THE EFFECT OF APPLYING INFORMATION TRANSFER AND SUMMARY TECHNIQUES ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

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ABSTRACT

Mutiara Resandy, 1402050071, "The Effect of Applying Information Transfer and Summary Techniques on Students' Reading Comprehension Achievement." Skripsi, Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara, Medan. 2018.

This study deals with The Effect of Applying Information Transfer and Summary Techniques on Students' Reading Comprehension Achievement. The objective of the study was to investigate The Effect of Applying Information Transfer and Summary Techniques on Students' Reading Comprehension Achievement. The study applied the experimental research method. The population of this research was the second grade of SMP Swasta Budisatrya Medan at academic year 2017/2018. They are VII-2, VII-3. The research class was divided into two classes, Experimental Class (28 students) and Control Class (29 students). The total number of population were 57 students. The instrument of collecting data was written test of reading test which was administrated to the students. The multiple choice test was made by the teacher. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (2,95) which was greater than t-table (2,23) with the significant level = 0.05 and the degree of freedom (df) = 55. The finding showed that the hypothesis of the study was accepted. It means that using Information Transfer and Summary was significantly effective to the Students' Achievement Reading Comprehension.

Keyword : Information Transfer and Summary Techniques, Reading Comprehension, Students' Achievement

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Medan, April 2018
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a “creative, multifaceted process” dependent upon four language skills : phonology, syntax, semantic, and pragmatics.

In Indonesia, English is regarded as a foreign language and can also be considered as a second language in some situations which has to be learned and mastered by students. In fact, English is considered as one of the prerequisites to accomplish their study. In order to compete in the job market and job promotion and to continue the study to a higher level, English is also demanded. It proves that English is very important to be mastered. If someone has good English skills in addition to his specialization or expertise, the chances to compete become greater compared to one who is not able to communicate well in English.

In fact, that students are able to express and conclude the content of the text given by the teacher. The teacher's job is to help students to research, not to do research for them. If the teacher is asked a question that can not be answered with Yes and No, the teacher should ask the students to rearrange their question so that they can continue their efforts to collect data and relate it to the problem situation. the English instruction as a foreign language in Indonesia has not been achieved as what is expected. Many scholars complained about the teaching of

English that has failed to enable the students to use English as a means of communication contextually. Although the English instruction has been one of the subject matters in Indonesian national curriculum of secondary schools and universities for a long time, the achievement of the English instruction has not been satisfying. Students are not able to speak English, understand the English structure, express ideas, comprehend the reading texts, answer the reading comprehension questions, retell the content of the text using their own words and relate the content of the text to the students' real situation. In other words, the English instruction in each level has not been successful in developing the English proficiency of the students.

Realizing the fact, the English instruction has to be aimed to enable the students to use both written and spoken English in order to communicate fluently with other people. The students are expected to have the language skills to be their life skills. Therefore, the English instruction at school has to be designed in such a way by the teacher so that the learning process in fun and enjoyable and objectives of the learning can be achieved.

Based on the researcher experience in PPL, the students especially grade VII felt difficulties in studying English, especially in Reading Comprehension. The students did not understand and get difficulty to make summaries from what the teacher teach about the lesson.

The researcher will be applied Information Transfer and Summary Techniques as a teaching technique in Reading Comprehension. The reading instruction that will be applied is the information the students receive will be linked and interconnected with information previously known or experienced.

Students are expected to understand in learning English especially in Reading Comprehension and get easily the material given by the teacher and they could be enjoy the learning process and think that English is very important for their lives.

B. The Identification of Study

Based on the background of the study above, this study are identify as follows :

1. The students faced difficulties to make summaries about descriptive text in learning English especially in Reading.

C. The Scope and Limitation

In this research, it is very important to limit the problem of the research to field the study. The scope of this research will be focused on Reading Comprehension by applying Information Transfer and Summary Techniques. And it will be limited on descriptive text. Teachers will be applied this techniques in teaching reading which cover the activities of the students and will be focused the students' attention on the text.

D. The Formulation of the Study

Based on the scope and limitation above, the problems are formulated as follow:

1. Is there any significant effect on the students' reading comprehension achievement in descriptive text taught by using Information Transfer and Summary Techniques?

E. The Objectives of the Study

The objectives of the study are :

1. To find out the significant effect to of applying information transfer and summary techniques on students' reading comprehension achievement.

F. The Significances of the Study

The finding of this study are expected to be useful for :

1. Theoretically :

This study will give easier to make summaries in descriptive text using Information Transfer and Summary Techniques in Reading Comprehension.

2. Practically :
   a. For English language teachers to improve the quality of the instructional process and the students' achievement, especially reading comprehension instruction.
   b. For students to improve their ability in comprehending a text.
   c. For other researchers as a reference or comparison to conduct similar research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Reading

Reading plays a significant role in educational success. In spite of its importance, students still have difficulties in understanding texts. One solution to the problem of poor reading comprehension is the learning of strategies. The current study examined the effect of summary techniques on reading comprehension. Nunan (2003) define that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. According Farrell (2009) reading is not passive, but it involves the reader in active interaction with the text. It means that reading is activity where the readers have to interact with the text.

The level of students' ability in an instructional process is known from their achievement. According to Nation (2005), during extensive reading, students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Richards and Schmidt (2002) state extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. Affective cover acceptance, participation, rewards, value organizing and experience. Psychomotor covers movement

perception, movement readiness, guiding movement, normal movement, complex movement communicative movement and creativity. An achievement is gained in the form of knowledge and skills. It can be concluded that an achievement is behavior change or student's capability in the form of knowledge, attitude, and skill which is effective, efficient, and attractive. The achievement is gained by a student after having a lesson and shown by score given by teacher.

Meanwhile reading comprehension achievement is determined by some indicators, namely: (1) the student's capability in comprehending a text as what is intended by the writer, (2) the student's capability in summary the text, (3) the student's capability in retelling the text briefly and (4) the student's capability in comprehending a text well in a short time. Besides, in the instructional process, a student is said successful in reading comprehension and has good achievement if he gets high score after having a test. In the contrary, student's achievement is said bad if he gets low score.

1.1.Reading

Since information, knowledge, science and technology can be obtained from the internet, books, articles, and other reading materials, accordingly students' reading skill should be improved. However, the rest of the language skills, namely, listening and writing are needed to support the reading skill. Someone reads in order to observe and apprehend the meaning of something seen or written, utter aloud, obtain knowledge of something and predict.

Reading is very important in widening one's knowledge especially students who have to do a lot of reading in order to be well informed. Therefore, students need to be able to learn from their reading. Students learn to read and read better by reading. Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. Kamil, (2003, p. 1). To help all students become better readers, educators must understand the premise that guides the teaching of reading in their discipline, how to choose the best reading strategies from the vast array available, and how to put it all together and positively impact student learning.

Based on the above explanation it is obvious that the previous knowledge is very important to be possessed by one when he reads a text. For some reasons, Key findings from consumer research provide a hopeful glimpse into young readers' attitudes and behaviors (Scholastic, 2008): A majority of kids say they like to read books for fun, and reading books for fun is important. Most kids perceive a correlation between reading and success.

1.2 Comprehension

Comprehension is a mind's act as a power of understanding. Therefore, in order to comprehend a text, critical and objective thinking is needed. Critical thinking is needed for asking the truth of the idea conveyed by the writer and developing the idea in order to enlarge the understanding of the topic conveyed.

1.2 Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice.

It is clear that reading comprehension involves the work of the eyes and brain to get information or message from a text. Then, there is a process of understanding the text in it. In the process, a reader tries to recreate the meanings intended by a writer. Reading comprehension may be defined as a dialogue the author and the reader. The written language is the vehicle that permits the dialogue to occur when the two are a part in space and time. In other words, in reading comprehension, an author and a reader should have a certain thing in commonness of communication between them to take place. This is necessary when the reader reads a text. The communication process between them occurs. However, some other skills, abilities or knowledge are required to be applied by readers in comprehending the reading material so that they are able to get the information or the message. Those skills also affect the quality of reading comprehension.

Ideally, when someone reads a text, he must comprehend the stated meaning and the implied meaning. The stated meaning is the meaning which is conveyed directly by the writer and stated in the text. It means that the writer conveys his idea directly through printing. Implied meaning is the meaning which is interpreted by a reader himself based on the text. Therefore, reading and comprehension are activities which are related to one another. Reading

comprehension not only includes recognition and cognitive understanding, but also tends to be affected by the readers' reaction to the content, which affects the reader's evaluation and appreciation. Reading comprehension is affected by many factors. Some of them are textual materials, students and teachers.

Based on National Curriculum (Department of National Education), a textual material is not only based on the topic discussed but also good from the point of view of the message or content, linguistic features and grammar. Kendeou van den Broek, White, and Lynch (2007) conducted a longitudinal study in which they first looked at the oral language comprehension skills of 4-year-old children . Students will find the textual material difficult which is outside their experience. Many of the students will have had very little experience their own families and schools. In short, the students' skill in reading depends on the world which belongs to experiences. Furthermore, all students in a classroom may not have the same taste. They many not all want the information that the text offer they may seek interest or enjoyment in different texts. A student who does not read because of lack of motivation does not get the practice he needs in reading skill.

Reading comprehension is considered successful if readers or students are able to get the message that a writer puts into the reading material, do the related reading tasks and summary the summary technique well.

1.4 Levels of Comprehension

The level of comprehension refers to the degree in which a reader can be categorized as good or poor readers, proficient or less proficient readers. There are three levels of comprehension, literal meaning, inferential meaning, evaluative meaning.

1.4.1 Literal Comprehension

Literal comprehension is simply what the text says. It is what actually happens in the story. This is very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material on this level.

1.4.2 Inferential Comprehension

Inferential Comprehension involves determining what the text means. you start with the text means. You start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires you to think about the text and draw a conclusion.

1.4.3 Evaluative Comprehension

Evaluative Comprehension is what the text is telling us about the world outside the story. Readers must analyze what they have read. Then, they must form an opinion based on the information.

B. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

a. The Generic Structure of Descriptive Text

Descriptive text has structure as below **:**

1. Identification : identifying the phenomenon to be described.
2. Description : describing the phenomenon in parts, qualities, or/and characteristics.

b. The language Feature of Descriptive Text

1. Using Attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense.

1.5 Cycles and Stage in Reading Comprehension Instruction

The final aim of English instructional is to develop the students' competence to communicate both spoken and written. It is suggested that English language teachers apply both spoken cycle and written cycle in their teaching-learning process. Spoken cycle covers listening and speaking skills much more. Meanwhile written cycle covers reading and writing skills.

1.6. Information Transfer

Information transfer techniques in the teaching of reading and listening in foreign language and English as a second language classrooms are discussed. Students may be presented with a written or spoken text and provided incomplete visual stimuli to be completed with information drawn from the text. The idea is that the learners are helped in understanding the text by means of a nonverbal device such as a diagram, graph, or table.

Based on explanation above, the researcher uses information transfer as an instructional technique. The instructional technique is one of the primarily important factors which determine the success of teaching. Therefore, the teacher should improve her or his knowledge in theory and principles of reading on which she or he may create a best way to present her or his instructional materials.

Information Transfer technique means translating data from one form to another. We move from the reading or listening text to graphic stimuli, or visual like charts, graphs, diagrams, figures, maps, etc and vice versa (Storla in Thi and Loan, 2010). Furthermore, Widdowson states that the Information Transfer technique is the “transformation of instances of discourses from one type into another but these instances of discourse can also be derived from a non-verbal mode of communicating (Widdowson in Thi and Loan, 2010)

Information transfer can be applied from primary to advanced level. However, teachers should select the information transfer that are relevant to the texts. There are six types of information transfer, namely: (1) reading and

matching , (2) reading and labeling, (3) reading and completing, (4) reading and drawing, (5) jigsaw procedure and (6) inquiry strategy.

1.6.1. Reading and Matching

Reading and matching is one Instructional technique in reading comprehension which is applied by relating the message in the text with pictures or other visual aids accompanying it. Comprehension is grasped easier by students by relating the meaning or idea in the text with the pictures. It is believed that this technique can help students comprehend the text and store the message grasped longer in long term memory. The fact is supported by leaning principle which conveys that instructional and comprehending process will run well and faster if the teacher uses pictures or other visual aids as the instructional media. Pictures are an important media for conveying information.

Reading and matching technique can improve the students' comprehension on the information taken from the passage they read. Anything that can be described in written language and also presented visually can be applied in this way. The procedure can be varied by producing an equal number of visuals and description, all of which have to be matched. This type presents are required to read the text. Then they are summary some paragraph or sentences are asked to match words, phrases, or sentences with words, phrases, or sentences taken from the text.

1.6.2. Reading and Labeling

Reading and labeling is reading comprehension instructional technique which places a label based on the meaning, characteristic or categories intended.

This technique requires the student not only to think deeply in analyzing the words with the reference but also move when he places the label based on the context. By thinking deeply and moving, the students can comprehend the text easier and make the instructional process more enjoyable and interesting.

Labeling is from label (verb) which means put a label (piece of paper, cloth, metal, word or other material used for describing what something is, where it is to go) or labels on. Just as reading and matching, reading and labeling also helps the students' to comprehend the information taken from the passage they are reading because labeling leads the students' thinking process properly based on the categories found in the text.

This type of information transfer activity involving reading a text and labeling an accompanying diagram or drawing. The students are summary to read the text and label. This activity help to give the students to an image of how the part of the text are related, and how sentences appear at the end of the text which may take up ideas at the beginning. Description of processes is suitable for the activity.

1.6.3. Reading and Completing

Reading and completing is one of reading comprehension instructional techniques which presents incomplete 'picture or sentences (usually a simple line drawing, words or phrases. Completing items are useful in testing a student's ability to understand a reading text. Reading and completing helps the students to develop an ability to extent relevant information from a text. It presents a stem to the students. Then they are required to the stem by completing the missing items

with words or phrases. The students are asked to read a text. Then they are given sentences or texts where words or phrases are missing. They are to complete the missing items with the words or phrases from the text.

Another version is that the students are given visual framework, e.g. a map, and the student's task is to complete visual by using the information provided in the text. The students then are asked to read the passage and then draw directions on the map. Therefore, reading comprehension instruction using reading and completing technique makes the students not only complete the next with words, phrase, line, or pictures but also predict what is to come next contextually.

1.6.4. Reading and Drawing

Reading and drawing is one of reading comprehension instructional technique in which a student is expected to draw something based on the information given in the text. The strength of this technique is on the creativity of the students that are required to use their imagination and draw what they think then. They do not only comprehend the information in the text but also transfer it in the from of pictures or other visual presentation. Drawing is derived from draw (verb) which means make more than one text is used.

1.6.5. Jigsaw Procedure

Jigsaw procedure is the reading comprehension instructional technique which involves splitting a class into group, and giving each group a part of the information on a topic or situation. The group then have to reassemble the information in order to recreate a picture. They have to put the story together by

finding right clues and reflecting on clauses, conjunctions and textual organization. Students who have difficulty attending and organizing themselves often benefit from learning trough jigsaw procedure. Their thinking and learning can be organized by interaction and brainstorming. Any jigsaw task, with a format that gives each student potentially equal, controls over the information needed to carry out the task and requires all students to exchange this information with each other to execute the task successfully. Thus, in the jigsaw, all pieces of the puzzle come together to form a complete understanding.

1.6.6. Inquiry Strategy

For the many educators who aren't, it is a learning and teaching method that prioritizes student questions, ideas and analyses. To highlight the pedagogy's nuances, it is important to define inquiry-based learning from both a learner and teacher perspective.

From a student point-of view, inquiry-based learning focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present.

From a teacher point-of-view, inquiry-based teaching focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. You must encourage students to ask questions and support them trough the investigation process, understanding when to begin and how to structure and inquiry activity.

1.7. Connection Summary

To begin a critical stance or position you must first be able to summarize the thing being responded to. Critical thinking and the development of a critical position is movement from true understanding to original statement. You might use reporting expressions such as she “claims,” he “recommends,” and they “argue” to suggest in summary what the text has seemed to say. Keep in mind, too, that you simply must know the original text well before you can begin to respond in an informed way.

Connection is an instructional technique of reading comprehension used by a teacher by summary to a text in order to encourage building connection among the ideas in a text and between those ideas and students’ personal experience that lead students to think deeply about what they read. Connection summary help students focus on a text’s distinctive organizational pattern in order to enhance comprehension of its content.

Literal comprehension items measure locating and recognizing information that is presented in very straight forward fashion. Literal items cover facts and details and relationship between ideas (such as comparison, contrast, sequence of event, or cause and effect) that are stated directly in the passage. The items types: are (a) recognition of details or facts contained in passage, (b) identification of the order of events explicitly state in the passage (clues in “first place, subsequently, thereafter”), (c) identification of similarities and/or differences among events, characters, action or ideas explicitly stated in the passage .

Student are prepared for the substance of a lesson. They are engaged with material, and given opportunities to discuss and to participate in enrichments activities. The distinguishing feature of connection summary technique is its summarizing students so as to have them interrelate the ideas represented in a text and connect those ideas with their own knowledge and experience. The summarizing pivots from the text structure, or distinctive pattern of organization. Commonly used patterns includes analysis, cause-effect, chronology, compare-contrast, definition, enumeration. Illustration and problem solving.

From the explanation above, it can be concluded that connection summary is one of instructional techniques of reading comprehension that is believed can improve students' comprehension on a text. Although the experts of reading teaching do not state firmly that connection summary is an instructional technique but according to the researcher's opinion, connection summary can be stated.

1.8. The Assessment of Reading Comprehension

Good reading comprehension is the ultimate goal of reading instruction at all grade levels. Accurate assessment of reading comprehension is necessary to know if this goal is being met, to identify children who need remediation and to help plan future instruction. Reading comprehension assessments are used to determine what skills are being learned and what skills need to be strengthened. Brown (2004:4) defines assessment as an process that encompasses a much wider domain.

The assessments usually require students to read (silently and without assistance) many short passages and to answer a variety of summarizing. The assessments on reading comprehension are needed to know how well a student comprehend the text. They are some types of reading comprehension skills which are assessed, namely: (1) understand the words – comprehend what the words mean, (2) find facts and details – seek one or more pieces of information in the text, (3) find main ideas – from the whole content, prioritize the overriding (primary) theme or idea, (4) figure out the sequence – tell the order of events, (5) find cause-effect – see how one person, action, or event triggers another; also identify the "who" or "what" that occurs, (6) make inferences – develop ideas or images based on what is read in the text but not stated, (7) generalized – discern the relationship between single events and the larger situation or other events, (8) identify tone/mood – sense how the author was feeling and how he wanted the reader to feel while reading, (9) identify "theme" – see the "big picture" moral or abstract idea, (10) identify characterization – comprehend what makes characters act as they do. The test taker skims a text and answer some questions.

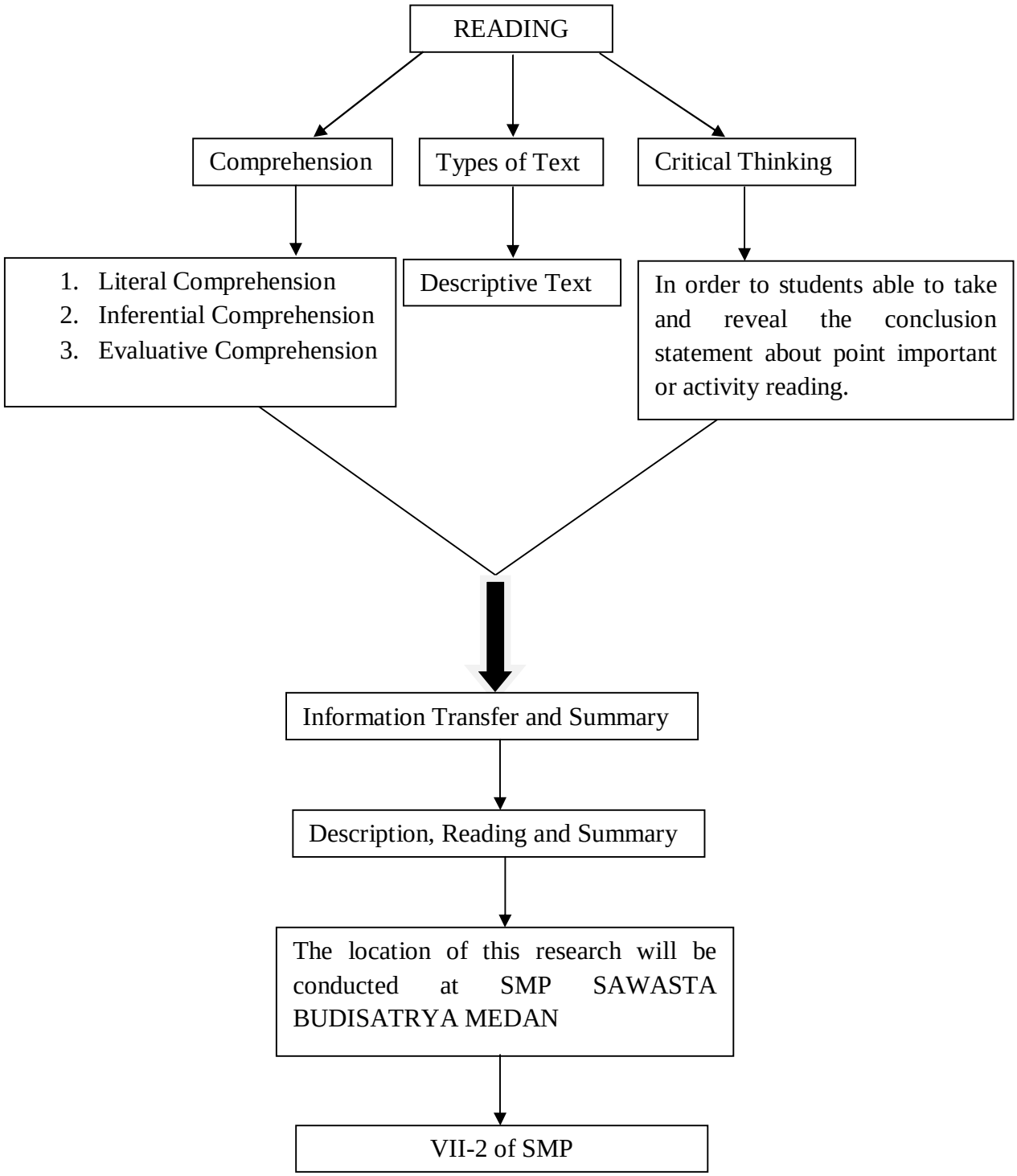
1.9 Conceptual Framework

Information transfer is the instructional technique in which the teacher provides the visuals which belong to the non verbal information and is more read. This technique motivates students to comprehend a text and get the message or the meaning in it. It introduces a double comprehension task for the students for they

have to understand not only the text but also the summary item as well as the alternative text.

It may encourage them to think about the summary and the text. It requires them to produce a more complex summary. After the students read the text, the teacher gives questions related to the text which belong to internal questions and external questions.

Figure 2.1 The Conceptual Framework of Action Research



1.10 Hypotheses

Ha : “There is a significant effect of applying information transfer and summary techniques on students’ reading comprehension achievement.”

CHAPTER III

RESEARCH METHOD

A. Location of the Study

This research was conducted at SMP Swasta Budisatrya, located at Jalan Letda Sujono, kabupaten Deli Serdang. The researcher took the school as the location of her research because she had got access in collecting the research data because the researcher taught in that school. Besides, in the school year of 2017/2018, the school was chosen as National Standardized Preparation School.

B. Research Design

This research applied experimental method research with factorial design. With this design, two groups were formed. One was control group, and experimental group. It can be illustrated in the following table.

Table 3.1

Factorial Design

Group	Pre – Test	Treatment	Post - Test
Experimental	√	Information Transfer	√
Control	√	Summary Techniques	√

X : The experimental group, where the sample was thought by of applying *information transfer techniques.*

Y : The control group, where the sample was thought by of applying *summary techniques.*

C. Population and Sample

1. Population

The population of this research are all the students of seven grade at SMP SWASTA BUDISATRYA MEDAN at academic year 2017/2018. The population of this research which consist three classes. The total number are 111 students.

Table 3.2

Population

No	Class	Population
1	VII-1	29
2	VII-2	28
3	VII-3	29
4	VII-4	25
Total		**111**

2. Sample

The research used cluster random sampling. The sample will be taken from VII-2 as the experimental group. The experiment group was taught by applying Information and Summary Techniques.

Table 3.3

Sample

Class	Sample
VII-2	28
VII-3	29
Total	**56**

D. Technique of Collecting Data

In collecting the data, the researcher conducted two times of test for all groups. In preparation, the texts and the test items were provided according to the students' knowledge and the degree of their comprehension. In order to make sure that the instrument was reliable, the researcher tested it to other parallel class. After analyzing the reliable of the test, the researcher continued to conduct the pre-test to all groups.

The pre-test was conducted to find out the prior knowledge of the sample as the basis of the researcher. The experimental groups and the control group were given some reading comprehension materials but in different ways. The first experimental group was taught by using information transfer and the second group was taught b using connection summary. Meanwhile the control group was taught conventionally. The treatments were done for twelve class meetings. After giving the treatments, the researcher conducted the post-test. The post-test was the same as the pre-test. The post-test is the final test in this study. After conducting the

post-test, the researcher analyzed the data and knew the effect of applying the information transfer and connection summary on the experimental groups and the control group.

1. Preparation

In the preparation, the researcher prepared the copies of summary and the reading texts. Besides, the researcher informed the samples that the test conducted did not influence their final score of their study during the semester.

2. Pre-test

In order to know the prior knowledge of sample as the basis of the research, the researcher gave pre-test to experimental groups and control group. The pre-test consisted of liberal and inferential reading comprehension items and consisted of reading text of objective test and the test was conducted in 90 minutes.

3. Treatment

The experimental groups and control group were given some reading comprehension texts but different ways. The first experimental group was taught by using the information transfer, while the second experimental group was taught by using connection summary and control group was taught by using the usual ways (conventional way). The treatment was done for twelve meetings from August to October 2017.

4. Post-test

After giving the treatment, the researcher conducted a post-test in order to know the effect of the treatments on students' reading comprehension achievement. The post-test was the same as the pre-test which has been conducted previously.

E. Technique of Data Analysis

After collecting the data from the test, the data analyzed by using the following procedure.

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer for correct and wrong answers
4. Listing the score into two tables first will for the experimental group scores and scored will 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.
    a. Mean of variable X (Variable 1)

$$M_x = \frac{\sum X}{N}$$ (Sudijono, 2009)

    a. Mean of Variable B (Variable 2)

$$M_y = \frac{\sum Y}{N}$$ (Sudijono, 2009)

7. Finding the standard deviation

   a. Standard of Deviation (SD) for variable X (Variable 1)

   $SD_x = \sqrt{\frac{\sum x2}{N}}$ (Sudijono, 2009)

   b. Standard of Deviation (SD) for Variable Y (Variable 2)

   $SD_y = \sqrt{\frac{\sum y2}{N}}$ (Sudijono, 2009)

   c. Standard Error of mean Variable 1

   SE $M_1 = \frac{SD1}{\sqrt{N1-1}}$ (Sudijono, 2009)

   d. Standard Error of mean of Variable 2

   SE $M_2 = \frac{SD2}{\sqrt{N2-1}}$

   e. The difference of standard error between mean of variable 1 and mean of variable 2

   $SE\ M_1 - M_2 = \sqrt{SEM_1}^2 + SEM_2$ (Sudijono, 2009)

8. Testing hypothesis by applying T-test

   $t_o = \frac{M1-M2}{SEM1-M2}$ (Sudijono, 2009)

   Notes :

   M_x = mean for variable 1 or X

M_y = mean for variable 2 or X

$\sum X$ = total of students' score

$\sum_y$ = total of students' score

N1 = number of cases for variable 1

N2 = number of cases of variable 2

SD *x* = standard deviation for variable x

SD *y* = standard deviation for variable y

Σ = the square of total students' score

SE M*1* – M*2* = standard error between M1 and M2

t 0 = t observed

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data that had been collected based on the score of pre-test and post-test were presented in Appendixes 1 and 2. Those were summarized in the following table.

Table 4.1

The score of Pre – Test and Post – Test in Experimental Group and Control Group

Score	Experimental Group		Score	Control Group	
	Pre – Test	Post –Test		Pre – Test	Post - Test
30	-	-	30	-	-
40	-	-	40	18	2
50	14	-	50	11	7
60	6	5	60	-	16
70	2	9	70	-	4
80	-	10	80	-	-
90	-	2	90	-	-
100	-	-	100	-	-
Total	28	28		29	29

Matching test was given to the students to obtain data. The data were collected by giving the students multiple choice. The data showed that in experimental group, the total score of pre-test was 1.300 and post-test was 2.030. Meanwhile, in control group, the total score of pre-test was 1.270 and post-test was 1.520. In experimental group, the result of the pre-test showed that the lowest score was 40 and the highest score was 70, in post-test the lowest score was 60 and the highest score was 90. Meanwhile in control group the result of the pre-test showed that the lowest score was 40 and the highest score was 50, in post-test showed that the lowest score was 60 and the highest score was 70 (for detail, saw Appendix 1 and 2). Based on the data above, it proved that there were different score between pre-test and post-test. Those differences an their statistical calculations were displayed in tables below.

Table 4.2

The Students' Achievement Score is Pre – Test and Post –Test in Experimental Group

Statistical Calculation	Pre – Test	Post –Test
Highest	**70**	**90**
Lowest	**60**	**70**
Sum	**1.300**	**2.030**
N	**28**	**28**

Table 4.3

The Students' Achievement Score is Pre – Test and Post –Test in Control Group

Statistical Calculation	Pre – Test	Post –Test
Highest	**50**	**70**
Lowest	**40**	**60**
Sum	**1.270**	**1.520**
N	**29**	**29**

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to calculated differences of pre-test and post-test of the experimental and control groups.

Table 4.4

Providing the Hypothesis

Standard Deviation	Test Hypothesis	Degree of Freedom
SDx = 8,88 SDx = 7,61 SE M_1 = 1,71 SE M_2 = 1,44 SE $M_1 – M_2$ = 2,23	t_o = 2,95 t_t = 2,23	Df = 55 α = 0,05

After calculating the correlation of standard deviation showed that SDx = 8,88 SDy = 7,61 SE M1 = 1.71 SE M2 = 1,44 SE M1-M2 = 2,23 (see Appendix 7

for more detailed). Based on the previous calculate, df (degree of freedom) was obtained as follows:

Df = (N1+N2-2) = 28+(29-2) = 28+27 = 55

After measuring the data t-test formula, it showed that t observe value was 2,95 and t table was 2,23 or (2,95>2,23) (see Appendix 7). It means that t observe was higher than t table.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found that t observe was 2,95 and t table was 2,23 (see Appendix 8). Then after seeking the table of distribution of t observe as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were 55 (N1+N2-2) or (28+(29-2) = 55), with the significant rate α = 0.05. It based on the table of distribution, it was gotten that price of t table, at 2,23. The fact showed that t observe > t table, 2,95 >2,23 . (see Appendix 7 and 8). It showed that hypothesis was accepted.

D. Research Finding

It was found that the using of Information transfer and summary techniques on students' achievement in reading comprehension descriptive text gave the significant effect. The students' taught by using Information transfer and summary techniques on students' got the higher score that those taught Information transfer and summary techniques. The result of the test showed that

the t observe was higher that t table (2,95>2,23). It means that the Information transfer and summary techniques gave the significant effect on the students' achievement in reading descriptive text.

So, the researcher concluded that alternative hypothesis (Ha) was accepted that "there was a significant effect of using Information transfer and summary techniques on the students' achievement in reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significance effect of using Information Transfer and Summary Techniques on the student achievement in reading comprehension, which was proven from the total scores of pre-test and post-test, 1.300 and 2.030 respectively. It was found that t observe was higher than t table or 2,95 > 2,23 with df = 55, $\alpha = 0.05$.

B. Suggestion

Referring to the conclusion above, some suggestions were stated as the followings:

1. The English teachers are suggested to use Information Transfer and Summary Techniques in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are suggested to do a lot of practice to master of reading and easy to read the text by Information Transfer and Summary Techniques is excellent strategy, because the students enjoy in learning process and easy to understand the text and answer the question. Students could compare about Information Transfer and Summary strategy and using traditional method to take the best strategy in reading comprehension especially in descriptive text.

3. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experience for them.

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APPENDIX 1

The Scores of Pre-Test an Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre – Test	Post - Test
1.	AH	50	80
2.	AD	50	80
3.	AF	50	80
4.	AR	50	80
5.	CD	70	90
6.	CL	70	80
7.	EL	50	80
8.	FO	50	70
9.	HD	60	70
10.	AR	60	70
11.	ZK	50	70
12.	PT	40	60
13.	PR	40	60

14.	RF	60	80
15.	RK	60	80
16.	RL	50	70
17.	KA	50	70
18.	SQ	50	70
19.	SD	50	80
20.	SR	40	60
21.	SA	60	70
22.	NN	40	60
23.	OR	40	60
24	SA	60	90
25.	RD	50	80
26.	SA	50	60
27.	NA	50	60
28.	QLB	40	70
	TOTAL	**1.300**	**2.030**

Based on the table above, it showed that the total score of pre-test was 1.300 with the lowest score was 40 and the highest score was 60. Meanwhile the total score of post test was 2.030 with the lowest score was 60 and the highest score of post-test was 90.

APPENDIX 2

The Scores of Pre-Test an Post-Test in Control Group

No	Students' Initial	Score	
		Pre – Test	Post - Test
1.	AR	50	60
2.	AA	40	50
3.	AI	50	70
4.	AR	50	70

5.	AP	40	50
6.	AS	40	50
7.	BS	40	50
8.	DK	40	60
9.	DS	50	60
10.	FS	50	60
11.	F	40	50
12.	FS	40	50
13.	FR	30	60
14.	HS	50	60
15.	IR	40	60
16.	MP	40	40
17.	MDP	40	50
18.	MDR	50	60
19.	MFL	40	60
20.	MR	40	60
21.	NA	40	60

22.	PR	40	60
23.	RP	40	70
24	RS	50	60
25.	RT	40	60
26.	SN	50	40
27.	SP	50	60
28.	WA	40	70
29.	YR	40	60
	TOTAL	**1.270**	**1.520**

The table above shows that the total score of pre-test was 1.270 with the lowest score was 40 and the highest score was 50. Meanwhile the total score of post test was 1.520 with the lowest score was 60 and the highest score of post-test was 70. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

APPENDIX 3

The Differences of Scores between of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score		
		Pre – Test (X_1)	**Post – Test (X_2)**	**$X_{(X2 - X1)}$**
1.	AH	50	80	30
2.	AD	50	80	30
3.	AF	50	80	30
4.	AR	50	80	30
5.	CD	70	90	20
6.	CL	70	80	10
7.	EL	50	80	30
8.	FO	50	70	20
9.	HD	60	70	10
10.	AR	60	70	10
11.	ZK	50	70	20

12.	PT	40	60	20
13.	PR	40	60	20
14.	RF	60	80	20
15.	RK	60	80	20
16.	RL	50	70	20
17.	KA	50	70	20
18.	SQ	50	70	20
19.	SD	50	80	30
20.	SR	40	60	20
21.	SA	60	70	10
22.	NN	40	60	20
23.	OR	40	60	20
24.	SA	60	90	30
25.	RD	60	80	20
26.	SA	50	60	10
27.	NA	50	60	10
28	QLB	40	70	30

TOTAL	**1.300**	**2.030**	**570**

Referring to the table above, the mean score of experimental group was calculated as the follows :

$M_x = \frac{\text{ط}}{\text{—}}$ — □□Ẅ□

Which :

M_x = The mean score of experimental group

$\sum X$ = The score of $x^2 - x^1$

N = The sample of experimental group

APPENDIX 4

The Differences of Scores between Pre-Test an Post-Test in Control Group

No	**Students' Initial**	**Score**		
		Pre – Test (Y_1)	**Post – Test (Y_2)**	**$Y_{(Y_2 - Y_1)}$**
1.	AR	50	60	10
2.	AA	40	50	10

3.	AI	50	70	20
4.	AR	50	70	20
5.	AP	40	50	20
6.	AS	40	50	10
7.	BS	40	50	10
8.	DK	40	60	20
9.	DS	50	60	10
10.	FS	50	60	10
11.	FA	40	50	10
12.	FS	50	50	0
13.	FR	40	60	20
14.	HS	50	60	10
15.	IR	40	60	20
16.	MP	40	40	0
17.	MDP	40	50	10
18.	MDR	50	60	10
19.	MFL	40	60	20

20.	MR	40	60	20
21.	NA	40	60	20
22.	PR	30	60	30
23.	RP	40	70	30
24.	RS	50	60	10
25.	RT	50	60	20
26.	SN	40	40	0
27.	SP	50	60	10
28	WA	40	70	30
29.	YR	40	60	20
TOTAL		**1.270**	**1.520**	**400**

As shown in the table, the mean score of control group was calculated as the follows :

$M_Y = \frac{ط}{—} \quad — = 13,79$

Which :

M_Y = The mean score of control group

ΣY = The score of y^2-y^1

N = The sample of control group

APPENDIX 5

The Calculation of Standard Deviation of Experimental Group

NO	Students' Initial	$X_{(X^2 - X^1)}$	X = X - Mx	$(X- Mx)^2$
1.	AH	30	9,65	93,12
2.	AD	30	9,65	93,12
3.	AF	30	9,65	93,12
4.	AR	30	9,65	93,12
5.	CD	20	-0,35	0,1225
6.	CL	10	-10,35	107,12
7.	EL	30	9,65	93,12
8.	FO	20	-0,35	0,1225
9.	HD	10	-10,35	107,12
10.	AR	10	-10,35	107,12
11.	ZK	20	-0,35	0,1225
12.	PT	20	-0,35	0,1225

13.	PR	20	-0,35	0,1225
14.	RF	20	-0,35	0,1225
15.	RK	20	-0,35	0,1225
16.	RL	20	-0,35	0,1225
17.	KA	20	-0,35	0,1225
18.	SQ	20	-0,35	0,1225
19.	SD	30	9,65	93,12
20.	SR	20	-0,35	0,1225
21.	SA	10	-10,35	107,12
22.	NN	20	-0,35	0,1225
23.	OR	20	-0,35	0,1225
24.	SA	30	9,65	93,12
25.	RD	30	9,65	93,12
26.	SA	20	-0,35	0,1225
27.	NA	10	-10,35	107,12
28	QLB	30	9,65	93,12
TOTAL				**2.211,77**

In line with table above, the standard deviation of experimental group was calculated as the follows:

SDx = ط ضy W ض W 8,88

APPENDIX 6

The Calculation Standard Deviation of Control Group

NO	Students' Initial	$Y_{(Y^2 - Y^1)}$	Y = Y - My	$(Y- My)^2$
1.	AR	10	-3,79	14,36
2.	AA	10	-3,79	14,36
3.	AI	20	6,21	38,56
4.	AR	20	6,21	38,56

5.	AP	10	-3,79	14,36
6.	AS	10	-3,79	14,36
7.	BS	10	-3,79	14,36
8.	DK	20	6,21	38,56
9.	DS	10	-3,79	14,36
10.	FS	10	-3,79	14,36
11.	FA	10	-3,79	14,36
12.	FS	0	-13,79	190,16
13.	FR	20	6,21	38,56
14.	HS	10	-3,79	14,36
15.	IR	20	6,21	38,56
16.	MP	0	-13,79	190,16
17.	MDP	10	4,14	14,36
18.	MDR	10	-3,79	14,36
19.	MFL	20	6,21	38,56
20.	MR	20	6,21	38,56
21.	NA	20	6,21	38,56

22.	PR	20	6,21	38,56
23.	RP	30	16,21	262,76
24.	RS	10	-3,79	14,36
25.	RT	10	-3,79	14,36
26.	SN	0	-13,79	190,16
27.	SP	10	-3,79	14,36
28	WA	30	16,21	262,76
29.	YR	20	6,21	38,56
TOTAL				**1.682,64**

Based on the table above, the standard deviation of control group was calculated as the follows:

SDy = ط ضÿ W Ẅ 7,61

APPENDIX 7

The Calculation of Standard Error

Based on the presiouscalculation above, the following facts were obtained:

SDx = 8,88

SDy = 7,61

N1 = 28

N2 = 29

X = 570

Y = 400

Mx = 20,35

My = 13,79

$(X\text{-}Mx)^2$ = 2.211,77

$(Y\text{-}My)^2$= 1.682,64

Therefore, the following formulas were implemented to calculate standard error both of experimental and control groups:

Standard Error of Experimental Group :

$$SE\ M_1 = \frac{\quad}{\text{ض}} \quad \frac{\text{Ẅ}}{\text{ض}} \quad \frac{\text{Ẅ}}{\text{ض}} = \frac{\text{Ẅ}}{\text{Ẅ}} = 1{,}71$$

Standard Error of Control Group :

SE M_1 = $\frac{\text{Ẅ}}{\sqrt{\text{ض}}}$ $\frac{\text{Ẅ}}{\sqrt{\text{ض}}}$ $\frac{\text{Ẅ}}{\sqrt{\text{ض}}} = \frac{\text{Ẅ}}{\text{Ẅ}} = 1{,}44$

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

$M_1 - M_2$: SE M_1 - M_2 = $\sqrt{\quad\quad\quad\quad}$

= $\sqrt{\square\text{Ẅ}\square \quad \square\text{Ẅ}\square}$

= $\sqrt{\square\text{Ẅ}\square \quad \square\text{Ẅ}\square}$

= $\sqrt{\text{ض}\square\text{Ẅ}\square}$

= 2,23

APPENDIX 8

TESTING HYPOTHESIS

The result above then was applied to test the hypothesis :

$$t_o = \frac{\quad}{\quad}$$

$$= \frac{\ddot{W} \qquad \ddot{W}}{\ddot{W}}$$

$$= \square\ddot{W}\square\square$$

APPENDIX 9

INSTRUMENT OF RESEARCH

Read the Following Test Carefully.

Choose either a, b, c, or d for the correct answer.

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

1. From the text above we know that,...
   a. She is a famous and talented singer
   b. She can’t play musical instruments
   c. She dislikes jazz and RnB

d. Isyana is an extrovert girl

2. The second paragraph talks us about ....
   a. Isyana's personality
   b. Isyana's physical appearance
   c. Isyana's attitude
   d. Isyana's passion

3. What does Isyana do? She is a ....
   a. Vocalist
   b. Singer
   c. Pianist
   d. Musician

4. "She is a very famous singer from Indonesia". The underlined word means ....
   a. Strange
   b. Unpopular
   c. Well-known
   d. Clumsy

5. What is her Nick Name ....
   a. Isyana
   b. Vati
   c. Saras
   d. Ana

Questions 6 to 10 are based on the following text 2

Text 2

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.
People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

(sumber: detik-detik UN bahasa Inggris; 2005/2006
Intan Pariwara)

1. Fruji is the … on Wingo Island.
   a. Name of a river
   b. Name of a mountain
   c. Name of a tree
   d. Name of someone who lives

2. What are the chairs and tables in that island made of?
   a. Iron
   b. Moss
   c. Trees
   d. Fruji trees

3. What causes windstorms at Wingo?
   a. Moss

b. The sand
c. Animals
d. The sea around Wingo

4. Where do the people of the island live in?
   a. In the houses
   b. In the forest
   c. In the tree holes
   d. In the big-gloos

5. According to passage, which of the following is not true?
   a. Wingo is an island.
   b. Many sharks are in Wingo island.
   c. The weather in Wingo Island is tropic all the time.
   d. Rain always falls in Wingo Island

APPENDIX 10

ANSWER KEY

No	Answer
1.	A
2.	A
3.	B
4.	C
5.	A

No	Answer
1.	C
2.	D
3.	C
4.	D

5.	C

ATTANDANCE LIST EXPERIMENTAL GROUP

VII – 2

NO	NAME OF STUDENTS	SIGNATURE
1.	Ahmad	
2.	Andini	
3.	Aufa	

4.	Aulia rahman	
5.	Cindy	
6.	Clara	
7.	Elsa	
8.	Fioka	
9.	Hadi	
10.	Arif	
11.	Dzaki	
12.	Putri	
13.	Putra Rian	
14.	Rafindo	
15.	Rifky	
16.	Rafly	
17.	Kepin Ageng	
18.	Syafiq	
19.	Suandika	
20.	Sharlyn	

21.	Suryani Aqilah	
22.	Nazua Nabila	
23.	Octavia Ramadhani	
24.	Siti Azzahra	
25.	Rindi	
26.	Syaiful Amri	
27.	Nur Aulia	
28.	Qolbi	

ATTANDANCE LIST OF CONTROL GROUP

VII – 3

NO	NAME OF STUDENTS	SIGNATURE
1.	Alya Riani	
2.	Andina Aulia	
3.	Arifin Ilham	
4.	Arifin Rahman	
5.	Artika Putri	
6.	Aulia Syahfitri	
7.	Bunga Saskia	
8.	Dian Kurniati	
9.	Dwi Safridah	
10.	Fadhil Satria	

11.	Fakhri Atallah	
12.	Ferdiansyah	
13.	Fitriani Rambe	
14.	Hakkan Soukan	
15.	Indah Restina	
16.	Maulana Pratama	
17.	M. Dimas Pramuja	
18.	M. Dimas Rianto	
19.	M. Fakhri Lubis	
20.	M. Reza	
21.	Nova Aprily	
22.	Penda Risky	
23.	Rico Prasetyo	
24.	Rival Syahputra	
25.	Reka Tria	
26.	Siti Nurhalizah	
27.	Syabila Pasya	

28.	Winda Aulia	
29.	Yulia Ramadhani	

APPENDIX 11

LESSON PLAN

(EXPERIMENTAL GROUP)

School : SMP SWASTA BUDISATRYA MEDAN

Subject : English

Class/Semester : VII-2

Topic : Descriptive Text

Time : 2 x 40 minutes

A. Standard Competence

To understand and to comprehend the meaning of short functional text and short functional in form of descriptive text in daily life contextual and in order to access knowledge in Understanding the material.

B. Basic Competence

To respond meaning in short functional text accurately, fluently, and appropriately in the context of daily life.

C. Indicators

Students are able to:

1. Identify the social function of the text.
2. Identify main ideas.
3. Identify the generic structure of the text.
4. Understand the text critically.

D. Learning Purposes

After finishing the lesson, the students supposed to be able to:

1. Identify the social function in the text.

2. Identify main ideas.
3. Identify the generic structure of the text.
4. Understand the text critically.

E. Teaching Material

a. Social function

The social function of descriptive is to give description of characteristic of condition of an object, both human and things, by using adjectives and attributes.

1. Generic structure

The generic structure of descriptive is:

A. Identification which identifies phenomenon that will be described.

Description which describes about part, qualities or characteristic of something or something or someone in detail.

B. Description which describes about parts, qualities or characteristic of something or something or someone in detail.

Language Features

- The use of adjectives and compound adjectives.
- Using the simple present tense.

F. Teaching Techniques : Information Transfer Method

G. Teaching Learning Process

No	Teacher's activities	Student's activities
1.	**Opening :** - Teacher greets the students and checks the students'	**Opening :** - Students answer the greeting.

	attendance. - Teacher motivates students. - Teacher gives question related to descriptive text. - Teacher relates the importance of studying descriptive text in daily life.	- Students listen to the teacher. - Students answer the teacher based on their prior knowledge. - Students listen carefully to the teacher.
2.	**Main Activity :** - Teacher give information to the students about learning purpose. - Teacher explain about of applying information transfer and summary techniques on students' reading comprehension achievement. - Teacher does brainstorming by explaining and discussion the topic will be given in material with the students. - Teacher ask the students to read the text, and will be	**Main Activity :** - Observing - Students listen the explanation about Information Transfer method. - Students listen carefully. - Students answer the question.

	given text to each students based on the material give.	
3.	**Closing :** - Make conclusion about the material. - Teacher collect the students worksheet. - Teacher close the learning process.	**Closing :** - Understanding the explanation about conclusion. - The students the worksheet. - Observing.

H. Source/Media

- Wardiman, a, et al. 2008. *English in Focus.* Pusat pembukuan Departemen Pendidikan Nasional.

a. Assesment

1. Form : multiple choice test

- Each number, each correct answer scores : 20
- Number score maximum
- Scoring

Score = ——————————— □□□خ

Medan, 2017

English Teacher Researcher

Genoveva S.pd Mutiara Resandy

Acknowledge by :

Headmaster of SMP Swasta Budisatrya

Ir. Herri Novandi

APPENDIX 12

LESSON PLAN

(CONTROL GROUP)

School : SMP SWASTA BUDISATRYA MEDAN

Subject : English

Class/Semester : VII-2

Topic : Descriptive Text

Time : 2 x 40 minutes

A. Standard Competence

To understand and to comprehend the meaning of short functional text and short functional in form of descriptive text in daily life contextual and in order to access knowledge in Understanding the material.

B. Basic Competence

To respond meaning in short functional text accurately, fluently, and appropriately in the context of daily life.

C. Indicators

Students are able to:

1. Identify the social function of the text.
2. Identify main ideas.
3. Identify the generic structure of the text.
4. Understand the text critically.

D. Learning Purposes

After finishing the lesson, the students supposed to be able to:

1. Identify the social function in the text.

2. Identify main ideas.
3. Identify the generic structure of the text.
4. Understand the text critically.

E. Teaching Material

a. Social function

The social function of descriptive is to give description of characteristic of condition of an object, both human and things, by using adjectives and attributes.

1. Generic structure

The generic structure of descriptive is:

b. Identification which identifies phenomenon that will be described.

Description which describes about part, qualities or characteristic of something or something or someone in detail.

c. Description which describes about parts, qualities or characteristic of something or something or someone in detail.

Language Features

- The use of adjectives and compound adjectives.
- Using the simple present tense.

F. Teaching Techniques : Summary Method

G. Teaching Learning Process

No	Teacher's activities	Student's activities
1.	**Opening :** - Teacher greets the students and checks the students' attendance. - Teacher motivates students. - Teacher gives question related to descriptive text. - Teacher relates the importance of studying descriptive text in daily life.	**Opening :** - Students answer the greeting. - Students listen to the teacher. - Students answer the teacher based on their prior knowledge. - Students listen carefully to the teacher.
2.	**Main Activity :** Teacher gives copies of text - Teacher explain to the students about understanding descriptive text. - Teacher read the text to show how the way in reading. - Teacher chooses the students to read aloud in the front of class.	**Main Activity :** - Students receive the copies. - Students listen the explanation about Summary method. - Students listen carefully. - Students read the text in front of class.

3.	**Closing :** - Teacher closes the class by giving the students a task to answer the question based on the topic.	**Closing :** - Students answer the question based on the text.

H. Source/Media

- Wardiman, A, et al. 2008. *English in Focus.* Pusat pembukuan Departemen Pendidikan Nasional.

a. Assessment

From objective test (multiple choice test)

- Each number, each correct answer score : 20

Score ——————— □□□

Medan, 2017

English Teacher

Genoveva S.pd

Researcher

Mutiara Resandy

Acknowledge by :

Headmaster of SMP Swasta Budisatrya

Ir. Herri Novandi

Documentation in Experimental Group

Documentation in Control Group

CURRICULUM VITAE

Name	: Mutiara Resandy
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Gender	: Female
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1. Elementary school (2002-2008) At SD Negeri 1 Kutacane
2. Junior High School (2008-2011) At SMP Negeri 1 Kutacane
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