

**IMPROVING THE STUDENTS READING COMPREHENSION BY
APPLYING INDUCTIVE THINKING MODEL ASSISTED BY MEDIA
POSTER AS TEACHING MEDIA**

SKRIPSI

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ABSTRACT

Henny Purwasih. 1302050202 Improving The Students Reading Comprehension by Applying Inductive Thinking Model Assisted by Media Poster as Teaching Media. Skripsi.English Education Program of the Faculty of the Teachers Training and Education.University of Muhammadiyah Sumatera Utara MEDAN. 2017

This study dealt with the application of Inductive Thinking Model assisted by Media Poster to improve student's achievement in reading comprehension. This study was conducted at SMP Harapan Mekar Medan on Jalan Marelan Raya Medan in eight grade. The sample was taken by using purposive sampling technique. The number of sample were 34 students. The method of research applied classroom action research. It was applied to figure out the student's activity during the application of Inductive Thinking Model assisted by Media Poster in reading comprehension and to figure out the improvement of the student's achievement in reading comprehension by applying Inductive Thinking Model assisted by Media Poster. The instruments of this research were observation sheet and a reading comprehension test which consisted of 10 multiple choices. The researcher conducted two cycles in this research, there were three meetings in cycle 1 and 1 meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score in cycle 1 was 60.58, the mean score in cycle 2 was 86.76; the students who got score more than 70 in cycle 1 was 14 student and the percentage was 41.18%, the students who got score more than 70 in cycle 2 was 34 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students' behaviour. Based on the results from quantitative and qualitative data proved that Inductive Thinking Model improved the students' achievement in reading comprehension.

Keyword: *Inductive Thinking Model ,Reading*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, as mention by Brown (2000:1). It is quite difficult to learn a new language. Gredler (2009:2) mention that learning is a multifaceted process that individuals typically take for granted until they experience difficulty with a complex task.

Learning is also the basis for future progress in society. The ways we use language tend to be talked by teachers, in terms of four skills – reading, writing, speaking and listening. Richards and Renandya (2003) said that many foreign language students often have reading as one of their most important goals. Reading in foreign language learning at the present time focuses on the attitude and the aspects of language holistically, it is providing guidance for the students in developing their skills in reading, mainly led them to direct comprehension of the text.

Reading comprehension is not easy to be mastered by the student, the teachers need to develop their strategies in teaching reading. Many teachers are still using techniques like: traditional technique, translation technique, and reading aloud technique. They use those techniques only to focus on reading text and answering the questions given.

However teacher should teach the students to comprehend a reading text in order to enrich their knowledge. The students are able to comprehend a reading text when they are able to find out the main ideas, detailed information. They are able to make inference and interpretation on what they have already read in their text.

But in Fact there are still many Students confused to comprehend or understand a text, gain the information from the text and sometimes the students just read a text without any curiosity in their mind. The students always feel bored when they have to face the text in other language. They do not have motivation to add their knowledge. They feel that study the second language is not important and make them in difficult because they do not understand it at all.

Based on the researcher's experiences in Teacher Training Practice, she also see that commonly teacher use the conventinal method in teaching like read the text and followed by the students then tanslate it together the text.

So, the researcher want to use Inductive thinking model assisted by media poster to make the students interst in studying reading and make them understanding the text well. By using Inductive thinking model, it makes the students easy to develop students' ability in handling information and gain the meaning of the text. And media poster is an efficient tool to influence the students' opinion because it can reach wide and specific meaning and helping students interest in studying reading comprehension without feel bored all day long.

Therefore, one of the interesting to research is *Improving The Students Reading Comprehension By Applying Inductive Thinking Model Assisted By Media Poster As Teaching Media*.

B. The Identification of Problem

from the background of the study above, there some problems that can be identified as follows:

1. Many Teachers use Traditional Techinque, Translate the text together and reading aloud in Teaching Reading.
2. The students have no interest in Learning Reading.
3. The students Feel confuse and bored in Leraning Secong language.

C. The Scope and Limitation

The scope of this research is about Reading Comprehension and the Limitation is focus on applying Inductive Thinking Model assisted by media poster in students class VII at SMP Harapan Mekar Medan.

D. The Formulation of The Problem

The problems of the research are formulated as the following.

1. Is there any Improvement On students Reading comprehension by applying Inductive thinking model assisted by media poster?
2. Is students interest in Learning Reading Comprehension?

E. The Objective of Study

1. to Investigate of Applying Inductive thinking model assisted by media poster on the students' reading comprehension?
2. to find out the Students' interest on students' reading comprehension.

F. The Significance of Study

The finding of this research is expected to be useful theoretically and practically:

1. Theoretically

The theoretical benefits are as follows:

The researcher hopes the result of this reserach will be adventageous to her especially and the readers generally, in order to understand the Inductive Thinking Model in Learning Reading Comprehension.

2. Practically, they are as follows:

The researcher expects that the result of analysis can give contributions as follows:

- a. To add the readers' knowledge about the use of Applying Inductive Thinking Model.
- b. For the other researcher as a practical sources to do further research related to this topic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept explanation applied in the research concerned. In this following part of theoretical framework on the term will be presented.

1. Definition of Reading Comprehension

Before we talk about reading comprehension, to make sure that we know exactly what reading is, it would be used to look at some basic aspects of reading first. The following is some basic aspects of reading which is noted from of “Principles and Practises of Teaching Reading” with which most authorities are these agreements:

- a. Reading is Interacting with language that has been coded into print.
- b. The product of interacting with the printed language should be comprehension.
- c. Reading ability is closely related to oral language ability.
- d. Reading is an active and ongoing process that is affected directly by an individual’s interaction with his environment.

It is also better for us to know about the nature of reading. Here are some assumptions about the nature of reading that is noted from book “A course in Language Teaching”:

- a. We need to perceive and decode letters in order to read words.

- b. We need to understand all the words in order to understand the meaning of a text.
- c. The more symbols (letters Or words there are in text, the longer it will take to read it.
- d. We gather meaning from what we read.
- e. Our understanding of a text comes from understanding the words of which it is compose

From the reading above, we know that reading is an activity to read letters and words in order to get some information from printed language.

There are so many definition of reading one of is as follows: Grellet (1981) defines reading comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible”. Teachers assume that to be able to comprehend, students should do comprehension exercise in order to improve their reading skills. Students tend not to read a text for overall meaning but rather to read in a point in the text at which a cue word in a question suggests the answer may be found (Mackay, 1979).

In Harrison and Dolan as cited in Mackay (1979), the other way to develop reading comprehension is through organized small group discussion of texts. The aim of the activities is to give support to the students to do close reading in a noncompetitive atmosphere. Usually the group discussion contains six or eight students. The number of the students is enough to give the member opportunity to participate.

Harrison and Dolan (1979) state that reading is not only a single skill but a set of related skills. These include:

1. Word recognition and mastery of vocabulary.
2. The ability to see in the material the structures of the sentences, paragraphs, and longer passages that form the whole units.
3. The intelligence to follow the thought development in the result of presenting and making any relevant deductions, inferences, or critical assessments.
4. The ability to concentrate on the reading task.

2. Definition of Inductive Thinking Model

Inductive reasoning is a branch of logic. In a valid inductive argument, the conclusion (consequent) is believed to be true on the basis of its antecedents. For example, when all swans are observed to be white, a student may easily reach the conclusion that all swans are indeed white. A generalization is made based on the evidence gathered. However, when a black swan is observed, the generalization must be thrown out based upon the new data (antecedents). Do you recall that the black swan is native to Australia? Well, it is! Before the great voyages of discovery, the black swan was never observed in Europe and England, and it remained unknown to westerners until Australia was discovered and explored. That swans could be black would have been a false conclusion by anyone other than the indigenous people of the land down under before the exploration of the Australian continent.

Hilda Taba believed that students make generalizations only after data are organized. She believed that students can be led toward making generalizations through concept development and concept attainment strategies. In *A Teacher's Handbook to Elementary Social Studies*, Hilda Taba describes generalizing as a higher order of thinking when compared to forming concepts.

Generalizations like concepts, are the end products of a process of an individual's abstracting from a group of items of his experience those elements of characteristics the items share, and expressing his recognition of this commonality in a way that is convincing to others. The two major differences between concepts and generalizations are, first of all, that in generalizations the verbal form of the process is expressed as a sentence rather than a word or phrase as in the case of concepts, and second, that generalizations are here taken as representing a higher level of thinking than concepts in that they are a statement of relationships among two or more of these concepts. (1971)

According to Joyce and Weil, Hilda Taba utilized three main assumptions in developing her teaching model (Joyce & Weil, 2000).

1. Thinking can be taught.
2. Thinking is an active transaction between the individual and data.
3. Processes of thought evolve by a sequence that is "lawful."

Taba developed three effective strategies in the inductive model that enable students to form concepts, interpret data and apply principles. The present model on inductive thinking has been developed by Jerome Bruner. We used this model

to teach a concept from physical science . The model has been widely used to develop and clearly define concepts especially in teaching of science . We found that the present model is best used for information processing .

3. Definition of Media Poster

The media (television, radio, print media, internet and email) play a significant part in spreading information. They enable to influence and change public opinion and behaviour on an issue. This can *lead* to public pressure on the local policy actors, and can indirectly influence decision makers as well. Furthermore, the media can play a role as an *advocacy* tool (WSSCC 2003).

Here, we will focus on print media, especially on posters. Being placed and handed out at public places and prepared with an eye-catching and strong visualisation, they are an efficient tool to raise awareness of students and to focus discussions about the material. Case studies show that the media can have an immense educating impact on the public opinion and behaviour , BURKE(1999).

Summarised, the media are useful for the following reasons:

- a) Change Public attitudes behaviour.
- b) Inform the public about your issue and proposed solutions
- c) Recruit allies among the public and decision-makers
- d) Raise money for your cause
- e) Get your issue onto the political public agenda
- f) Make your issue visible and credible in policy debate
- g) Influence decision makers and opinion leaders

The Advantages of Poster are:

- a) Posters is an efficient tool to influence the public opinion because they can reach wide and specific audiences (children, women), and they are accessible to people *who* are otherwise isolated by illiteracy or poverty.
- b) The involvement of the public will increase the decision makers' attention to the water and *sanitation* topic and it will also influence social norms directly. According to this, posters and flyers can have a direct effect on the public attitude and behaviour.
- c) An eye-catching poster with strong visualisation does not necessarily need words on it. They can hence also reach illiterates or deaf.
- d) Posters can contain an address of a website or an email-address where people can find more information or ask questions about the campaign and SSWM related topics.
- e) A series of posters can help making the topic familiar and heighten the educational impact. Different audiences can be attracted within the series, which *leads* to a wider circulation of SSWM related topics.
- f) Posters can also give written information in areas where there are few illiterates. This enables to emphasise main messages and to give educational information.

Source: WSSCC (2008)

B. Conceptual Framework

In school, Reading is one of skill and knowledge to support student's subject material of English teaching learning. They are required to study Reading material and references, and comprehend the assignment in English. However,

there are many problems in teaching Reading skills. Based on the preliminary observation at SMP Harapan Mekar Medan, there are some factors influencing students' Reading comprehension. Firstly, students faced many difficulties in Reading. Secondly, they got limited time of English teaching learning. Reading is teach in Conventional Method. Thirdly, students were bored and unmotivated to learn. They tended not to pay attention when the teacher explained the material. Fourthly, from the interview with teacher, Reading score of students are low. They just got score 6.5. In addition, the score of UAN is far from targets. Based on these problems, efforts need to do to help the students find enjoyment and more successful in Reading comprehension. For these purpose the teacher needs an appropriate technique to improve students' Reading comprehension by Applying Inductive Thinking Model assisted by Media Poster. Video Poster is one of the suitable media that can be used by teacher in English teaching and learning. This technique is fun in order student can improve their English knowledge especially in Reading material. The technique is also used to stimulate their motivation and interest in the lesson. Thus, Media Poster is suitable media that can be used at SMP Harapan Mekar to improve Reading comprehension. If the students are interested the method, they are motivated to learning Reading Comprhension nicely. Furthermore, Applying Inductive Thinking Model Assisted by Media Poster will improve students' motivation in learning English, especially in Reading.

C. Hypothesis

The hypothesis of this research are drawn as follows:

Ha : There is a significant effect of applying Mediatlional S-R Approaches on students' speaking Achievement.

Ho : There is no significant effect of applying Mediatlional S-R Approaches on students' speaking Achievement.

CHAPTER III

METHOD OF RESEARCH

In this chapter will convey the method of the research include the location, Population and Sample, Technique of Collection Data, Validitation, and Scoring.

A. Location

This research will be conduct at SMP Harapan Mekar Medan in the Academic year 2017/2018. The participant of this research is the ninth grade students. This school is selected as the location because the instrument will apply in this research is appropriate with the subject in this school.

B. Subject of the Research

The Subject of this research will be take from ninth grade students of SMP Harapan Mekar Medan in Academic year 2017/2018. This grade will take two classes, one class will be taken as experimental class and another one will be taken as control class from both classses of SMP Harapan Mekar in the academic year 2017/2018 as a subject.

C. Method of the Research

In this study will use qualitative and quantitative approaches. Quantitative approach deals with the comparison of the result from the test that was done before and after treatment. The qualitative approach deals with how the students

understand about the material given. The data will be got from the direct observation and teacher's diary.

The data of the research are qualitative and quantitative data. The qualitative data will be obtained from the researcher's diary applied during the treatment in each cycle. While the quantitative data will be obtained from the result of pre-test, post-test 1, post-test 2.

D. Instrument of the Research

In this research, Procedure texts will be used as instrument for collecting data. The materials of test will show a media poster by researcher to the students to improve their comprehension in Procedure texts assisted by media poster.

The test will be administered for the following:

a. Pre-Test

The test will be conducted to measure the equal or difference of students' achievement in Reading Skill by Inductive Thinking Model and conventional technique method to both of Experimental and Control Class.

b. Post- Test

The similar test will be given to both of experimental and control class, in order to find out the students' achievement in Reading Skill By Applying Inductive Thinking Model assisted by Media Poster and by conventional technique.

E. Technique of Analyzing Data

This research will do by using classroom action research, to observe the implementation of Inductive Thinking Model in Reading Comprehension, so it can help the students in improving their ability in Learning Reading Comprehension.

In line with this, Kemper (2000) states that a classroom action-based research is a cyclical or spiral process involving steps of planning, action, observation and reflection. It is normally for project to go through two or more cycles. The steps of action research can be figured as follow:

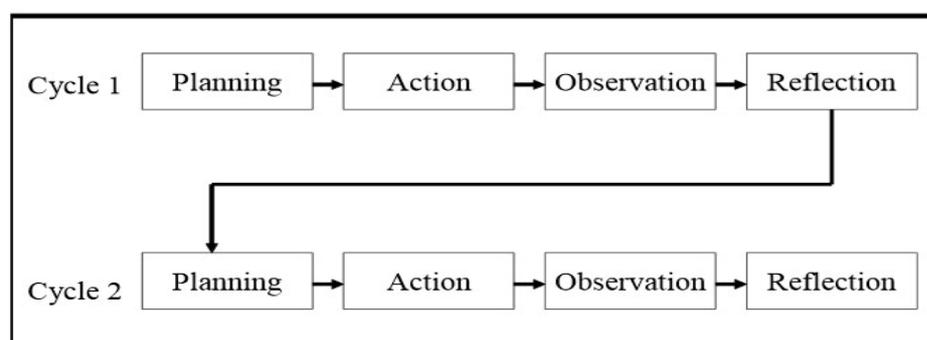


Figure 1: The Steps of Classroom Action - Based Research

There are two cycles will conduct in this study in which each cycle consisted of three sessions. First and second meetings are used to give treatment and the third meeting will used to do the post-test. Here, each cycle involve the four procedures: planning, action, observation and reflection.

1. Planning

Planning refers to the activity of preparing all the material or instruments that would be used.

2. Action

Action refers to what the teacher do in the classroom and how the class manages based on the teaching learning scenario.

3. Observation

Observation refers to to the activity to observe the classroom situation and to know the students' behaviour during the process of teaching and learning. The information will record in the researcher's diary. The students' work will be evaluate. The observation need to be carry because it can be use as a basis of reflection in order to know the effect of the action.

4. Reflection

Refection refers to a process of analyzing an experience practice in order to describe, analyze, evaluate and inform learning about practice. On the reflection, it will try to understand the process, the strength and the weaknesses of an action. Moreover, it will be decide whether or not the action will be continue.

A. Pre-test

A pre-test was developed in order to know the problem in detail. There are several steps followed in conducting the pre-test:

a. Planning

1. Making teaching and learning scenario
2. Determining the time allotment and the schedule.
3. Preparing pre-test.

b. Action

1. Introducing the topic
2. Giving the students the pre-test concerning vocabulary

3. Observing the students when they are doing the test
 4. Collecting the students' work
 5. Distributing questionnaire
- c. Observation
- The purpose of this process was to find out whether the students found difficulty or not in mastering vocabulary. After the result of the pre-test is interpreted to find out the problem encounters by the students.
- d. Reflection
- The observation of the pre-test shown that the students' ability in mastering vocabulary was poor. From the result, it will try to conduct a treatment by applying Interactive learning media.

B. Cycle 1

- a. Planning
 1. Determining the schedule and the time allotment
 2. Setting up teaching and learning scenario for each meeting
 3. Preparing the instrument need in doing the observation, like diary.
 4. Preparing Multimedia
 5. Preparing post-test at the end the cycle.
- b. Action

In this cycle, the action will also divided into three activities, those are pre-activity, whilst-activity and post-activity.

 1. Pre-activity
 - 1.1 Opening the class by greeting the students
 - 1.2 Checking the students' attendance
 - 1.3 Explaining about what are they going to learn.
 2. Whilst-activity
 - 2.1 Giving a text related to the material will be discuss.
 - 2.2 Reading the text and students are listening and underlining the difficult words from the text.

2.3 Asking the students to pronounce and give the meaning of the words.

2.4 Asking some questions about the text.

2.5 Giving game in the class

3. Post-activity

3.1 Concluding the lesson have been teach

3.2 Giving the chance to the students to ask about the material have been teach

3.3 Giving post-test

3.4 Ending the class

c. Observation

During the actions process will conduct, there will find that the treatment will get a positive response from the students. The result of the first post-test is use to see the progress made by the students, whether there are improvement compare to the result of the pre-test.

d. Reflection

By doing this process, it will be identify the weakness or the strenght of the action based on the result of the planning, action and observation. This result is use as an input for the researcher, whether to stop or re-arrange another action to solve the problem in the first cycle. If the result less than 65, the second cycle will be conduct.

C. Cycle 2

In this cycle, the activities was almost the same as the activities in the first cycle. It would modify the activity by giving an additional exercise. There were also be four processes in this cycle.

a. Planning

1. Determing the schedule and the time allotment

2. Preparing teaching and learning scenario for each meeting.

3. Preparing the instrument need in doing the observation, like diary and questionnaire.

4. Designing and preparing some additional exercises, like teaching language focus on vocabulary.
5. Preparing the second post-test that will give at the end of the cycle.

b. Action

1. Pre-activity

- 1.1 Greeting the students
- 1.2 Checking the presence of the students
- 1.3 Telling the students what they are going to study

2. Whilst-activity

- 2.1 Introducing the topic
- 2.2 Giving a reading text to the students
- 2.3 Asking the students if they have any questions and checking their understanding of each words.

3. Post-activity

- 3.1 Concluding the lesson have been teach
- 3.2 Giving chance for the students to ask about the lesson.
- 3.3 Giving second post test and questionnaire
- 3.4 Ending the class

c. Observation

The result of the action will known from the researcher's diary and the observation during the action conduct in the classroom. The result of the second post-test will be compare with the result of the first post test, which is use to find out the improvement made by the students

d. Reflection

In this process, it will make decision on the result of the planning, action and observation, whether the action will be stopor not. If the result reach upper score of the level good, there will be no more treatment.

F. The Technique of Data Analysis

In this research, descriptive quantitative technique was applied to Analyze the data, and the steps were :

1. Read the students' answer.
2. Identify the students' answer.
3. Analyzing the students' answer based on component that has presented in scoring test.
4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
5. Calculating the total score of post-test in experimental group and control group.
6. Finding the mean score of pre-test and post-test in experimental group and control group by using formula According to Anas Sudijono:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N}$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum X}{N}$$

7. Finding the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD_X = \sqrt{\frac{\sum x^2}{N}}$$

Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

- b. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}}$$

Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}}$$

- c. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

8. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

SD_x = standard deviation for variable x

SD_y = standard deviation for variable y

$\sum X^2$ = the square of total students' score

$\sum Y^2$ = the square of total students' score

SE $M_1 - M_2$ = standard error between M_1 and M_2

t_0 = t observed

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for each group, pre-test and post-test. The samples were divided into two group, experimental group and control group. Experimental group which consist of 30 students and control group which consist of 30 students.

The result of students' score pre-test and post-test of experimental class seen in (appendix 1 and 2) table 4.1 and table 4.2. The higher score pre-test for experimental group is 70, and the lowest score pre-test for experimental group is 60. The higher score post-test for experimental group is 91, and the lowest score post-test for experimental group is 80.

The result of students' score pre-test and post-test of control class seen in (appendix 3 and 4) table 4.3 and table 4.4. The higher score pre-test for control group is 63, and the lowest score pre-test for control group is 50. The higher score post-test for control group is 75, and the lowest score post-test for control group is 60.

B. The Data Analysis

Based on the data above, the following table is differences score between pre-test and post-test of the experimental group and control group.

1. Based on the Table 4.5 seen in (appendix 5), the mean score of experimental group were calculated as the follows:

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{607}{30} \\ &= 20.23 \end{aligned}$$

Which

M_x : The Mean Scores of Experimental Group

$\sum X$: The Score of $X_2 - X_1$

N : Sample of Experimental Group

2. Based on the Table 4.6 seen in (appendix 6), the mean score of control group were calculated as the follows can be seen appendix.

$$\begin{aligned} M_Y &= \frac{\sum Y}{N} \\ &= \frac{265}{30} \\ &= 8.83 \end{aligned}$$

Which:

M_Y : The Mean Score of Control Group

$\sum Y$: The Scores Of $Y_2 - Y_1$

N : Sample of Control Group

Based on the mean scores of both sample groups, the following tables were the table for calculating the correlation score in both groups.

1. Table 4.7 seen in (appendix 7), the calculation of mean and standard deviation score of experimental group. Based on the calculation of the table, the

following formula of the T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

1. SD Variable X

$$\begin{aligned} \text{SD}_X \text{ or } \text{SD}_1 &= \sqrt{\frac{\sum x^2}{N_1}} \\ &= \sqrt{\frac{325.367}{30}} \\ &= \sqrt{10.8455} \\ &= 3.29 \end{aligned}$$

2. Table 4.8 seen in (appendix 8) the calculation of mean and standard deviation score of control group. Based on the calculation of the table above, the following formula of the T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

2. SD Variable Y

$$\begin{aligned} \text{SD}_Y \text{ or } \text{SD}_1 &= \sqrt{\frac{\sum Y^2}{N_1}} \\ &= \sqrt{\frac{198.167}{30}} \\ &= \sqrt{6.60} \\ &= 2.57 \end{aligned}$$

Based on the calculation above shown the following facts:

SD_X : 3.29

SD_Y : 2.57

N_1 : 30

N_2 : 30

$$X : 607$$

$$Y : 265$$

$$M_x : 20.23$$

$$M_Y : 8.83$$

$$(X-M_x)^2 : 325.367$$

$$(Y-M_Y)^2 : 198.167$$

Therefore, the following formula was implemented:

$$\begin{aligned} SE_{M1} &= \frac{SD_1}{\sqrt{N_1-1}} \\ &= \frac{3.29}{\sqrt{30-1}} \\ &= \frac{3.29}{\sqrt{29}} \\ &= \frac{3.29}{5.38} \\ &= 0.61 \end{aligned}$$

$$\begin{aligned} SE_{M2} &= \frac{SD_2}{\sqrt{N_2-1}} \\ &= \frac{2.57}{\sqrt{30-1}} \\ &= \frac{2.57}{\sqrt{29}} \\ &= \frac{2.57}{5.38} \\ &= 0.47 \end{aligned}$$

Next, the following was implemented to find out the error standard deviation between M_1-M_2 :

$$\begin{aligned}
SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
&= \sqrt{0.61^2 + 0.47^2} \\
&= \sqrt{0.37 + 0.22} \\
&= \sqrt{0.59} \\
&= 0.76
\end{aligned}$$

The result above then be applied to test hypothesis:

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
t_o &= \frac{20.23 - 8.83}{0.76} \\
&= \frac{11.4}{0.76} \\
&= 15
\end{aligned}$$

$$\begin{aligned}
Df &= (N_1 + N_2) - 2 \\
&= (30 + 30) - 2 \\
&= 60 - 2 \\
&= 58
\end{aligned}$$

$$\begin{aligned}
t_{table} &= t \left(1 - \frac{1}{2} \alpha\right)^{(df)} \\
&= t \left(1 - \frac{1}{2} 0.05\right)^{(58)} \\
&= 2.00
\end{aligned}$$

After the data above were calculated by using t-test, the result showed that the critical was 15.the after looking the table of distribution of t-critical as the basic of counting t-critical in certain of df (degree of freedom), the calculating

show that df were 60 ($N_1 + N_2$) and ($60 + 60 - 2$). It was taken from, the table of distribution was got pride, for $5\% = 0.05$. the fact shown that the $t_{\text{observed}} > t_{\text{table}}$ $15 > 2.00$ to test the hypothesis. Therefore, the alternative hypothesis (H_a) was accepted because t_{observed} was higher than t_{table} . In other word, the students who were taught by using picture word inductive model strategy got better than who were by using traditional technique in writing procedure text.

C. Testing Hypothesis

To test hypothesis the formula of t-test and the end the distributor table of critical value were applied. If t_{observed} was a greater than t_{table} , it means that the null hypothesis was rejected and the alternative hypothesis was accepted. The fact of thus research showed that t_{observed} was more great than t_{table} ($15 > 2.00$). Therefore, the students who were taught by using picture word inductive model strategy got high scores. In other hand there was significant effect of applying picture word inductive model strategy on the students' achievement in writing procedure text.

D. Research Finding

The finding of this research, the value of the t_o compared by the t_t , $t_o > t_t$ ($15 > 2.00$). It means that H_a was accepted and H_o was rejected. So, it can be concluded that there was any effect of applying picture word inductive model strategy on the students' achievement in writing procedure text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there is conclusion that had been described as follow. From this research, it was found that the Inductive Thinking Model (Hilda Taba) strategy was positive effect on teaching and learning process to English teacher especially in teaching Reading in procedure text. Which showed in the result of the test $t_{\text{observed}} > t_{\text{table}}$ or $15 > 2.00$. So, The fact hypothesis H_a was accept H_0 was rejected. Thus, there was a significant Improvement Inductive Thinking Model Assisted by Media poster In Reading Comprehension. After analyzing the data, the result show that the students who were taught by Inductive Thinking Model assisted by Media poster that there was a progress on the students achievement in writing procedure text, and it proven from the result of post-test both of group, the mean score of experimental group 20.23 and control group 8.83.

B. Suggestions

Based on the result of the study, the researcher suggested for English teacher, students and reader and as follow:

1. For the English teacher, the teacher could use Inducive Thinking Model assisted by media poster in the classroom. English teacher should try some

variation in the teaching reading, not only just using text book as the main of teaching reading, but also let the students expressing their ideas in Comprehend the text to enriched their skills in Reading. It made activities until the students enjoy and not feel bored.

2. For the students, especially for ninth grade SMP Harapan Mekar Medan were able to improve their Reading skill by Inductive Thinking Model assisted by Medai Poster. They had to pay attention to learning process reading, because with inductive thinking model the students are able to expressing their idea easily, get motivated, and get activated. So, that, they can Understand the text easily.
3. For the reader, the reader as input for them someday they go to field of teaching English in the class.

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