THE INFLUENCE OF USING GIVE ONE-GET ONE STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

Composed By

Rizki Amalia
NPM. 1211040037

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2017
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Advisor : Meisuri, M. Pd.
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2017
ABSTRACT

THE INFLUENCE OF USING GIVE ONE - GET ONE STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

By
Rizki Amalia

Reading is one of language skills that should be mastered by the students. In reading the text we can find the knowledge or information that we have never known before. The students’ reading comprehension in SMP Negeri 20 Bandar Lampung is still low. To solve this problem, the researcher applied Give One - Get One strategy. Give One Get One Strategy is a social way for a student to tap into build background knowledge for a text. Through the application Give One - Get One strategy for teaching reading comprehension, the students can find information from text quickly. The objective of this research is to know whether there is a significant influence of using Give One - Get One strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in Academic Year of 2016/2017.

The research methodology used was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each meetings. The researcher took two classes, one class as the experimental class and one class as the control class. In the experimental class, the researcher used Give One - Get One strategy and in the control class the teacher used guided reading strategy. The population of the research was the eighth grade of SMP Negeri 20 Bandar Lampung. The sample of the research was two classes consisting of 32 students for each class. In collecting data, the researcher used instruments in the form of multiple choice questions of descriptive text which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $\text{Sig.} = 0.001$ and $\alpha = 0.05$. It means $H_a$ is accepted because $\text{Sig.} < \alpha = 0.001 < 0.05$. Therefore, there is influence of using the Give One - Get One strategy towards students’ reading comprehension at the first semester of the eighth grade at SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017.

Key words: Give One - Get One Strategy, Reading Comprehension, Quasi Experimental Design
DECLARATION

I am a student with the following identity:

Name : Rizki Amalia

Students’s Number : 1211040037


Bandar Lampung, December 2016

Declared by,

Rizki Amalia
NPM. 1211040037
“Read! In the name of your Lord who has created (all that exists). He has created man from a clot (a piece of thick congealed blood). Read! And your Lord is the Most Generous.”

---

1 Fahd ibn 'Abd al 'Aziz 'Al Sa'ud, *The Noble Qur’an: English Translation of the meaning and commentary* (Madinah, K.S.A: King Fahd Complex), Al- 'Alaq, p.846
DEDICATION

I would like to dedicate this thesis for all my beloved people

1. My beloved parents, Mr. Yunardi Malik and Mrs. Ernati who have already prayed and supported for my success and advise me all the time.

2. My beloved sisters, Melisa Yulianti and Desmala Fitri who always support and cheer me up until the completion of this thesis.

3. All my beloved friends, who always support me to finish this thesis.

4. My lovely almamater, UIN Raden Intan Bandar Lampung which has contributed a lot for my development.
CURRICULUM VITAE

The researcher’s name is Rizki Amalia. She was born in Talang Padang on October 4th, 1994. She is the second child of Mr. Yunardi Malik and Mrs. Ernati. She has one older sister, whose name is Melisa Yulianti and one younger sister, whose name is Desmala Fitri. She lives on Talang Padang, Kecamatan Talang Padang, Tanggamus.

The researcher began her study in TK Aisyiah in 1999. Then she continued in Elementary School at SD Negeri 1 Banding Agung in 2000 and graduated in 2006. She continued her study in Islamic Junior High School at MTs Negeri 2 Talang Padang and graduated in 2009. After that, she continued her study at Islamic Senior High School at MAN 1 Pringsewu and graduated in 2012. After finishing her study in MAN, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State university of Islamic Studies Raden Intan Lampung.
ACKNOWLEDGEMENT

Alhamdulillah, thanks to Allah the Almighty, for blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad SAW who brought us from the darkness to the lightness. This thesis entitled “The Influence of Using Give One Get One Strategy Towards Students Reading Comprehension in Academic Year of 2016/2017” is handed in as compulsory fulfillment of the requirement for S1– degree of English study program at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies Raden Intan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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3. Rohmatillah, M.Pd, the great Co-advisor who has always patiently guidance and spent countless time that has been given to the researcher to finish this thesis.

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7. Her special and beloved friends, Renita Sari, Puput Yulianawati, and Frilly Amalia G.A who have given contribution to accomplish this thesis and all of friends in English Education Program 2012.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, December 2016
The Researcher,

Rizki Amalia
NPM. 1211040037
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A. Background of the Problem

Reading is one of daily activity. Through reading, people are able to get knowledge, information, idea, problem solution and pleasure. We cannot avoid reading because we always find reading materials everywhere through magazine, newspaper, academic books, fiction or nonfiction book and novel.

Moreover, reading is not only as source of information and a pleasurable activity but also as a means consolidating and extending one’s knowledge of the language. It means that reading is an important activity in many language classes, not only as source of information and a pleasurable activity, but also as a means consolidating and extending one’s knowledge of the information. Reading is also the important skill in teaching learning. According to Teixeira, “reading is a key language skill that has a significant place in the teaching and learning of foreign languages”. It means that reading has important place in teaching and learning of foreign language.

As we know reading is part of English skill and English has been learned by Indonesian students to develop the competence to communicate in oral and written form until reaching the level of informational literally and to access science. It means that through reading, the

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students can develop the competence to communicate in oral and written to get information of knowledge.

According to Heilman *et al*, ”reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language”.

Furthermore, readers should interact and interpret with reading material to get information from the text. But in fact, most of students still get difficulties in reading to get the information from the texts. Besides, finding the details, finding the main idea, and making inference from the text. In addition, as a result the students gets difficulty in retelling or in transferring the information from the text.

Moreover, many students become frustrated when they have difficulties in reading the target language. There is no attractive teaching strategy that focuses on teaching of reading comprehension because in teaching reading the teacher only asks the students to read the text and answer the comprehension question provided in the book. As a result, the students tend to have poor reading skill. The failure of students in comprehending the reading texts can be influenced by many factors. It may be caused lack of students’ background knowledge about the topic of a text that is going to be studied, they have lack of vocabulary, and also they are lazy to read the text.

Based on the preliminary research, the researcher obtained data by interviewing the teacher, Yenti, S.Pd the English teacher of SMP Negeri 20 Bandar Lampung. She said that there were various factors that might cause the failure in teaching learning reading process. The

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problem is that the students are lazy either to search the meaning of new vocabulary or comprehend the text.\textsuperscript{6} It could be seen from the daily score in reading. The score is displayed in the following table.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|}
\hline
No & Score & The number of students & Percentage \\
\hline
1 & $\geq 72$ & 165 & 34.96\% \\
2 & $< 72$ & 307 & 65.04 \% \\
\hline
Total & & 472 & 100\% \\
\hline
\end{tabular}
\caption{The Students’ Score of Reading Test at the First Semester of Eighth Grade of SMP Negeri 20 Bandar Lampung in Academic Year 2016/2017}
\end{table}

Based on the table above, there were 165 students out of 472 students that passed based on criteria of minimum mastery (KKM) and there were 307 students failed. In this case, the standard score of KKM in SMP Negeri 20 Bandar Lampung is 72 and there were many students who got score under 72. Hence the most of the students are still difficult in comprehending reading text.

Moreover, by interviewing the English teacher in SMP Negeri 20 Bandar Lampung, the researcher knew that the English teacher did not apply interesting strategy that involved students interaction in the classroom to get the best result. The teacher only gives a little explanation about material in front of the classroom and then asks student to do the reading exercises. After that the teacher evaluates the students’ worksheet to get the students’ score. Because the teacher did not use attractive strategy and there is no interaction among students, so many students were lazy and passive to do reading activities in classroom.

\textsuperscript{6} Yenti, The English Teacher in SMP Negeri 20 Bandar Lampung, \textit{An Interview for Preliminary Research}, (January 11\textsuperscript{th}, 2016), Unpublished
Besides doing the interview with the teacher, the researcher also interviewed some students. It was found that most of the students had assumption that English is hard subject so the students were lazy to paid attention to the teacher in the classroom. In reading subject, the students felt bored because the activity in the classroom is monotonous and they also felt difficult to understand the text so the students cannot get the information from the text. Most of the time, they ended up getting stress because they were having a hard time understanding the main idea of what they read. It can be assumed that, they did not know and confused what they have read.

Thus, the teacher should use strategy that can develop the reading comprehension. Give One Get One strategy is one of the teaching strategies that can be used in teaching to develop the students’ reading skill. According to Zwiers, “Give One Get One strategy is a strategy which a social way for a student to tap into build background knowledge for a text”. The students are not only silent in the class, but also they are sharing the ideas to get information. On the other word, their way how to get the meaning of the text can be taught interestingly since students can practice to read it not only more in theory. Finally and hopefully, teaching reading can be successful.

Give One Get One Strategy is effective to be implemented in teaching learning reading comprehension. It has been revealed by previous research conducted by Arbiansyah in

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7 The Eighth Grade Students in SMP Negeri 20 Bandar Lampung. *An Interview for Preliminary Research*, (January 11th, 2016), Unpublished.
2014 entitled “The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension on Narrative Text of the Second Year at SMA Negeri 12 Pekanbaru.” The result of the research showed that there was significant progress for the students in reading comprehension of narrative text taught using Give One Get One strategy. It can be proved by the difference of mean score of post test in experimental group and control group. From the data showed that the reading of narrative text taught using Give One Get One strategy is categorized as excellent.9 Thus, Give One Get One strategy works well to develop students’ reading comprehension.

Based on the background above, the researcher is interested in doing a research entitled “The Influence of Using Give One Get One Strategy Toward Students’ Reading Comprehension at the First Semester of the Eighth Grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017.”

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems of this research as follow:

1. Commonly students feel lazy to read the text reading.

2. The students are still have difficulties in finding main idea.

3. The teacher’s strategy was less attractive in teaching reading.

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9 Kelvin Arbiansyah, The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension in Narrative Text of the Second Year at SMA N 12 Pekanbaru, A Thesis of S1 Degree English Education of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, Available at: (http://repository.uin-suska.ac.id). Accessed on February 2nd, 2016
C. Limitation of the Problem

Based on the identification above the researcher focused on the use of Give One - Get One Strategy towards students’ reading comprehension on descriptive text at the first semester of the eighth grade students at SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017. In this research, the researcher used descriptive text in Give One Get One strategy because there is material using descriptive text based on syllabus in the eighth grade. The topics are place, thing and people. This material is based on the syllabus at the first semester of the eighth grade of junior high school.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem is:

“Is there a significant influence of using Give One - Get One Strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017?”

E. Objective of the Research

Based on the formulation of the problem, the objective of this research was to find out whether there is a significant influence of using Give One - Get One strategy towards students’ reading comprehension.

F. Significance of the Research

1. For the researcher

   It is hoped that the result of the research will be useful and to improve the knowledge about teaching reading using Give One - Get One strategy.
2. For the teacher
   To give information to the English teacher about using Give One - Get One strategy in teaching reading.

3. For the students
   To give motivation to the students that they can improve their reading comprehension by using Give One Get One strategy.

G. Scope of the Research

The scope of the research can be set as follows:

1. Object of the Research
   The object of research was the use of Give One-Get One Strategy towards students’ reading comprehension.

2. Subject of the Research
   The subject of research was the eighth grade students at SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017.

3. Place of the Research
   This research was conducted at SMP Negeri 20 Bandar Lampung.

4. Time of the Research
   The research was conducted in the first semester in the academic year of 2016/2017.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Reading

a. Concept of Reading

Reading is an activity to get ideas or information from a text. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.\(^\text{10}\) It means that in reading the reader should combine their own background of knowledge and information of the text to get the idea and meaning from text. According to Nuttal, reading is a process that involves transforming meaning from mind to mind, transforming the information or message from the writer to the readers.\(^\text{11}\) In other word, the reader tries to transform meaning from the words they have read in order to get message and information from writer.

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, magazine and novels.\(^\text{12}\) It means that reading is a way for the reader to know and get the meaning from a passage or text. According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has

\(^{10}\) David Nunan, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2003), p. 68
\(^{11}\) Christine Nuttal, *Teaching Reading Skills In Foreign Language*, (Oxford: Heinemann, 1989), p.18
to work out the significance of these messages. It means that the reader should focus when they read so that they can get the meaning. Moreover, reading is an important activity in life with which one can update his/her knowledge. It means that reading is very important for our daily activity because after reading we can get new information, get science and knowledge.

Based on explanation above, the researcher concludes that reading is an active process to get meaning or information from printed page or written language shared by the writer. Reading process also needs the reader background knowledge to build the readers’ comprehension. By reading, the reader will know what they read and the ideas of the writer. Reading is also important in our daily activity. Through reading, we can get new information, knowledge and information about world development.

b. Concept of Reading Comprehension

Reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they brings to the text (previous knowledge, strategy use and skill) as well as variables related to the text its self (interest in text, understanding of text type). It means that reading comprehension is interaction between readers with the text and reader also relate the idea from the text to prior experience and their knowledge.

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14 M. F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)*, (Jaipur: Sunrise Publisher, 2008), p. 113
In reading a text, the readers have purpose to get information and understand about the text, and the readers can get message from the text. According to Simarmata, reading comprehension is the ability to read text, process it and understand its meaning.\(^\text{16}\) It means that reading comprehension is the reader ability to comprehend text to get meaning from text. According to Savage, reading comprehension is cognitive activity, the ability to derive meaning and understanding from printed language.\(^\text{17}\) In other word, reading comprehension is the reader ability to derive and understanding from printed language.

Brown says that there are some aspects that commonly used in measuring student’s reading comprehension, they are:

1) Main idea (topic sentence)
2) Expression/ idiom/ phrase in context
3) Inference (implied detail)
4) Grammatical feature
5) Detail (scanning for a specifically stated detail)
6) Excluding facts not written (unstated detail)
7) Supporting idea
8) Vocabulary in context.\(^\text{18}\)

In other words, reading comprehension is the ability to understand information from the text. The reader should be careful reading in order to understand the total meaning of passage. In this research, the researcher measured students’ reading comprehension in main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided in the form of test by the presearcher.

Based on the explanation above, the researcher concluded that reading comprehension is the ability to derive and understand information from text. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students’ reading comprehension in finding main idea, expression/phrase/idiom, what is inferred, grammatical feature, a specifically stated detail of the passage, excluding facts not written, and difficult vocabularies from context provided.

c. Concept of Teaching Reading

Teaching is a process to transfer knowledge. Brown states teaching is showing of helping someone to learn how do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.\(^\text{19}\) It means that teaching is sharing knowledge, giving instruction, guiding in the study to build students knowledge and to find information in learning process. Teaching reading is teacher’s way to make the

students understand about the text. According to Hibbard, teaching reading is a complex process involving decoding skills, fluency and reading comprehension. It means that teaching reading is a process with involving decoding skill and reading comprehension.

The goal of teaching reading is to develop students’ skill that they can read English text effectively and efficiently. In addition, comprehending the text well is also one of the reading goals. Teaching reading for English teacher can be the main lesson to help students how to comprehend English texts easily. In teaching reading, the teacher must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

1) Reading is not passive skill.

2) Students need to be engaged with what they are reading.

3) Student should be encouraged to respond to the content of reading text, not just to the language.

4) Prediction is a major factor in reading.

5) Match the task to the topic.

6) Good teachers exploit reading texts to the full.

It means that teaching reading is not stuck activity. Students must enjoy in the reading process. As the teacher, we must pay attention how to increase reading text in classroom because teaching reading needs more than only reading text.

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Based on the explanation above, teaching reading is the teacher’s way to make the students understand about the text. The teacher can give instruction to the students to learn how to comprehend English texts easily and develop students’ skill that they can read English text effectively. Thus, they will know or understand something in reading. In addition, as the teacher we also must pay attention how to increase reading text in classroom.

2. Concept of Genre of Text

Text is a meaningful linguistic unit in a context. It means that text is a unit with a meaningful linguistic in a context. While genre of text is a type of writing that provides systematic linguistics and characteristic lexicogrammatical features. The genres are described in school and non-school environment. These genres arose in social interaction to fulfill human social purposes. As the result, genre of text is a type of writing that provides systematic and characteristic feature and also has in social interaction to fulfill human social purpose. According to Gerot and Wignel classify the genre of text into thirteen types, they are:

a) Spoof

Spoof is a text to retell an event with a humorous twist.

b) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c) Report

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Report is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

d) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

f) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g) Narrative

Narrative is text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h) Procedures

Procedures is a text to describe how something is accomplished through a sequence of actions or steps.

i) Description

Description text is a text to describe a particular person, place or things.

j) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or not be the case.

k) Explanation
Explanation text is a text he processes involved in the formation or workings of natural or sociocultural phenomena.

1) Discussion

Discussion text is a text to present two points of view about an issue.

m) Reviews

Reviews is a text to critique an art work for a public audience.24

Based on explanation above, the researcher concludes that genre of text is a type of writing that provides systematic and characteristic feature and also has in social interaction to fulfill human social purpose. Generic structure and language feature dominantly used, text are divided into several type. They are narrative, descriptive, spoof, recount, and etc. In this research, the researcher only focuses on descriptive text.

3. Descriptive Text

a. Concept of Descriptive Text

Descriptive is one kind of genres of text. According to Wardiman, descriptive text is a text that describes the features of someone, something or a certain place.25 It means that descriptive is a text describes the features of something like person, place or things. Siahaan states that description is a text containing two components, identification and description by

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which describes a person, an animal, or place.\textsuperscript{26} It means that descriptive text has two component which describe about people, place or animal.

Moreover, Gerot says that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or other.\textsuperscript{27} It means that the purpose of descriptive text is a text which used to describe something, someone, or a place. Basically, the purpose of a descriptive text is providing information. Thus, it helps the reader to imagine what the text is about. Pardiyono states that descriptive text gives description from the living or non living things to the reader.\textsuperscript{28} In other word, descriptive text can tell an object that is still alive and not. The social function of descriptive text is to describe a particular person, place or thing.

Based on the explanation above, the researcher concludes that descriptive text is a text which describes something and includes of the characteristic of something, someone, or somewhere. It tells the readers with detail information can help them to imagine and to describe in their mind about what the content of the text. Descriptive text also has social function that is to describe a particular person, person or thing.

b. Generic Structure of Descriptive text

Generic structure is the part of explaining the descriptive text to identify the object. Descriptive text has two parts of generic structures. They are:

\begin{itemize}
\item \textsuperscript{26} Sanggam Siahaan, \textit{Op.Cit.} p.89
\item \textsuperscript{27} Linda Gerot and Peter Wignell, \textit{Op.Cit.} p. 193
\item \textsuperscript{28} Pardiyono, \textit{Op.Cit.} p. 32
\end{itemize}
1) Identification is a general opening statement in the first paragraph which identifies phenomenon to be described.

2) Description is series of paragraph about the subject which describes parts, qualities, characteristics. 29

Based on the explanation above, the researcher concludes that descriptive text consist of two generic structures which are identification to introduce the object and description is to describe characteristics, parts and qualities. By identifying the general structure of the text, it can make the reader easier to understand of the text.

**c. Grammatical Features of Descriptive Text.**

According to Anderson, there are three grammatical features in descriptive text. They are: verbs in the present tense, adjectives to describe the feature of the subject, topic sentences to begin text and organize the various aspects of description. 30 In other statement, Sanggam mentions that grammatical pattern which is used in descriptive text are focus on specific participant, using attributive and identify process, using epithets and classifiers in nominal groups and using present tense. 31

Based on the statement above, the researcher concludes that descriptive text has the grammatical features which support the form of a descriptive text. They are:

1) Use specific participant.

2) Use of attributive and identifying processes.

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3) Use relational process to describe characteristics of thing or people.

4) Use of descriptive adjective to describe the feature of the object, topic sentences to begin text

5) Use simple present tense.

**d. Example of Descriptive Text**

Here is the example of descriptive text.

<table>
<thead>
<tr>
<th><strong>Headline or Title:</strong></th>
<th>The Sea Eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification:</strong></td>
<td>There is an eagle nesting on the tree top near my grand parent’s house in Pangandaran. It was a sea eagle.</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.</td>
</tr>
</tbody>
</table>

*Source: English in Focus for Grade VIII Junior High school (SMP/MTS)*

**Figure 1**

Example of Descriptive Text

4. **Give One Get One Strategy**

   **a. Concept of Give One Get One Strategy**

   Give One Get One is a strategy with a social way for students to tap into and build background knowledge for a text”. It is similar to a brainstorm session but has more
communicative twist.\textsuperscript{32} It means that Give One Get One strategy is a kind of strategy which can build background knowledge through a social way. According to Preszler, Give One Get One is allowed struggling students to gather new knowledge and information about a content topic.\textsuperscript{33} It means that the students should gather new knowledge and information about the text. According to Judy, Give One Get One strategy is a strategy used to initiate physical movement to promote students to think divergently and to generate many ideas quickly.\textsuperscript{34} It means that the students do not only read the text but also move to share and collect the information to other students to get new the information. Thus, the students can get many ideas from text quickly.

Moreover, this strategy emphasizes interaction between students. The students have the same role and function to share their knowledge with other students. According to Lim in Chersia’s journal, he explains Give One Get One is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It also stimulates the students before they share the idea in the classroom.\textsuperscript{35} The statement is supported by Sejnos in novita’s journal, he says that Give One Get One is a strategy that helps develop or activate students’ schema for a given topic by stimulating their background knowledge through social interaction among their community of

\textsuperscript{32} Jeff Zwiers, \textit{Building Reading Comprehension Habits in Grades 6-12}.(New York: International Reading Association Inc, 2004), p. 74
\textsuperscript{33} June Preszler, \textit{Strategies to Help Struggling Readers Grade 4-12}, (Black Hills Region 7:South Dakota Department of Education , 2005), p. 22
\textsuperscript{34} Commander Judy, \textit{Effective Teaching Strategies and Tools, Strategies and Tools}, (New York: Clayton County Public Schools, 1997), p. 4
learners.\textsuperscript{36} It means that Give One Get One strategy allows the students to engage in discussion with group or peers. It is also stimulates the students before they share the idea in the classroom. In addition, through Give One Get One strategy, the students can share their idea or opinion based on their background knowledge. Give One Get One strategy can help students to be more active in reading because they have to do social interaction with their teacher and their classmates. In their community, the students can get new information and also the students will deliver their information for other students in their community.

Based on the statements above, the researcher concludes that Give One Get One is a strategy where the students can get information from their friends’ thought and share the information from their own thought. The students will share each other about a topic being discussed. Thus, the students can get many ideas from the text quickly.

b. Procedures of Give One Get One Strategy

Some steps of Give One Get One strategy in classroom, they are:

1. The teacher selects a topic from the content being studied.

2. Provide students with Give One Get One worksheet. Students fold a piece of paper in half lengthwise to form two columns and write, “Give One” at the top of the left-hand column and “Get One” at the top of the right-hand column.

3. The teacher poses a question or a topic with multiple answers and gives a time limit.

4. The teacher asks students list as many things as they know in the “Give One” column.

5. After making the list, the teacher asks students to stand up and circulate through the room and find a partner to exchange their idea.

6. After finding a new partner, each student gives one and gets one idea. Write the idea they got in the “Get One” column of their worksheet.

7. The pairs separate, raise their hand, find a new partner and repeat step 6-7.

8. When students have complete giving one and getting one, the teacher asks them to return to their seats and share with the class the idea they heard from other students.37

Based on the explanations above, it can be concluded that Give One Get One strategy makes the students active in the class, the students gather the information from the texts not only from their knowledge from the text but also from the other students. So, the students are not only silent in the class, but also they are sharing ideas to get information and the students also get information from text quickly. In addition, the researcher conducted the research by allowing those steps. The main purpose of the process is to make the students easier in understanding the text.

c. Teaching Reading Comprehension through Give One Get One Strategy

Procedures of teaching reading comprehension through Give One Get One on the classroom are as follow:

Pre-activities

1. The teacher greets the students.

2. The teacher checks the attendance list.

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37 Jeff Zwiers, Op Cit, p.74
3. The teacher gives explanation to the students about the material to be learn.

While-activities

1. The teacher selects a topic from the content being studied.

2. Provide students with Give One Get One worksheet. Students fold a piece of paper in lengthwise to form two columns and write, “Give One” at the top of the left-hand column and “Get One” at the top of the right-hand column.

3. The teacher poses a question or a topic with multiple answers and gives a time limit.

4. The teacher asks students list as many things as they know in the “Give One” column.

5. After making the list, the teacher asks students to stand up and circulate through the room and find a partner to exchange their idea.

6. After finding a new partner, each student gives one and gets one idea. Write the idea they got in the “Get One” column of their worksheet.

7. The pairs separate, raise their hand, find a new partner and repeat step 6-7

8. When students have complete giving one and getting one, the teacher asks them to return to their seats and share with the class the idea they heard from other students.

Post-activities

1. The teacher concludes what she had taught and asks the students about their difficulties in learning reading comprehension.

2. The teacher give motivation students to more active in the class.

d. Advantages and Disadvantages of using Give One Get One Strategy
Give One Get One strategy is a strategy which can make learning easier. However, there are some the advantages and disadvantages of using Give One Get One strategy, they are as follows:

1) The Advantages of using Give One Get One Strategy

Give One Get One strategy has advantages in teaching learning. The general advantages of Give One Get One strategy are to motivate students and to make students interacting with other students because students has to work together doing activities. Give One Get One strategy helps to build positive relationships among students, give students the experiences they need for healthy social, psychological, cognitive development, and students are expected get motivation and can interact with other students in teaching reading.

According to Preszler, Give One Get One allows struggling students to gather new knowledge and information about a content topic. Since students share information and question each other, all students in the classroom regardless of ability levels can reap positive rewards from this strategy.\textsuperscript{38} Judy states that Give One Get One strategy is a strategy used to initiate physical movement to promote students to think divergently and to generate many ideas quickly.\textsuperscript{39} According to Zwiers, Give One Get One strategy has advantage to make the students to be able to share each other what they already know about a certain topic.\textsuperscript{40} Thus, from the theories above, the researcher includes that the advantages of Give One Get One are:

\textsuperscript{38} Ibid.  
\textsuperscript{39} Commander Judy, \textit{Op. Cit}, p.4  
\textsuperscript{40} Jeff Zwiers, \textit{Op.Cit}, p. 80
a) Helping to make students interacting with other students because students has to work together doing activities.
b) The students can find information from text quickly.
c) The students can find information and learn from other students.
d) Helping to activate students’ prior knowledge

2) The disadvantage of Give One Get One Strategy

Judy implies some disadvantages of using Give One Get One strategy are:
a) Give One Get One Strategy needs more time for discussion.
b) Division of the group in pairs and sharing between students making less conducive.  

Based on the explanation above, the researcher concludes that to solve those disadvantages, the teacher should control the class well with circulate around the room and provide information or ideas to those struggling to come up with any of their own and the teacher also should manage the time well. So, the class will be more conducive and the students will be more enthusiast with the lesson.

5. Guided Reading Strategy

a. Concept of Guided Reading Strategy

Guided Reading is a teaching strategy can assist with developing students' comprehension. They help students navigate reading material, especially difficult chapters or nonfiction reading. Students respond to a teacher-created written guide of prompts as they read an

41 Commander Judy, *Loc.Cit*,
assigned text. Guided Reading help students to comprehend the main points of the reading and understand the organizational structure of a text. In other words, guided reading help students navigate reading material and comprehend the text. Moreover, guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. It means that, this strategy provides differentiated teaching that supports students in developing reading proficiency.

Based on the explanation above, the researcher concluded that guided reading is a teaching strategy that can help the students to understand and comprehend the text. Moreover, this strategy also provides differentiated teaching that supports students in developing reading proficiency.

b. Procedure of Guided Reading Strategy

Some steps of guided reading strategy in classroom, they are:

1. The teacher selects a text that will be just right to support new learning.
2. The teacher introduces the text to scaffold the reading but leaves some problem.
3. Students read the entire text softly or silently.
4. The teacher invites students to discuss the text, guiding the discussion and lifting the students’ comprehension.
5. The teacher makes explicit teaching point and grounded in the text.

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6. The teacher provide explicit teaching to help students become flexible and efficient in solving words.\textsuperscript{44}

c. eaching Reading of using Guided Reading

Procedures of teaching reading comprehension through Guided Reading on the classroom are as follow:

Pre-activities

1. The teacher greets the students.
2. The teacher checks the attendance list.
3. The teacher gives explanation to the students about the material to be learn.

While-activities

1. The teacher selects a text that will be just right to support new learning.
2. The teacher introduces the text to scaffold the reading but leaves some problem.
3. Students read the entire text softly or silently.
4. The teacher invites students to discuss the text, guiding the discussion and lifting the students’ comprehension.
5. The teacher makes explicit teaching point and grounded in the text.
6. The teacher provide explicit teaching to help students become flexible and efficient in solving words.

Post-activities

\textsuperscript{44} Iskandar Syahputra, \textit{Op.Cit.} p.5
1. The teacher concludes what she had taught and asks the students about their difficulties in learning reading comprehension.

a. Advantages and Disadvantages of using Guided Reading

The advantages and disadvantages of using guided reading, they are as follows:

a. The Advantages of using Guided Reading Strategy
   
a) Guided reading helps the students to comprehend the text.

   b) It helps guided students through what they are about to read, and helps students monitor their comprehension while reading.

   Based on the explanation above, guided reading makes the students easier to comprehend and helps students monitor their comprehension while reading.

b. The Disadvantage of using Guided Reading Strategy
   
a) Time constrains can also have detrimental on guided reading.

   b) The students will feel bored when students have to do the work by themselves.\(^{45}\)

   Based on the expalanation above, the researcher concluded that to solve disadvantages, the teacher should allocate sufficient time to ensure that all students have sufficient individual attention during the session. Another thing can be done by the teacher is making the convenient teaching learning process.

\(^{45}\textit{Ibid.}\)
B. Frame of Thinking

Reading is a process of getting information from the text. It is not easy to understand the text, we need background knowledge and logical thinking to understand it. By reading, we can get a lot of information, knowledge, and enjoyment. In teaching reading, the teacher should use the appropriate strategy to make the students more interest and understand about the text. One of the appropriate strategy that can be used in teaching reading is Give One Get One Strategy. This strategy can make the students more active in the class, the students gather the information from the texts not only from their knowledge from the text but also from the other students. By gathering students’ knowledge that have been gained from the text and asking the student’s experience, the students will understand the text easier, the teacher also will teach easier because the activity will make the students busy and interested. Thus, the students are not only read the text to get the information, but also they are share the ideas to get the information. Based on the statement above, the researcher concludes that Give One Get One strategy will be effective in teaching reading and give the influence instudents’ reading comprehension.

C. Hypothesis

Based on the theoritical assumption above, the researcher formulates the hypothesis as follows:

H_a : There is a significant influence of using Give One Get One strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017.
H₀: There is no significant influence of using Give One Get One strategy toward students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study’s internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on dependent variable.\(^{46}\) The researcher used the experimental design because the purpose to investigate the influence of using Give One - Get One strategy towards student’s reading comprehension.

In experimental design, the researcher used quasi-experimental research design. Creswell states that quasi-experimental include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.\(^{47}\) The researcher selected two classes as experimental class and one class as a control class.

The variety of quasi experimental designs, which can be divided into two main categories, there are pretest and postest, posttest-only.\(^{48}\) In this research, the researcher used pre-test and post-test. The researcher applied the pre-and post-test design approach to a quasi experimental design. The researcher assigned intact groups the experimental and control

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treatments, conducts experimental treatment activities with the experimental only, and then administers a postest to assess the differences between the two groups. A variation on this approach, similar to the true experiment, uses only a posttest in the design.\textsuperscript{49} The research design of the research is illustrated as follows:

Table 2  
Pretest and Posttest Design

<table>
<thead>
<tr>
<th>Select Control Group</th>
<th>Pre-Test</th>
<th>No Treatment</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Experimental Group</td>
<td>Pre-Test</td>
<td>Experimental Treatment</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher used two classes as the sample of this research consisting of experimental class and control class. The experimental class was taught by using Give One - Get One strategy as a treatment, whereas in the control class was taught by using guided reading strategy. In this research, the students were given pre-test to both classes before the treatment to know the students' early achievement in reading comprehension. The post-test was given to know their reading comprehension after the treatment is done. The pre-test and post-test was conducted for experimental class and control class.

B. Variables

Variable is the characteristic of individual, object, event that can be counted.\textsuperscript{50} There are two variables in this research, namely independent variable and dependent variable. Independent variable is the major variable which is investigated. It is variable that is selected, manipulated, and measured in research. While dependent variable is the variable

\textsuperscript{50} Suharsimi Arikunto, \textit{Dasar-dasar Evaluasi Pendidikan}, (Jakarta: Bumi Aksara, 2006), p.135
which is observed and measured to determine the effect of the independent variable. The variable of the research were follows:

1. The independent variable is Give One - Get One strategy (X)
2. The dependent variable is students’ reading comprehension (Y)

**C. Operational Definition of Variable**

The operational variables in this research were as follows:

1. Give One - Get One strategy is a strategy for reading comprehension where the students can get information from their friends’ thought and share the information from their own thoughts. The students will share each other about a topic being discussed. Thus, the students can get many ideas from the text quickly.

2. Students’ reading comprehension is their ability to derive and understand information from text. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students’ reading comprehension in finding main idea, expression/phrase/idiom, what is inferred, grammatical feature, a specifically stated detail of the passage, excluding facts not written, and difficult vocabularies from context provided.
D. Population, Sample, and Sampling Technique

1. Population

A population is defined as all members of any well-defined class of people, events or objects.\textsuperscript{51} The population of this research was the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017. In condition of the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017 can be seen in the following table.\textsuperscript{52}

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>11</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>VIII E</td>
<td>12</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>VIII F</td>
<td>13</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>7</td>
<td>VIII G</td>
<td>15</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>VIII H</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>VIII I</td>
<td>10</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>VIII J</td>
<td>11</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>VIII K</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>12</td>
<td>VIII L</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>VIII M</td>
<td>9</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>VIII N</td>
<td>11</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>170</td>
<td>257</td>
<td>427</td>
</tr>
</tbody>
</table>

Source: Documentation at the eighth grade students of SMP Negeri 20 Bandar Lampung in academic year 2016/2017.

\textsuperscript{52} Documentation at the eighth grade students of SMP Negeri 20 Bandar Lampung in academic year 2016/2017. (Bandar Lampung, 2016), unpublished.
2. Sample

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.53 The sample of this research was two classes. One class as the experimental class, which the students were taught by using Give One - Get One strategy, and one class as a control class, which the students were taught by using guided reading strategy used by the teacher.

3. Sampling Technique

In this research, the researcher applied cluster random sampling technique because the population was in the group. Cluster random sampling is similiar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual.54 As Hadi states that in cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure cluster random sampling can use lottery, ordinal and randomly.55

The researcher used lottery to determine the sample. There were three procedures to take the classes as sample :

a) The first, the researcher made of a kind of lottery

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54 Ibid, p. 94.
b) Second, the researcher provided 14 pieces of small paper which each piece was the name of each class, then the researcher rolled them up and put them into a glass.

c) Third, the glass was shaken and the researcher took two pieces of the paper.

d) The last, the first paper as the experimental class and the second one as control class.

   The class VIII C as experimental class and the class VIII D as control class.

E. Data Collecting Technique

In this research, the researcher used the data which were taken from:

1. Pre-test

   Pre-test was conducted to know the students’ reading comprehension before the treatment. It was done in control class and experimental class to find out the students’ reading comprehension before treatment.

2. Post-test

   Post-test was conducted to know the students’ reading comprehension after the treatment. It was done in control class and experimental class. Post-test was conducted in the experimental class after they were taught by using Give One - Get One strategy in order to know whether there was significant influence of using Give One - Get One strategy and post-test conducted in the control class in order to measure the students’ reading comprehension after treatment by using guided reading strategy.

F. Instrument of Research
An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study. In this research, the researcher used test as an instrument to collect the data. The kinds of this test used for the reading comprehension test, the researcher was made two instruments; they were pre-test and post-test. The instrument was multiple choice test. Each instrument consists of 40 questions with 4 options (a,b,c and d). The specification of test for pre-test and post-test items before validity test as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>Subject</th>
<th>Distribution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Odd</td>
<td>Even</td>
</tr>
<tr>
<td>1</td>
<td>Main Idea</td>
<td>3, 11, 19</td>
<td>16, 24, 40</td>
</tr>
<tr>
<td>2</td>
<td>Expression/phrase/idiom</td>
<td>1,33</td>
<td>10,28</td>
</tr>
<tr>
<td>3</td>
<td>Inference (implied detail)</td>
<td>7, 27</td>
<td>6,20,30</td>
</tr>
<tr>
<td>4</td>
<td>Grammatical Features</td>
<td>23,29,35,</td>
<td>2,8,26</td>
</tr>
<tr>
<td>5</td>
<td>Detail (scanning for specifically stated detail)</td>
<td>5,31,</td>
<td>12,14,36</td>
</tr>
<tr>
<td>6</td>
<td>Excluding facts not written (unstated detail)</td>
<td>13,17, 39</td>
<td>4,22</td>
</tr>
<tr>
<td>7</td>
<td>Supporting idea</td>
<td>25,37</td>
<td>18,34,</td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary in context</td>
<td>9,15,21</td>
<td>32,38,</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Based on the previous table, it can be concluded that there were 40 questions for pre-test and post-test before validity with main idea are 6 items consisting of 3 odd numbers and 3 even numbers; the items with expression/phrase/idiom are 4 items consisting of 2 odd

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numbers and 2 even numbers; the items with inference are 5 items consisting of 2 odd numbers and 3 even numbers, the items with grammatical feature are 6 items consisting of 3 odd numbers and 3 even numbers; detail are 5 items consisting of 3 odd numbers and 5 even; excluding facts not written are 5 items consisting of 3 odd numbers and 5 even numbers; supporting idea are 4 items consisting of 2 odd numbers and 2 even number; vocabulary are 5 items consisting of 2 odd numbers and 3 even numbers. The total of the pre-test and post-test items before validity are 40 items with 20 odd numbers and 20 even numbers.

<table>
<thead>
<tr>
<th>NO</th>
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<th>Distribution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Odd</td>
<td>Even</td>
</tr>
<tr>
<td>1</td>
<td>Main Idea</td>
<td>7,9</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Expression/phrase/idiom</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Inference (implied detail)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Grammatical Features</td>
<td>11,17</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Detail (scanning for a specifically stated detail)</td>
<td>14,18</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Excluding facts not written (unstated detail)</td>
<td>19</td>
<td>2,</td>
</tr>
<tr>
<td>7</td>
<td>Supporting idea</td>
<td>13</td>
<td>8,16</td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary in context</td>
<td>5,15,</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the previous table, it can be concluded that there were 20 questions for pre-test after validity with main idea are 3 items consisting of 2 odd numbers and 1 even numbers; the items with expression/phrase/idiom are 2 items consisting of 1 odd numbers and 1 even
numbers; the items with inference are 2 items consisting of 1 odd numbers and 1 even numbers; the items with grammatical feature are 3 items consisting of 2 odd numbers and 1 even numbers; detail are 2 items consisting of 2 even; excluding facts not written are 2 items consisting of 1 odd numbers and 1 even numbers; supporting idea are 3 items consisting of 1 odd numbers and 1 even number; vocabulary are 3 items consisting of 2 odd numbers and 1 even numbers. The total of the pre-test items after validity are 20 items with 10 odd numbers and 10 even numbers.

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Distribution</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Odd</td>
<td>Even</td>
</tr>
<tr>
<td>1</td>
<td>Main Idea</td>
<td>5</td>
<td>8,10</td>
</tr>
<tr>
<td>2</td>
<td>Expression/phrase/idiom</td>
<td></td>
<td>4,14</td>
</tr>
<tr>
<td>3</td>
<td>Inference (implied detail)</td>
<td>13,17</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammatical Features</td>
<td>3,19</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Detail (scanning for a specifically stated detail)</td>
<td>15</td>
<td>2,20</td>
</tr>
<tr>
<td>6</td>
<td>Excluding facts not written (unstated detail)</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Supporting idea</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary in context</td>
<td>7,11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Based on the previous table, it can be concluded that there were 20 questions for post-test before validity with main idea are 3 items consisting of 1 odd numbers and 2 even numbers; the items with expression/phrase/idiom are 2 items consisting of 2 2 even numbers; the items with inference are 2 items consisting of 2 odd numbers; detail are 3 items consisting
of 1 odd numbers and 2 even; excluding facts not written are 2 items consisting of 1 odd numbers and 1 even numbers; supporting idea are 2 items consisting of 1 odd numbers and 1 even number; vocabulary are 2 items consisting of odd numbers and 1 even numbers. The total of the post-test items after validity are 20 items with 10 odd numbers and 10 even numbers.

G. Scoring Procedure

The researcher used formula to get the score of students’s work. The ideal high score was 100. The score of pre-test and post-test calculated by using following formula:

\[ S = \frac{r}{n} \times 100 \]

Notes:
- \( S \) = The score of the test
- \( r \) = The total of the right answer
- \( n \) = the total items

Based on the formula above, it can be concluded that to calculate the score of the test, the researcher divided the total right answer of the students from the test items with the total tests items and multiplied it with 100. The result of the calculation used as the real score of the students’ pre-test and post-test.

H. Research Procedure

There were three steps in research procedure, they were:

1. Planning

   Before the researcher applying the research procedure, the researcher made some plans to run the application well. There were some steps that should be planned by the researcher. The procedure can be seen as follows:
a. Determining the subject of the research

The subject of the research was the students at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017.

b. Preparing try out

The researcher prepared a kind of test (called try-out test) that would be given to the students. The researcher prepared the try-out for pre-test and post-test. The total number of test is 40 questions. Then, the researcher evaluated the test items to get good items that were tested in pre-test and post-test.

c. Preparing Pre-test

The researcher prepared pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determined the material to be taught to the students. The theme of material about descriptive that was divided into describing place, describing animal, and describing people. These materials were based on syllabus at the first semester of the eighth grade.

e. Preparing Post-test

The researcher prepared a kind of test (called post-test) that would be given to the students. The post-test was given to know the students’ reading comprehension after being given the treatment. The test was multiple choice consisted of 20 questions with 4 options (a,b,c, and d).
2. Application

After making the planning, the researcher tried to apply the research procedure that had already been planned. There were some steps in doing this research, they were:

a. In the first meeting, the researcher gave the try-out.

This test was multiple choice consist of 40 items with 4 options (a,b,c and d). Try-Out test gave in class VIII A and VIII B to evaluated the test items before used to pre-test and post-test items.

b. In the second meeting, the researcher gave pre-test

This test was multiple choice with 4 options (a,b,c and d). The total of the test items consisted of 20 questions with 4 options (a,b,c, and d). The number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that were used in the pre-test. This test was given in experimental class (VIII C) and control class (VIII D).

c. In the third meeting, the researcher conducted the treatment

After giving the pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control class, the teacher conducted the treatment by using guided reading, while in the experimental class the researcher gave the treatment by Give One - Get One strategy. Both control and experimental class were given three treatments.

d. In the last meeting, the researcher gave the post-test

The test was multiple choice with 4 options (a,b,c and d). The total of the test items consisted of 20 questions with 4 options (a,b,c, and d). The number of the test items was
determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that was used in the pre-test. This test gave in experimental class (VIII C) and control class (VIII D).

3. Reporting

The last point that was done in this research procedure was reporting. They were:

a. Analyzing the data received from try-out test
b. Analyzing the received from pre-test and post-test
c. Making a report based on the findings.

I. Validity and Reliability of Test

1. Validity of the Test

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.⁵⁷ In this research, there were several aspects considered to measure validity of a test, they were:

a) Content Validity

Content validity concern whether the test is good reflection of the materials that need to be tested or not. Content validity refers to instrument that is parallel with the matter that will be measured.⁵⁸ Because in this research the test used to measure students’ reading comprehension in descriptive text of the eighth grade of junior high school, the test

given to the students is the test can measure student’s reading comprehension in descriptive text which is based on school curriculum. To know whether the test has a good validity, the items of the test has been discussed with the expert.\textsuperscript{59} (Yenti, S.Pd as the English teacher of SMP Negeri 20 Bandar Lampung). Based on consultation with the English teacher considered the aspects of instrument on validity form (see appendices 4 and 5).

b) Construct validity

Construct validity is kind of logical validity that observed from composition, framework or invention. The result of the test that has construct validity whether the test will be observed from their composition can appropriately describe a construction in psychological theory.\textsuperscript{60} It means that construct validity refers assumption, showing the measurement used contains correct operational definition which based on the theoretical concept. To know whether the test has a good construct validity, the items of the test was consulted to the English teacher of SMP Negeri 20 Bandar Lampung.

c) Item validity

The researcher gave some questions to know valid or not the questions that was given to the students. The item validity used to measure the validity of the test items. The researcher gave the tryout of the test to students from the different sample. The researcher gave the try out for pre-test and post-test that was taken from two classes

\textsuperscript{59} Ag. Bambang Setiyadi, \textit{Op. Cit}, p.23
\textsuperscript{60} Anas Sudijono, \textit{Dasar-Dasar Evaluasi Pendidikan} (Jakarta: Raja Grafindo Persada, 2012), p. 185
which consisted 62 students in VIII A consist 30 students and VIII B consist of 32 students, try out for pre test was held on November 7th and try out for post-test held on November 8th, 2016. The number of items were 40 items. Then, the researcher evaluated the test item use ANATES to calculate the data obtained from the try out to find out the item validity of each item. The result of the item try out for pre-test and post-test were: from 40 items of try out pre-test there were 20 item was valid. There were number: 1, 4, 6, 9, 10, 11, 16, 18, 19, 20, 25, 29, 31, 32, 34, 35, 36, 39, 40. In post-test items, there were 20 invalid items and from 40 items of try out for post-test there were 20 items were valid. There were numbers: 1, 3, 4, 6, 7, 8, 10, 12, 13, 17, 19, 21, 23, 24, 25, 29, 35, 36, 39, 40 (appendices18 and 19).

2. Reliability of the Test

According to Arikunto, reliability shows that an instrument can be believed enough to be used as a tool of data collecting when the instrument has been good.\textsuperscript{61} In this case, the reliability of the test was calculated by using Anates. Anates is application program capable of calculating the analysis for multiple choice and essay of items quickly, easily and accurately.\textsuperscript{62} It means that Anates is used to calculate the reliability of the test for multiple choice and essay of items quickly, easily and accurately. The criteria of reliability as follows:

\textsuperscript{61} Suharsimi, Arikunto, \textit{Op.Cit.} p. 221

0.800 – 0.1000 = Very high  
0.600 – 0.800 = High  
0.400 – 0.600 = Medium  
0.200 – 0.400 = Low  
0.000 – 0.200 = Very low.\textsuperscript{63}

From the criteria of reliability before, it can be concluded that the result of reliability for pre-test had high reliability since it amounted to 0.70 and the result of post-test had very high reliability because it amounted to 0.82. It means that reliability of the test in the research were reliable. (appendices 18 and 19).

J. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistic parametric tests to produce accurate results, the assumption underlying them such as normality and homegeity test must be satisfied.

\textsuperscript{63} Bambang Setiyadi, \textit{Op.Cit}, p.167
a. Normality

The normality test is used to measure whether the data in the experimental class and control class are normally distribute or not. In this research, statistical computation by using SPSS (*Statistical Package for the Social Sciences*) of version 16 is used for normality test. The test of normality employed are Kolmogorov Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

\[ H_0: \text{The data are normality distributed.} \]
\[ H_a: \text{The data are not normality distributed.} \]

The criteria of acceptance or rejection of hypothesis for normality test are as follows:

- \( H_0 \) is accepted if \( \text{sig.} > \alpha = 0.05 \)
- \( H_a \) is accepted if \( \text{sig.} < \alpha = 0.05 \)

b. Homogeneity Test

After the normality test, the researcher did the homogeneity test. Homogeneity test used to know whether the data is homogenous or not. In this research, the homogeneity was calculated with statistical computation by using SPSS (*Statistical Package for the Social Sciences*) of version 16. The test of homogeneity employing Levene statistic test.

The hypothesis for the homogeneity tests are:

- \( H_0 = \text{data have homogenous variances} \)
- \( H_a = \text{data have no homogenous variances} \)
The criteria of acceptance or rejection of hypothesis for homogeneity test are as follows:

\( H_0 \) is accepted if sig. > \( \alpha = 0.05 \)

\( H_a \) is accepted if sig. < \( \alpha = 0.05 \)

c. Hypothetical Test

The researcher used the quantitative analysis to know whether there is significant influence of Give One Get One strategy toward students reading comprehension or not. In this case, statistical computation by using SPSS (Statistical Package for the Social Sciences) of version 16 was used for hypothetical test. The purpose of using SPSS of version 16 in this case is for practicality and efficiency in the study.

The hypotheses formulas are:

\( H_a : \) there is a significant influence of teaching reading comprehension by using Give One - Get One towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017.

\( H_0 : \) there is no significant influence of teaching reading comprehension by using Give One - Get One towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the Academic Year of 2016/2017.

While the criteria acceptance or rejections of hypothesis are:

\( H_a \) is accepted if sig. < \( \alpha = 0.05 \)

\( H_0 \) is accepted if sig. > \( \alpha = 0.05 \)
CHAPTER IV
RESULT AND DISCUSSION

A. Result of the Research

1. Result Pre-test in Experimental Class

The researcher administered pre-test in experimental class on Wednesday, November 9\textsuperscript{th}, 2016. The pre-test was administered in order to know students’ reading comprehension before the treatments given. It can be seen from the pre-test score of students’ reading comprehension in experimental class. After the data were analyzed, the result showed that the mean score of pre-test in experimental class was 57.50. The score of the students tested in pre-test could be seen in figure 2.

![Figure 2](image)

Figure 2
The Result of Pre-test in Experimental Class
Based on figure 2, it could be seen that from 32 students, 1 student got score 40, 3 students got score 45, 4 students got score 50, 7 students got score 55, 9 students got score 60, 4 student got score 65, 4 students got score 70.

<table>
<thead>
<tr>
<th>N</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>57.50</td>
</tr>
<tr>
<td>Median</td>
<td>60.00</td>
</tr>
<tr>
<td>Mode</td>
<td>60</td>
</tr>
<tr>
<td>Variance</td>
<td>62.903</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>7.93</td>
</tr>
<tr>
<td>Minimum</td>
<td>40</td>
</tr>
<tr>
<td>Maximum</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 7
The Result of the Pre-test in Experimental Class

Based on table 7, it could be seen that N of pre-test in experimental class was 32, mean was 57.50, median was 60.00, mode was 60, variance was 62.903, standard deviation was 7.93, minimum score was 40, maximum score was 70. It showed students’ reading comprehension before they got the treatments. (See Appendix 22).

2. Result of Post-test in Experimental Class

The researcher administered the post-test in order to know the students’ reading comprehension after the treatments given. The post-test was conducted in the experimental class on Thursday, November 24th, 2016. It can be seen from the post-test score of students’ reading comprehension in the experimental class. After the data were analyzed, the result showed that the mean score of the post-test in the experimental class was 70.62. The score of post-test can be seen in Figure 3.
Based on figure 3, it could be seen that from 32 students, there were 1 student got score 45, 1 student got score 50, 2 students got score 55, 2 students got score 60, 1 student got score 65, 3 students got score 70, 11 students got 75, 9 students got score 80; 1 student got score 85, 1 student got score 90. It means that there 10 of students, numbers did not passed criteria of minimum mastery (KKM) and 23 of students’ numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMPN 20 Bandar Lampung is 72.
### Table 8

The Result of Post-test in Experimental Class

<table>
<thead>
<tr>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
<td>72.50</td>
</tr>
<tr>
<td>Median</td>
<td>75.00</td>
</tr>
<tr>
<td>Mode</td>
<td>75.00</td>
</tr>
<tr>
<td>Variance</td>
<td>106.452</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>1.031</td>
</tr>
<tr>
<td>Minimum</td>
<td>45</td>
</tr>
<tr>
<td>Maximum</td>
<td>90</td>
</tr>
</tbody>
</table>

Based on table 8, it could be seen that N of post-test in experimental class was 32, mean of was 72.50, median was 75.00, mode was 75.00, variance was 106.452, standard deviation was 1.031, minimum score was 45, maximum score was 90. It showed students’ reading comprehension after they got the treatments. (See Appendix 24).

3. Result of Pre-Test in Control Class

The researcher administered pre-test in control class on Wednesday, November 9th, 2016. The pre-test was administered in order to know students’ reading comprehension before the treatments given. It can be seen from the pre-test score of students’ reading comprehension in control class. After the data were analyzed, the result showed that the mean score of pre-test in control class was 56.56. The score of the students tested in pre-test could be seen in Figure 4.
Based on figure 4, it could be seen that from 32 students, there were 3 students got score 40, 1 student got score 45, 4 students got score 50, 9 students got score 55, 8 students got score 60, 4 students got score 65, 3 students got score 70.

Based on table 9, it could be seen that N of pre-test in control class was 32, mean of was 56.56, median was 55.00, mode was 55, variance was 66.835, standard deviation was 8.17525, minimum score was 40, maximum score was 70. It showed students’ reading comprehension before they got the treatments. (See Appendix 21).
4. Result of Post-test in Control Class

The researcher administered the post-test in order to know the students’ reading comprehension after the treatments given. The post-test was conducted in the control class on Thursday, November 24th, 2016. It can be seen from the post-test score of students’ reading comprehension in the control class. After the data were analyzed, the result showed that the mean score of the post-test in the control class was 64.38. The score of post-test can be seen in Figure 5.

![Figure 5](image.png)

**Figure 5**
The Result of Post-test in Control Class

Based on figure 5, it could be seen that from 32 students, there were 1 student got score 45, 2 students got score 50, 3 students got score 55, 9 students got score 60, 7 students got score 65, 4 students got score 70, 4 students got score 75, 3 students got score 80. It means that there were 24 of students’ numbers did not passed criteria of minimum mastery (KKM)
and 12 of students’ numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in 20 Bandar Lampung is 72.

<table>
<thead>
<tr>
<th>Table 10</th>
<th>The Result of Post-test in Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>32</td>
</tr>
<tr>
<td>Mean</td>
<td>64.53</td>
</tr>
<tr>
<td>Median</td>
<td>65.00</td>
</tr>
<tr>
<td>Mode</td>
<td>60.00</td>
</tr>
<tr>
<td>Variance</td>
<td>82.838</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>9.10152</td>
</tr>
<tr>
<td>Minimum</td>
<td>45</td>
</tr>
<tr>
<td>Maximum</td>
<td>80</td>
</tr>
</tbody>
</table>

Based on table 10, it could be seen that N of post-test in control class was 32, mean of was 64.53, median was 65.00, mode was 60.00, variance was 82.838, standard deviation was 9.10152, minimum score was 45, maximum score was 80. It showed students’ reading comprehension after they got the treatments. (See Appendix 23).

B. Result of Data Analysis

1. Fulfillment of the Assumption

   a. Result of Normality Test

   1) The hypotheses for normality test formulated as follows:

   \[ H_0 = \text{the data have normal distribution} \]

   \[ H_a = \text{the data do not have normal distribution} \]

   2) The test criteria:

   \[ H_0 \text{ was accepted if } \text{Sig.} > \alpha = 0.05 \]

   \[ H_a \text{ was accepted if } \text{Sig.} < \alpha = 0.05 \]
Table 11
The Normality Test of Experimental and Control Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Control</td>
<td>.145</td>
<td>32</td>
</tr>
<tr>
<td>Experimental</td>
<td>.152</td>
<td>32</td>
</tr>
</tbody>
</table>

Based on the table 10, it can be seen that \(\text{Sig. (p-value)}\) for experimental class was 0.060 and \(\text{Sig. (p-value)}\) for control class was 0.192. Because \(\text{Sig. (p-value)}\) of experimental class > \(\alpha\) 0.05. It means that \(H_0\) is accepted. The conclusion is that the population is in the normal distribution. It is calculated based on the gain of the experimental and control class. (See Appendix 25).

b. Result of Homogeneity Test

1) The hypotheses are:
   
   \(H_0 = \text{The variance of the data are homogenous}\)
   
   \(H_a = \text{The variance of the data are not homogenous}\)

2) The criteria of the test are as follows:

   \(H_0\) is accepted if \(\text{Sig (p-value)} > \alpha = 0.05\)

   \(H_a\) is accepted if \(\text{Sig (p-value)} < \alpha = 0.05\)
Table 12
The Result Homogeneity Test

<table>
<thead>
<tr>
<th>Score Based on Mean</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.877</td>
<td>1</td>
<td>462</td>
<td>.176</td>
</tr>
</tbody>
</table>

Based on the results obtained in the test of homogeneity test of variances in the column, it could be seen that $\text{Sig. (Pvalue)} = 0.176 > \alpha = 0.05$. It demonstrated that $H_0$ was accepted because $\text{Sig. (Pvalue)} > \alpha = 0.05$. It means that the variance of the data were homogenous. (See Appendix 26).

c. The Result of Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data were analyzed by using independent sample test in order to know the significance of the treatment effect.

a. The hypotheses were:

$H_a =$ there is influence of using Give One - Get One Strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bndar Lampung in the academic year of 2016/2017.

$H_0 =$ there is no influence of using Give One - Get One Strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bndar Lampung in the academic year of 2016/2017.

b. The criteria of the test are as follows:

$H_a$ is accepted if $\text{Sig. (p-value)} < \alpha = 0.05$

$H_0$ is accepted if $\text{Sig. (p-value)} > \alpha = 0.05$
Table 13
The Result of Hypothetical Test

<table>
<thead>
<tr>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.604</td>
<td>62</td>
<td>.001</td>
</tr>
</tbody>
</table>

Based on the results obtained in independent sample t-test in Table 4.7, that the value of significant generated $\text{Sig. (Pvalue)} = 0.001 < \alpha = 0.05$. It means that, $H_a$ is accepted and $H_o$ is rejected. Based on the computation, it could be concluded that there was Give One - Get One Strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2016/2017. (See Appendix 27).

C. Discussion

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

Based on the result of the pre-test before Give One - Get One strategy was implemented, the students reading comprehension was lower. After Give One - Get One strategy was implemented, students reading comprehension was higher than before. After getting the treatments and post-test was conducted, it was found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score in
The experimental class had a mean score of 57.50 on the pre-test, and the mean score of the control class was 56.56. The mean score of the students' post-test in the experimental class was 72.50, while the mean score of the students' post-test in the control class was 64.53. This indicates that the greatest improvement occurred in the experimental class. Based on the calculation of the independent sample test, the significance value ($P$-value) was 0.01, with $\alpha = 0.05$. This means that $H_0$ is rejected and $H_a$ is accepted. It means that the treatments had an influence using the Give One Get One strategy towards students’ reading comprehension.

After the researcher analyzed the pre-test and post-test scores, the researcher used the data to find the gain score. The gain score was calculated by subtracting the pre-test score from the post-test score. The gain score was then used to analyze the data's normality test score and showed that the data were normal. After the normality test, the researcher analyzed the data's homogeneity test based on gain score and showed that the data were homogeneous. Based on Table 4.5, the normality test result showed that $P$-value for the control class was 0.86, and for the experimental class, it was 0.60, with $\alpha = 0.05$. This means that $P$-value $> \alpha$ and $H_0$ is accepted. Based on Table 4.6, the homogeneity test result based on the mean was 0.176, with $\alpha = 0.05$. This means that $P$-value $> \alpha$ and $H_0$ is accepted. The conclusion is that the data have the same variance or are homogeneous. The gain of the experimental and control class is calculated based on the results obtained in Table 4.7, it is clear that the value of significant generated $P$-value or $P_{(2-tailed)}$ of the equal variance assumed $= 0.001$, and $\alpha = 0.05$. This means that $P$-value $< \alpha = 0.05$. So, $H_0$ is rejected, and $H_a$ is accepted.
Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis \( (H_0) \) is refused and alternative hypothesis \( (H_a) \) is accepted. It means that the treatments had influence of using Give One - Get One strategy towards students’ reading comprehension at the first semester of the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2016/2017 and alternative hypothesis is accepted. It had been supported in previous research conducted by Arbiansyah about The Effect of Using Give One Get One Strategy on Students’ Reading Comprehension on Narrative Text of the Second Year at SMA Negeri 12 Pekanbaru. The result of previous research showed that there is significantly progress for students reading comprehension taught using Give One - Get One strategy. This strategy made students interesting in learning reading comprehension. The students not only read the text but they are also share the information what they got from the text to other students. Moreover, Judy states that Give One - Get One strategy is a strategy used to initiate physical movement to promote students to think divergently and to generate many ideas quickly. This strategy is one of good strategy to improve the learning process to be more active by giving some of tasks that by the students in pair and share the information to find the information of the text easier and quickly. Therefore, it can be concluded that Give One- Get One strategy is one of good strategies in motivating students in learning English, especially improve students’ in reading comprehension.

From the explanation above, it can be concluded that there was influence of using Give One - Get One strategy towards students’ reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in academic year of 2016/2017.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws some conclusion as follows: There was a significant influence of using the Give One -Get One strategy towards students’ reading comprehension. Because by seeing the result of the data calculation in previous chapter where null hypothesis (H₀) was rejected, and alternative hypothesis (Hₐ) was accepted, it means that, Give One -Get One strategy can give a significant influence towards students’ reading comprehension. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in independent sample test table where the Sig. (2-tailed) is 0.003. It is lower than α = 0.05 and it means that H₀ is rejected and Hₐ is accepted. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment (Give One - Get One strategy) as a strategy in teaching reading comprehension. It can be proved from the hypothesis test in the hypothesis Hₐ was accepted and H₀ was rejected.
B. Suggestion

Based on the result of the research that was conducted, the researcher would like to give some suggestions of this research as follows:

1. For the Teacher
   a. The teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students’ attention in learning English, especially in reading.
   b. The teacher should be able to find many ways to improve students’ reading comprehension and able to apply it.
   c. In this research, the researcher suggests the English teachers can apply Give -One Get One strategy as one of the ways in teaching reading comprehension because it can help the students in comprehending the text easier.

2. For the Students
   a. The students should be more concentrate and active in learning English. Never give up in learning English and practice it as much as possible even with their friends or teachers.
   b. The students should have motivation to learn English in order to improve their English ability
   c. The students should be able to identify their need in learning, they can choose the way of learning that seems to be more compatible for them.
3. For Further Research

In this research, the researcher focused on the influence of using Give One Get -One strategy towards students’ reading comprehension. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards English skills and components such as listening, speaking, reading, writing or reading ability.
REFERENCES


Team of Five. 2006. *Improving Reading Skill in English*. Jakarta: Kencana.


**Internet Sources:**


Appendix
Appendix 1

The Result of Interview with the English Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How long have you been teaching English?</td>
<td>I have been teaching English here since 2005</td>
<td>The teacher has taught English for 11 years</td>
</tr>
<tr>
<td>2.</td>
<td>How is the criteria of minimum standard (KKM) in English Lesson?</td>
<td>The criteria of minimum standard (KKM) of the school is 72</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>What are the problem that you face in teaching English?</td>
<td>The problem is the student’s motivation to learn English is still low, because they say that English is difficult.</td>
<td>The students had assumption English is hard subject.</td>
</tr>
<tr>
<td>4.</td>
<td>What are the problem that you face in teaching reading?</td>
<td>The problem is lack of student’s vocabulary, they are lazy either to search the meaning of new vocabulary or comprehend the text.</td>
<td>Commonly students feel lazy to read the text reading.</td>
</tr>
<tr>
<td>5.</td>
<td>What strategy/ technique that you use to teach reading comprehension?</td>
<td>I just taught reading comprehension with give explanation about material in front of the classroom and then asks</td>
<td>The teacher did not use specific strategy to teach reading comprehension.</td>
</tr>
<tr>
<td>Student to read the text and to do the reading exercises. If the students get difficulties in vocabulary, I ask the students to open their dictionary. And finally, I evaluate the students worksheet to get the student’s score. The technique is three phase technique</td>
<td>And the teacher did not use attractive strategy. And the teacher use three phase technique</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 28

Documentation of the Research at SMP Negeri 20 Bandar Lampung

Process of treatments using Give One Get One strategy

The researcher explained about how the procedure Give One Get One strategy and how to applied this strategy and the researcher also explained about descriptive text and then asked the students to read the text.

After that, the researcher provided students with Give One Get One worksheet and gave questions about the text. Then, the researcher asked the students list their answer in the “Give One” column.
After making the list, the researcher asked students to stand up and circulate through the room and find a partner to exchange their idea.

Have students write any new information what they got from these discussions in the “Get One” column of their lists, along with the name of the person who gave them information. Students should rotate around the room, talking to two or three partners.
After several minutes, have students regroup and the researcher asked the students to share with the class the ideas they got from other students.
Process of pre-test and post-test in experimental class.