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDULTESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis. 7/11 2019	Investigating pragmatics of apology		Rafik
2		strategy: A case study of the		
3		Sixth smester English Education		
4		of Institute Pendidikan Tapanuli Selatan,		
5		Padang Sidempuan		
6	Kamis, 7/11 2019	An analysis of readability level of		Dzulhafrah
7		text in English textbook for first		Wati
8		Grade of Senior High School.		
9	Kamis, 7/11 2019	teacher efforts to improve students		Yozi
10		Listening comprehension of SMAN		fernandes
11		1 Taluk kuantan.		
12	Kamis / 7-11-2019	The contribution of part of speech		Husnil
13		knowledge and syntactical comprehension		fadly
14		toward students ability of writing		syafi'i
15		Narrative Essay at English education		

department of UIN Suska Riau

Pekanbaru, 07 - 11 - 2019.
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau

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