

BAB 1-5 SKRIPSI IQBAL

by studied needs

Submission date: 18-Aug-2022 01:56AM (UTC-0400)

Submission ID: 1883838228

File name: BAB_1-5_SKRIPSI_IQBAL_1.pdf (533.11K)

Word count: 8941

Character count: 46208

CHAPTER 1

25 INTRODUCTION

In this chapter, the researcher discusses about some the subjects. Those are:
26 a) background of the problem, b) identification of the problem, c) limitation of the problem, d) formulation of the problem, e) the purpose of research, f) the significance of the research and g) the definition of key term.

2 A. Background of the Study

Reading can contribute to students in increasing language success. The English language carried out in the framework that consisted of 5 four basic language skills included listening, speaking, reading, and writing. Reading it self-contains activities to understand information in the text. By reading various materials, students could understand English well and get knowledge in writing from. Therefore by 16 Cline, et al., (2006:2), that reading is the process of deriving meaning from text. It means that students try to understand the researcher idea, 16 meaning of text and think about what student read. Moreover, Nunan (2003:4), also explains that 2 reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning. The process of reading does not only mean "reading" but try to make 14 an interaction between reader and text. This is related to how 16 readers can convey meaning through written symbols and processing them into their thoughts.

Therefore, reading involves skills recognition of type words to understand 16 the researcher ideas or the way communication with readers use written text. Students who have good reading skills, they will have a better chance at reading 18

comprehension. Duke & Pearson (2001:423), explain that, reading comprehension is a process in which the reader constructs meaning using as the building materials their information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interaction between text and reader. It means reading comprehension is the student ability to understand and get meaning from what has been read and written text. Student who have good ability in reading comprehension will be better understand than those who don't have good ability in reading comprehension.

In teaching reading comprehension, the teacher needs to lead the students in gaining any knowledge. Also, teach the students how to make them comprehend the text easily. Moreover, effective teachers of reading comprehension help their students develop into strategic, active readers, in part, by teaching them why, how, and when to apply certain strategies shown to be used by effective readers (e.g., Duke & Pearson, 2002). The student will be capable to read in an appropriate speed, a silent way, and adequate understanding text.

In addition, based on observation during teaching practice in SMKN 2 Kediri, the researcher found that the student had difficulties in understand the text. For example, the student still confused the instruction from teacher, the student do not really understand what the meaning of the sentence because they are lack of vocabulary, they also did not know how to find main idea, especially in analyzing generic structure. They only translated the difficult word one by one using the dictionary. According to Mikulecky and Jeffries (2005:277), many students have trouble comprehending what they reading English text. Thus, this is become a challenge for researcher to come up with a solution to the problems experienced by students in understanding reading text.

In addition, all countries are stricken by covid 19, Indonesia one of the

countries that many people died because of covid 19 and the government was deciding to stop all the activities in Indonesia. In this case, all the activities must be done at home especially student learning therefore the government gives the solution learning media as innovation by utilizing online media, every teachers has many ways to teach material such as by video learning is presented using chat group,others using information electronic media does not pay from multiple sources (Ashari, M. 2020) . in this case, the reseacher make solution for learning to understand an English text during a pandemic using the Feynman method.

The researcher used Feynman Method in teaching reading because it can be effectively to help their reading comprehension. According to Yingna Zhao, Tianguai Miao, Jiayu Liu (2020:100) Relevant theory of Feynman learning method Feynman learning method is widely considered as "the strongest learning method in history", "global efficient learning method", "scientific and effective learning method", "ultimate learning method", etc. It is a way that teacher used to teach students at home with an application online learning. In the class the students just asking about what they do not understand on material. Next, teacher explained it clearly. Then they do the exercise by themselves. In short, the students learn first at home before asking to teacher and do the exercise. In addition, on the learner side, students have to have a high motivation and push to read the material at home just like they need motivation to read their textbooks and finish their homework.

In addition, ismail, Darmadi (2020) about The Application of mathematics Learning with Feynman Technique in Class X SMK PLUS SABILUR ROSYAD SIDOARJO. In their research, they focused on effectiveness of learning methods is influenced by the objective factors, student factors, situation factors, the teacher factor itself. Learning with Feynman technique becomes on of effective learning, because it is able to provide an explanation of learning concept in a simply way by making students the center of learning.

So, based on the explanation above the researcher want to try uses technique as a way for teaching Reading which called Feynman Technique. it is hope to help the students learning in pandemic covid 19, because this reason, the writer conduct research entitled “**The Effect of Feynman Method On The Students reading Comprehension At Eleventh Grade of SMKN 2 KEDIRI**”

B. Identification of Problems

Based on the background of study above, there are many problems that can be identified. The problem in learning English online, especially in understand about the text reading comprehension because online learning very different than offline learning between teacher and student. Based on the background, in generally the student get difficulties in learning of English at all aspects because they are still lack of understanding read text being taught. The lack of understanding text is caused some factors are involved in this problem Student think that English is complicated, Student are not pay attention when teacher taught the materials, Some student are lazy to learn and read the material. To other factor students feel bored because the conditions are monotonous. the students are lazy to read they do not know how to learn to understand the text easily. In pandemic era, all the activities must be done at home. Teachers should make a teaching-learning process from home. The teachers must create the appropriate strategy to teach reading comprehension.

From the problem above, the teachers can use Feynman method to improve the students' reading comprehension. Students will become active readers because the material to be taught has been distributed before class starts, it encourages students to come to class prepared. The students also engage with a lesson on their own time, and away from school, absence need not detract from them learning the material. However, the strategy requires a lengthy and complicated process but if the teacher can apply appropriately so that nothing

difficult for students to learn reading comprehension.

C. Limitation of the Problems

Based on the explanation in the background of the study and identification of the problem, the researcher limits the problem into a specific which focuses on the effect of Feynman method to improve the students reading comprehension, the writer limits the problem Reading Comprehension at SMKN 2 Kediri and the writer choose second year class. The students have difficulties to understand the material when the teacher taught in online learning, the writer using Feynman technique to increase reading comprehension at SMKN 2 Kediri in Pandemic COVID-19.

D. Formulation of the Problems

Based on the restriction of the issues over, the analyst defines inquire about issues as takes after, Research problem of the study formulate in the following question:

1. How is the students reading comprehension before being taught Using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2 Kediri?
2. How is the students reading comprehension after being taught Using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2 Kediri?
3. Is there any effect of Using Feynman Method on The Students Reading Comprehension at Eleventh Grade of SMKN 2 Kediri

E. The Purpose of Research

- 1 To know the result of students about material before using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2.
- 2 To know the result of students about material after using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2 Kediri.
- 3 To find out whether there is any effect of using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2 Kediri.

F. Significance of the Study

Hopefully, the result of this research will be very important for the English teachers, readers, writer and other researchers.

1. Teachers

The teachers can apply Feynman methods in zoom application in their teaching learning process after knowing the effectiveness of Feynman technique on zoom application to increase reading comprehension at SMKN 2 Kediri.

2. Student

The student will understand that Feynman technique on zoom application to increase reading comprehension at SMKN 2 Kediri.

3. Writer

The writer will know the importance of Feynman technique in zoom application and the advantages and disadvantages use Feynman technique on zoom application to increase reading comprehension at SMKN 2 Kediri.

G. Definition of Key Terms

a. Reading Comprehension

Reading Comprehension is an activity that we do to get information and meaning, through this activity we are not only read the text but also required the idea of the text According Weir and Singhal in Seken (2004) "Reading Comprehension basically an Interactive Process of meaning making between the reader and the author through the text.

b. Feynman Method

According to Englevert P. Reyes^{1*}, Ron Mhel Francis L. Blanco², Defanee Rose L. Doroon³, Jay Lord B. Limana⁴, and Ana Marie A. Torcende⁵ (2021) The Feynman Technique is a mental model and learning strategy used to simplify any complex information. it means Learning with Feynman technique becomes one of effective learning, because it is able to provide an explanation of learning concept in a simply way by making students the center of learning.

REVIEW OF RELATED LITERATURE

This chapter covers several theories employed in the research. Some aspects are going to be discussed in this chapter to support the research in order to get accurateness in doing the research. The aspects are about theoretical framework, review related research, rationale and hypothesis.

A. The Concept of Reading

Reading as a process of responding, interpreting the text read and relating it to the reader's knowledge. readers relate new knowledge gained from the text with known knowledge they already know. a reading activity is an interaction between readers' mind and the text (Spratt et al (2005, 21). It can be concluded that reading is a process done by the reader to build the meaning of a message delivered through writing.

According to Petel and Jain (2008:113), "Reading is an important activity in life with which one can update his/her knowledge". It means reading is very influential for person's skills. Knowing that reading is an important skill, in order to be a good reader student, need to master several reading skills. Harrison (2004, 3), argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

Nunan (2003:68) defines: "Reading is a fluent process of readers combining information from a text and their own background knowledge to building the meaning". It means that during reading the readers involves background knowledge

2 to understand the content and purpose of the text in order the readers 2 able to understand the meaning of the text easily.

Risdianto (2012: 94) claimed that another purpose of reading calls for reading carefully and slowly. 20 Once the student has a general idea about the material he wants to learn, he will read the section 20 carefully. After reading the chapter or section carefully, the student will review the material to see if he can answer question about the text. To find a 2 specific topic a book or article. To learn subject matter that is required for a class.

Based on Risdianto statements, reading have 3 (three) purpose. the first reading goal is 1 students can find the main ideas in a text so that they are able to know purpose of reading. The second is reading for their entertainment as a medium, because they can find the general information that they want by reading. 36 And the third purpose of reading is to find a particular topic that will be used to find out what the contents

48 Reading is an active process that requires a great deal of practice and skills (Moreillon (2007:10). Reading needs a process and is not instantaneous. The readers should continue to practice in order able to improve their reading ability. The readers can be fast capture the main ideas of the text and more critical in understanding a text. 2 Moreillon (2007:10) states: "Reading is making meaning from print and from visual information". It means after the readers read a text they imagine the meaning of words, phrases or sentences in their brain. Then the readers translate the author message by using their own words. It is the process to readers 8 able to understand the meaning of the text.

14 B. Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. This is because reading comprehension has become something important for

students because students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress, reading comprehension is the main purpose of reading activity. All readers certainly intend to have connection to the material that they read. (Pressley & Wharton-Mc Donald, 1997) states that the development of comprehension skills is a long-term developmental process which depends on language and text experiences from early stage of life. However, the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. Prado & Plourde (2005) in Harvey states that reading comprehension is not a single step or easily acquired skills. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge in conclusion, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Meanwhile, reading and reading comprehension cannot be separated because in reading students must understand the text. Reading comprehension as a complex process which involve interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension (Klingner, Vaughn and Broadman (2007, 8).

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an

interference growing between them, there will be difficulties in reading.

C. Micro and Macro at Reading comprehension.

Brown (2007:367) states lists micro and macro skills of reading as follows:

a. Micro skills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of difference lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (noun, verbs, etc.), system (e.g., tense, agreement, and pluralization), patterns, rules and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

b. Macro skills

1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
2. Recognize the rhetorical forms of written discourse and their significance for interpretation.
3. Recognize the communicative functions of written texts, according to forms and purpose.
4. Infer context that is not explicit by using background knowledge.
5. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

6. Distinguish between literal and implied meanings.
7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
8. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the micro skills and macro skills above, the writer conclude that reading is a process of interpreting and extracting meaning from printed or written text by an active activity to find main ideas, explicit and implicit information, and the meaning of the words based on the context.

⁶**D. Teaching Reading**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned. Other experts explained about the term of teaching reading which may be further discussed here. Furthermore, states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

Moreover, Nunan (2003:75) explains: ²“In order to teach for comprehension readers must monitor their comprehension process and be able to discuss with the teacher and or follow readers what strategies they use to comprehension”. It means the teacher have to know the use strategy used by students in reading

comprehension in order teaching process can be done fluently. It certainly cannot be separated from the relationship of close communication between teachers to students and students to other student's because there will be interaction and discussion among them.

E. The Procedures of Teaching Reading

In teaching reading the teachers must have a good strategy to make the students easy to understand the text. The teachers also have a good teaching reading in order able to help the students become effective readers by teaching them how to use strategies before, during and after reading. Brown (2000:315) explains, these are the steps of good strategies to teach reading.

1. Before reading: The teacher introduces a topic to students, students can do skimming, scanning, predicting and activating schemata. Those activities can involve their background knowledge. The students have a change to understand the passage earlier before they really read it.
2. While reading: Not all reading is simply extensive or global. The students are expected to take a not while they are reading. The teacher should give the students encourage the students to have a purpose when they decide to read something not, they read because of ordering.
3. After reading: The teacher able to give comprehend question to the students. This is appropriate for post-reading but the teacher able to consider some things such as vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structure, or steering students toward a follow-up writing exercise. From the explanation above, the researcher able to conclude that the procedures of teaching reading comprehension able to make the process of teaching reading more orderly and purposeful. Teacher must prepare with make a best lesson plan before they teach reading comprehension in class.

F. The Concept of Feynman Method

¹⁵ The Feynman Technique is a method to learn, understand, and remember better using 4 steps. It was designed by the renowned physicist Richard Feynman. The ¹⁵ method was devised by Richard Feynman, a theoretical physicist, known as one of the best scientists in the world. The man was a genius. He even won a Nobel prize in 1965 for his contribution to quantum electrodynamics.

In addition, ⁷ Yingna Zhao, Tiangui Miao, Jiayu Liu (2020) ⁷ Feynman learning method has two main points: one is that it uses the principle of "output learning"- "reinterpret this concept fluently"; the other is the output method, "change the representation form of knowledge"--"Use simple words to explain, use other things to analogize it, so that 10-year-old children can fully understand". The core of Feynman learning method is: teach others what he has learned, and the standard of learning is to be able to teach. It can be divided into four steps: 1. Choose a concept; 2. Teach the concept (the soul of Feynman's technique); 3. Reunderstand and repeat it again and again (repeating until it is understood); 4. Simplify and establish the analogy (continued to sublimate).

G. Review of Related Research

Before this research, there some other similar researches talking about Feynman Method in reading comprehension. Firstly the research from Englevert P. Reyes (2021), the title is "¹³ Feynman Technique as a Heutagogical Learning Strategy for Independent and Remote Learning" . he is focus on provide ¹³ empirical evidence on the effectiveness of the Feynman Technique as a ¹³ heutagogy-based learning strategy that fits the e-learning landscape. Using two-sample and paired T-tests, results show that students under the experimental

group, which applied the Feynman Technique, showed higher posttest scores and learning gains than those in the control group.

Secondly, from Adhina Rizkillah Harahap (2020) the title of research is An Alternative Method Of Online Learning Using The Feynman Technique. She is focus on An alternative method of online learning using the Feynman Technique which students can teach a topic to friends or themselves until they understand the topic. With the Feynman Technique, students can be more active in the learning process and become less passive because they not only listen to the teacher explain through video meetings. By using the Feynman technique, students are required to be able to understand the context of the lesson. In this learning technique the teacher also needs to control the students to ensure whether the students really understand. The Feynman Technique makes the students to be active and increase achievement also can save on internet expenses because it can reduce the use of learning video meetings

From those researches, basically, the discussion is the same with research. It is talking about how to teach reading comprehension. Even so, those have difference in each research and this study also. That previous studies are used Feynman Method in order to improve students' reading comprehension. In other hand, this research uses Feynman method in different condition. The writer takes the online class data with the various difficulties because of the Covid 19 pandemic. The researcher take place in SMKN 2 Kediri for the First Grade students in academic year 2021/2022. This research focuses on the effect in reading comprehension before and after being taught using Feynman method.

H. Rational

The study is aimed at Feynman technique to increase reading comprehension at SMKN 2 Kediri academic year 2021-2022. The study is aimed at developing English teaching for reading to the tenth-grade students of SMKN 2

Kediri. The question - and - answer method is a learning method that makes it possible for students to ask one another or ask the teacher about the material that is learned. It can be used to measure the extent of students Administer lesson materials and student thought processes. method Discussion is the presentation of the lesson materials by giving the opportunity for students to have scientific conversations, to argue, Alternative would be established Problem solving (Suwarna etc., 2006:110). Based on the school-based curriculum in high school classes, language skills are categorized as acceptable and productive skills. Speaking and writing are productive skills while listening and reading are receiving skills. At present, there are still many English education lessons that do not have a good understanding of English material, requiring proper techniques or learning methods that can help improve their understanding.

I. Hypothesis

A. Null Hypothesis (Ho): There is no effect of using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2.

B. The alternative hypothesis (Ha): There is any effect of Using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2.

27 CHAPTER III RESEARCH

METHOD

In this chapter, the researcher is going to discuss about research variables, research design, procedure of the research, 17 place and time of the research, population and sample, research instrument, technique of collecting data, and technique of analyzing data.

A. Research Variable

In every research, it is important to know about variable that is going to be observed. A variable is defined as anything that has a quantity or quality that varies. Creswell (2012:13) said, "Variables are important attribute for the individual that researcher's study". It means that variable is very important to individuals whose interest the researcher to be studied.

1 Variable divides into two points. They are independent variable and dependent variable. Independent variables are those that the researcher independently manipulates or contrasts. In the research design, and the dependent variable is the variable upon which the outcome of this manipulation or contrast is measured. It means there is one variable that function as an influence and as affected.

Based on the title of the research "10 The Effect of Using Feynman Method on The Students' Reading Comprehension at Eleventh Grade of SMKN 2 Kediri in Pandemic COVID-19. the researcher concludes that students' reading comprehension as 70 dependent variable (Y) and Feynman method as the independent variable (X).

It means, the use Feynman methods in teaching reading process ⁶⁸ able to increase or decrease the students' reading comprehension.

B. Approach and Technique of the Research

In this part, the researcher explains about two elements. Those are approach and research technique

1. Research Approach

Research method is a way that researchers used to conduct research in order to get valid results in accordance with supporting and relevant facts. ⁵ In this research, the researcher uses quantitative approach as research method. Creswell (2008:26) states: ⁵² "Quantitative research is a means for testing objectives theories by examining the relationship among variables". The purpose is to know the ⁵ influence between two variables. Those are independent and dependent variables. ⁴⁹ These variables can measure, typically on instrument, and numbered data can be analyzed using statistical procedures. So that the researcher chooses this approach because the data is presented in the form of number and analyzed using statistical formula. The data is also to prove the research hypothesis.

2. Research Technique

To examine the variables, the researcher did experiment. Ary (2010:265) states that experiment as ²⁷ scientific investigation in which the researcher manipulates one or more independent variable controls any other relevant variables, and observed the effect of manipulation on the variables. Meanwhile Creswell (2012:295) defines, ⁴² "Experiments are controlled, they are the best of the quantitative designs to use to establish probable cause and effect". ¹ It is usually based on a theory that is then in the careful, generated data, then discussed and concluded. This approach is also used as a way to examine various aspects of

education. The purpose of quantitative research is to obtain an explanation of a theory and laws of reality. It is developed by using mathematical models, theories or hypotheses. Thus, it means a method that emphasizes more on the aspects of objective measurement of social phenomena and further exploration in finding facts and testing theories that exist.

In this research, the researcher was selected two classes. The first is experimental class and the second is a control class. The experimental class is the class which get treatments Feynman Methods. Meanwhile, control class is teaching by using the model that is usually used by teacher. According to Donald ary (2010:303-304), the variety of quasi experimental designs, there are two categories, pre-test and post-test.

3.1 Pretest and Posttest

Control Class (XI AKL1)	Pretest	No Treatment	Posttest
Experimental Class (XI AKL 2)	Pretest	Experimental Treatment	Posttest

C. Place and Time of the Research

To get the data, the researcher determines where and when the data is taken in order the research can be done easier.

5

1. Place of the Research

This research was conducted by the researcher at SMKN 2 Kediri located in Jl. Veteran, No. 5 Kediri. SMKN 2 Kediri has three grades of class; there are ten grades, eleven grade and twelve grade. In this research, the researcher took the Ten Grade of SMKN 2 Kediri.

The reason of researcher chose this school because after the researcher interviewed with one of English teachers in this school. The teacher said that the students need to increase their reading comprehension. The students have difficulties in understanding the material like determining the main idea, identifying the general information, identifying purpose of the text and lack of vocabulary. The teacher also has not found the appropriate teaching reading comprehension technique. So, the researcher is interested to do research or give test and treatment in this school.

2. Time of the Research

To determine how long, the study held, it is necessary to arrange the schedule of the study to make research run smoothly. The research is started on September 2020. The schedule of the research can be seen on the following table

3.2 Schedule Research

D. Population and Sample

No	Activity	august				September				October			
1	Designing the Research	√	√	√	√								
2	Arranging instrument		√	√	√								
3	Collecting the data: a. Pretest b. Treatment Posttest			√	√	√	√	√	√				
4	Analyzing the data												
5	Writing the conclusion of the Research												

Before arranging the research to get the data, the writer is going to mention both population and sample. Both of them have an important role in doing this research.

1. Population

A population includes all members from a specified group, all

possible outcomes that are of interest. ⁴⁶ Creswell (2012:142) says: “A population is a group of individuals who have the same characteristic”. It means the population is not only person or things, the number of object or subject but all the nature characteristics of the subject or object be called population. The target of population is eleventh grade of SMKN 2 Kediri. The total number of populations was 684 students.

2. ⁵⁴ Sample

A sample refers to a smaller, manageable version of a larger group. ³⁵ It taken by Creswell (2012:142)” A sample is subgroup of the target population that researcher plans to study for generalizing about the target of population”. It means that sample is a part of population. The class observed as example is an ¹⁰ eleventh-grade student in SMAN 7 Kediri ² academic year 2020/2021. In this section, the researcher used cluster ⁵⁰ sampling, because according to Ary (2010:154) from that type is very difficult to list all the members of a target population and select the sample from among them. The researcher took two class that is eleventh grade especially for XI AKL 1 class as control class, with total 36 students contain 5 boys and 29 girls and for XI AKL 2 class as experimental class, with total 36 students contain 36 girls. The teacher gave pretest before the treatment, then the teacher gave the posttest as the last treatment for the students.

¹⁷ E. Research Instrument and Technique of Collecting Data

⁵**1. Research Instrument**

The researcher must use instrument in order to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result or in other words, it can be occur complete and systematic. Creswell (2012:151) defines, “An instrument is a tool for measuring, observing, or documenting quantitative data. Instrument can be test, questionnaire, interview, observation, rating scale and documentation”. It means the researcher have to make valid data in the instrument, and one of the instrument is a test Arikunto (2010:193) explains that a test is a set of question or exercise or by any means which is used to measure the skill and the knowledge. The instrument of this research is Reading Test, there are two test of them, those are pre-test and post-test. The pre-test consists of 20 multiple choice questions about invitation letter for friends that have done before the treatment in order to know the basic students’ reading comprehension. Then, the posttest is also consist of 20 multiple choice questions of invitation for farewell which given after the treatment in order to know is there any progress from students’ reading comprehension or not. Those tests can help the researcher to measure the students’ reading comprehension. The scoring of those tests is measured from the level of question, so the score in each question are difference.

3.3 scoring system

Kind of Test	Number of Item	Score of each Item		Maximum Score
		Correct Answer	Incorrect Answer	
Multiple Choice	20	5	0	100

Total score = $\frac{\Sigma \text{Skor Perolehan}}{\Sigma \text{Skor Maksimal}} \times 100$

$\Sigma \text{Skor Maksimal}$

F. Procedure of Collecting Data

In this research, the researcher used a test for collecting the data. There are two kinds of test that used in this study, those are pre-test and post-test.

A. Pre-test

The first step was the researcher given pre-test to students XI AKL 1 and XI AKL 2 at SMKN 2 Kediri. Pretest was done on the last weeks of September 2021. This pretest was used to measure students reading

comprehension before applied flipped classroom technique. The students did the pre-test with their own knowledge without introduction the Feynman method. Pre-test consisted 20 questions which multiple choice type. There was one topic on invitation letter, that's invitation letter for friends.

B. Treatment

The second step was the researcher did the treatment. Treatment was conduct at least for two times on first and second of October 2022. The researcher taught reading comprehension by applying Feynman technique. There were three procedures to do treatment. The first procedure was pre teaching, the researcher greets the students and warming to the student before given Feynman method. Then the second procedures were whilst teaching, the researcher introduces to the students about Feynman method and how to use it in studying reading comprehension. Here, the researcher was played a role as teacher. The researcher was given Invitation letter and the topic of the Invitation letterfor friends in the first meeting and then invitation letter for Birthday in the secondmeeting.

C. Post-test

1 Post-test was done after the treatments were given to two samples.

Which was the experimental class had been teaching by using Feynman method and control class was taught by using traditional. It aimed to determine the influence of those techniques. In post-test, students had also answered some questions of multiple choices, A, B, C, D. It was consisting of 20 items, there was one topic on invitation for farewell.

G. Technique of Data Analysis

1. Kinds of Analysis

The data analysis method that used in this research is SPSS analyze the results of the students' scores of the reading posttest. Kinds of the software, it was used dependent sample T-test to know whether or not there was an effect or impact in using Feynman Method and the significance differences between pre-test and post-test. In addition, according to Ary (2010: 175), t-test for dependent samples must be used, it also known as the correlated or non-independent or paired t test. So, t-test is very important to measure the sample which used in the research. The description of students' reading comprehension before being taught using Feynman Method.

2. The norm

The test will compare to t-table in order to conclude the significance of the study. In this case, the researcher used the rules:

1. If the $t\text{-test} > t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_o is rejected.

2. If the $t\text{-test} \leq t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

A. Description of Variable Data

To know the clear result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

1. The description of students' reading comprehension before being taught using Feynman methods.

Before the researcher did the research, he identified the students' reading comprehension first by giving them pretest. The test was given on Monday, 23rd august 2021. The purpose of this test is to quantify students' reading comprehension. The subject of this research was second grade students. The

researcher took two class that is eleventh grade especially for XI AKL 1 class as control class, with total 36 students contain 5 boys and 29 girls and for XI AKL 2 class as experimental class, with total 36 students contain 36 girls. The teacher gave pretest before the treatment, then the teacher gave the posttest as the last treatment for the students. Pre-test consisted 20 questions which multiple choice type. There was one topic on invitation letter, that's invitation letter for friends.

To know the students reading ability before given the treatment using feynman method. The researcher would give pre-test in the first meeting. After the researcher did pre-test, the students collect the paper and then the researcher checked and calculated the result of students pre-test to get the data, the data is shown of table 4.

Frequency of Pre test

Table 4.1

Pre-Test Experiment

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
50	6	16.7	16.7	16.7
55	6	16.7	16.7	33.3
60	6	16.7	16.7	50.0
65	7	19.4	19.4	69.4
70	6	16.7	16.7	86.1
75	5	13.9	13.9	100.0
To	36	100.0	100.0	

From the table above, 6 student (16,7%) got score 50, 6 students (16,7%) got score 55, 6 students (16,7%) got score 60, 7 students (19,4%) got score 65, 6 students (16,7%) got score 70, 5 students (13,9%) got score 75, 6 students (18,8%) got score 85, 2 students (6,2%) got score 90. From that explanation, it can be concluded that students' reading comprehension was good enough.

Diagram Score 4.1

Pre Test Experimental

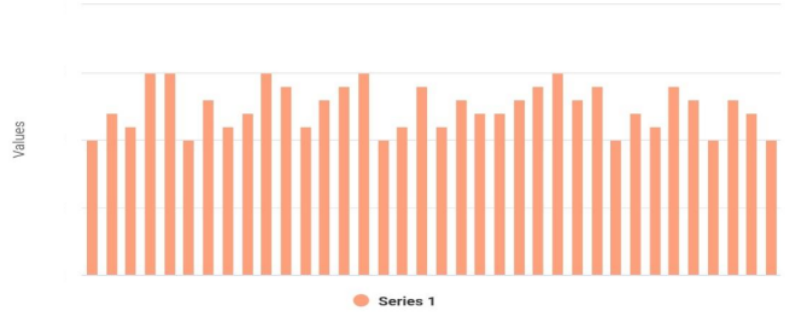
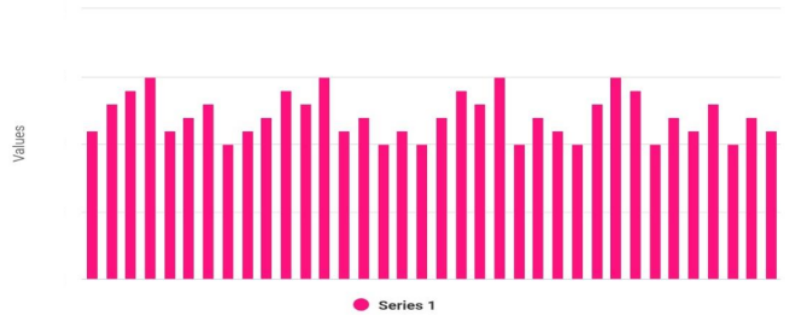


Diagram Score 4.2

Pre Test Control



Tabel 4.2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	36	50	75	62.22	8.404
Post-Test Experiment	36	65	90	76.53	8.091
Pre-Test Control	36	50	75	60.56	8.175
Post-Test Control	36	50	75	61.25	8.313
Valid N (listwise)	36				

The table 4.1 showed the students reading ability before the researcher gavethe treatment by using Feynman Method in teaching reading. The highest score in experimental class and control class were 75. Meanwhile the lowest score in experimental class and control class were 50. The average score can be seen in "mean" in the table above. For pretest experimental class was 62,22 , meanwhile pretest for control class was 60,56.

2. Treatment

After giving the pre-test, the researcher scheduled two meetings for treatment. In treatment the researcher explains about the effect of Feynman methods to the second grade students' reading comprehension. The material that used in this treatment is invitation letter. After the writer gave pre-test to the student, the writer gave treatment to the student. It was done for two meetings . For the first meeting in AKL 1 as an experiment class of the treatment was conducted on August 30th, 2021. and the second treatment was done on September 6th, 2021.

In the first treatment, the researcher gave a material about invitation letter using Feynman method, the researcher started the teaching learning process by explaining more about the topic invitation letter on the google meet. The topic was "invitation letter for birthday". The researcher also asked the students to did the task:

1. Step 1 the researcher already gave the topic that is invitation letter for birthday then the researcher explain more about it. While the researcher teach the topic, the students conclude the material according to their understanding.
2. Step 2 researcher give the task to the student for teach the material with someone or something in their home as like the brother, friend, toy so as like become the teacher and student know about the topic more than the

other and teach it, think if they don't know anything like a child.

3. Step 3 after teach the topic in someone or something. The students must identify any gaps in their understanding. It means if the student thinks it is difficult to explain about the topic so they must read the material more about the topic or they can search the topic in the google and conclude again until they believe if they understand well about the topic after that do step 2 again.
4. Step 4 after the students understand well about the material they can simplify the material on the paper they know the way to understand the material with simple language not always what the teacher teaches .

¹ In the second treatments, in the while activity the researcher asked the students to explain the material with their simple language, every students has different comprehension but they can explain with their language and they can analyze the part of invitation letter, social function, and language features.

¹ At last, in the post activity, the researcher asked the students to express their problem in comprehend the text, after the students understood, the researcher ended the class. Purpose of this Feynman method is if you can explain with simple language it means you are understand well. Most of students did their task very well. ¹ Then in the post activity, the researcher asked the students to express their problem in learning invitation letter. Most of the students were active and enthusiastic to comprehend the meaning of text after being taught invitation letter using Feynman method.

Feynman method could be a method in helping the students in their learning process in the class. Students were active, enthusiastic, and interest in teaching learning process.

3. The description of students' reading comprehension after being taught using Feynman Method.

The post test was given on Monday, 13th September 2021 after the treatment finished. In post-test, students had also answered some questions of multiple choices, A, B, C, D. It was consisting of 20 items, There was one topic on invitation for farewell.. The test was given to know the increasing of students' reading comprehension. The progress can be seen in this table:

Table 4.3

Frequency of Post-Test Score

Post-Test Experiment

		Freque ncy	Perce nt	Valid Perce nt	Cumulativ e Perce nt
Va	65	7	19.4	19.4	19.4
	70	5	13.9	13.9	33.3
	75	7	19.4	19.4	52.8
	80	7	19.4	19.4	72.2
	85	7	19.4	19.4	91.7
	90	3	8.3	8.3	100.0
To		36	100.0	100.0	

From the table above, 7 student (19.4%) got score 65, 5 students (13.9 %) got score 70, 7 students (19.4%) got score 75, 7 students (19.4%) got score 80, 7 students (19.4%) got score 85, 3 students (8.3%) got score 90. It means that there is an effect on students' reading comprehension which increases after students were taught using the Feynman method.

Diagram Score 4.3

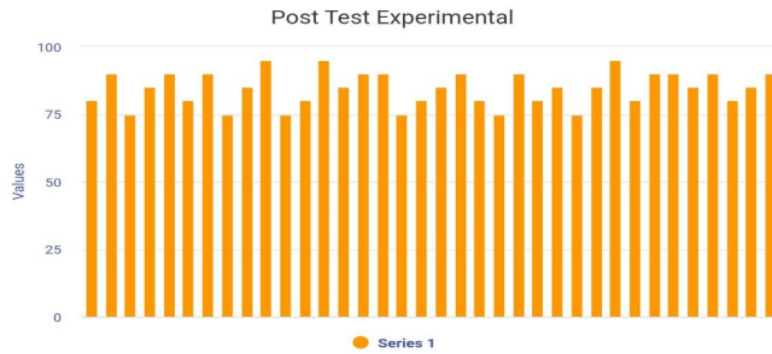
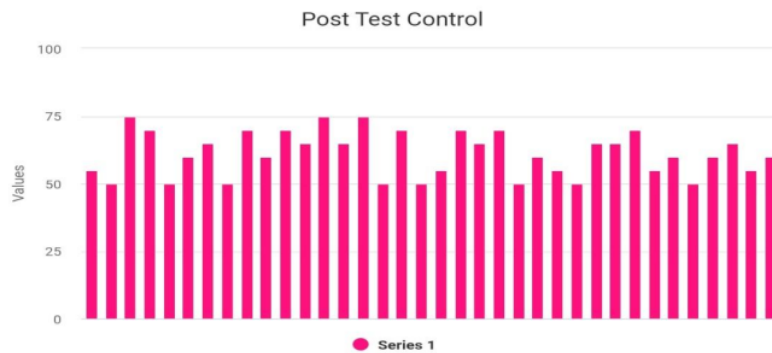


Diagram Score 4.4



B. Data Analysis

In this part, the data were analyzed by using total sampling. The purpose of t-test, whether Feynman method affects the students' reading comprehension or not. To analyze the paired simple t-test, the researcher analyzed the data of students reading skills before being taught using

Feynman method and students reading skills after being Feynman method.

1. Procedures of Data Analysis

In this research the researcher used quasy experiment. Based on the design,the procedure that were applied before the process analysis in as follow:

- a. The researcher calculated normality test.
- b. The researcher calculated paired sample test.
- c. The researcher calculated homogeneity test.
- d. The researcher calculated hypothetical test.

2. The Result of Data analysis

In this part the researcher presented about the result data analysis from student pretest and posttest using SPSS version 16 there are data output as follow: Paired Sample Statistic, Paired Sample Correlation, and Paired sample Test.

- a. Mean

²¹
Table 4.4

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pai	Pre-Test	62.22	36	8.404	1.401
	Experiment				
:	Post-Test	76.53	36	8.091	1.348
	Experiment				
Pai	Pre-Test Control	60.56	36	8.175	1.362
	Post-Test Control	61.25	36	8.313	1.386
:					

from the Paired Sample Statistic of table above , the mean score pretest experiment is 62.22 and the standard deviation 8.404 in other hand, the ⁷² mean score of posttest experiment is 76.53 and the standard deviation 8.091 . The number of participant from each test (N) is 36.

b. Correlation

Table 4.5

Paired Samples Correlations

		N	Correlation	Significance
Paired Samples	Pre-Test Experiment & Post-Test Experiment	36	.085	.621
Paired Samples	Pre-Test Control & Post-Test Control	36	.673	.000

In data output of Paired Sample Correlation above, the result present that correlation before and after being taught using Feynman method with the significance .621.

c. T-test

Table 4.6

Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower Bound	Upper Bound			
Pair 1	Pre-Test Experiment - Post-Test Experiment	14.306	11.158	1.860	-1.808	1.100	-3.308	.000	
Pair 2	Pre-Test Control 1 - Post-Test Control 1	-.694	6.671	1.112	-.952	-.436	1.563	.536	

Based on the output above Pair 1 obtained sig. (2-tailed) $0.000 < 0.005$, it can be concluded that there is a difference between the mean for the pre-test and post-test of the experimental class. While Pair 2 obtained sig. (2-tailed) $.536 > 0.005$, it can be concluded that there is no difference

between the mean for pre-test and post-test in the control class. It can be concluded that Pair 1, which is the experimental class data, has an effect on the students' post-test

3. Interpretation of the Data Analysis

Based on the analyzing data from SPSS version 16, the researcher got the data which concern on the students' reading comprehension before and after being taught using Feynman by compare both of them. The table show that the score of students reading comprehension after being taught using Feynman Method. It is proven from the total score which is exist on that indicator.

C. Testing of Hypothesis

Based on the hypothesis and the data which had been analyzed before, the researcher concluded that Feynman method have significant effect in students' reading comprehension at second grade of SMKN 2 Kediri in academic year 2021/2022. It can be proven from the result pretest and posttest, the table of paired sample statistics shows that the post test experimental score is higher than posttest control. The total score of posttest was 2685, and the total score of posttest control was 2340. From that explanation, the students score was increased. The experimental class that has been given treatment has a difference between the pretest and posttest.

According to the Paired Sample Test, the data obtained from Sig. (2-tailed) $0.000 < 0.005$ can be seen that the treatment given does affect

students, while from the control class that is not given treatment, the data obtained is $.536 > 0.005$, it can be seen that there is no difference between the pre-test and the post-test.

D. Discussion

Based on the data above, the purpose of the research to find the answer of the questions research about the effect of Feynman method to each aspects of reading skill and effect after using Feynman Method on students' reading comprehension of second grade student at SMKN 2 Kediri in academic year 2021/2022.

After conducting the research, it is proven that there is significant influence of using Feynman method on the students' reading comprehension. It is supported by Ronnel Ian A Ambion, Rainer Santi C De Leon, Alfonso Pio Angelo R Mendoza, Reinier M Navarro (2020) states that Purposive sampling was used based on the student's class standing before the experiment. A ten-item assessment on the evolution of horses was done after the experiment. The study revealed that there is not enough evidence to prove the existence of a significant difference in the results of the control group ($M=6.646$, $SD=17.9$) and the experimental group ($M=6.653$, $SD=3.71$) for the administered assessment; $t(15) = 1.75$, $p=0.05$. It is recommended that the intervention should be tested in a larger population, regardless of grade level and a science subject. It was proven by the result of the student's post-test score. In experimental class the highest score was 90, meanwhile the highest score of control class was 75. For the average of experimental class was 76, 53 and

control class was 61,25. From the result ¹ shows that the student's post-test score in the experimental class is higher than student's post-test score in the control class

¹ The result of the data analysis shows that the use of Feynman method in teaching reading comprehension encourages the students to be more active in teaching and learning reading comprehension at the second grade of SMKN 2 Kediri in academic years 2021/2022. ¹ They have difficulty in finding main idea, supporting detail, taking implicit and explicit information of the texts.

During the Covid 19 pandemic, the flipped classroom has indeed become one of the methods used. However, among the advantages of this method there are also weaknesses including students who don't have a sense of responsibility because they often do not participate in online learning for various reasons such as poor signals, illness, lack of facilities to participate in online learning. Sometimes, it's just an excuse not to take online learning. ⁵ During the teaching and learning process in online learning, many students also don't turn on the camera, so the teacher doesn't know that the student is really listening and following the lesson or not. However, this research had limited that this research only focus on the Invitation letter material on the second grade students. ⁴⁰ Then based on the result of the data teaching reading can develop using Feynman method, and the student enjoyed in the learning.

21 CHAPTER V

CONCLUSION, AND SUGGESTION

In this chapter, the researcher discusses about: a) conclusion, and b) suggestion.

A. Conclusion

After analyzing the data for pre-test and post-test, the researcher got some findings from this researcher which have been explained in the previous chapter. First, students have low reading skill before being taught Feynman method. This can be seen from the average pre-test scores of the class received low pre-test scores. In line with that, the students' reading comprehension are increased after being taught by using Feynman method.

Then, the result of analyzing the data also shows that Feynman method made students interested in reading or there is an effect of using Feynman on students' reading comprehension. The students also easier in understanding text. In other word, the researcher concludes that there is significant influence of using Feynman method towards students' reading comprehension at the second grade students of SMKN 2 Kediri in the Academic Year 2021/2022. Therefore, this research can be used for the reader to conduct the other research by using Feynman method.

B. Suggestion

Based on the research funding above, there are some suggestion that are given to the teacher, the students, and the further research.

1. Suggestion for the teacher

The teacher should explain first the activities of Feynman method before applied in the class. Then, the teacher must understand how to use the Feynman method and prepare it carefully so that learning goes well. Seen from the results of the study Feynman method is a good learning and has many functions.

2. Suggestion for the students

Students must be more enthusiastic and have high motivation. Students must have a sense of respect for the teacher when online learning.

3. Suggestion for the Further Research

The writer realizes that this research is far from perfect. The writer hopes this research can be the reference to the next research. The further researcher can research more about the Feynman method especially in another skill like writing/listening and researching other features in Feynman method.

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