THE EFFECT OF LANGUAGE EXPERIENCE APPROACH TO IMPROVE THE STUDENTS' READING ACHIEVEMENT

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
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English Education Program

By:

NIDEA ATIKA
NPM. 1302050288

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 05 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Nidea Atika
NPM : 1302050288
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Language Experience Approach to Improve the Students' Reading Achievement

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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( ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd, M.Hum   1.

2. Khairil. S.Pd, M.Hum   2.

3. Dr. T. Winona Emelia, M.Hum   3.

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Nidea Atika
N.P.M   : 1302050288
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Language Experience Approach to Improve the Students'
                  Reading Achievement

sudah layak disidangkan.

Medan,   Maret 2018
Disetujui oleh:
Pembimbing

Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Nidea Atika." The Effect of Language Experience Approach to Improve The Students' Reading Achievement". Thesis: English Department of the Faculty of the Teachers' Training and Education,University of Muhammadiyah Sumatera Utara Medan,2017.

The objective of this research was to find out significant effect of blended approach model to the students' reading achievement. The population of this research was the second year students of SMP Tarbiyah Islamiyah 2016/2017 academic year. The population was 35 students in VIII-A and 35 students in VIII-C. So,the total population was 70 students. The research was taken all as the sample. The sample was divided into two groups,the firs group namely experimental group which consists of 35 students was taught by using Language Experience Approach and the second group namely control group which consists of 35 students was taught by using conventional method. The instrument of the research was multiple choices of 20 items. This research was based on experimental group to collect the data that use to describe and analyse the data from the students' answer. After the data has been collected,they were analysed by using t-test formula. The result of analysis showed that t-observed (6.2921) was higher than t-table (2.024) with the levelof significant 0.05 and the degree of freedom (df) = 70. The finding showed that the hypothesis of study is accepted. It means that using Language Experience Approach given significant effectto the students reading achievement.

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The Writer

Nidea Atika

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CHAPTER I

INTRODUCTION

A. The Background of The Study

English is one of the most important language skill in the world to communicate since become a global language. English language is taught to student in order to be able to develop them in understanding science and technology. In addition it can make student be intelligent and skilfull. To communicate means to understand and to express anyinformation,thought,feeling, and to develop science,culture and technology. The ability to communicate is ways which reflect in the four skill of language namely : Listening,Speaking,Writing and also Reading.

Reading is an essential skill in English and for the students taught formally from elementry school up to the university level. According to Harmer(2007:99-101) "Reading is considered as someting crucial and dispensable for the students because the success of their study depends on the greater part of their ability to read". If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand,if they a good ability in reading,they will have a better chance to success in their study.

A reader used his or own feelings,personalities and experinces into a text. The readers knowledge was means which brought who the text that he or she read. The readers also have diffirent and unique opinion about the text. This was also supported by Rossenblatt (2007:19) that he states " Each reader is different each time its revisits a particular text. Background knowledge is what the reader brings to the reading event. Each reader interpretation and each reading of the text are potentially unique. The students cannot achieve their academic success without comprehending what they read. In comprehending the text,the student should be monitored by their teacher,hence the way to teach comprehension should be well understood by the teachers.

In reading,they are expected to get some knowledge and be familiar with what the teacher will be explain in the context,where as in comprehension they are expected to have skil more than to explain the text or passage itself,it can be said that is useless if they read but do not have any comprehension at all. It has very complex process,therefore it is not easy as one thinks. Most people read without giving much through on how they do it since they assume it common and take it for granted. For them,it is question of title concern. But it is a big problem for teachers to solve especially for the English teacher.

The problem of this research came from the real problem in the classroom. Based on the experience in PPL at SMP Tarbiyah Islamiyah Medan,there are some problems that students and teacher faced in teaching learning process.

The first problem is from teacher. Teacher use the conventional approach in teaching reading in the classroom. It is questioning the author approach. Consenquently,the student are not interest in reading because the teacher approach isless atractive. So the researcher apply the approach reading and hope can help their reading skill namely Language Experience Approach. Roach Van Allen, he indicated how this strategy could create a natural bridge between spoken language and written language by stating :

What i can say, i can write

What i can write,i can read

I can read what i write and what other people can write for me to read

Furthermore,there are some types of reading comprehension in academic level. One of them is recount text. Its very perfect subject if combine with (Lea). Because recount text is a text which retells event or experience in the past,whether real imagine for the purpose of informing,entertaining or reflecting. The function of learning recount text for the students is to explore their abilities in transforming the experiences that happens frequently in our daily life therefore is is important for the students to master it.

The second is related to the students reading skill was one of the important skills in English. The students reading achievement is low. The student have

difficulties in finding supporting idea,understanding implicit information,words meaning from context and pronoun reference. Generally,students attend the class without any preparation. They enter the class and take a seat,during the teaching learning process : students are just receiving information and memorazing it. Most student do not enjoy their lesson. The process of teaching reading comprehension could not run well. Most of them are passive in the class. They find teacher's way of teaching is boring and uninteresting. Student lack confidence in reading something. And student find it difficult to read a text.

The third,researcher also interviewed the students SMP Tarbiyah Islamiyah Medan,especially the eighth grade when PPL. Why they afraid to read the text especially in English subject when in the classroom. Based on the result of interviewing the students they said that they wanted to have good reading,but they lack of motivation to write and they considered reading was boring ad difficulty. The students have never experiences the reading process during reading activities,especially motivation in expressing their idea. Reading activities is mostly dominated with grammar exercises and sentence building.

The teacher did not teach the student how to reading with the good step example like recount text through the reading process which includes pre-reading,drafting,revising,editing,and publishing stages. Thus,the students lacked reading practices,particularly producing a piece of composition through reading process.

Based on the problem above,the researcher was very interested to help them to solve the problem. It was by using Language Experience Approach in learning recount text. This approach in the context of open learning,teachers use the students existing language and prior experience approach draws upon and takes advantage of this important link between experience and education.

Finally,because the topic have never discussed by the other researcher of English Department at University Muhammadiyah of North Sumatera which commonly name UMSU,so the researcher interested in discussing about this topic. Therefore, based on the explanation above the researcher will like to take the research about " The Effect Of Language Experience Approach To Improve The

Students' Reading Achievement Of The Eighth Grade at SMP Tarbiyah Islamiyah". And then the researcher hope this strategy can as one of guide in teaching learning process in the school.

B. The Identification Of The Problem

The problem of this research were identified as being related to :

1. The process of teaching reading comprehension could not runwell
2. The students lack confidence in reading something
3. The students were passive in the class
4. The students have low achievement in English especially in reading comprehension
5. The approach of teaching is not suitable to the students condition

C. Scope and Limitation

Based on the background,the scope of this study was focused in Reading Skill and it was limited in using Language Experience Approach in learning Recount text. In this case,at eighth grade student at SMP Tarbiyah Islamiyah Medan. In academic year 2016/2017.

D. The Formulation Of The Problem

The problem were formulated as the following :

1. Is there any significant effect of blended approach model to the students' reading achievement ?

E. The Objective Of The Study

The objective of the study were :

1. To find out significant effect of blended approach model to the students' reading achievement.

F. The Significant Of The Study

This research is concerned with the use of Language Experiece Approach to improve and help students reading the finding of this study are expected to be useful and relevant theoritical and practical benefits as follows :

1. Theoritical

The finding can enrich the knowledge to improve the quality of teaching reading by using Language Experience Approach.

2. Practically

This research was expected to be useful practically for :

a. For the students, to improve and help them easier to their reading through Language Experience Approach.
b. For teacher, to give them more information about another approach and how to apply it in teaching,especially in reading in order to growing up the students spirit.
c. For readers,especially the candidate of English teacher as in an for them when someday they go to field teaching English in the classroom.
d. For researcher,to increase the researcher insight or perception and knowledge which is concerned with improving students reading through Language Experience Approach.

A.   **Theoritical Framework**

In conducting a research,theories are needed to clarify some terms,which are used. The description of the term may function to give a limited concept,which is specifically mean in the particular context. In this case,it provides some terms,which are important to make clear from the start in order to prevent possible misunderstanding between the researcher and the reader between this convey and will have the same perception on there. They are many points in the thesis that will discuss as follows :

1. **Reading**

Reading is a way to get information from something that is written. According to Danielle (2009:3) state that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered,slowed to a near halt and deeper levels of comprehension are seriously compromised. It means that reading is a kind of English skill should be deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus,presuppositions, and plausible inferences. According to Kristin Lems and et. Al. (2010:33) state that reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. To read, we need to master a set of word-level skills,which we will call bottom-up skills. These skills combine to allow us to be able to decode connected text.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read,we use our eyes to receive written symbols (letters,punctuation marks and spaces) and we use our brain to convert them into words,sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aload (so that other people can hear),and reading is

language process. It means that reading is not just saying but also it must be meaning getting process.

According Grade and Stoller (2007:9) state that " Reading is the ability to draw meaning from the printed page and interpret this information appropriately". The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective,it requires information from context and combine elements into a new whole in order to construct the meaning,to make sense out of term.

2.   Comprehension

Comprehension is often consider to be the first order to goal of listening, the highest prority of the listeners and sometimes the sole purpose of listening. Comprehension is the process of relating language to concepts in one's memory and to be references in the real world (Rost,2009). Comprehension is the sense of understanding what the language use refers in one's experience or in the outside world. According to Bloom's Taxonomy comprehension is grasping or understanding the meaning of informational materials use words such as : describe,explain,estimate,predict and interpret. Because comprehension involves the mapping and updating of references that the speaker users,the process of comprehensing occurs in an on going cycle,as the listeners is attending to speech.

A concreate starting point of discussing how comprehension,the mapping and updating procedures takes places in the notion of give and new information. Each intonation unit utter by a speaker unit can be see as including both " new' or " vocal " information and " give" or " backround " information. New refers to the assum status, in the speaker's mind ,that information is not yet active in the listener's working memory. New information does not necessarily mean that the speaker believes the information itself is novel for listeners. Give refers to the status,again in the speaker's mind, that information is already active in the listener's mind.

The most fundamental aspects of comparison is the integration of the information convey by the text with information and concepts already known by the listeners.

3.   Reading Comprehension

Comprehension is the ultimate goal and driving force of reading. It is viewed as the purpose of reading. Reading comprehension is the ability to read text ,process it and understand its meaning. Reading comprehension is viewed by most linguists as composed of a multiple number of skill and abilities that are interrelated and interdependent. Therefore,reading comprehension need some skill to make students' effectiveness as readers. Reading comprehension is a skill that must be developed and can be only developed by means of extensive and constinual practices. In comprehending reading text,readers have to find the main ideas to obtain the message.

4.   Levels of Reading Comprehension

Burn, Roe , and Ross in Rokayah (2015) point out that there are four levels of comprehension,namely :

1.   Literal comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level,teacher can ask students to find the information and ideas that are especially stated in the text. Reading for literal comprehension which involves acquires their information that is directly stated in a selection.

2.   Interpretative comprehension

Interpretative reading involves reading between the lines or making references. It is the process of driving idea that are implied rather than directly stated, at this level, the readers go beyond what is said and read for deeper meaning. They must be able to read critically and analysed carefully what they have read. Readers need to be able to see relationship among ideas.

3.   Critical comprehension

Critical reading is evaluating within material comparing the ideas discovered in the material with known standards and drawing conclution about their accuracy appropriateness and timelines. Critical comprehension refers to the ability to make judgement about ideas and information a writer offers.

4.   Creative comprehension

It is concerned with the production of new ideas,the development of new insight,fresh approaches and original construct.

In this study there will be limited and focused on leteral and interpretative comprehension because of based on curriculum that both these levels appropriate for the students in order students can understand about reading material and achieve literal and interpretive comprehension.

5.   Approach

An approach is a set correlation assumption,dealing with the nature of the language teaching learning. An approach is an axiomatic and described the nature of subject matter taught. According to Richard and Roger (2007:20),approach refers to " Theories about the nature of language learning that serves as the source of practices and principles in language teaching". An approach describes how acquire their knowledge of his language and makes the statements about the conditions which will promote successful in language learning.

6. Language Experience Approach

The Language Experience Approach (LEA) is a literacy development method that has long been used for early reading development with the first language learners. It is also perfect for diverse classroom. It combines all four Language skills. Working on the four language skills side by side aids fluency.

Language Experience Approach is the approach to teaching reading to children in general. This approach combines the skills development of children in Linstening,Speaking,Reading,Writing. Starting with the child told to the teacher about his/her personal experience,next teacher writes a story that child,and after the writing is completed in the form of a text,then read together. Reading

materials were written by teachers together with the child based based on the child personal experience. This is an accordance with the definition issued by :

Glossary of Literacy Terms (2009),state that " The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences are writen down by a teacher and read togeter until the learner associates the writen form of the word with the spoken ".

Language experience approach using the language in everyday children to develop material to read. This approach uses every level of spoken language and personal experience of students. Material written by children and teachers to read using the experience of each child. This can be done in small groups and individually. Familiarity with the content and vocabulary facilitates reading these stories. Each child can develop a book to read and reread. This approach helps children know what to read and that ideas and experiences can be communicated in print.

According to Marcia Taylor " The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language " it can be used in tutorial and classroom settings with homogeneous or heterogeneous groups of learners. Beginning literacy learners relate their experiences to a teacher or aide,who transcribes them. These transcriptions are then used as the basis for other reading and writing activities. When the students have been ready and prepared for the activity,they can use language appropriately. The goal of language teaching is to develop communicative competence.

An LEA lesson is centered around a learner-generated text. The rationale behind LEA is that materials with familiar vocabulary and ideas are more meaningful and accessible than texts found in pre-prepared books. For teachers wanting to work on reading fluency with emergent readers,learner-generated texts are ideal.

6.1 Teaching and Learning Activities In Language Experience Approach

During learning process of Language Experience Approach,while most references to the Language Experience Approach (LEA) (Allen ,Coate & Castle) include in their definitions use with young students,it can also be used successfully with older students in grades 3 through 8 who are struggling with learning to read,as well as with second language learners (Barr & Johnson). In addition,the teacher also should make their lesson interesting so the students don't fall asleep during learner English. Struggling readers,regardless of age ,have many life experiences that teachers can tap into to create a text. It is important to recognize that differ from your experiences or taht they may offer different perspective on the same experience.

Experience is a basic capital in encouraging children to want to learn to write and read. In this case students and teachers discussed the experience of the previous child. The purpose writing skills,as well as train the ability to read. Write down a story based on the experience of children and read back by the child language experience approach makes this charming and perfect.

According to (Eisenhauer,2009) in practice,this approach starts with open-ended questions like," What was your yesterday that has not been told ?" " Today you are going to talk about the experience,we will write together and then we'll read it together. " Teacher writing experience the child a piece of paper. Writing text to read to her/his children,created along with the child,if necessary created images taht support the events that told to the children more attractive. Teachers write nearly and meticously. Post made in accordance with the standard spelling. Teachers can make changes in the child language imperfect throughly and carefully , so that children do not feel that the language is low and not weighted.

Learning activity in communicative Language Experience Approach focuses on when using the language experience approach,one need not be concerned about whether the material being read is in the learners background and will be too difficult to comprehend or whether the student will be interested in the subject. One also need not be concerned about whether the reading material will appear too " babyish " for the studnt . this is because in the language experience approach , the reading material is generated by the student.

The language experience approach can be used with a single student or with a group of students. Much has been writen on the use of Language Experience Approach and varying procedures for its use have been suggested. The material presented here indicates how it might be used with an individual and with a group. Certain procedures are also stressed that may seem unimportant at first. However,certain aspects of the language experience approach are extremely important for its success,and we recommend little variation from these specific procedures.

The material that follows is divided into five section :

1.   The theory behind the success of the language experience approach

2.   Using the language experience approach with individual students

3.   Using the language experience approach with small groups of students

4.   Important procedures and information about the language experience approach

5.   A description of a number of highly motivating language experience activities

The language experience approach uses the language of the students as the basis for writing materials that will later be read by those same students. When a student dictates something to the teacher or writes something herself, it will naturally be something in which the student is interested and will also be something that the student will understand with no difficulty. Furthermore,it will be writen at reading level approprate for the student,and its content will notinsult the student regardless of age. Since LEA is based on personal experiences are told by the students,they provide highly meaningful and comrehensible reading materials. Applications of LEA can be used with many differnt kinds of activities and are applicable for all proficiency levels.

6.2 Procedures of Language Experience Approach

An important partof choosing the right approach to learning for children learning difficulties is to understand the individual learning profile. A diagnostic

program is required to identify students with learning difficulties. Cognitive profile is also necessary to determine precisely what the student needs are, their strength and weakness,if they have difficulty with working memory ,if they have inadequate language skills,and others. Students with disabilities neet to be taught explicitly strategic approach.

Language experience approach is an effective approach to help children in foster motivation was that like to read . in one case the child does not want to read because there is no motivation in reading . but after the child was given a reading that contains experiences that have been written by te teacher,the child wants to read what you have writen it.

The basic LEA procedure is quite simple. According to Dixon and Nessel (1983,pp.ix-x) outline a five steps process such as :

1.   Teacher and students discuss the topic to be focused on in the dictation. Observations and opinions are exchanged. Oral language skills are developed and reinforced.

2.   The student dictates an account or story to the teacher who records the statements to construct the basic reading material.

3.   The student reads the story several times (with the teacher helping as needed) until the story has become quite familiar. Reading comprehension is made easier by the fact taht the student is reading material that is self-generated.

4.   Individual story words are learned,and other reading skills are reinforced through teacher-designed activities related to the story.

5.   Students move from reading their own dictation to reading other-author material as they develop confidence and skill with the reading process.

6.3 Operationalization of Language Experience Approach

LEA can be used with individual students as well as with small groups. From a social constructivist perspective (Newman & Holzman,1993),Lea can be very succesful when students work together with a " more knowlegeable other ". This person may be the teacher, a more experienced student,teacher aide,or parent.

And there are two variations of LEA,such as :

The Personal Experience

The most basic ,and in fact the original ,form of the LEA is the simple transcriptio of an individual learners personal experience. The teacher or aide (or in a mixed-abiliy class, a more proficient learner)sits with the learner so that the learner can see what is being writen. The session begins with a conversation,which might be prompted by a picture, atopic the learner is interested in, a reading text ,or an event the learner has participated. Once a topic evolves. The learner gives an oral account of a personal experience related to that topic. The transcriber may help the learner expand or focus the account by asking questions.

In most forms of the LEA ,the experience is transcribed as the learner dictates it,without transcriber corrections to grammar or vocabulary. This technique keeps the focus on the content rather than he form of what is written and provides concrete evidence of the learner's language growth over time. Errors can be corrected later,during revising and eding stages of the writing process. The relationship between the transcriber and learner should be well established before attempting the LEA,and the transcriber should be supportive of what the learner has to say.

The Group Experience

Groups may also develop language experience stories. An experience can be set up and carried out by he group,or stories can grow out of experiences and stimuli from any part of the learners' personal,work,or classroom lives. The following steps are often involved.

1.   Choosing the experience or stimulus. In collaboration with the learners,choose a promptor activity that can be discussed and written up in some form. This might include pictures,movies,videotapes,songs,books,or articles,class projects,field trips,holidays or celebrations,or an activity designed for this purpose.

2.   Organizing the activity. Develop a plan of action with the class. His might include what you will do and when,and what you will need. The plans can be writen on the board to provide the first link between the activity itself and the writen word

3.   Conducting the experience

Example : in the classroom

a.   Preparing food

b.   Making cards (thank you notes, happy birthday cards)

c.   Class projects (simulations,bulletin boards,skits)

If the experience takes place within the classroom,te teacher can narrate it as it unfolds,repeating key words and phrases.

4.   Discussing the experience,including all learners in the discussion and writing key words and phrases on the board. The class might ,for example reconstruct the sequence of event s that took place . some learners may be capable of describing an entire experience or generating an extended text about prompt,while others may only be able to answer question about it. The teacher may need to stimulate or focus the discussion by asking wh-questions-Who was involved ? When did this take place ? What did we do first ? Regardless of the level of active participation of various learners, it is crucial that all understand the discussion.

5.   Developing a witen account. The class works together to develop a writen account of what was done or discussed. Before actually writing a text,the class might do some planning activities like brainstorming,webbing or mapping,listing,or sequencing ideas. Learners may dictate a description or sequence of events in an activity while the teacher or aide writes it down,or a group of students may work together in groups to produce an accoun. Regardless of who does writing,it should be easily visible to all learners-on the board,on a flip chart pad,or on an overhead transparancy.

The teacher does not correct the learners ' language at this point, although learners may correct themselves or each other as they work together. Formal corection can be done later,as part of the revising and editing stages.

With beginning students,writen compositions may be very simple ,just a sentence or two if this represents their level of English proficiency. Length is not significant.

6.	Reading the account. Once the writen text is complete,the teacher or a learner can read it aload to the class,focusing on key words and phrases,and then learners can read it silently on their own. Of course,oral reading of the account does not need to occur only at this stage,but can be done at many different points during its production,thus promoting rethinking and revision through out its evaluation.

7.	Extending the experience. Many language and literacy activities beyond rereading can be based on the writen text. The following possibilities can be selected and adapted according to learners' proficiency levels.

6.4 Advantage of Language Experience Approach (LEA)

a.	Language experience approach is good way to give the student creativity to writing and reading with the way in their experience.
b.	With the same time students can study writing,reading,listening and speaking.
c.	Can help the students that what they think or happen in their life. It can be write and read.
d.	Cares and show up to the students that their language and experience is a value.
e.	Language experience approach activities excourage students' understanding of subject matter.
f.	Language experience approach is an effective approach to help students to grow up their motivation to like read something. In some case students don't want to read because there is no motivation to read but after students

give the task that all about their experience which write by teacher write (Eisenhauer,2009)

g. Can exercise the students to be careful and critical attitude
h. Stimulate students to think effectively

6.5 Disadvantage of Language Experience Approach(LEA)

Need more time and power to explain some of procedure of LEA in the class for the teachers. If the teacher does not mastering the class,it can make useless.

7. Lecturing Method

Method is an act of collecting information about individuals or groups or individuals in order to understand them better. McAndrews (2008:38) says that the purpose of method are to provide feedback to students as a diagnostic tool for instruction. By giving method to the students after teaching learning process,the teacher knows exactly whether the materials and learning strategies used are workable. The result of the method are shared with both the students and the teacher.

The method should indicate need for improvement.students can explore new learning strategies and teachers can search out and implement new method that is a formative method. The purpose is to provide feedback to students progress toward a goal. In the classroom,teacher use formative method on the a daily basis and then use the more summative method to recommend report card marks at the end of a grading period.

Lecture method of teaching is the oldest teaching method applied in educational instituation. This teaching method is one way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture,combine the information and organized it. Lecture method is any type of method in which students choose a response from a given list. Such as method

include the standard true/false quiz or multiple choice test,matching exercise and fill in the blank activity. In traditional method,then the students are expected to recognize that one particular choice best answer the question asked.

7.1 The Advantages of Lecturing Method

1. In this teaching method a large amount the topics can be covered in a single class period
2. Using of this strategy exclude the using of any equipment or Lab
3. Learning material is not required
4. Student listening skill developed
5. Logical arrangement of the material in order to present it orally
6. Help to learn languages

7.2 The Disadvantages of Lecturing Method

1. Psychologically this method is acceptable because individuals are not like. Teachers delivers the same lecture to both students without recognizing the individual differences
2. Attention level is not the same while the students listening the lecture
3. Language using in the lecture is above the standard of the students,they are not able to get full advantage of the lecture/teacher.

B.   Conceptual Framework

As in the theoritical framework,reading is an essential skill in English and for the students and taught formally from elementary school up to the university level. Reading is considered as something crucial and dispensable for the students because the success of their study depends on the greater part of their ability to read. Many students' always feel that reading is very difficult to do. So the score of their reading especially in reading recount. To increase the students' achievement in reading, the teacher should use appropriate strategy/approach for them in order to make them interested in reading. The strategy help the students to learn and easy to understand information from a text together and actively engage during academic instruction.

In teaching reading,Language Experience Approach is one of important things that must be applied during teaching ang learning process in order the purpose of teaching can be reached. People with learning difficulties will usually require different instructional approaches to make them more productive educational approaches to make them more productive educational experience. With the use of this language experience approach the teacher develop the skills of children to read, using reading texts that are based on real experiences of children. At first the children to read,using reading texts that are based on real experiences of children. At first the children were asked to recount his experience to the teacher,then to the teacher write the child's experience on the board or paper. Language experience approach can be applied in teaching English reading,because by applying this approach teaching reading can be more effective,and it is able to improve students' reading.

C. Hypothesis

Ha   : There is a significant effect of using Language Experience Approach on the students' achievement in reading comprehension (the hypothesis is accepted).

Ho   : There is no a significant effect of using Language Experience Approach on the students' achievement in reading comprehension (the hypothesis is rejected).

CHAPTER III

METHOD OF RESEARCH

A. Location

Research was conducted at SMP Tarbiyah Islamiyah Medan on academic year 2016/2017. The reason or choosing this school because based on the researcher's experienced when doing PPL at SMP Tarbiyah Islamiyah Medan,it was found that the students' achievement in reading was still low,which was proved by their exercise in reading recount text.

B. Population and Sample

1. Population

The population of this research was the eighth grade student of SMP Tarbiyah Islamiyah Medan on academic year 2016/2017 which consist of two classes by they are VIII-A and VIII-B with the total 70 students as shown in following table :

Table 3.1

Population of Research

No	Class	Population
1.	VIII-A	35
2.	VIII-C	35
	TOTAL	70

2. Sample

Since the population of this research was less than 100 so all the population was taken as the sample automatically. Thus,the sample was taken by using total sampling technique.

Table 3.2

Sample of Research

No	Class	Population
1.	VIII-A	35
2.	VIII-C	35
	TOTAL	70

C. Research Design

The experimental research will use to carry out this research. It deals with quantitative design. This study has two groups namely experimental group and control group. The experimental group will teach by using Language Experience Approach. While the control group by using Conventional Method (Lecturing Method). Both of groups would be given pre-test and post-test. The test would be given in order to know the difference of average scores. The design of this study would be presented as follow :

Table 3.2

The Research Design

Class	Groups	Pre-Test	Treatment	Post-Test
VIII-A	Experimental Group (X)	✓	Language Experience Approach	✓
VIII-C	Control Group (Y)	✓	Lecturing Method	✓

Where :

X = The experimental group,where the sample were taught by using Language Experience Approach.

Y = The control group,where the sample were taught by using Lecturing Method.

D. Instrument of The Research

In this research,multiple-choice test which consist of 20 items was used as the instrument for collecting data. It was scored 1 point for each right answer and wrong number was score 0. So,the incorrect answer would not be given score,o the maximum point of the test would be 100. The material of the test would be taken from lesson book. The collecting data use an important part in conducting a study. The data of this study would be collected by using a test. In collecting the data, each group was treated following three procedures,they were pre-test,treatment and post-test.

1. Pre-test

The pre-test was conducted to both classes (Experimental Group and Control Group) before the treatment and teaching presentation. It is meant to find the homogeneity of the sample. The function of the pre-test was to know the means score each group (Experimental and Control Group).

2. Treatment

To find out the significant effect of blended Language Experience Approach model to the students' reading achievement,a treatment was conducted to the experimental group. Group A as the Experimental and Group B as the control group be comprehend the same material. Teaching treat the experimental

group by using Language Experience Approach meanwhile the control group was lecturing method (conventional method).

3. Post –test

After conducting the treatment ,a post test would be given to the students. The post-test function is to get the mean score of experimental and control group. It would be applied to know the effect of teaching presentation in both class.

E. Technique of Collecting The Data

In collecting the data,some steps would be applied as follows :

1. Giving pre-test to both classes

2. Collecting the students' worksheet

3. Giving treatment to the experimental group by using Language Experience Approach and lecturing method to control class

4. Giving post-test to both classes

5. Collecting the students' worksheet

6. Giving the score for each sample answer of students

$$S = \frac{R}{N} \text{ x } 100\%$$

Note :

S   = Score

R   = Number of correct answer

N   = Number of items

100 = Cumulative range

F. Technique of Analyzing The Data

In collecting the data,some procedures were applied the following formula as follow :

1. Listing their score into two table,first for experimental group scores and second for control group score.

2. Calculating the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.

3. The calculating will be conduct by using T-esr as sAw below.

According to Sugiyono :

$$R_{XY} = \frac{n\sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\left\{\left(n\sum x_1{}^2 - (\sum x_1)\right)^2\right\}\left\{n\sum y_1{}^2 - \sum y_1\right\}^2}}$$

(Sugiyono,2015:255)

b. Testing Hypothesis

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

(Sugiyono,2015:274)

In which :

S_1 : Standard deviation of experimental group

S_2 : Standard deviation of control group

X_1 : Mean score of experimental group

X_2 : Mean score of control group

N_1 : The amount of sample in experimental group

N_2 : The amount of sample in control group

4. Finding out students' difficult

$$P = \frac{B}{JS}$$

Note :

P = Difficult index

B = Then number of the students correct answer

JS = The number of students

G. Statistical Hypothesis

In this research statistical hypothesis is used to decide whether the hypothesis would be accepted or rejected. The statistical formula :

If t-test > t-table = Ha is accepted and Ho is rejected

If t-test < t-table = Ha is rejected and Ho is accepted

Where :

Ha : There is a significant effect of using Language Experience Approach on the students' achievement in reading comprehension (the hypothesis is accepted)

Ho : There is no significant effect of using Language Experience Approach on the students' achievement in reading comprehension (the hypothesis is rejected)

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMP Tarbiyah Islamiyah Medan

Subject   : English

Class/Semester : 2x45 minutes

Skill   : Reading

I.   Standard Competence

1. Understanding the meaning in multiple choice text form *recount text* in everyday life context .

2. Understand the meaning of written text simple functional form of short essays *recount text* in the context of everyday life for accessing knowledge.

II.   Basic Competence

1. To understand the message of *recount text* accurately and completely in social context.

2. To comprehend the meaning of *recount text* accurately and clearly in everyday life based on linguistic and cultural knowledge.

III. Indicator

1. Identify the meaning of Recount text.

2. Identify the generic structure of the Recount text.

3. Identify the language features of Recount text.

4.   Find detailed information explicitly of the Recount text .

5. Comprehend the meaning of Recount text based on linguistic and cultural knowledge.

6. Reading Recount text.

IV.   Learning Objectives

At the end of the lesson students are expected to be able :

1. Students are able to identify the meaning of Recount text.

2. Students are able to identify the generic structure of the Recount text.

3. Students are able to identify the language features of Recount text.

4. Students are able to find detailed information explicitly of the Recount text .

5. Students are able to comprehend the meaning of Recount text based on linguistic and cultural knowledge.

6. Students are able to reading Recount text.

The character of students expected to :

1. (*Trustworthines*)

2. (*respect*)

3. (*diligence*)

4. (*responsible*)

5. (*courage)*

V.   Learning Material : Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is the either to inform or to entertain the audience. Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

The Generic Structure of Recoun Text :

a. Orientation

Orientation is part of the initial recount text written in the first paragraph recount text. It gives the readers the background information needed to understand the text,such as who was involved,where it happened and when it happened . introducing the participants,place and time.

b. Events

Events are part of the recount text that tells the event or events that have occured or in the past. A series of events,ordered in a chronological sequence.

c. Reorientation

Reorientation is the end of the lid of a recount text. Reorientations contain a summary of the previous section. A personal comment about the event or what happened in the end.

Linguistic features :

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;

- Using Relating verbs used to describe the object of study. Example: The lion is a fierce animal.

- Using peresent tense that indicates a habit. Example: The lion always hunt the frey in a group.

- Use action verbs (action verb). Example: Lions can run 32 mph.

- Using technical terms / scientific. Example: water contains oxygen and hydrogen.

VI. Teaching Method

Approach : Language Experience Approach

- Lecture (explaining)

- Question and answer

- Discussion

- Giving exercises

VII. Learning Activity

No.	Learning Activities	Time Allocation
	First Meeting **Opening :** • Greeting • Cheeking the students' attendance list Main Activity : • Giving the pre test • Collecting the students' work to be evaluated	5 minutes 40 minutes
	Second Meeting	5 minutes

	Opening : • Greeting • Checking the students attendance list Main Activity : • Giving the explanation about the material • Explaining how to comprehend the text by using three past technique • Explaining the task for each students to make their task Closing : • Concluding the learning material • Asking the students to practice their English at home	40 minutes
	Third Meeting Opening : • Greeting • Checking the students attendace list Main Activity : • Giving the post test to the students in order to know the	5 minutes 40 minutes

	students evaluation	

VIII. Learning Sources

Source   : English text book,dictionaries

Media   : Whiteboard and marker

IX. Evaluation

Give objectives test :

Kind   : individual test

Form   : multiple choice

Technique   : reading

X. Assesment

Vacation to Surabaya

Last April, I went to Surabaya with my friend for vacation.Her name is Sarah .We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It* had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Read the Recount text below and choose the correct answer ! And then give sign(X) on your answer.

1.What is the topic of the text above?

A.My vacation

B.Vacation to Surabaya

C.Vacation with family

D.Vacation to foreign country

2. What did the name of the writer's friend ?

A. Fitri

B. Nurul

C. Nanda

D. Sarah

3. What did the transportation that writer riding ?

A. Damri

B. Public Transportation

C. Taxi

D. A night bus

4 .What did the writer do when the bus stop for rest in Lamongan?

A.The writer bought some souvenirs

B.The writer drank some cold lemonade

C.The writer went to the toilet

D.The writer got off the bus to get a cup of ginger tea

5. What did the writer's friend to drink ?

A. Cappucino

B. Hot Tea

C. Ice Cream

D. Cold Lemonade

6. The story happen in....

A. Yesterday

B. Last April

C. Here after

D. Today

*7. She said that the bus departed .*When was the bus departed ?

A. 1 year ago

B. 25 minutes ago

C. 1 hour ago

D. 5 minutes ago

8. Where does the story take place ?

A. London

B. Lamongan

C. Jakarta

D. Turkey

9.What did the writer feel when the bus is not there?

A.Ashamed

B.Shocked and confused

C.Sad and Angry

D.Disappointed

10 .How many friend that the writer had to join the vacation?

A.One

B.Two

C.Three

D.Four

11. *I* asked a waitress about the bus,the underlined word refers to ...

A. Friend

B. Waitress

C. Writer

D. The man

12.…The bus was not there. *It* had gone!

The word *it* in paragraph three refers to?

A.The writer

B.The writer's friend

C.The bus

D.The waitress

13. The bus stopped at a *small* restaurant for a rest. The antonymy of the underlined refers to...

A. Big

B. Tiny

C. Short

D. Little

14. What did the writer do when the bus departed ?

A.Buy one ticket

B.Call the waiters

C.Call friend on the writer cell-phone

D.Buy souvenir

15. What the writer do when her/his cell-phone battery was running low ?

A.The writer cry

B. The writer hope and pray

C. The writer buy a new cell-phone

D. The writer still waiting the bus

16. I could feel my face turn red. What does the underlined word mean?

A. Ashamed

B. Laugh

C. Screaming

D. Smile

17. My friend drank some cold lemonade. The underlined word synonymy refers to....

A. Hot

B. Wet

C. Mild

D. Tarnish

18. What kind of text is it ?

A. Recount

B. Narrative

C. Procedure

D. Descriptive

19. How many character of the text ?

A. 3

B. 2

C. 4

D. 1

20. How many paragraph of the text ?

A. 2 Paragraph

B. 5 Paragraph

C. 3 Paragraph

D. 1 Paragraph

No.	Aspect	Score
1	True Answer	5
2	Wrong Answer	0

Where :

Every correct answer correct = 5

Amount of maximum score = 100

Maximum mark = 100

Students mark =

$$S = \frac{R}{N} x 100\%$$

S = Scoring of the test

R = Number of correct answer

N = Number of item

Known by :   Medan,   2017

English Teacher   Researcher

(Deli Nurmayanti, S.pd)   (Nidea Atika)

Headmaster

(Syamsul,S.pd)

LESSON PLAN

(CONTROL GROUP)

School   : SMP Tarbiyah Islamiyah Medan

Subject   : English

Class/Semester   : 2x45 minutes

Skill   : Reading

I.   Standard Competence

Reading understanding the Recount text by reading correctly.

II.   Basic Competence

Responding reading and knowing that means in the Recount text.

III.   Indicator

1. To read the text

2. To get specific information from a text related to the topic

3. To identify the meaning of new word in the text

IV.   Learning Objectives

At the end of the lesson students are expected to be able :

1. Students are able to read the text

2. Students are able to get specific information from a text related to

    the topic

3. Students are able to identify the meaning of new word in the text.

VI.   Learning Material : Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is the either to inform or to entertain the audience. Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

The Generic Structure of Recoun Text :

d. Orientation

Orientation is part of the initial recount text written in the first paragraph recount text. It gives the readers the background information needed to understand the text,such as who was involved,where it happened and when it happened . introducing the participants,place and time.

e. Events

Events are part of the recount text that tells the event or events that have occured or in the past. A series of events,ordered in a chronological sequence.

f. Reorientation

Reorientation is the end of the lid of a recount text. Reorientations contain a summary of the previous section. A personal comment about the event or what happened in the end.

Linguistic features :

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;

- Using Relating verbs used to describe the object of study. Example: The lion is a fierce animal.

- Using peresent tense that indicates a habit. Example: The lion always hunt the frey in a group.

- Use action verbs (action verb). Example: Lions can run 32 mph.

- Using technical terms / scientific. Example: water contains oxygen and hydrogen.

VI. Teaching Method

Lecture Method

VII.Learning Activity

No.	Learning Activities	Time Allocation
	First Meeting Opening : • Greeting • Cheeking the students' attendance list Main Activity : • Giving the pre test • Collecting the students' work to be evaluated	5 minutes 40 minutes
	Second Meeting Opening : • Greeting • Checking the students attendance list	5 minutes

	Main Activity : • Giving the explanation about the material • Explaining how to comprehend the text by using Lecture Method • Explaining the task for each students to make their task Closing : • Concluding the learning material • Asking the students to practice their English at home	40 minutes
	Third Meeting Opening : • Greeting • Checking the students attendace list Main Activity : • Giving the post test to the students in order to know the students evaluation	5 minutes 40 inutes

VIII. Learning Sources

Source   : English text book,dictionaries

Media   : Whiteboard and marker

Give objectives

Kind   : Individual Test

Form   : Multiple Choice

Technique   : Reading

X. Assesment

Vacation to Surabaya

Last April, I went to Surabaya with my friend for vacation.Her name is Sarah .We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It* had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Read the Recount text below and choose the correct answer ! And then give sign(X) on your answer.

1.What is the topic of the text above?

A.My vacation

B.Vacation to Surabaya

C.Vacation with family

D.Vacation to foreign country

2. What did the name of the writer's friend ?

A. Fitri

B. Nurul

C. Nanda

D. Sarah

3. What did the transportation that writer riding ?

A. Damri

B. Public Transportation

C. Taxi

D. A night bus

4 .What did the writer do when the bus stop for rest in Lamongan?

A.The writer bought some souvenirs

B.The writer drank some cold lemonade

C.The writer went to the toilet

D.The writer got off the bus to get a cup of ginger tea

5. What did the writer's friend to drink ?

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6. The story happen in....

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B. Last April

C. Here after

D. Today

7. *She said that the bus departed .*When was the bus departed ?

A. 1 year ago

B. 25 minutes ago

C. 1 hour ago

D. 5 minutes ago

8. Where does the story take place ?

A. London

B. Lamongan

C. Jakarta

D. Turkey

9.What did the writer feel when the bus is not there?

A.Ashamed

B.Shocked and confused

C.Sad and Angry

D.Disappointed

 10 .How many friend that the writer had to join the vacation?

A.One

B.Two

C.Three

D.Four

11. *I* asked a waitress about the bus,the underlined word refers to ...

A. Friend

B. Waitress

C. Writer

D. The man

12.…The bus was not there. *It* had gone!

The word *it* in paragraph three refers to?

A.The writer

B.The writer's friend

C.The bus

D.The waitress

13. The bus stopped at a *small* restaurant for a rest. The antonymy of the underlined refers to...

A. Big

B. Tiny

C. Short

D. Little

14. What did the writer do when the bus departed ?

   A. Buy one ticket

   B. Call the waiters

   C. *Call friend on the writer cell-phone*

   D. Buy souvenir

15. What the writer do when her/his cell-phone battery was running low ?

A.The writer cry

B. The writer hope and pray

C. The writer buy a new cell-phone

D. The writer still waiting the bus

16. *I could feel my face turn red.* What does the underlined word mean?

A. Ashamed

B. Laugh

C. Screaming

D. Smile

17. My friend drank some *cold* lemonade. The underlined word synonymy refers to....

A. Hot

B. Wet

C. Mild

D. Tarnish

18. What kind of text is it ?

A. Recount

B. Narrative

C. Procedure

D. Descriptive

19. How many character of the text ?

A. 3

B. 2

C. 4

D. 1

20. How many paragraph of the text ?

A. 2 Paragraph

B. 5 Paragraph

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No.	Aspect	Score
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Where :

Every correct answer correct   = 5

Amount of maximum score   = 100

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Students mark   =

$$S = \frac{R}{N} x 100\%$$

S   = Scoring of the test

R   = Number of correct answer

N   = Number of item

Known by :   Medan,   2017

English Teacher   Researcher

(Deli Nurmayanti, S.pd)   (Nidea Atika)

Headmaster

(Syamsul,S.pd)

TEST ITEMS

Read the Recount text below and choose the correct answer ! and then give sign (X) on your answer.

Vacation to Surabaya

Last April, I went to Surabaya with my friend for vacation.Her name is Sarah .We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It* had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Read the Recount text below and choose the correct answer ! And then give sign(X) on your answer.

1.What is the topic of the text above?

A.My vacation

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C.Vacation with family

D.Vacation to foreign country

2. What did the name of the writer's friend ?

A. Fitri

B. Nurul

C. Nanda

D. Sarah

3. What did the transportation that writer riding ?

A. Damri

B. Public Transportation

C. Taxi

D. A night bus

4 .What did the writer do when the bus stop for rest in Lamongan?

A.The writer bought some souvenirs

B.The writer drank some cold lemonade

C.The writer went to the toilet

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11. *I* asked a waitress about the bus,the underlined word refers to ...

A. Friend

B. Waitress

C. Writer

D. The man

12.…The bus was not there. *It* had gone!

The word *it* in paragraph three refers to?

A.The writer

B.The writer's friend

C.The bus

D.The waitress

13. The bus stopped at a <u>small</u> restaurant for a rest. The antonymy of the underlined refers to...

A. Big

B. Tiny

C. Short

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14. What did the writer do when the bus departed ?

A.Buy one ticket

B.Call the waiters

C.Call friend on the writer cell-phone

D.Buy souvenir

15. What the writer do when her/his cell-phone battery was running low ?

A.The writer cry

B. The writer hope and pray

C. The writer buy a new cell-phone

D. The writer still waiting the bus

16. *I could feel my face turn red.* What does the underlined word mean?

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to....

A. Hot

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18. What kind of text is it ?

A. Recount

B. Narrative

C. Procedure

D. Descriptive

19. How many character of the text ?

A. 3

B. 2

C. 4

D. 1

20. How many paragraph of the text ?

A. 2 Paragraph

B. 5 Paragraph

C. 3 Paragraph

D. 1 Paragraph

APPENDIX 4

ANSWER KEY

1. B	11. C
2. D	12. C
3. D	13. C
4. D	14. A
5. D	15. C
6. B	16. B
7. D	17. A
8. B	18. C
9. B	19. A
10. A	20. B

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students' answer which was collected by giving the students a test consisting of ten items. There were 70 students as sample involved in this research . Samples were divided into two groups,namely the experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table :

Table 4.1

The Result of Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Pre Test Score (T_1)	Post-Test Score (T_2)
1	AP	20	96
2	DS	30	96
3	AA	30	96
4	AP	10	96
5	N	10	96
6	MA	10	96
7	RA	30	96
8	WR	20	96
9	SM	30	96
10	AP	60	88
11	MIK	30	88
12	MR	50	100
13	JF	30	88
14	N	10	88
15	IS	40	88
16	MNA	30	88
17	DNP	20	88

18	AR	30	88
19	AP	20	91
20	KA	10	91
21	VP	10	91
22	A	20	91
23	SMA	20	93
24	HH	20	91
25	DRS	20	91
26	RA	10	91
27	SA	30	91
28	MP	30	93
29	CA	30	91
30	SAP	40	93
31	ADA	30	93
32	N	60	100
33	C	20	93
34	CMN	10	93
35	GN	30	91
Total		**T1 = 900**	**T2 = 3217**

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Pre Test Score (T_1)	Post-Test Score (T_2)
1	APN	20	53
2	DS	30	40
3	N	30	52
4	ADA	10	46
5	SAP	10	55
6	CAP	10	33
7	IDL	30	40
8	SF	20	45
9	MSR	30	46
10	DA	60	46
11	TA	30	61
12	WA	50	35
13	MAW	30	46
14	MR	10	46
15	IF	40	50
16	JP	30	38
17	DWN	20	38
18	FR	30	46
19	RAD	20	58
20	RP	10	45
21	MA	10	25
22	NH	20	58
23	AAT	20	40
24	AA	20	50
25	RR	20	46
26	ATP	10	55

27	AND	30	50
28	HAF	30	40
29	RR	30	50
30	FR	40	48
31	BRD	30	63
32	AR	60	56
33	R	20	58
34	AS	10	48
35	AAS	30	40
Total		**T1 = 900**	**T2 = 1646**

Based on the data in the table above,the students' initial (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. in the pre-test,the highest score of pre-test in the experimental group was 60 and the lowest was 10 with the total score of pre-test was 900. While the highest score of post-test was 100 and the lowest was 88 with the total score of post-test was 3217.

For the control group,the highest score of pre-test in the experimental group was 60 and the lowest was 10 with the total score of pre-test was 900. While the highest score of post-test was 63 and the lowest was 25 with the total score of post-test was 1646.

B. Data Analysis

From all the data of the pre-test and post-test of the experimental group and the control group obtained,then the researcher analysed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

1. **The Effect of Language Experience Approach To Improve The Students' Reading Achievement**

Based on the table above,the following tables 4.3 and 4.4above the difference score between pre-test and post-test of both the experimental group and the control group.

Table 4.4

The Differences Score of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^1	TrT$_1$(X1)
1	AP	20	400	90	8100	70
2	DS	30	900	100	10000	70
3	AA	30	900	100	10000	70
4	AP	10	100	70	4900	60
5	N	10	100	70	4900	60
6	MA	10	100	70	4900	60
7	RA	30	900	100	10000	70
8	WR	20	400	90	8100	70
9	SM	30	900	100	10000	70
10	AP	60	3600	90	8100	70
11	MIK	30	900	100	10000	70
12	MR	50	2500	100	10000	50
13	JF	30	900	100	10000	70
14	N	10	100	70	4900	60
15	IS	40	1600	70	64000	40
16	MNA	30	900	100	10000	70
17	DNP	20	400	90	8100	70
18	AR	30	900	100	10000	70
19	AP	20	400	90	8100	70
20	KA	10	100	70	4900	60

21	VP	10	100	70	4900	60
22	A	20	400	90	8100	70
23	SMA	20	400	90	8100	70
24	HH	20	400	90	8100	70
25	DRS	20	400	90	8100	70
26	RA	10	100	70	4900	60
27	SA	30	900	90	8100	60
28	MP	30	900	100	10000	70
29	CA	30	900	100	10000	70
30	SAP	40	1600	100	10000	60
31	ADA	30	900	100	10000	70
32	N	60	3600	90	8100	70
33	C	20	400	90	8100	70
34	CMN	10	100	70	4900	60
35	GN	30	900	90	8100	60
Total		$\sum T_1$ =1060	$\sum T_1^2$ = 30400	$\sum T^2$ = 3670	$\sum T_2^2$ = 370900	$\sum(X_1) = 2610$

The data in the table 4.3 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously the data was calculated to find out whether applying extensive reading strategy had significant effect on the students' vocabulary mastery in reading. The collected data were analysis t-test formula. In experimental group, pre-test was 1060 and post-test 367. The differences of the pre-test and post test were $T_1 - T_2 = 825$

The Calculating in Experimental Group

1. **The calculation for total in pre-test and post-test in experimental group**
   a. Mean

$$M\,_1(X_1) = \frac{\sum(T_2 - T_1)}{N_1}$$

$$= \frac{2610}{35}$$

$$= 62,25$$

b. Standard Deviation (SD)

$$SD_1 = \sqrt{\frac{\sum(r_2 - r_1)^2}{N}}$$

$$= \sqrt{\frac{2610^2}{35}}$$

$$= \sqrt{\frac{6812100}{35}}$$

$$= \sqrt{170303}$$

$$= 412.68$$

2.The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum r_1}{N}$$

$$= \frac{1060}{35}$$

$$= 26.50$$

b. Variences

$$S^2 = \sum T_1{}^2 - \frac{(\sum T1)^2}{N}$$

$$= 30400 - \frac{(1060)^2}{35}$$

$$= 30400 - \frac{1123600}{35}$$

$$= 30400 - 27090$$

$$= 2310$$

c.   Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1{}^2}{N}}$$

$$= \sqrt{\frac{30400}{35}}$$

$$= \sqrt{760}$$

$$= 27.57$$

3. The calculation for post-test in experimental group

a.   Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{3670}{40}$$

$$= 91,75$$

b.   Variences

$$S^2 = \sum r_2{}^1 - \frac{(\sum r_1)^2}{N}$$

$$= 340900 - \frac{(3670)^2}{35}$$

$$= 340900 - \frac{13468900}{35}$$

= 340900 – 3367225

= 41775

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_2{}^2}{N}}$$

$$= \sqrt{\frac{34090}{35}}$$

$$= \sqrt{8522.5}$$

= 92.32

Table 4.4

The Differences Score of the Pre-Test and Post-Test in Control Group

No.	Students' Initial	Pre-Test (T_1)	$T_1{}^2$	Post-Test (T_2)	$T_2{}^1$	$TrT_1(X1)$
1	APN	20	400	90	8100	70
2	DS	30	900	100	10000	70
3	N	30	900	100	10000	70
4	ADA	10	100	70	4900	60
5	SAP	10	100	70	4900	60
6	CAP	10	100	70	4900	60
7	IDL	30	900	100	10000	70
8	SF	20	400	90	8100	70
9	MSR	30	900	100	10000	70
10	DA	60	3600	90	8100	70
11	TA	30	900	100	10000	70
12	WA	50	2500	100	10000	50
13	MAW	30	900	100	10000	70
14	MR	10	100	70	4900	60

15	IF	40	1600	70	64000	40
16	JP	30	900	100	10000	70
17	DWN	20	400	90	8100	70
18	FR	30	900	100	10000	70
19	RAD	20	400	90	8100	70
20	RP	10	100	70	4900	60
21	MA	10	100	70	4900	60
22	NH	20	400	90	8100	70
23	AAT	20	400	90	8100	70
24	AA	20	400	90	8100	70
25	RR	20	400	90	8100	70
26	ATP	10	100	70	4900	60
27	AND	30	900	90	8100	60
28	HAF	30	900	100	10000	70
29	RR	30	900	100	10000	70
30	FR	40	1600	100	10000	60
31	BRD	30	900	100	10000	70
32	AR	60	3600	90	8100	70
33	R	20	400	90	8100	70
34	AS	10	100	70	4900	60
35	AAS	30	900	90	8100	60
Total		$\sum T_1$ =1030	$\sum T_1^2$ = 32700	$\sum T_2$ = 3270	$\sum T_2^2$ = 274200	$\sum(X_1) = 2250$

The calculation in Control Group

1. **The calculation for total test in pre-test and post-test in control group**

a. Mean

$$M_1(Y_1) = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{2250}{40}$$

$$= 56.25$$

b. Standard Deviation (SD)

$$SD_1 = \sqrt{\frac{\sum(r_2 - r_1)^2}{N}}$$

$$= \sqrt{\frac{2250^2}{40}}$$

$$= \sqrt{\frac{3062500}{400}}$$

$$= \sqrt{126563}$$

$$= 355.76$$

2. The calculation for total test in pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1030}{40}$$

$$= 25.75$$

b. Variences

$$S^2 = \sum T_1^2 - \frac{(\sum T1)^2}{N}$$

$$= 32700 - \frac{(1030)^2}{40}$$

$$= 32700 - \frac{1060900}{40}$$

$$= 32700 - 26522.5$$

$$= 6177.5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1{}^2}{N}}$$

$$= \sqrt{\frac{148725}{36}}$$

$$= \sqrt{4131.25}$$

$$= 64.27$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{3280}{40}$$

$$= 82.00$$

b. Variences

$$S^2 = \sum T_2{}^1 - \frac{(\sum T_1)^2}{N}$$

$$= 272400 - \frac{(3280)^2}{40}$$

$$= 272400 - \frac{10758400}{40}$$

$$= 272400 - 268960$$

= 5240

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_2{}^2}{N}}$$

$$= \sqrt{\frac{274200}{40}}$$

$$= \sqrt{6855}$$

$$= 82.79$$

Table 4.5

The Calculation Table

No.	X	Y	X²	Y²	XY
1	90	100	8.100	10.000	9.000
2	60	70	3.600	4.900	4.200
3	70	90	4.900	8.100	6.300
4	60	90	3.600	8.100	5.400
5	70	90	4.900	8.100	6.300
6	100	100	10.000	10.000	10.000
7	60	70	3.600	4.900	4.200
8	60	70	3.600	6.400	4.200
9	70	100	6.400	10.000	8.000
10	60	70	3.600	6.400	4.700
11	60	70	3.600	10.000	4.700
12	60	70	3.600	6.400	4.200
13	70	90	4.900	6.400	6.300
14	90	100	10.000	4.900	9.000
15	100	100	10.000	8.100	10.000
16	100	100	10.000	10.000	10.000
17	60	70	3.600	10.000	4.700
18	90	100	10.000	10.000	9.000

19	70	70	3.600	6.400	6.400
20	60	90	4.900	8.100	5.400
21	90	100	10.000	10.000	9.000
22	70	100	10.000	10.000	7.000
23	70	100	10.000	10.000	7.000
24	70	100	10.000	10.000	8.000
25	70	90	4.900	8.100	7.000
26	90	100	10.000	10.000	9.000
27	70	100	10.000	10.000	7.000
28	70	100	10.000	10.000	6.300
29	90	100	10.000	10.000	9.000
30	70	100	10.000	10.000	8.000
31	70	100	10.000	10.000	7.000
32	100	100	10.000	10.000	10.000
33	90	100	10.000	10.000	9.000
34	70	100	10.000	10.000	8.000
35	70	90	4.900	8.100	7.200
Total	3.920	3.679	235.200	340.900	281.00

The table 4.5 above,calculating table that explained formula of post-test in experimental group and control group was implemented in find the critical value back group as the bases in the hyphotesis the research.

B.Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis were accepted or rejected.

a.   **The Equation of Linier Regression**

$Y = a + b$ was getting by :

$$a = \frac{(\sum Y_1)(\sum X_1{}^2) - (\sum X_1)(\sum XY)}{n \sum X_1{}^2 (\sum X_1)}$$

$$a = \frac{(3620)(235200) - (3020)(261000)}{40(235200) - (9120400)}$$

$$a = \frac{863184000 - 848620000}{9408000 - 9120400}$$

$$a = \frac{14564000}{287600}$$

$$= 50.64$$

$$b = \frac{a(\sum x_{1Y_1}) - (\sum x_1)(\sum y_1)}{n\sum x_1{}^2 - (\sum x_1)}$$

$$b = \frac{(40)(281000) - (3020)(3620)}{40(235200) - (3020)}$$

$$b = \frac{11240000 - 11083400}{9408000 - 9120400}$$

$$b = \frac{156600}{387600}$$

$$= 0.54$$

Y = a + bx

  = 50.64 + 0.54x

b. Coefficient r^2

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X^2)\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$= \sqrt{\frac{40(281000) - (3020)(3670)}{\{40(235200) - (3020)^2\}40\{(340900) - (3670)^2\}}}$$

$$= \sqrt{\frac{11240000 - 11083400}{\{(9408000) - 9120400\}\{13636000 - 13468900\}}}$$

$$= \frac{156600}{219221}$$

$$= 0,7143$$

c. Examining the statistical hypothesis

Ha   : P there was any significant effect of language experience approach by collecting and organizing information on the students' reading comprehension.

Ho   : P – 0 there was not any significant effect of language experience approach by collecting   and organizing information on the students' reading comprehension.

With the criteria examination,Ho was accepted if $t\{1-1a\}<t^{\frac{\{1-1_2\}}{2}}$

Where $t^{\frac{\{1-1\}}{2}}$ was getting by t distribution with dk= n-2 dk= 40-2 =38. a-5% - 0.05. in the other way. Ha was rejected.

$$T_{observed}=\frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$=\frac{0.7143\sqrt{40-2}}{\sqrt{1-0.7143^2}}$$

$$=\frac{4.4032}{0.6998}$$

$$= 6.2921$$

$$T_{able} =\left[1-\frac{1}{2}a\right](dk)$$

$$=\left[1-\frac{1}{2}0,05\right](38)$$

$$= t_{6.2921}(38)$$

$$= 2.024$$

The conclution,because $t_{observed}>t_{able}$ or 6.2921>2.024. So,Ho was rejected. It meant that Ha was acceptable or " there was a significant effect of language experience approach to improve the students' reading achievement.

d. Determining the percentage of the effect of X variable toward Y variable

$D = r^2$ x 100 %

$= 0,7143^2$ x 100%

= 0,5102 x 100%

= 51,02 %

It meant the effect of X variable toward Y variable or the effect of language experience approach to improve Reading Achievement was 51,02 and 48,98% was influenced by another factors.

e. The Validity and Reliability

1. Validity Test

In arranging and analyzing the material of the test,all of the books are related to English for Junior High School. The materials were arranged is such away,so that the test would be represented enough to measure the effect of language experience approach to improve the students' reading achievement. It was expected that the result of the students' test would be similar to the was valid because it measures what should be measured here,what she means by valid is the material or the contents of the test which she arrange as possible to measure all what she had already intended through her general and specific objectives and also the test was representative enough to measure the progress of the students' for what they have study before.

2. Reliability Test

Reliability is the agreement or accuracy of a test. The consistency or ability of measure obtained from an instrument like a test that can be valid if the test could be reliable and consisten. A list is called reliable when the list is given to the students for several times in different time and the results are still same.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

Based on the result of the research t-test,the research gave some conclution as follows :

1. The fact of showed that t-observed>t-table 6.2921>2.024. To test the hypothesis,the formula of t_{-test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{-able} on the level 2.024. therefore,the null hypothesis was rejected and alternative hypothesis was accepted. So the researcher concluded the alternative was accepted that there was any significant effect of language experience approach to improve students' reading achievement.

2. Language experience approach can improve students' reading ability. It can be viewed based on graduation score on the students',at least 70 graduation students' then many have succeeded in achieving the passing grade. Therefore, the approach of language experience approach has succeeded.

B. Suggestion

In relation to the conclusion above,the researcher gives some suggestion as follows :

1. The English Teacher can use Language experience approach to improve or increase the students' information in reading because based on the research finding,it has effect to the students' ability and also can as in input to the students' in teaching learning process in the class.

2. The readers of UMSU library should make this thesis as a reference to make a similar research.

3. Headmaster of the school should support teachers in learning this approach because can increase or improve the students' information in reading comprehension.

4. As an input for the researcher in order to increase knowledge about teaching students in the class.

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CURRICULUM VITAE

Name   : NIDEA ATIKA

Place/date of birth   : Medan,12 April 1995

Register Number   : 1302050288

Sex   : Female

Religion   : Islam

Hobbies   : Singing,listening music,reading and also
culinary.

Father's Name   : Suroto

Mother's Name   : Kasmini

Address   : Jln.Pasar V Marelan Raya Gg.Keluarga

E-mail   : *Nideaatika95@gmail.com*

Education   :

- Playgroup School at TK Dr.Wahidin Sudiro Husodo on 2000
- Elementary School at SD Negeri 064009 on 2001
- Junior High School at SMP PGRI 3 Medan on 2007
- Senior High School at SMA Negeri 16 Medan on 2010
- Student at University Muhammadiyah of North Sumatera 2013-2017 until reaching the Sarjana Degree of English Department.
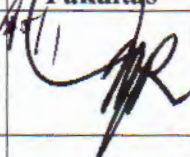
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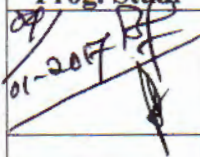
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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

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NPM	: 1302050288
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 129 SKS

IPK= 3,22

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Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

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Nidea Atika

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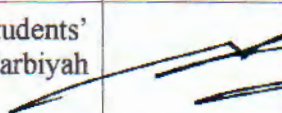- Untuk Ketua/Sekretaris Program Studi
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Nama Mahasiswa   : Nidea Atika

NPM   : 1302050288

Prog. Studi   : Pendidikan Bahasa Inggris

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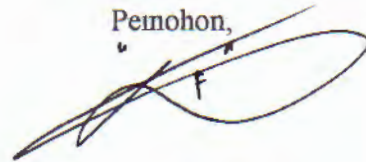kepada Prodi Pendidikan Bahasa Inggris.

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Dosen Pembimbing

Medan, 04 Januari 2017

Pemohon,

Dra. T. Winona Emelia, M.Hum

Nidea Atika

Form K-2

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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

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Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Nidea Atika
NPM   : 1302050288
Program Studi   : Pendidikan Bahasa Inggris

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                    Medan, 05 Januari 2017
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Nama   : **NIDEA ATIKA**
N P M   : 1302050288
Program Studi   : Pend. Bahasa Inggris
Judul Penelitian : **THE EFFECT OF LANGUAGE EXPERIENCE APPROACH TO IMPROVE THE STUDENTS' READING ACHIEVEMENT OF THE EIGHT GRADE STUDENTS' AT SMP TARBIYAH ISLAMIYAH**

Pembimbing   : Dra. T. Winona Emelia.,S.S.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 11 Januari 2018

Medan, 12 Rab. Akhir   1438 H
11 Januari   2017 M

Wassalam
Dekan

Dr. Elfrianto .,M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap	:	Nidea Atika
N.P.M	:	1302050288
Program Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of Language Experience Approach to Improve the Students' Reading
Achievement of The Eighth Grade Students' of SMP Tarbiyah Islamiyah

Menjadi:

The Effect of Language Experience Approach to Improve
the Students' Reading Achievement

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.

Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Agustus 2017

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Nidea Atika

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Dr. T. Winona Emelia, M.Hum

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Nidea Atika
N.P.M	:	1302050288
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Language Experience Approach to Improve the Students' Reading Achievement

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 17, Bulan Februari, Tahun 2017

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 30 Agustus 2017

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Nidea Atika
N.P.M	:	1302050288
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Language Experience Approach to Improve the Students' Reading Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 20 Agustus 2017
Hormat saya
Yang membuat pernyataan,

Nidea Atika

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 1207 /II.3-AU/UMSU-02/F/2017   Medan, 21 Zulhijjah   1438 H
Lamp   : ---   12 September   2017 M
H a l   : **Mohon Izin Riset**

Kepada   : **Yth, Bapak Kepala**
           SMP TARBIYAH ISLAMIYAH MEDAN
           Di
           Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu sarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di sekolah yang Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : **NIDEA ATIKA**
N P M   : 1302050288
Program Studi   : Pend. Bahasa Inggris
Judul Penelitian : **THE EFFECT OF LANGUAGE EXPERIENCE APPROACH TO IMPROVE THE STUDENTS' READING ACHIEVEMENT**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan

Dr. ELFRIANTO . M.Pd
NIDN 0115057302

** Pertinggal**

SURAT KETERANGAN MELAKSANAN PENELITIAN
Nomor : 069 / SMP – TI / HP / X / 2017

Yang bertanda tangan di bawah ini :

Nama   : Syamsul, S. Pd
Jabatan   : Kepala Sekolah

Menerangkan bahwa mahasiswa Universitas Muhammadiyah Sumatera Utara Medan

Nama   : NIDEA ATIKA
NIM   : 1302050288
Judul Penelitian : **THE EFFECT OF LANGUAGE EXPERIENCE APPROACH TO IMPROVE THE STUDENTS' READING ACHIEVEMENT "**

Telah melaksanakan penelitian Skripsi di sekolah yang saya pimpin sejak tanggal 14 September s/d 14 Oktober 2017.

Demikian surat keterangan ini diperbuat untuk dipergunakan seperlunya.

Hamparan perak, 14 Oktober 2017
Kepala Sekolah

SYAMSUL, S. Pd

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Nidea Atika
N.P.M	: 1302050288
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Language Experience Approach to Improve the Students' Reading Achievement of the Eighth Grade Students' at SMP Tarbiyah Islamiyah

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
6/1 '2017	→ Chapter I - Background of the Study - Identification of the problem	
9/1 '2017	→ Chapter II - Theory & Concept - References	
11/1 '2017	→ Chapter III - population & sample - tables	
15/1 '2017	discussion utk diseminarkan	

Medan,   Januari 2017

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

(Dra. T. Winona Emelia, M.Hum)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap   : Nidea Atika
N.P.M   : 1302050288
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Language Experience Approach To Improve The Students' Reading Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10 Feb 2018	→ Abstract	
	→ Acknoledgement	
	→ Chapter I	
	- Background of the study	
	→ Chapter II	
	- Theory & concep	
15 Feb 2018	→ Chapter III	
20 Feb 2018	→ Chapter IV	
	→ Chapter V	
	- References	

Medan,   Februari 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)