



**THE EFFECT OF USING POP-UP BOOKS ON THE EIGHTH  
GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT**

**THESIS**

**By**

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**2019**



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Presented as a Partial Fulfillment of the Requirement to Obtain the Degree of S1  
of the English Language Education Study Program, Language and Arts Education  
Department,  
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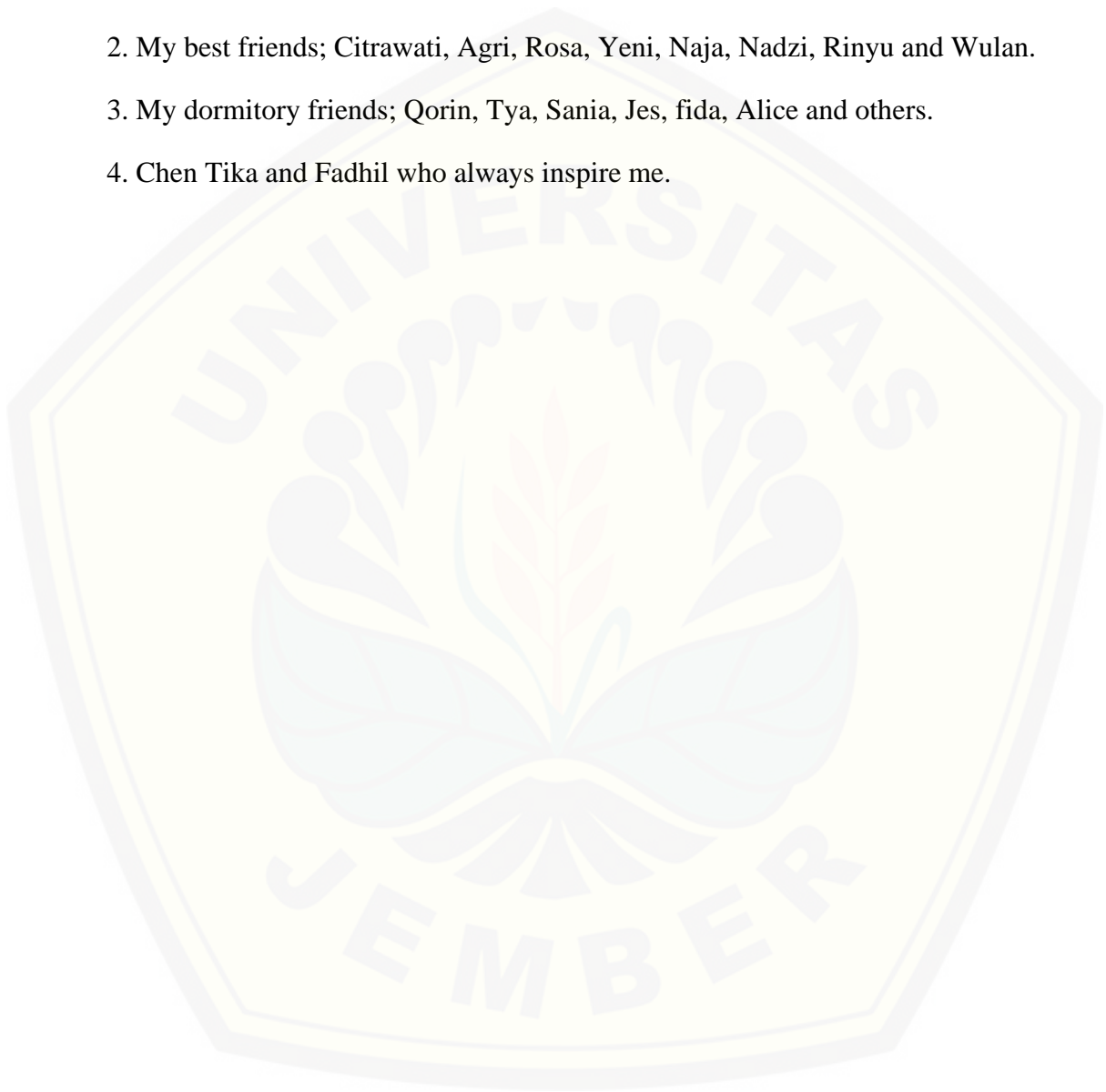
**JEMBER UNIVERSITY**

**2019**

## DEDICATION

This thesis is dedicated to:

1. My father Drs. Burhanul Arifin, my mothers; Inayati (RIP) and Siti Aminah, my sisters; Lida, Fita, and Nabila, my brother Riza.
2. My best friends; Citrawati, Agri, Rosa, Yeni, Naja, Nadzi, Rinyu and Wulan.
3. My dormitory friends; Qorin, Tya, Sania, Jes, fida, Alice and others.
4. Chen Tika and Fadhil who always inspire me.



**MOTTO**

*“Reading is essential for those who seek to rise above the ordinary”*



**(Jim Rohn)**

**APPROVAL SHEET**

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**STATEMENT OF THESIS AUTHENTICITY**

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In the name of Allah the most gracious and the most merciful. Praise be to Allah, the Almighty, who has given the writer mercies and blessing. May peace and blessing be upon to prophet Muhammad SAW.

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2. The Chairperson of the Language and Arts Education Department;
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Finally, the writer realizes therefore, that this thesis is far from being perfect and still need suggestion and correction. Receiving criticism and suggestion is a great pleasure for me in order to develop this research. Hopefully, this thesis may give advantages to all.

Jember, 2 December 2019

The writer



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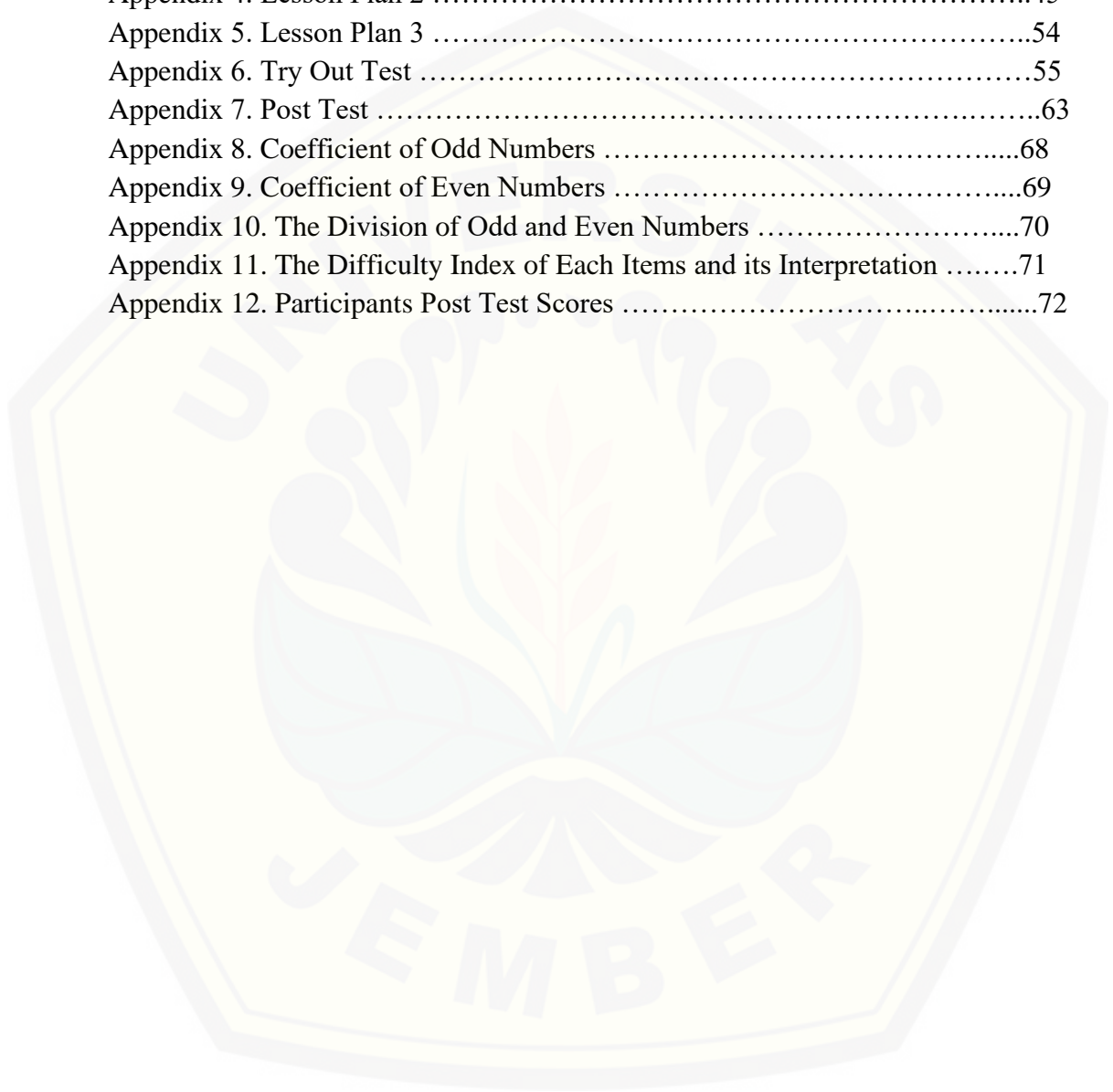
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## SUMMARY

**The Effect of Using Pop-up Books on the Eighth Grade Students' Reading Comprehension Achievement; Ulfatul Mazidah Arifin; 150210401092; 2019; 72 pages; English Language Education Study program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.**

Reading is one of the four language skills in English. The English teacher of SMPN 9 Jember taught English mainly based on text book. The English teacher also never uses any media in teaching and learning process except single pictures. Therefore, the students' scores in reading is still low.

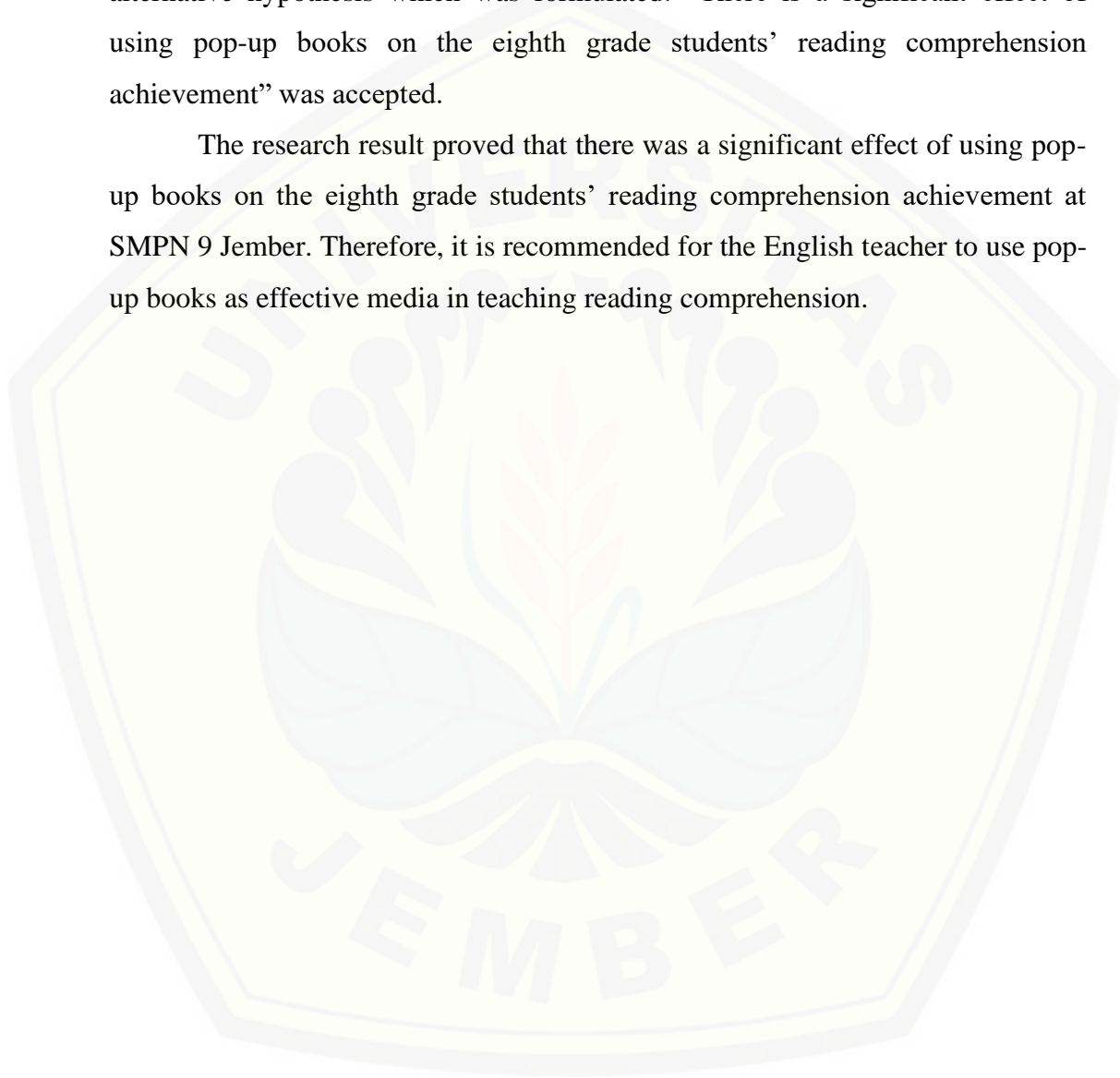
To solve the problem above, the teacher can use media in teaching learning activities. The researcher then decided to use pop-up books as the teaching media to facilitate students to understand the descriptive text easily. Besides, they can motivate students' passion for learning English and help the teacher to get students' attention to the lesson. The use of pop-up books is also interesting for them because they have three dimensional effects and colorful.

This experimental research was intended to investigate the effect of using pop-up books on the eighth grade students' reading comprehension achievement at SMPN 9 Jember in the 2019/2020 academic year. The population of this research was all of the eighth grade students of SMPN 9 Jember. The research participants were determined based on the result of students' homogeneity test scores by using ANOVA formula, in which the result showed that the population of the research was homogeneous so that the experimental and the control groups were determined by using lottery. The number of the participants was 64 students, consisting of 32 students of VII-A as the experimental group that was taught reading by using pop-up books and 32 students of VII-B as the control group that was taught reading by using using pictures.

The data of this research were collected from the students' scores of reading comprehension achievement test, interview and documentation. Then, the researcher analyzed the result of the test by using t-test formula. Based on the calculation of data analysis, it was proven that the use of pop-up books affected

significantly on the eighth grade students' reading comprehension achievement at SMPN 9 Jember in the 2019/2020 academic year. It could be seen from the value of significance that was less than 0.05 (0.004) with the significant interval of 95% which indicated that the result of t-test analysis was significant. Therefore, the alternative hypothesis which was formulated: "There is a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement" was accepted.

The research result proved that there was a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement at SMPN 9 Jember. Therefore, it is recommended for the English teacher to use pop-up books as effective media in teaching reading comprehension.





## CHAPTER 1. INTRODUCTION

This chapter presents some topics related with the research problem. They are research background, research problem, research objective, and research contribution.

### 1.1 Research Background

English is a language that is spoken by many people in the countries around the world. It is supported by Richards and Rodger (1986:1) who state that “English has become the most widely studied foreign language today”. So, it can be seen that English is the most often studied language around the world.

In Indonesia, English is taught in any educational stages, including in junior high school. The purpose of teaching English in junior high school is to develop four basic communication skills; listening, speaking, reading, and writing. According to Harmer (2001:246) speaking and writing are called productive skills because they involve language production. Meanwhile, reading and listening are called receptive skills, considering that they involve learners in receiving the messages.

The length of the text given to the students of junior high school is about 150-200 words. Although reading is the most common skill taught to the students, their comprehension is still low. It is because reading activities given by the teacher are mainly based on text books. The teacher at SMPN 9 Jember has never used any media except single pictures. According to Shannon and Samuel (1985) pop-up books are engaging, as they can hold young learners’ attention and have two-three dimensional effect that will be interesting. An English teacher has to use certain interesting media, such as pop-up books in order to attract students’ attentions.

Pop-up books have visual aids that can attract students’ attention to read easily and interestingly. Some researchers also conducted a study about pop-up books. Ahmadi *et. al* (2017) studied that the use of pop-up books was effective in teaching and learning process. Some researchers (Sari & Ulya, 2017; Susilo,



Sujadi & Indriati, 2018) even developed their own pop-up books. Some others also used pop-up books as the final project of the program (Ruggiero, 2017). Rahmawati *et. al* (2018) also said that pop-up books help students in reading comprehension. In addition, pop-up books as the sensory stimuli can help students construct reading context (Ma & Wei, 2015). However, from those researchers, using pop-up books in junior high school has never been done before.

From the background above, the researcher used pop-up books in teaching reading comprehension to conduct a research entitled “The Effect of Using Pop-up Books on the Eighth Grade Students’ Reading Comprehension Achievement.”

## **1.2 Research Question**

Based on research background, the research question is formulated as follows: “Is there any significant effect of using pop-up books on the eighth grade students’ reading comprehension achievement?”.

## **1.3 Research Objective**

Based on the formulation of the research question above, the research objective is formulated as follows: “To know whether or not there is a significant effect of using pop-up books on the eighth grade students’ reading comprehension achievement”.

## **1.4 Research Contribution**

### **1.4.1 Empirical Contribution**

The result of this research can be reference for future researchers, especially for those who are interested in dealing with the use of pop-up books in reading comprehension or other language skills.

### **1.4.2 Practical Contribution**

The result of this research can be an alternative medium or variation in teaching reading comprehension. English teachers can use pop-up books as their daily teaching and learning media in the classroom.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter is intended to discuss the theories related to the research topic. The discussion includes reading comprehension achievement, pop-up books, previous studies and the research hypothesis.

### 2.1 Reading Comprehension Achievement

Reading is gaining information from what we read. According to Smith (2004) reading is an act of communication in which information is transferred from a transmitter to a receiver. It means that after reading, the readers must get the message from the text that they read. Reading is also an active skill where students not only read the text but also guess, predict, check and ask oneself question (Grellet, 1981:8).

In terms of reading comprehension, Grellet (1981:3) states that reading is understanding a written text and extracting the required information from the text as efficiently as possible. It also means that reading comprehension is understanding the explicit and the implicit information from the text.

According to Hughes (2003:12-13) achievement is related to a test to discover how successful individual students, groups of students, or the courses themselves have been in achieving the objective of a course. Thus, achievement is defined as how much the students comprehend the subject and is measured by using a test.

Therefore, it can be concluded that reading comprehension achievement is a measurement of how far students understand the text. In this research, reading test was given in the form of written test containing indicators measured, namely: word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

## 2.2 Pop-up Books

A pop-up book is a kind of movable books. Crupi (2016:25) mentions that there are many kinds of movable books: the ones having moving elements of support (volvella, revolving picture etc), images held together by tabs (peep show book or tunnel book), picture creating the illusion of movement (a flip book), a three dimensional effect (pop-up, scenic book, stand up, V-fold, toy book, action book, etc). He also gives the definition of movable books as man-made books created for particular functions; educational, play, etc, containing mechanical device and system (the paper pages that add 2 or 3 dimensional, kinetic, and visual effects). To sum up, a pop-up book is a kind of movable book that has three dimensional effect and function in education.

According to Sarlatto (2016:89), a pop-up book is a material object with a form and language containing movable elements; using mechanism to animate the images by pulling on cardboard, transforming the back support into a three dimensional structure, and paper components that are fixed to the pages but can be lifted in order to create unexpected three dimensional effect. A pop-up book also becomes a communicative space; in that case, it conveys messages and stories in vivid and likely manner (Lee, *et. al*, 1996:21).

According to Ma & Wei (2015:4), pop up books contain page turning, holes, pull and twist, three dimensional effect. It is also emphasizing and stimulating readers' imagination, cognitive ability and visual experiences to enhance reading interest and achieve interactive learning.

From those experts' idea, it can be concluded that a pop-up book is a material object that has mechanism that contains of page turning, folds, and has three dimensional effect. It also gives the readers figure of the story in order to understand the text easily.

Pop-up books often exhibit various layouts and are published using various multimedia and textures to directly expose young learners to sensory stimuli; sensory receptors that can receive information from outside the body such as visual, acoustic, and tactile stimuli (the sense of touch), thus facilitating young

learners' reading (Briggs & Elkind, 1973). The sensory stimuli are facilitating young learners' reading as the appearance of pop-up books gives information through the visual and young learners can also touch the pop-up books, where tactile stimuli are also good for learning. For example pop-up books can be used to achieve the goals of improving concentration.

According to Shannon and Samuels (1985) pop-up books provide some unique features; they are popular among young learners, engaging, and hold young learners' attention because they use two dimensional devices to stimulate three dimensions. Moreover, pop-up books present interesting cognitive challenges for students. Students will be curious of the text as the pop-up books look. They provide stimuli for oral, artistic, reading and writing production. The text in the pop-up books gives students written and oral stimuli in reading and in retelling story. The appearance of pop-up books is artistic and it can give students idea to build their own stories in writing. Hence, it can be said that pop-up books will help students understand the nature of literacy, and organize their thoughts to produce explicit meaning of the text.

There are many kinds of pop-up books. Rubin (2013) states that there are three kinds of pop-up books; pop-up book with pattern of  $90^\circ$ ,  $180^\circ$ , and  $360^\circ$  degree. Pop-up book with pattern  $90^\circ$  means the appearance of the picture is  $90^\circ$  Here are the examples of the types pop-up books:



Figure 1. Pop-up book with pattern  $90^\circ$

(westread.blogspot.com)





Figure 2. Pop-up book with pattern  $180^{\circ}$   
(culvercitycrossroads.com)

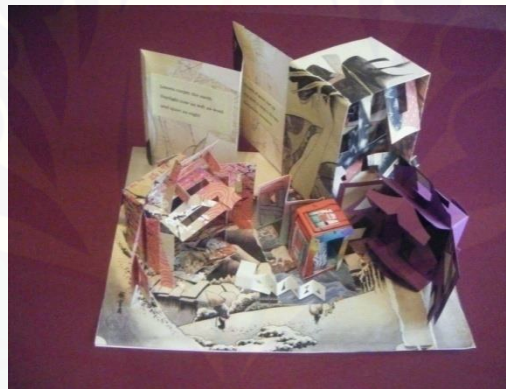


Figure 3. Pop-up book with pattern  $360^{\circ}$   
(www.bookart.co.uk)

From those examples, in this research the researcher used pop-up books with pattern  $180^{\circ}$  to make the students see the pop-up book clearly. Pattern  $90^{\circ}$  could give students problem where they could keep it stand in order to read the text in it. Pattern  $360^{\circ}$  is difficult to make and its appearance is really wide where the students have to rotate the pop-up book in order to read it and it is not efficient.

### 2.2.1 Advantages and Disadvantages of Using Pop-up Books

Here are the advantages and disadvantages of using pop-up books. Pop-up books are interesting for students because they have pop-up pictures that support the text. That will help the students to understand the text or the story easily. Besides, pop-up books also have weaknesses; they cost a lot of money (expensive) because making pop-up books needs colorful paper and stationeries; students can ignore the text and focus on the element covering color or images or surprising move; students should also have to treat them very gently.

There are some ways to overcome the weaknesses; pop-up books can be made by teacher or students in doing certain project. When students ignore the text, the teacher can ask them to stay focused on reading the text and teacher can tell students to treat the pop-up book carefully.

### 2.2.2 Procedures of Using Pop-up Books

The procedures of teaching reading by using pop-up books as the media in this research were done as follows:

1. Giving leading questions related to the story
2. Giving the example of a descriptive text  
Using a pop-up book containing 3 pages and the text is stuck under the pop up picture.
3. Asking the students to read the descriptive text from the pop-up book silently (in pairs)
4. Giving a chance to the students to ask questions
5. Asking the students to do the tasks based on the story
6. Checking the result and discussing the correct answers of the task
7. Guiding the students to draw a conclusion

### 2.3 Previous Studies

There have been many studies about pop-up books using different variables. Olsen *et. al* (2013) conducted a project based study about pop-up boxes and folder constructions supporting students' inquiry while integrating art, craft,

spatial and creativity skill. Here, the teachers used pop-up constructions to help the students understand environmental problems along with its solution. The participants were the fourth and the fifth grade students. The results showed that students had high active participation, collaboration, and productivity during the lesson, and they enjoyed the activity.

According to Ma & Wei (2015) young learners' reading development depends on various sensory stimuli that help the students construct the reading contexts and facilitate their active learning and exploration. In their research the researchers provided 4 kinds of picture book; conventional picture books, pop-up books, talking books, and e-books as stimuli media. The participants of this study were 96 students in young (Grade 3) and senior (Grade 6) elementary school, with 50% girls and 50% boys in each group. The researchers compared three aspects; age, gender, and media to know students' concentration and performance. The participants read the picture books in space without external interference. The NeuroSky MindBand (electroencephalogram) was used to measure the students' concentration. The result showed that in the conventional book group ( $t=0.51$ ,  $p>.05$ ) and pop-up book group ( $t=0.28$ ,  $p>.05$ ), boys and girls did not exhibit significant differences. In the talking book significant differences were observed in the concentration of boys and girls ( $t=3.07$ ,  $p>.05$ ), the boys' concentration performance ( $M=65.25$ ) was significantly superior to girls ( $M=33.75$ ). In the e-book group, significant differences was observed in the concentration of boys and girls ( $t=6.31$ ,  $p<.05$ ), the boys' concentration performance ( $M=62.42$ ) was significantly superior to that of girls ( $M=26.00$ ). To sum up, the researchers recommended e-book for boys, talking book should be for girls in young elementary school and conventional book for girls in senior elementary school.

According to Ahmadi *et. al* (2017) a pop-up book can be a medium for students' learning outcomes of civic education. Their research applied descriptive quantitative method but having the fourth grade of elementary school students Tambakaji 01 Semarang as the participants. Data collection techniques used in this study were interviews, questionnaires, documentation, and tests. The result



showed that pop-up books used as media was feasible to use with the result from material expert 93.1% and media expert 92.74%. There was a great result of students' learning outcomes with N-Gain value 0.41. N-Gain stands for normalized gain. It was a test that showed general information of score improvement in learning before and after treatment. The t-score was -22.833 with sig. (2 tailed) value  $0.00 < 0.05$  which indicated that  $H_a$  was accepted because there was a significant difference between civic education learning outcome before and after using pop-up books as the media. To sum up, the use of pop-up books as media was effective to improve students' learning outcomes of civic education.

Sari and Ulya (2017) developed pop-up books in learning role of buffer in the living body. They wanted to know the students' and teacher's responses on its implementation. The research participants were students in the third grade of senior high school at SMAN 3 Banda Aceh consisted of 10 male and 16 female students. The research applied Research and Development (R&D) design by using ADDIE; Analysis, Design, Development, Implementation, and Evaluation. The data were obtained from questionnaire and assessment sheet of pop-up books. The result of the study showed that the use of pop-up books in learning the role of buffer in the living body was successfully developed as alternative media of learning for the students and teacher which was shown by the percentage of 94.074. Thus, it was said to be successfully developed because the percentage of students' responses (92%) and teachers' responses (80%) were considered to be high. However, it is suggested that the technique used in applying pop-up books should be more various so that it will be more interesting and the paper used as the materials should be harder to be long lasting and not easily broken. In the end, the developed pop-up books can be accepted as an alternative medium of learning the material of role of buffer in the living body.

Ruggiero (2017) challenged the recurrent theory and practice. He explored how emergent curriculum operated in the context of an art education method course. This program was called Drawing Club where they met once a week for

one and a half hours. There, young learners had to make some pop-up books at the end of the program. The participants were students in grade K-6 from Watauga country. The collaboration in and through this drawing club experience showed that there was an importance of providing and nurturing practical opportunities for the understanding of the theory. It could also help students to learn from their previous failures. In the end, the researcher knew how to support the students by listening to their problem on learning, solving their problems and giving them advice in order to get a good result of the project.

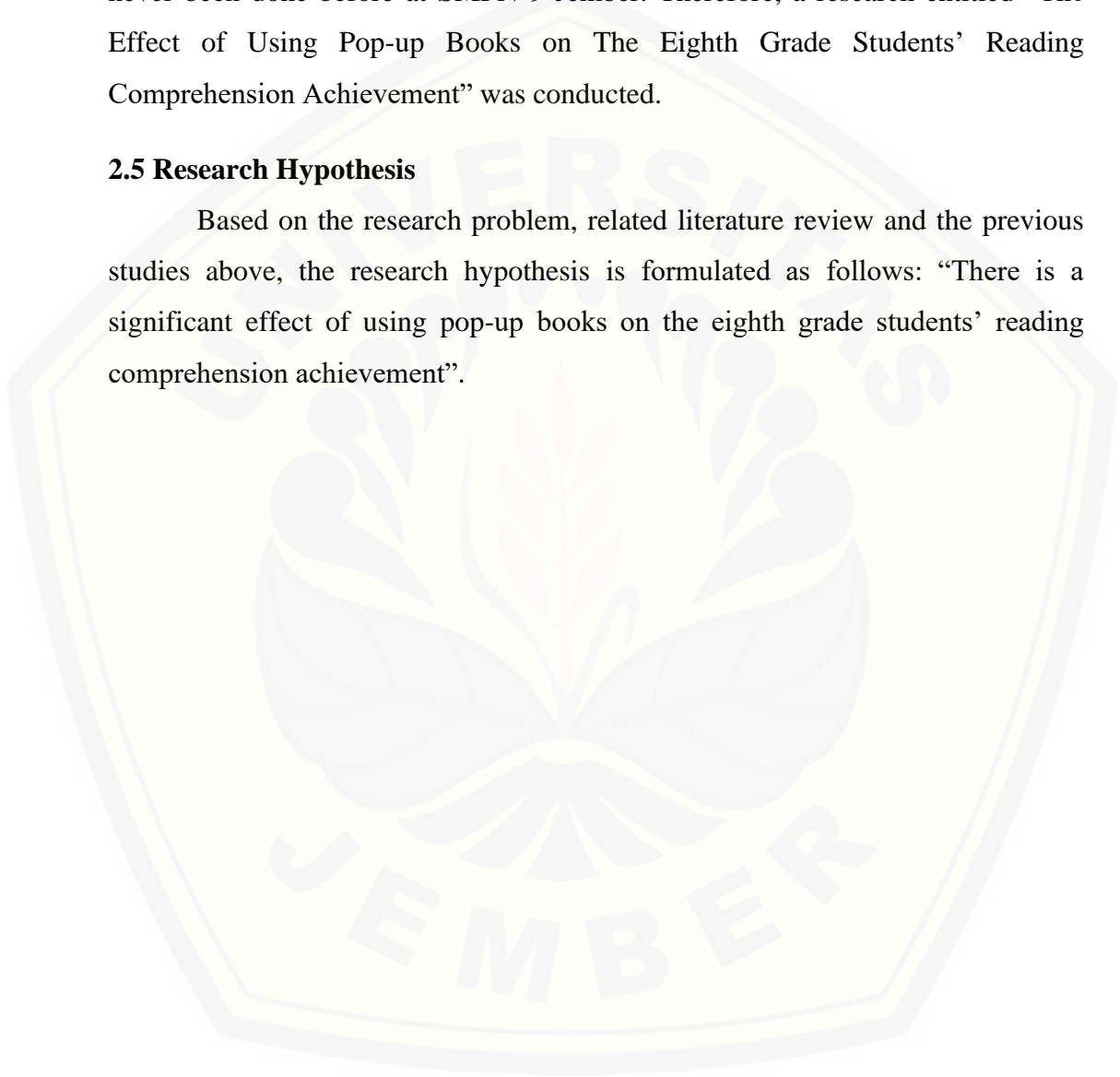
Rahmawati *et. al* (2018) conducted a quasi-experimental research to know whether or not there was an effect of the use of pop-up books on students' reading comprehension achievement. The research participants were the fourth students at SDIT Ar Rahman, Jakarta. The result showed that the average pretest of the experimental and control classes slightly differed. The mean score of the experimental class in the posttest (93.33) was greater than that of the control class (83.33). Thus, it can be concluded that the pop-up books had an effect on students' reading comprehension ability of the fourth grade of primary school in thematic learning.

Susilo, *et. al* (2018) held a study on inquiry-based learning as one of the learning models that involved students with the invention of concepts or formulas as its main goals. Inquiry learning steps included investigating problems, formulating hypotheses, designing experiments, analyzing data, and concluding. The participants were the eighth grade students of a secondary school in Wonogiri. The objective of this research was the development of media (pop-up books on mathematics) made by researchers. The difficulty in inquiry-based learning could be minimized by using media, visual design of pop-up mathematics books. This research was claimed as successful because of two things; questions and students' response of questionnaires got 80% and was categorized as good so that it could be interpreted that the media was appropriate and effective to use. This visual design was very appropriate to overcome learning especially on three dimensional figures.

From the previous studies above, it can be concluded that pop-up books are media which help students in reading comprehension and learning process. Therefore, the researcher was interested in conducting a study by using pop-up books on reading comprehension, because such a research has never been done before at SMPN 9 Jember. Therefore, a research entitled “The Effect of Using Pop-up Books on The Eighth Grade Students’ Reading Comprehension Achievement” was conducted.

### **2.5 Research Hypothesis**

Based on the research problem, related literature review and the previous studies above, the research hypothesis is formulated as follows: “There is a significant effect of using pop-up books on the eighth grade students’ reading comprehension achievement”.



### CHAPTER 3. RESEARCH METHODS

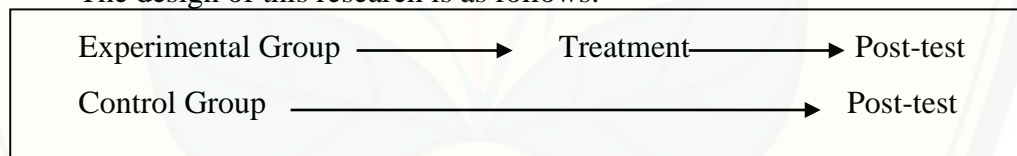
This chapter discusses about the methods that were used in this research. They cover research design, research context, research participants, data collection method, and data analysis method.

#### 3.1 Research Design

The researcher applied quasi-experimental design with post-test only because of the reasearcher unable to randomize the sample and it was intended to know whether or not there was a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement.

In this research, there were two groups; the experimental and control groups. The experimental group was taught reading comprehension by using pop-up books as the treatment, while the control group was taught reading by using single pictures as the media. Then, the students were given reading comprehension test to know the significant effect of reading comprehension achievement between the experimental and the control groups.

The design of this research is as follows:



(Creswell, 2012:310)

The followings were the activities of the research:

1. Interviewing the English teacher
2. Administering the homogeneity test to all of the eighth grade students of SMPN 9 Jember to know the homogeneity of the population
3. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA)
4. Determining the classes to be the experimental and control groups from the result of homogeneity test.

5. Constructing the lesson plans for both the experimental and control groups.
6. Giving the treatment to the experimental group by teaching reading comprehension by using pop-up books while the control group was taught reading by using single pictures as the media. The teaching and learning process were done in three meetings; each took 80 minutes (2x40 minutes).
7. Giving post-test to both the experimental and control groups after the treatments.
8. Analyzing the results of the reading comprehension post-test by using t-test formula to know whether the mean difference is significant or not.
9. Drawing a conclusion from the result of the analysis to answer the research problem.

### **3.2 Research Context**

In this research, the research would to know about the use of pop-up books and the result of interview with the English teacher in SMPN 9 Jember, it seemed that teaching reading comprehension by using pop-up books was never applied by the English teacher.

### **3.3 Research Population and Participants**

The population of the research were all the eighth grade students of SMPN 9 Jember in academic year 2019/2020. There were 6 classes of the eighth grade (VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F). The participants of this research were taken by using cluster random sampling based on the result of the homogeneity test given to the population to know the homogeneity of the population and the result of the homogeneity test was analyzed by using Analysis of Variance (ANOVA).

The homogeneity test was conducted on November 6th until 9th 2019. In this homogeneity test, there were 15 test items of reading in the form of multiple



choices (10 items) and true false (5 items). The researcher provided 30 minutes for the students to do the test. After the results of reading test were gained, they were analyzed by using Analysis of Variance (ANOVA) in which the results are presented below.

Table 3.1 The Result of the Homogeneity Test Analyzed Using ANOVA

**Descriptive**

Score

kelas	N	Mean	Std. Deviation	Std. Error of Mean	Minimum	Maximum
kelas 8A	32	78.3750	12.76525	2.25660	44.00	92.00
kelas 8B	32	80.8750	19.29692	3.41125	44.00	100.00
kelas 8C	32	83.0000	18.81660	3.32634	44.00	100.00
kelas 8D	32	76.2500	14.29414	2.52687	44.00	100.00
kelas 8E	32	80.3750	19.07160	3.37141	44.00	100.00
kelas 8F	25	72.3200	16.03829	3.20766	52.00	100.00
Total	185	78.7676	17.03561	1.25248	44.00	100.00

**ANOVA**

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2045.065	5	409.013	1.426	.217
Within Groups	51353.940	179	286.894		
Total	53399.005	184			

The result of the ANOVA analysis above showed that F value was 1.426 with the value of variance 0.217. If sig higher than 0.05, then the null hypothesis is not rejected. It means that the data is homogeneous or there was no difference on students' reading achievement between those six classes. Therefore, the

experimental and the control groups were chosen by lottery. Then, the two classes were chosen as the experimental and control groups. Those classes were VIII A as the experimental group and VIII B as the control group.

### **3.4 Data Collection Methods**

The data collection methods used were reading comprehension test. The following parts discussed the methods used to collect the data.

#### **3.4.1 Reading Comprehension Test**

Reading comprehension test was used to gain the data about the students' reading comprehension achievement. According to Hughes (2003:1) test is a list of questions or exercise and other instruments used to gain information. Reading comprehension test applied in this research is post-test.

##### **3.4.1.1 Post Test**

Post test would be given for both groups after try out test. Try out was aimed at knowing the validity and reliability, difficulty level and time allocation of the reading comprehension test. The test was given to the class which did not belong to the experimental and control groups. It was needed to make sure whether the test given to the students of the experimental and control groups was valid and reliable or not.

The researcher constructed the reading comprehension try out test by herself with the guidance from the English teacher and the advisers. The total number of the test items was 30 items which covered 25 items in the form of multiple choice and 5 items in the form of true false. Each item of multiple choices was scored 3, while the true false was scored 5.

##### **a. The Validity of the Test**

According to Hughes (2003:26), a test is valid if it measures what is intended to be measured. The reading comprehension test in this study was established by considering the content validity. The indicators measured were students' reading comprehension achievement covering; word comprehension,



sentence comprehension, paragraph comprehension and text comprehension. It was also based on basic competence of the 2013 Curriculum used by the English teacher which is shown in the table below. The materials were adapted from internet.

**Table 1. Standard Competence and Basic Competence on Reading Comprehension for the Eighth Grade Students**

<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>	<p>4.6 Menyusun teks interaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks</p>
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Regarding to the validity of the test, this research fulfilled the requirement of the content validity since it was constructed based on the materials stated in the curriculum 2013 (K13) and the syllabus used for teaching English and the indicator to be measured.

#### **b. The Reliability of the Test**

The result of the try out test was analyzed by using Split-Half technique. It was done by using Spearman-Brown formula. The procedures in finding the reliability coefficient was done by using Split-Half technique as follows.

1. Conducting the reading try out test.
2. Giving the score to each item by giving 1 (one) for the correct item and 0 (zero) for the wrong item.
3. Split all the answers into even and odd numbers.
4. Giving a sign (X) for odd numbers, and (Y) for even numbers.

5. Analyzing the correlation between X and Y by using product moment formula (Pearson Correlation)
6. Estimating the reliability coefficient of the test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Descriptions:

$r_{11}$  = the reliability coefficient of the whole test items

$r_{xy}$  = the correlation coefficient of a half test items

7. Giving the interpretation to the reliability coefficient for the whole test. The interpretation scale of  $r_{xy}$  is as follows:

0.90 – 1.00	= Very High
0.70 – 0.89	= High
0.50 – 0.69	= Fair
0.30 – 0.49	= Low
<0.30	= Very Low

(Djiwandono, 1996:154)

### c. The Difficulty Level

The test item should not be too difficult or too easy. In this case, the researcher conducted the try out test to know the difficulty level of the test items. The results of the try out test was analyzed by using the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{N}$$

Description:

FV = Facility Value (The difficulty index)

R = The number of correct answer

N = The number of the students who take the test

The criteria of the difficulty index:

0.00 - 0.19 = Difficult

0.20 - 0.80 = Fair

0.81 - 1.00 = Easy

(Djiwandono, 1996:141)

The try out test had 30 items in the form of multiple choice and true false. The scoring was calculated by dividing the students' correct answers where exercise A was scored 3, exercise B was scored 5 and exercise C was scored 3. The total score of the test items was 100. Then, to know whether the test items were too difficult or too easy for the students, difficult index of the test was analyzed. It could be known by finding the number of the students who answered the question correctly and was divided by the total number of the students who did the try out test. From 30 test items, the researcher selected 25 test items in the form of multiple choice and true false, which had appropriate difficulty index and was given to both experiment group and the control group as the post test.

After doing the try out test, the researcher analyzed the difficulty index of the test items. It was found out that the proportion of the test item was 3 easy items (10%), 25 fair test items (83.3%), and 2 difficult test items (6.6%) (Appendix 11).

The try out test was also intended to know whether or not the time allocation was enough. Dealing with the time allocation, the researcher found that the time allocation for the try out was appropriate because the students were able to finish all the test items within the allocated time. Therefore, from the clarification above, the test items used for post-test were gained from the test items from tryout test.

Reading comprehension test was administered to both the experimental and control groups after the treatment was given by the researcher. Before post test given to the experimental and control groups, it must be given to another class or it had to be try out. In conducting the reading comprehension post test, the researcher developed a teacher-made-test that. It means that the researcher constructed the reading comprehension test by herself along with the guidance of the English teacher and both the advisors. The total number of the post test in this research was 25 test items; 20 in the form of multiple choices and 5 true false. Each item of multiple choice was scored 4.5, while the true false was scored 2. The item of post-test was taken from the try out test.

### 3.5 Data Analysis Method

After the data had been obtained from the reading comprehension test of both the experimental and control groups, the data were analyzed by using the independent sample t-test by using SPSS. To know whether or not the difference was significant, the researcher applied 0.05 of significant level. The independent sample t-test was also used to compare the mean score of the reading comprehension post test between the experimental and the control groups.

The steps of using t-test in SPSS were as follows:

1. inserting the scores of the experimental and control groups.
2. giving label (1) for the experimental group, and (2) for the control group.
3. calculating the significant difference by clicking analyze, compare means, and independent sample t-test.
4. giving interpretation to the output of independent sample t-test calculation.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of this research and suggestions for the people. The conclusion was gained from the result of the data analysis by using SPSS while the suggestions are proposed to the English teacher, the students, and the future researchers.

### 5.1 Conclusion

Based on the result of the data analysis of t-test by using SPSS and the discussion in the previous chapter, it could be concluded that there was a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement at SMPN 9 Jember in the 2019/2020 academic year.

### 5.2 Suggestions

Since there is a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement, pop-up books can be used as appropriate media in teaching English especially in teaching reading. Thus, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English Teacher

The English teacher of SMPN 9 Jember is suggested to use pop-up books in teaching reading. It can be used to help the students understand the text better. In addition, pop-up books can help the English teacher to make the learning process more interesting, fun and motivating.

#### 5.2.2 The Students

It is suggested for the students at SMPN 9 Jember to use pop-up books to help them practice English especially in reading to understand the text easily.

#### 5.2.3 Future Researchers

Future researchers are suggested to use this research result as a consideration to conduct a further research dealing with a similar topic by using different research area and different research design such as a classroom action

research to improve the students' reading comprehension achievement by using pop-up books.





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APPENDIX 1

RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
<p>The effect of using pop-up books on the eighth grade students' reading comprehension achievement</p>	<p>Is there any significant effect of using pop-up books on the eighth grade students' reading comprehension achievement?</p>	<p><b>Independent Variable:</b> The use of pop-up books on reading comprehension achievement.</p> <p><b>Dependent Variable:</b> The eighth grade students' reading comprehension achievement.</p>	<p>-Having three dimensional effect -Folding -Page turning</p> <p>The students' scores of reading comprehension achievement which consists of:</p> <ul style="list-style-type: none"> <li>- word comprehension</li> <li>- sentence comprehension</li> <li>- paragraph comprehension</li> <li>- text comprehension</li> </ul>	<p>1. Research Participants: The eighth grade students.</p> <p>2. Informant: The English teacher of the eighth grade students.</p>	<p><b>1. Research Design</b> Quasi Experimental with Post Test only</p> <p><b>2. Area Determination Method</b> Purposive Method</p> <p><b>3. Respondent Determination Method</b> Cluster Random Sampling</p> <p><b>4. Data Collection Methods</b> Reading comprehension test: - Post-test</p> <p><b>5. Data Analysis Method:</b> The data is analyzed by using independent samples t-test formula by using SPSS</p>	<p>There is a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement.</p>

**APPENDIX 2**

**HOMOGENEITY TEST**

School : SMPN 9 Jember  
Subject : English  
Language Skill : Reading Comprehension  
Level/Semester : VIII/1  
Time : 40 minutes  
Name :  
Students' number :  
Class :

---

**A. Read the text below, then choose the correct answer by crossing (x) a,b,c or d on the answer sheet provided.**

...

I have a rabbit. His fur is white and has black spot. He has long ears and a short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of the cage, he jumps everywhere and it is hard to catch. So I just put him in his cage because I am afraid that he might run away. I don't want to lose my rabbit because I love him so much.

(Adopted from <https://www.yuksinau.id>)

1. The writer tells the reader about his ...
  - a. dog
  - b. cat
  - c. fish
  - d. rabbit
2. The above text is a ... text
  - a. recount
  - b. procedure
  - c. narrative
  - d. descriptive
3. The rabbit's fur is ... and has ... spot
  - a. black, white
  - b. white, black
  - c. white, brown
  - d. black, brown
4. What does the rabbit look like?
  - a. It has long ears, a short tail and cute red big eyes
  - b. It has short ears, a short tail and cute red big eyes
  - c. It has long ears, a long tail and cute red big eyes
  - d. It has short ears, a long tail and red eyes
5. The writer's rabbit has ... ears and a ... tail
  - a. long, short
  - b. short, long
  - c. long, tall
  - d. tall, short

6. “When I release my rabbit out of the cage, **he** jumps everywhere and it is hard to catch” (line 3). The word “**he**” in the sentence refers to the ...
  - a. rabbit
  - b. writer
  - c. cage
  - d. reader
7. “When I release my rabbit out of the cage, he jumps everywhere and it is **hard** to catch” (line 3). The synonym of “**hard**” in the sentence is ...
  - a. easy
  - b. difficult
  - c. different
  - d. manageable
8. What happens when the writer releases the rabbit?
  - a. The rabbit is about running away
  - b. The rabbit jumps everywhere
  - c. The rabbit can be controlled
  - d. The rabbit is lost
9. The writer just puts the rabbit in the cage because ...
  - a. he is afraid of losing the rabbit
  - b. the rabbit is manageable
  - c. he loves the rabbit
  - d. the rabbit is a trouble maker
10. What is the suitable title for the text above?
  - a. My cute pet
  - b. Losing rabbit
  - c. My rabbit
  - d. Losing pet

**B. Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the true stories.**

No	Statements	T/F
1.	The writer’s pet is rabbit	
2.	Carrot is his favorite food	
3.	The rabbit has long ears and a long tail	
4.	It is difficult to catch the rabbit	
5.	The rabbit likes to jump everywhere	

**The Distribution of Test Items**

No	Reading Comprehension Components	Numbers	Total
1.	Word comprehension	A 6, A7, B3, B4, B5	5
2.	Sentence comprehension	A3, A4, A5, A8, A9	5
3.	Text comprehension	A1, A2, A10, B1, B2	5
Total			15

**Answer key****A**

1.	D	6.	A
2.	D	7.	B
3.	B	8.	B
4.	A	9.	A
5.	A	10.	C

**B**

1.	T
2.	T
3.	F
4.	T
5.	T

**Scoring rubric**

Score	Final score
Exercise A(correct answer) x 8	80
Exercise B (correct answer) x 4	20
Total	100



**APPENDIX 3****LESSON PLAN 1**

School	: SMPN 9 Jember
Subject	: English
Level/Semester	: VIII/1
Language Skill	: Reading Comprehension
Text type	: Descriptive Text
Theme	: A wild animal (elephant)
Time Allocation	: 2 x 40 minutes

**A. Core Competence**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.



**B. Basic Competence and Indicators**

Basic Competence		Indicators	
1	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya	1.1	Finding the words meaning in the descriptive text
		1.2	Finding sentence meaning
		1.3	Finding paragraph meaning

**C. Learning Objectives**

After teaching and learning process, students are able to:

1. Find the words meaning in the descriptive text
2. Find sentence meaning
3. Find paragraph meaning

**D. Learning Materials**

Enclosed

**E. Teaching Learning Technique and Approach**

1. Approach : Scientific Approach
2. Technique: Question-Answer technique

**F. Media, Instruments, and Learning Resource**

1. Media :

A. Experimental group: Pop-up books, whiteboard, board marker, students' work sheets.

B. Control group: Pictures, whiteboard, board marker, students' work sheets.

2. Learning sources : When English Rings a Bell book and internet.

**G. Teaching Learning Activities**

Experimental Group	Control Group	Time Allocation
<b>Set Induction</b>		10 minutes
1. Teacher greets the students when everyone is ready	1. Teacher greets the students when everyone is ready	
2. Teacher checks the students' attendance	2. Teacher checks the students' attendance	
3. Teacher asks the students to pray together before starting the lesson	3. Teacher asks the students to pray together before starting the lesson	
4. Teacher asks some leading questions related to the topic	4. Teacher asks some leading questions related to the topic	
5. Teacher shows the pop-up book related with the topic (descriptive text)	5. Teacher shows a picture related with the topic (descriptive text)	
6. Teacher orders the students to sing together a song entitled "Mr. Elephant"	6. Teacher orders the students to sing together a song entitled "Mr. Elephant"	
7. Teacher states the learning objectives	7. Teacher states the learning objectives	
<b>Main Activity</b>		60 minutes
<b>Observing</b>		
1. Students receive a pop-up book (one pop-up book is for 2 students or pair) from the teacher ,	1. Students receive the text with a picture from the teacher, the book entitled "The Elephant"	

<p>the book entitled “The Elephant”</p> <p>2. Students read the descriptive text silently</p>	<p>2. Students read the descriptive text silently</p>	
<b>Questioning</b>		
<p>1. The teacher gives chance to the students to ask questions</p>	<p>1. The teacher gives chance to the students to ask questions</p>	
<b>Experimenting</b>		
<p>1. The teacher asks students to find unfamiliar words in the descriptive text stated in pop-up books</p> <p>2. The students give the meanings of the unfamiliar words taken from pop-up books</p> <p>3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books</p>	<p>1. The teacher asks students to find unfamiliar words in the descriptive text stated in pop-up books</p> <p>2. The students give the meanings of the unfamiliar words taken from pop-up books</p> <p>3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books</p>	
<b>Associating</b>		
<p>1. Students draw a conclusion from the descriptive text in the pop up books</p>	<p>1. Students draw a conclusion from the descriptive text in the pop up books</p>	
<b>Communicating</b>		
<p>1. Students present their answers in front of the class (voluntarily or randomly called by</p>	<p>1. Students present their answers teacher’s questions (voluntarily or randomly called by the teacher)</p>	

<p>the teacher)</p> <p>2. The other students give comments to the students presenting their answers if their answers are different</p> <p>3. Students receive correction or feedback from the teacher</p>	<p>2. The other students give comments to the students presenting their answers if their answers are different</p> <p>3. Students receive correction or feedback from the teacher</p>	
<b>Closure</b>		10 minutes
<p>1. The teacher gives students a chance to ask questions</p> <p>2. The teacher guides the students to make a conclusion</p> <p>3. The teacher gives feedback about the lesson of the day</p> <p>4. The teacher closes the lesson</p>	<p>1. The teacher gives students a chance to ask questions</p> <p>2. The teacher guides the students to make a conclusion</p> <p>3. The teacher gives feedback about the lesson of the day</p> <p>4. The teacher closes the lesson</p>	

### INSTRUCTIONAL MATERIALS

#### *Pre-Instructional Activity*

- **Leading Questions:**



Mr. Fun Elephant | Elephant | Animal Songs | Pinkfong Songs for Children

2.184.173 x ditonton • 8 Jan 2017

👍 2,4 RB 🗣️ 976 ➡️ BAGIKAN 📌 SIMPAN ...

<https://www.youtube.com/watch?v=z4FbTlIdHys>

1. I am an animal, I have a big body, a long trunk, two big ears and my skin is grey. What am I?
2. What picture is this?
3. Our topic today is the elephant, before going to the lesson let's sing together "Mr. Elephant" song

Script	
Do the elephants stomp	Mr. Elephant!
Stomp stomp stomp	A long, very long trunk
And the elephants swing	You can make a shower with it
Swing swing swing	You can carry food with it
Oh Mr. Fun Fun	Oh Mr. Fun Fun
Mr. Elephant!	Mr. Elephant!
Big and fat and strong	Play the trumpet for us
Oh Mr. Fun Fun	

**Main Activities Materials**

**Descriptive Text**

- The Definition and Social Function  
Descriptive text is a text that describes the characteristics of a person, a place, **an animal** or a thing in detail.
- Language Features
  - Using adjectives
  - Using action verbs
  - Using Simple Present tense
- Generic Structure  
There are two generic structures of descriptive text
  - Identification is to introduce the subject of the description
  - Description is describing the detail of the subject such as physical appearance, habit, ability etc.

(<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>)

Text and exercises

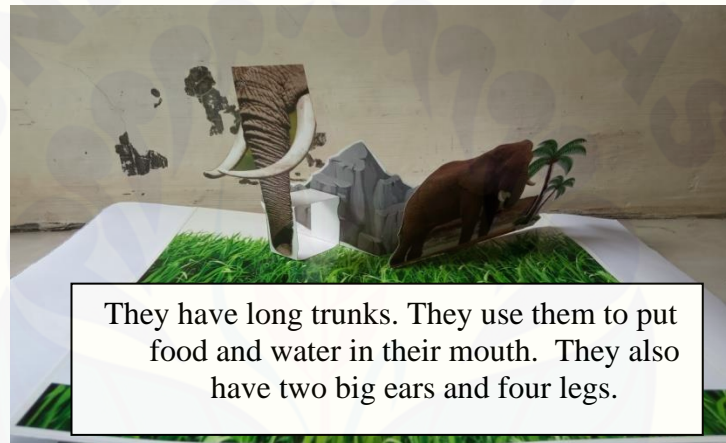


a. For the experimental group

### The Elephant



P 1



P 2



P 3



b. For the control group

### The Elephant



Elephants are the biggest land animals. They are also intelligent and have good memory. They have long trunks. They use them to put food and water in their mouths. They also have two big ears and four legs. They eat grass and plants. Most of them live in Africa and Asia.

(Bahasa Inggris: When English Rings the Bell. P 88)

**THE STUDENTS' WORKSHEET FOR THE EXPERIMENTAL  
AND CONTROL GROUPS**

**Exercise A**

**Answer the questions by crossing (X) a, b, c, or d based on the text**

1. What is the text described about?
  - a. Tigers
  - b. Elephants
  - c. Snakes
  - d. Monkeys
2. The characteristics of elephants are...
  - a. intelligent and have good memory
  - b. intelligent and do not have good memory
  - c. stupid and have good memory
  - d. stupid and Intelligent
3. What does an elephant look like?
  - a. They have long trunks, one big ears and 3 legs
  - b. They have short trunks, 2 big ears and 4 legs
  - c. They have long trunks , 2 big ears and 4 legs
  - d. They have short trunks, 2 big ears and 3 legs
4. What is the function of their long trunks?
  - a. To walk
  - b. To protect them from the other animals
  - c. To cook their food
  - d. To put food and water in their mouths
5. Elephants eat...
  - a. grass and plant
  - b. meat and grass
  - c. plant and meat
  - d. meat and cake
6. Elephants live in...
  - a. Asia and Europe
  - b. Asia and Antarctica
  - c. Africa and Asia
  - d. Africa and Europe

7. They use **them** to put food and water in their mouth. What does the word “**them**” refer to?
  - a. Legs
  - b. Eyes
  - c. Trunks
  - d. Mouths
8. **They** eat grass and plant. What does the word “**they**” refer to?
  - a. Bears
  - b. Tigers
  - c. Monkeys
  - d. Elephants
9. Elephants are the **biggest** land animals (line 1). What is the **antonym** of the word “**biggest**” in that sentence?
  - a. Tallest
  - b. Smallest
  - c. Shortest
  - d. Heaviest
10. They are also **intelligent** (line 1). What is the **synonym** of the word **intelligent** in that sentence?
  - a. Smart
  - b. Stupid
  - c. Talented
  - d. Silly

**Exercise B**

Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the true stories.

No	Statements	T/F
1.	Elephants use long trunks to put food and water in their mouths	
2.	Elephants are not intelligent but they have good memory	
3.	They are wild animals	
4.	Plants and fish are their favorite food	
5.	They live in Antarctica	

## The Distribution of the Test Items

No	Reading Comprehension Components	Numbers	Total
1.	Word Comprehension	A7, A8, A9, A10	4
2.	Sentence Comprehension	A1, A5, A6, B1, B2, B3	6
3.	Text Comprehension	A1, A3, A4, B3, B5	5
Total			15

## Answer key

## Exercise A

1.	B	6.	C
2.	A	7.	C
3.	C	8.	D
4.	D	9.	B
5.	A	10.	A

## Exercise B

1.	T
2.	F
3.	T
4.	F
5.	F

## Scoring rubric

Score	Score
Exercise A (correct) x 8	80
Exercise B (correct) x4	20
<b>Total</b>	<b>100</b>

**APPENDIX 4****LESSON PLAN 2**

School	: SMPN 9 Jember
Subject	: English
Level/Semester	: VIII/1
Language Skill	: Reading Comprehension
Text type	: Descriptive Text
Theme	: Things around (school)
Time Allocation	: 2 x 40 minutes

**A. Core Competence**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan , keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI 4 : Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. Basic Competence and Indicators**

Basic Competence		Indicators	
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya	1.1	Finding the words meaning in the descriptive text
		1.2	Finding sentence meaning
		1.3	Finding paragraph meaning

**C. Learning Objectives**

After teaching and learning process, students are able to:

1. Find the words meaning in the descriptive text
2. Find sentence meaning
3. Find paragraph meaning

**D. Learning Materials**

Enclosed

**E. Teaching Learning Technique and Approach**

1. Approach : Scientific Approach
2. Technique : Questions-Answers technique

**F. Media, Instruments, and Learning Resource**

1. Media :

A. Experimental group: Pop-up books, whiteboard, board marker, students' work sheets.

B. Control group: Pictures, whiteboard, board marker, students' work sheets.

2. Learning sources : When English Rings a Bells and internet.

**G. Teaching Learning Activities**

Experimental Group	Control Group	Time Allocation
<b>Set Induction</b>		10 minutes
1. Teacher greets the students when	1. Teacher greets the students when	



<p>everyone is ready</p> <p>2. Teacher checks students' attendance</p> <p>3. Teacher asks the students to pray together before starting the lesson</p> <p>4. Teacher asks some leading questions related to the topic</p> <p>5. Teacher shows the picture related with the topic (descriptive text)</p> <p>6. Teacher states the learning objectives</p>	<p>everyone is ready</p> <p>2. Teacher checks students' attendance</p> <p>3. Teacher asks the students to pray together before starting the lesson</p> <p>4. Teacher asks some leading questions related with the topic</p> <p>5. Teacher shows the picture related to the topic (descriptive text)</p> <p>6. Teacher states the learning objectives</p>	
<b>Main Activity</b>		60 minutes
<b>Observing</b>		
<p>1. Students receive pop-up books (one pop-up book for two students or pair) from the teacher entitled "my school"</p>	<p>1. Students receive the text with a picture from the teacher entitled "my school"</p>	
<b>Questioning</b>		
<p>1. The teacher gives chance to the students to ask questions</p>	<p>1. The teacher gives chance to the students to ask questions</p>	
<b>Experimenting</b>		
<p>1. The teacher gives chance to the students to find the unfamiliar words stated in pop-up books</p>	<p>1. The teacher gives chance to the students to find the unfamiliar words stated in pop-up books</p>	

2. The students give the meanings of the unfamiliar words taken from pop-up books	2. The students give the meanings of the unfamiliar words taken from pop-up books	
3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books	3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books	
<b>Associating</b>		
1. Students draw a conclusion from the descriptive text in the pop-up books	1. Students draw a conclusion from the descriptive text in the pop-up books	
<b>Communicating</b>		
1. Students present their answer in front of the class (voluntarily or randomly called by the teacher)	1. Students present their answer in front of the class (voluntarily or randomly called by the teacher)	
2. Other students give comments to the students that presenting their answer if their answers are different	2. Other students give comments to the students that presenting their answer if their answers are different	
3. Students receive correction or feedback from the teacher	3. Students receive correction or feedback from the teacher	
<b>Closure</b>		10 minutes
1. Teacher gives students a chance to ask questions	1. Teacher gives students a chance to ask questions	
2. Teacher guides the students to make a conclusion	2. Teacher guides the students to make a conclusion	
3. Teacher gives	3. Teacher gives feedback	

feedback about the lesson of the day	about the lesson of the day	
4. Teacher closes the lesson	4. Teacher closes the lesson	

## INSTRUCTIONAL MATERIALS

### *Pre-Instructional Activity*



- **Leading Questions:**

1. Where do teachers go in the morning?
2. Where do you study?(At school or hospital?)
3. What building is it? (showing a picture of my school)

### *Main Activities Materials*

Text

- A. For experimental group

My school



My school is one of the best schools in the town. No matter what, my school always attracts the new students every year, because of its accreditation and it always gets the first rank in every competition. My school is green and beautiful. There are so many huge trees that make the air becomes so fresh. My school also has more than 3 buildings consisting of 13 classroom, a teacher room, two science laboratories, and a mosque.



My school also has a canteen. The canteen is located next to the eighth grade class. We can buy many kinds of food there such as: snack, meatballs, fried rice, noodles and other. It is always clean.

P 2

B. For control group

My school



My school is one of the best schools in the town. No matter what, my school always attracts the new students every year, because of its accreditation and it always gets the first rank in every competition. My school is green and beautiful. There are so many huge trees that make the air becomes so fresh. My school also has more than 3 buildings consisting of 13 classrooms, a teacher room, two science laboratories, and a mosque.

My school also has a canteen. The canteen is located next to the eighth grade class. We can buy many kinds of food there such as: snack, meatballs, fried rice, noodles and others. It is always clean.

(Adapted from [www.beljarbahasainggris.com](http://www.beljarbahasainggris.com))

**THE STUDENTS' WORKSHEET FOR THE EXPERIMENTAL AND CONTROL GROUPS****Exercise A****Answer the questions by crossing a, b, c, or d based on the text**

1. The writer tells the reader about his ...
  - a. office
  - b. classroom
  - c. school
  - d. hall
2. The text above is a ... text
  - a. descriptive
  - b. procedure
  - c. recount
  - d. narrative
3. What is the main idea of the first paragraph?
  - a. The writer tells the readers about my school
  - b. The writer tells the readers about my office
  - c. The writer tells the readers about my classroom
  - d. The writer tells the readers about my canteen
4. The school attracts many new students because of its...
  - a. accreditation
  - b. huge building
  - c. clean canteen
  - d. large yard
5. "My school is **green** and beautiful" (line 4). The word **green** in the sentence refers to ...
  - a. the color of the building
  - b. huge trees
  - c. cleanliness of the school
  - d. cleanliness of the canteen
6. What makes the school's air fresh?
  - a. The school yard
  - b. Many buildings
  - c. Many huge trees
  - d. The weather
7. There are ... classrooms, ...teacher room, ...science labs, and ....mosque in the school
  - a. 13, 2, 1, 2
  - b. 13, 1, 1, 1
  - c. 13, 2, 2, 2
  - d. 13, 1, 2, 1
8. Where is the canteen located?
  - a. Next to the head office
  - b. Near the mosque
  - c. Near the teachers' office
  - d. Next to the eighth grade classroom
9. "The canteen is located **next to** the eighth grade class" (line 7). The word **next to** in the sentence means ...
  - a. Behind
  - b. Beside
  - c. In front of
  - d. Inside



10. “We can buy many kinds of food **there** such as: snacks, meatballs, friend rice, noodles and others” (line 8). The word **there** in the sentence refers to the ...
- a. canteen
  - b. school
  - c. classroom
  - d. teacher’s room

**Exercise 2**

Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the text.

No	Statements	T/F
1.	Many people want to be the students at my school	
2.	The air in my school is really fresh	
3.	The school’s cafeteria is not clean	
4.	My school is very famous	
5.	The canteen is located beside the eighth grade class	



### The Distribution of the Test Items

No	Reading Comprehension Component	Number of item	Total
1.	Word Comprehension	A5, A7, A9, A10, B3, B5	6
2.	Sentence Comprehension	A4, A6, A8, B2	4
3.	Paragraph Comprehension	A3, B1	2
4.	Text Comprehension	A1, A2, B4	3
<b>Total</b>			<b>15</b>

### Answer key

#### Exercise 1

1.	C	6.	C
2.	A	7.	B
3.	A	8.	D
4.	A	9.	B
5.	B	10.	A

#### Exercise 2

1.	T
2.	T
3.	F
4.	T
5.	T

### Scoring Rubric

No	Score	Total Score
1.	Exercise 1 (correct) x 8	80
2.	Exercise 2 (correct) x 4	20
<b>Final score</b>		<b>100</b>

**APPENDIX 5****LESSON PLAN 3**

School	: SMPN 9 Jember
Subject	: English
Level/Semester	: VIII/1
Language Skill	: Reading Comprehension
Text type	: Descriptive Text
Theme	: Wild Animal
Time Allocation	: 2 x 40 minutes

**A. Core Competence**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan , keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI 4 : Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**A. Basic Competence and Indicators**

Basic Competence		Indicators	
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya	1.1	Finding the words meaning in the descriptive text
		1.2	Finding sentence meaning
		1.3	Finding paragraph meaning

**B. Learning Objectives**

After teaching and learning process, students are able to:

1. Find the words meaning in the descriptive text
2. Find sentence meaning
3. Find paragraph meaning

**C. Learning Materials**

Enclosed

**D. Teaching Learning Technique and Approach**

1. Approach : Scientific Approach
2. Technique : Questions-Answers technique

**E. Media, Instruments, and Learning Resource**

1. Media :

A. Experimental group: Pop-up books, whiteboard, board marker, students' work sheets.

B. Control group: Pictures, whiteboard, board marker, students' work sheets.

2. Learning sources : When English Rings a Bells and internet.

**F. Teaching Learning Activities**

Experimental Group	Control Group	Time Allocation
<b>Set Induction</b>		10 minutes
1. Teacher greets the students when everyone is ready	1. Teacher greets the students when everyone is ready	

2. Teacher checks students' attendance	2. Teacher checks students' attendance	
3. Teacher asks the students to pray together before starting the lesson	3. Teacher asks the students to pray together before starting the lesson	
4. Teacher asks some leading questions related to the topic	4. Teacher asks some leading questions related with the topic	
5. Teacher shows the picture related with the topic (descriptive text)	5. Teacher shows the picture related to the topic (descriptive text)	
6. Teacher states the learning objectives	6. Teacher states the learning objectives	
<b>Main Activity</b>		60 minutes
<b>Observing</b>		
1. Students receive pop-up books (one pop-up book for two students or pair) from the teacher entitled "Tiger"	1. Students receive the text with a picture from the teacher entitled "Tiger"	
<b>Questioning</b>		
1. The teacher gives chance to the students to ask questions	1. The teacher gives chance to the students to ask questions	
<b>Experimenting</b>		
1. The teacher gives chance to the students to find the unfamiliar words stated in pop-up books	1. The teacher gives chance to the students to find the unfamiliar words stated in pop-up books	
2. The students give the	2. The students give the	

meanings of the unfamiliar words taken from pop-up books	meanings of the unfamiliar words taken from pop-up books	
3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books	3. The students answer the comprehension questions in the forms of true false and multiple choice based on the text in pop-up books	
<b>Associating</b>		
1. Students draw a conclusion from the descriptive text in the pop-up books	1. Students draw a conclusion from the descriptive text in the pop-up books	
<b>Communicating</b>		
1. Students present their answer in front of the class (voluntarily or randomly called by the teacher)	1. Students present their answer in front of the class (voluntarily or randomly called by the teacher)	
2. Other students give comments to the students that presenting their answer if their answers are different	2. Other students give comments to the students that presenting their answer if their answers are different	
3. Students receive correction or feedback from the teacher	3. Students receive correction or feedback from the teacher	
<b>Closure</b>		10 minutes
1. Teacher gives students a chance to ask questions	1. Teacher gives students a chance to ask questions	
2. Teacher guides the students to make a conclusion	2. Teacher guides the students to make a conclusion	
3. Teacher gives	3. Teacher gives feedback	



feedback about the lesson of the day	about the lesson of the day	
4. Teacher closes the lesson	4. Teacher closes the lesson	

## INSTRUCTIONAL MATERIALS

### *Pre-Instructional Activity*



- **Leading Questions:**

1. I am a wild animal, I live in the jungle or savana, I eat meats and I have striped skin in brown, white and black, what am I?
2. Which one is a wild animal? (a rabbit or a tiger?)
3. What animal is it? (showing a picture of a tiger)

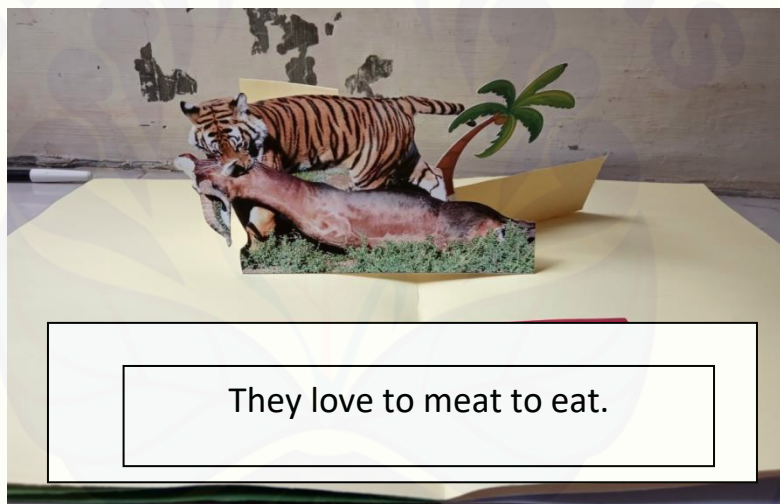
For experimental group







P2



P3

For control group

Tiger



Tigers are the biggest of all cats. They live in the grassland and forest.

Their striped coat gives them good camouflage when they hunt.

They love meat to eat

**THE STUDENTS' WORKSHEET FOR THE EXPERIMENTAL AND CONTROL GROUPS**

**Exercise A**

**Answer the questions by crossing a, b, c, or d based on the text**

1. The writer tells the reader about ...
  - a. giraffe
  - b. tiger
  - c. elephant
  - d. cat
2. The text above is a ... text
  - a. descriptive
  - b. procedure
  - c. recount
  - d. narrative
3. What is the fact about tigers?
  - a. Smallest cats
  - b. Biggest of all cats
  - c. One of cats
  - d. Cutest of all cats
4. Where do they live?
  - a. Water
  - b. Grassland
  - c. Forest and grassland
  - d. Forest and air
5. Their stripped coat gives them .....
  - a. bad camouflage
  - b. cute camouflage
  - c. good camouflage
  - d. worst camouflage

**Exercise 2**

**Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the text.**

No	Statements	T/F
1.	Tigers eat deer	
2.	They live in woodland	
3.	Tigers are one of biggest cats	
4.	They use their stripped coat to hide when hunting	
5.	Grass is their favorite food	

**Distribution of the Test Items**

No	Reading Comprehension Component	Number of item	Total
1.	Word Comprehension	A5, B3, B5	3
2.	Sentence Comprehension	A4, B2	2
3.	Paragraph Comprehension	A3, B1	2
4.	Text Comprehension	A1, A2, B4	3
<b>Total</b>			<b>10</b>

**Answer key****Exercise 1**

1.	C
2.	A
3.	A
4.	A
5.	B

**Exercise 2**

1.	T
2.	T
3.	T
4.	T
5.	F

**Scoring Rubric**

No	Score	Total Score
1.	Exercise 1 (correct) x 8	80
2.	Exercise 2 (correct) x 4	20
<b>Final score</b>		<b>100</b>

**APPENDIX 6****TRY OUT TEST**

**School** : SMPN 9 Jember  
**Subject** : English  
**Language Skill** : Reading Comprehension  
**Level/Semester** : VIII/1  
**Time** : 40 minute

**Name** :  
**Students' number** :  
**Class** :

---

**A. Read the text below and choose the correct answer by crossing (x) a,b,c or d on the answer sheet provided**

...

I am an eighth grade student at SMPN 9 Jember. My classroom is big and clean. In my classroom there are 30 tables and chairs. In front of that, there is a large whiteboard. There is a pair of photos of President of Republic Indonesia and Pancasila. There are four windows and two doors in my classroom. At the corner of my classroom, there is cupboard to store books and others. Next to the cupboard, there is a teacher's desk.

Many teachers like my classroom. Because my classroom is always clean and tidy. They are very fond of being in my class because my classroom is comfortable.

1. The writer tells the reader about his ....
  - a. bedroom
  - b. office
  - c. classroom
  - d. hall
2. The text above is ... text
  - a. descriptive
  - b. recount
  - c. procedure
  - d. narrative

3. What is the main idea of the first paragraph?
  - a. The writer tells the readers about teachers
  - b. The writer tells the readers about his friends
  - c. The writer tells the readers about his classroom
  - d. The writer tells the readers about his school
4. The class is ... and ...
  - a. big, clean
  - b. big, dirty
  - c. clean, narrow
  - d. big, tidy
5. There are... and ... in the classroom
  - a. 35 benches and one whiteboard
  - b. 35 tables and 36 benches
  - c. 35 tables and 34 chairs
  - d. 35 tables and chairs
6. How many tables are there in the classroom?
  - a. 34
  - b. 35
  - c. 36
  - d. 37
7. How many white boards are there in the classroom?
  - a. One
  - b. Two
  - c. Four
  - d. Five
8. What is above the white board?
  - a. Teachers photos
  - b. Classroom members photos
  - c. Pair of Indonesia presidents photos and Pancasila
  - d. Heroes photos
9. There are ... windows and ... doors in my classroom
  - a. one, two
  - b. two, two
  - c. four, two
  - d. two, four
10. The teacher's desk is... the cabinet
  - a. in front of
  - b. beside
  - c. behind
  - d. inside



11. "Right **next to** the cupboard, there is a teacher's desk" (Line 5). **Next to** in this sentence means ...
  - a. behind
  - b. beside
  - c. in front of
  - d. inside
  
12. What is the main idea of the second paragraph?
  - a. The classroom is always clean and comfortable
  - b. The classroom is be teachers' favorite class
  - c. The teacher room is clean and comfortable
  - d. The classroom has good atmosphere
  
13. "Many teachers **like** my classroom" (line 7). What is the synonym of "like"?
  - a. Hate
  - b. Love
  - c. Miss
  - d. Play
  
14. "**They** are very fond of being in my class because the atmosphere is so comfortable" (Line 10). **They** in this sentence refers to...
  - a. Students
  - b. Teachers
  - c. Headmaster
  - d. Students and teachers
  
15. What is the suitable title of the text?
  - a. My school
  - b. My environment
  - c. My office
  - d. My classroom

**B. Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the true stories.**

No	Statements	T/F
1.	There is a large whiteboard in front of table	
2.	Cabinet is used to store stationeries	
3.	My class never win the competition	
4.	The writer is a student in junior high school	
5.	Teachers like to come to the writer's class	

**C. Read the text below and answer the questions by crossing (X) a, b, c, or d based on the text**

**Giraffes**

Giraffes are big animals in the world. They have pattern like leopards. They have long necks. They make them easy to reach leaves on the top of trees. They also have small ears and four legs. They eat grass and plants. Most of them live in Africa and Asia.

(Adapted: When English Rings the Bell: 88 )

1. The text describes about ...
  - a. cats
  - b. tigers
  - c. leopards
  - d. giraffes
2. The text above is a ... text
  - a. descriptive
  - b. narrative
  - c. procedure
  - d. recount
3. What does the pattern of giraffes' skin look like?
  - a. Tigers'
  - b. Leopards'
  - c. Lions'
  - d. Cats'
4. What does a giraffe look like?
  - a. It has short neck, 2 small ears and 4 legs
  - b. It has long necks, 2 small ears and 4 legs
  - c. It has short necks, 2 big ears and 4 legs
  - d. It has long necks, 2 big ears and 4 legs
5. What is the function of their long necks?
  - a. Reaching leaves on the top of trees easily
  - b. Reaching leaves on the top of trees slowly
  - c. Reaching grass easily
  - d. Reaching grass slowly

6. Giraffes eat ...
- a. grass and meat  
b. plant and meat  
c. grass and plant  
d. meat and leaves
7. Giraffes live in ...
- a. Asia and Europe  
b. Asia and Antarctica  
c. Africa and Asia  
d. Africa and Europe
8. **They** eat grass and plants (line 3). What does the word “**they**” refer to?
- a. Animals  
b. Leopards  
c. Elephants  
d. Giraffes
9. **They** make them easy to reach leaves on the top of tree (line 3). What does the word “**they**” refer to?
- a. Trunks  
b. Necks  
c. Ears  
d. Legs
10. It makes **them** easy to reach leaves on the top of trees (line 3). What does the word “**them**” refer to?
- a. Leopards  
b. Elephants  
c. Giraffes  
d. Animals

#### The Distribution of the Test Items

No	Reading Comprehension Components	Numbers	Total
1.	Word Comprehension	A10, A11, A13, A14, 15, C8, C9, C10	8
2.	Sentence Comprehension	A4, A5, A6, A7, A8, A9, B1, C3, C4, C6, C7	11
3.	Paragraph Comprehension	A3, A12, B2, B5,	4
4.	Text Comprehension	A1, A2, A15, B2, C1, C2, C5,	7
<b>Total</b>			<b>30</b>

**Answer key****Exercise A**

1.	A	6.	B	11.	B
2.	A	7.	A	12.	B
3.	C	8.	C	13.	B
4.	A	9.	C	14.	B
5.	D	10.	B	15.	D

**Exercise B**

1.	F
2.	F
3.	F
4.	T
5.	T

**Exercise C**

1.	D	6.	C
2.	A	7.	C
3.	B	8.	D
4.	B	9.	B
5.	A	10.	C

**Scoring rubric**

No	Score	Total Score
1.	Exercise A (correct) x 3	45
2.	Exercise B (correct) x 5	25
3.	Exercise C (correct) x 3	30

## APPENDIX 7

## POST TEST

**School** : SMPN 9 Jember  
**Subject** : English  
**Language Skill** : Reading Comprehension  
**Level/Semester** : VIII/1  
**Time** : 40 minute

**Name** :  
**Students' number** :  
**Class** :

---

**C. Read the text below and choose the correct answer by crossing (x) a,b,c or d on the answer sheet provided**

.....

I am an eighth grade student at SMPN 9 Jember. My classroom is big and clean. In my classroom there are 30 tables and chairs. In front of that, there is a large whiteboard. There is a pair of photos of President of Republic Indonesia and Pancasila. There are four windows and two doors in my classroom. At the corner of my classroom, there is cupboard to store books and others. Next to the cupboard, there is a teacher's desk.

Many teachers like my classroom. Because my classroom is always clean and tidy. They are very fond of being in my class because my classroom is comfortable.

1. The writer tells the reader about his ....
  - a. bedroom
  - b. office
  - c. classroom
  - d. hall
2. The text above is ... text
  - a. descriptive
  - b. recount
  - c. procedure
  - d. narrative



3. What is the main idea of the first paragraph?
  - a. The writer tells the readers about teachers
  - b. The writer tells the readers about his friends
  - c. The writer tells the readers about his classroom
  - d. The writer tells the readers about his school
4. There are... and ... in the classroom
  - a. 35 benches and one whiteboard
  - b. 35 tables and 36 benches
  - c. 35 tables and 34 chairs
  - d. 35 tables and chairs
5. How many tables are there in the classroom?
  - a. 34
  - b. 35
  - c. 36
  - d. 37
6. How many white boards are there in the classroom?
  - a. One
  - b. Two
  - c. Four
  - d. Five
7. What is above the white board?
  - a. Teachers photos
  - b. Classroom members photos
  - c. Pair of Indonesia presidents photos and Pancasila
  - d. Heroes photos
8. There are ... windows and ... doors in my classroom
  - a. one, two
  - b. two, two
  - c. four, two
  - d. two, four
9. The teacher's desk is... the cabinet
  - a. in front of
  - b. beside
  - c. behind
  - d. inside
10. "Right **next to** the cupboard, there is a teacher's desk" (Line 5). **Next to** in this sentence means ...
  - a. behind
  - b. beside

- c. in front of
- d. inside

11. What is the main idea of the second paragraph?
  - a. The classroom is always clean and comfortable
  - b. The classroom is the teachers’ favorite class
  - c. The teachers’ room is clean and comfortable
  - d. The classroom has good atmosphere
12. “Many teachers **like** my classroom” (line 7). What is the synonym of “like”?
  - a. Hate
  - b. Love
  - c. Miss
  - d. Play
13. “**They** are very fond of being in my class because the atmosphere is so comfortable” (Line 10). **They** in this sentence refers to...
  - a. Students
  - b. Teachers
  - c. Headmaster
  - d. Students and teachers
14. What is the suitable title of the text?
  - a. My school
  - b. My environment
  - c. My office
  - d. My classroom

**D. Answer the questions below by giving (T) if the statement is true and (F) if the statement is false based on the true stories.**

No	Statements	T/F
1.	There is a large whiteboard in front of table	
2.	Cabinet is used to store stationeries	
3.	My class never win the competition	
4.	The writer is a student in junior high school	
5.	Teachers like to come to the writer’s class	

**C. Read the text below and answer the questions by crossing (X) a, b, c, or d based on the text**

Giraffes

Giraffes are big animals in the world. They have pattern like leopards. They have long necks. They make them easy to reach

leaves on the top of trees. They also have small ears and four legs.  
They eat grass and plants. Most of them live in Africa and Asia.  
(Adapted: When English Rings the Bell: 88 )

1. The text above is a ... text
  - a. descriptive
  - b. narrative
  - c. procedure
  - d. recount
2. What does the pattern of giraffes' skin look like?
  - a. Tigers'
  - b. Leopards'
  - c. Lions'
  - d. Cats'
3. What is the function of their long necks?
  - a. Reaching leaves on the top of trees easily
  - b. Reaching leaves on the top of trees slowly
  - c. Reaching grass easily
  - d. Reaching grass slowly
4. Giraffes eat ...

<ol style="list-style-type: none"><li>a. grass and meat</li><li>b. plant and meat</li></ol>	<ol style="list-style-type: none"><li>c. grass and plant</li><li>d. meat and leaves</li></ol>
---	---
5. Giraffes live in ...

<ol style="list-style-type: none"><li>a. Asia and Europe</li><li>b. Asia and Antarctica</li></ol>	<ol style="list-style-type: none"><li>c. Africa and Asia</li><li>d. Africa and Europe</li></ol>
---	---
6. It makes **them** easy to reach leaves on the top of trees (line 3). What does the word "**them**" refer to?

<ol style="list-style-type: none"><li>a. Leopards</li><li>b. Elephants</li></ol>	<ol style="list-style-type: none"><li>c. Giraffes</li><li>d. Animals</li></ol>
--	--

**The Distribution of the Test Items**

No	Reading Comprehension Components	Number	Total
1.	Word Comprehension	A9, A10, A12, A13, C6	5
2.	Sentence Comprehension	A4, A5, A6, A7, A8, B1, B3, C2, C4, C5	10
3.	Paragraph Comprehension	A3, A11, B2, B5	4
4.	Text Comprehension	A1, A2, A14, B4, C1, C3	6
<b>Total</b>			<b>25</b>

**Answer key****Exercise A**

1.	A	6.	A	11.	B
2.	A	7.	C	12.	B
3.	C	8.	C	13.	B
4.	D	9.	B	14.	D
5.	B	10.	B		

**Exercise B**

1.	F
2.	F
3.	F
4.	T
5.	T

**Exercise C**

1.	A	6.	C
2.	B		
3.	A		
4.	C		
5.	C		

**Scoring rubric**

No	Score	Total Score
1.	Exercise A x 4.5	63
2.	Exercise B x 2	10
3.	Exercise C x 4.5	27
	<b>Total</b>	<b>100</b>

Appendix 8

Coefficient of Odd numbers (X)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	
3	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	
5	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1
9	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	0
11	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0
13	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0
15	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0
17	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0
19	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0
21	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
25	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1
27	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
29	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>Total</b>	15	14	10	13	13	12	15	15	13	11	8	11	13	12	6	14	14	14	15	13	9	11	14	5	15	9	9	15	12	15	13	9	



Appendix 9

Coefficient of Even numbers (Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
2	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1		
4	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0		
6	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	
8	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	
10	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	
12	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0
14	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0
16	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0
18	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0
20	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	
22	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0
24	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	
26	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1
28	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
30	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
total	15	9	8	9	12	11	15	15	11	11	6	10	10	10	10	11	11	11	11	15	11	5	11	9	10	12	9	7	15	11	15	11	5	

## APPENDIX 10

## The Division of Odd and Even Numbers

No	Initial Names	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	AJT	15	15	225	225	225
2.	AMF	14	9	196	81	126
3.	AKS	10	8	100	64	80
4.	AF	13	9	169	81	117
5.	AAA	13	12	169	144	156
6.	AT	12	11	144	121	132
7.	AIA	15	15	225	225	225
8.	AMP	15	15	225	225	225
9.	BR	13	11	169	121	143
10.	DP	11	11	121	121	121
11.	DFM	8	6	64	36	48
12.	DMD	11	10	121	100	110
13.	DY	13	10	169	100	130
14.	LA	12	10	144	100	120
15.	MFA	6	10	36	100	60
16.	MRM	14	11	196	121	154
17.	MYRB	14	11	196	121	154
18.	MIZA	14	11	196	121	154
19.	MAFG	15	15	225	225	225
20.	MJ	13	11	169	121	148
21.	NKN	9	5	81	25	45
22.	NAR	11	11	121	121	121
23.	RIH	14	9	196	81	126
24.	SA	5	10	25	100	50
25.	SKN	15	12	225	144	180
26.	SM	9	9	81	81	81
27.	S	9	7	81	49	63
28.	TQF	15	15	225	225	225
29.	VNN	12	11	144	121	132
30.	YS	15	15	225	225	225
31.	YST	13	11	169	121	143
32.	YW	9	5	81	25	45
<b>Total</b>		387	337	4913	3871	4289

## APPENDIX 11

## The Difficulty Index of Each Item and Its Interpretation

No	R	N	FV	Criteria	Status
1.	25	32	0.78125	Fair	Used
2.	25	32	0.78125	Fair	Used
3.	25	32	0.78125	Fair	Used
4.	6	32	0.1875	Difficult	Deleted
5.	25	32	0.78125	Fair	Used
6.	25	32	0.78125	Fair	Used
7.	25	32	0.78125	Fair	Used
8.	25	32	0.78125	Fair	Used
9.	23	32	0.71875	Fair	Used
10.	25	32	0.78125	Fair	Used
11.	24	32	0.75	Fair	Used
12.	25	32	0.78125	Fair	Used
13.	25	32	0.78125	Fair	Used
14.	25	32	0.78125	Fair	Used
15.	25	32	0.78125	Fair	Used
16.	25	32	0.78125	Fair	Used
17.	25	32	0.78125	Fair	Used
18.	25	32	0.78125	Fair	Used
19.	24	32	0.75	Fair	Used
20.	25	32	0.78125	Fair	Used
21.	30	32	0.9375	Easy	Deleted
22.	25	32	0.78125	Fair	Used
23.	25	32	0.78125	Fair	Used
24.	6	32	0.1875	Difficult	Deleted
25.	25	32	0.78125	Fair	Used
26.	25	32	0.78125	Fair	Used
27.	25	32	0.78125	Fair	Used
28.	29	32	0.90625	Easy	Deleted
29.	31	32	0.96875	Easy	Deleted
30.	25	32	0.78125	Fair	Used

## APPENDIX 12

## Post test

8A (experimental group)			8B (control group)		
No	Initial Names	score	No	Initial Names	score
1.	A. M R P	100	1.	AR	64
2.	A F	100	2.	ACW	59.5
3.	A H A J	100	3.	APY	92
4.	A E A	92	4.	AY	96
5.	APN	100	5.	ADC	92
6.	ATS	92	6.	A	96
7.	AK	82	7.	AAR	92
8.	ARA	100	8.	AZM	92
9.	ADPM	96	9.	ADF	92
10.	AP	73	10.	ADR	73
11.	ARB	77.5	11.	AIW	68.5
12.	ADS	92	12.	ANP	64
13.	CS	96	13.	BP	92
14.	DRK	82	14.	B	68.5
15.	MWAR	100	15.	DF	100
16.	MAR	82	16.	DAAT	64
17.	MR	68.5	17.	F	96
18.	MAAA	100	18.	FIK	92
19.	PTN	100	19.	KAV	86.5
20.	RA	96	20.	LQ	86.5
21.	RAS	96	21.	MR	86.5
22.	SA	100	22.	MAHY	77.5
23.	SI	96	23.	MRJ	92
24.	SM	100	24.	MRF	100
25.	SA	100	25.	RH	82
26.	VAM	73	26.	SSCT	73
27.	WS	100	27.	SD	100
28.	WNA	82	28.	T	73
29.	WP	86.5	29.	V	64
30.	Y	96	30.	VFQ	92
31.	ZMZ	96	31.	WA	92
32.	ZW	82	32.	YW	55



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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Lampiran : -  
Perihal : Permohonan Izin Penelitian

04 NOV 2019

Yth. Kepala SMPN 9 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Ulfatul Mazidah Arifin  
NIM : 150210401092  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Pop-up Books on the Eight Grade Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasana yang baik kami sampaikan terima kasih.



Ditandatangani dan  
dibubuhkan I,  
Pranoto, M.Si.  
067062519992031003





PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMPN 9 JEMBER**

Jl. Kutai No. 169, Bumi Tegai Bai Telp. (0331) 339231 Jember 68123



**SURAT KETERANGAN**

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Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang "The Effect of Using Pop-up Books on the Eight Grade Students' Reading Comprehension Achievement" pada tanggal 5 November 2019 s.d 23 November 2019 di kelas VIII A dan VIII B SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Jember, 23 November 2019  
Kepala Sekolah

SONY YUDI HARDONO, M. Pd.  
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