

**THE EFFECT OF SOCIOAFFECTIVE LANGUAGE LEARNING
STRATEGY ON THE STUDENTS' ACHIEVEMENT IN
READING COMPREHENSION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

RIZKY FITRIA HASIBUAN

1302050192



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

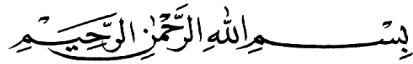
ABSTRACT

Hasibuan, Rizky Fitria. Npm:1302050192 “The Effect of Socioaffective Language Learning Strategy on the Students’ Achievement in Reading Comprehension”. Skripsi. English Department, Faculty of Teachers’ Training and Education – University of Muhammadiyah Sumatera Utara, Medan 2017.

The objective of this research was to find out the effect of Socioaffective Language Learning Strategy on the Students’ Achievement in reading comprehension. This research applied experimental research. The population of this research was taken from the Eight grade and the second year students of junior high school in SMP Terbuka Negeri 5 Medan Jl. Stasiun Desa Besar Medan Labuhan at academic 2016/2017 with the total population were 133 students. This research was applied purposive sampling. This research used experimental research design namely One group pre-test and post-test, Therefore, the research took one class as the experimental class. The sample was taken from third parallel classes with the total number of sample was 33 student. The researcher were given treatment by socioaffective language learning strategy. The instrument of collecting data multiple choice which consist of 20 items. The data were analyzed by using t-test formula. The result of the data showed that $t_{\text{observe}} 7.4 > t_{\text{table}} 2.03951$ with degree of freedom (df) = n-k. The hypothesis was accepted. It proves that Socioaffective Language Learning Strategy significantly effect to the students’ achievement in reading comprehension.

Keyword: *Socioaffective Language Learning Strategy, Reading Comprehension.*

ACKNOWLEDGEMENTS



In the name of Allah S.W.T, the most gracious and the most merciful. First of all the researcher would like to thank to Allah, who has given her strength, patience, healthy and chance to finish this study. Second, sholawat and salam to the propet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, FAHRUDDIN HASIBUAN and SITI ASRO HARAHAHAP, S.Pd who always pray for her, give her suggestion, motivation, support her spiritual and material especially for her academic years at FKIP UMSU. Her true love is very much given to her parents.

Next, the researcher would like to thank many people who give supports and suggestion in finishing the study, they are :

1. Dr. Agussani, M.AP as rector of University of Muhammadiyah Sumatera Utara, for his valuable guidance.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU who had given the recommendation and permission to carry out the research.
3. Mandra Saragih, S.Pd, M.Hum as the head of English Department and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department of FKIP UMSU, for their administrative services, who had allowed and guided the researcher to carry out the research.

4. Fatimah Sari Siregar, S.Pd, M.Hum as her supervisor who has given her suggestion, ideas, comment, and guidance in writing the study.
5. Khairil, S.Pd, M.Hum, her reviewer who have given her suggestion, comment, and guidance in writing the study.
6. All lecturers of English Department, for the guidance and knowledge which they have been given during the academic years at UMSU.
7. Her beloved sister Anggi Fahrodina Hsb, her beloved brother Fadlan Asri Hsb and her big family who has given the researcher pray, support, motivation, suggestion, her in finishing in this study. Thanks for everything.
8. Her beloved friends Zainuddin, S.E, Marwiyatul Adawiyah S.Pd, Dwi Andari, Kiki Nurfadillah, Bella Claudya, Syanti, Puput, and friend in the kost, Thanks for support, and all moments.
9. Her classmate of VIII-A Afternoon of Academic Year 2013 in English Education Program of Teacher Training and Education. may Allah SWT always bless all of

So the researcher hopes suggestion and comments from all the readers, especially for the students of English Department who want to do a research. May Allah SWT bless all.

Medan, April 2017

The Researcher

Rizky Fitria Hasibuan

TABLE OF CONTENTS

| | |
|---|-------------|
| ABSTRACT | i |
| ACKNOWLEDGEMENT | ii |
| TABLE OF CONTENTS | iv |
| LIST OF TABLE | vii |
| LIST OF APPENDIXES | viii |
| CHAPTER I : INTRODUCTION | 1 |
| A. The Background of The Study | 1 |
| B. The Identification of Problem | 4 |
| C. The Scope and Limitation | 4 |
| D. The Formulation of the Study | 4 |
| E. The Objectives of the Study | 4 |
| F. The Significance of the Study | 5 |
| CHAPTER II :REVIEW OF LITERATURE | 6 |
| A. Theoretical Framework | 6 |
| 1. Description of the Effect | 6 |
| 2. Description of Method, Approach, Strategy and Technique..... | 7 |
| 2.1 Method | 7 |
| 2.2 Approach | 7 |
| 2.3 Strategy | 8 |
| 2.4 Technique | 9 |
| 3. Description of Students' Achievement | 10 |
| 4. Description of Reading | 11 |

| | |
|---|-----------|
| 4.1 The Purpose of Reading | 13 |
| 4.2 Types (Genre) of Reading | 16 |
| 5. Description of Reading Comprehension | 19 |
| 6. Description of Socioaffective Language Learning Strategy | 22 |
| 6.1 The List of Socioaffective Language Learning Strategies | 25 |
| 6.2 Language Learning Strategies..... | 25 |
| 7. Procedure Text | 26 |
| B. Conceptual Framework | 27 |
| C. Hypothesis | 29 |
| CHAPTER III :METHOD OF RESEARCH | 30 |
| A. Location and Time | 30 |
| B. Population and Sample | 30 |
| C. Research Design | 31 |
| D. The Instrument of the Research | 35 |
| E. Technique of Collecting Data | 35 |
| F. Technique of Data Analysis | 36 |
| G. Statistical Hypothesis | 37 |
| CHAPTER IV :DATA ANALYSIS AND FINDING | 38 |
| A. Data Collection | 38 |
| B. Data Analysis | 39 |
| C. Discussion | 43 |
| D. Findings | 43 |

| | |
|--|-----------|
| CHAPTER V :CONCLUSION AND SUGGESTIONS | 44 |
| A. Conclusion | 44 |
| B. Suggestion | 45 |
| REFERENCES | |
| APPENDIX | |

LIST OF TABLE

| | |
|---|----|
| Table 3.1 Population | 30 |
| Table 3.2 Sample..... | 31 |
| Table 3.3 Research Design | 32 |
| Table 3.4 Treatment in Experimental Group | 33 |
| Table 4.1 The Score Post-test and Post-test in Experimental Group | 38 |
| Table 4.2 The Calculation Table of Experimental Group..... | 39 |

LIST OF APPENDIXES

| | |
|---|-----|
| Appendix 1 : Lesson Plan | 46 |
| Appendix 2 : The Test Item | 47 |
| Appendix 3 : Answer Key | 51 |
| Appendix 4 : The Score Pre-test and Post-test..... | 52 |
| Appendix 5 : Students' Attendance List | 54 |
| Appendix 6 : The Answer Sheet | 59 |
| Appendix 7 : Documentation | 92 |
| Appendix 8 : From K-1 | 95 |
| Appendix 9 : From K-2 | 97 |
| Appendix 10 : From K-3 | 103 |
| Appendix 11 : Lembar Pengesahan Hasil Seminar | 107 |
| Appendix 12 : Surat Keterangan..... | 110 |
| Appendix 13 : Surat Pernyataan..... | 117 |
| Appendix 14 : Research Letter..... | 118 |
| Appendix 15 : The Reply of Research Letter | 119 |
| Appendix 16 : Berita Acara Bimbingan Skripsi | 120 |
| Appendix 17 : Curriculum Vitae..... | 121 |

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the one of most important skills in learning besides listening, speaking, and writing. Reading can be thought as a way to draw information from a text and to form an interpretation of that information. In teaching reading, the teacher should realize that there are many goals of reading is to develop the students reading skills, so the students can read English text effectively. Reading as one of basic communication skills is an active and ongoing process that is effect directly by an individual's interaction with the environment. Reading is essential to success especially in academic subjects. In this modern era, learning heavily depends on ability of the readers to interpret the printed pages accurately and clearly. Reading comprehension is defined 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.

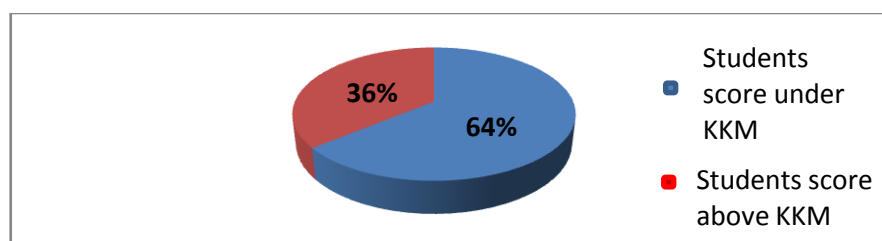
According Siamak Zeynali, Seyyed Fariborz Pishdadi Motlagh (2015;4(2-1):9-22) "The effect of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners that was publish in international journal" Reading is also a very complex process that presents many challenges to learners learning to read. In each reading situation the reader needs to possess two kinds of knowledge, the knowledge of the language calls the formal knowledge and the knowledge of the substances or the conten information. The purpose of

reading strategies are to have general knowledge, to get a specific detail, to find the main idea or theme, to learn, to remember, to delight, to summarize and to do research.

Based on the researcher's experience on teaching practice (PPL) at SMP Terbuka Negeri 5 Medan, the researcher predict that students in the school can read and understand what they have read well, it turns out after doing research in the school of 133 students who consists of 3 class just a few students who can reach the value of KKM (Minimum Criteria of Mastery Learning). Based on data obtained from the school was still many students who have trouble in reading so many students who can't reach the standard KKM that have been determined by the school, as the value of KKM prescribed school by the value of the 70. The data can be seen from the number of the students namely 133 people consists of three class and just 36% are completely KKM and 64% not complete KKM. (The source of taken from her exam result MID semester students and practice read the lesson, 2016/2017).

Diagram 1.1

Students' Score in Reading



From the exiting data researcher found some problem faced by the students in reading. The students are not able to understand what they have read,

the students did not feel confident when they read, and the students often restless/nervous when they studied English especially in reading. They only read the material without knowing what they have read especially procedure text. Therefore, reading activities in the classroom will not be useful for them if they don't know and understand the information that they have read. This condition made the students become bored and interesting to comprehend reading text. As consequence, the process of teaching reading could not run well.

The Socioaffective language learning strategies is the strategies for a better understanding of reading strategies. Socioaffective strategies strongly consider the students relation to society as a whole ranging from family to the global community. Among these strategies, socioaffective strategies are considered as the most essential ones in developing learners skills. Socioaffective language learning strategy is teaching strategy available to teacher to aid their students in the processing presented materials. This strategies can be done to realize the indirect strategy, such as reducing anxiety, push yourself control the emotional tension, asking to seek clarification or verification, request correction or justification, in collaboration with others and understand the problem of others (empathy).

This strategy is to build positive statements, taking risks wisely, reward their selves (give a positive assessment if they have done something positive anyway). And this strategy can help students regulate control emotions, motivations, and can address nervousness and shame in learning English especially in reading, learn through contact and interaction with others, and

learning can be enhanced when students can interaction with each other to clarify a confusing point or when they participate in a group discussion or cooperative learning group to solve problem. This strategies popularized by Rebecca L. Oxford, (1990). So, that the researcher interested to apply “ The Effect of Using Socioaffective language learning strategies on the Students Achievement in Reading Comprehension”.

B. The Identification of The Problem

Based on the background of the study, the problems were identified as follows :

1. The students often feel shame and not confident when they read.
2. The students are not able to understand what they have read.
3. The students only read the material without knowing what they read.

C. The Scope and Limitation

The scope of the study was focused on reading comprehension and it was limited in procedure text on the students' achievement.

D. The Formulation of the Study

The problem of the research was formulated as the following :

1. Is there any significant effect of using Socioaffective language learning strategy on the students' achievement in reading comprehension?

E. The Objective of the Study

Based on the problem of the study, the objective of the study was described as follows :

1. To find out the significant effect of using socioaffective language learning strataegy on the students' achievement in reading comprehension.

F. The Significance of the Study

The findings of the study was expected to be useful theoretically and practically:

a. Theoretically

The finding of the study is expected to be useful input to English teaching-learning process, especially for teaching reading report text.

b. Practically

The findings of the study is expected to be useful for :

1. For the students, to assist the students to build reading competency. Thus, they are able comprehend the content of the text.
2. For the teachers, to provide the English teacher to plan and conduct a better and interesting teaching learning process, especially in teaching reading.
3. For other researchers, who is interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to clarify some terms, which are used. The clarification of the term will avoid misinterpretation and confusion in understanding the problems. 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 about this convey. There are many points in this study that will be present.

1. Description of the Effect

Effect in this research means as any ability improvement after learning something Slameto (2010:15) state that, improvement in learning as certain proof of success or ability of student in doping their learning activities which based on their level of class. Effect is defin ed to change of ability that the students have by using certain technique of teaching. It usually in experimental technique in which an idea or hypothesis is tasted or verified by setting up situation in which the relationship between the different subjects or variable can be determined.

In improvement in which achieved by the students then are realized in the form of score so that it will be acknowledge the certain position of students in the class because they score they have reflect their improvement in the learning

process. Therefore, effect can be defined as the result of the product of teaching that is shown by the change of the ability. It can be cause of many factors, so that the technique of teaching has a big role in making improvement on the students' ability.

2. Description of Method, Approach, Strategy, and Technique

2.1 Method

Method is a way of teaching a language by following systematic principles and procedures. A method include the actual activities the learner and the teacher are engaged in while teaching and learning a language. A theory of language is put into practice in a method. A method is more abstract than teaching activities. Knowledge of methods is part of the knowledge base of teaching. It helps to widen a teacher's repertoire of techniques.

Method are also usually based on a set of beliefs about the nature of language learning. For many years, the goal of language pedagogy was to find the right method a methodological magic. Formula that would work for all learners at all times. Method are contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures.

2.2 Approach

According to Richards and Rogers (2001:19), approach refers to "theories about the nature of language learning that serves as the source of practice and principle in language teaching". An approach describes how language is used and

how it is constituent parts interlock in order words it is offers a model of language competence. An approach describe how people acquire their knowledge of the language and makes statements about the conditions which will promote successful in language learning in the literature of English language teaching.

The term “method and approach” are often used in the nature of language learning. An approach is axiomatic and describe the nature of the subject matter to be taught. By using approach, it will make the teaching process become more effective because an approach is a very important element in managing students in the classroom.

2.3 Strategy

Strategy, Brown (2008:16) say that “Any of a wide variety of exercise, activities, or task used in the language classroom for realizing less on objectives”. Strategy is the mental and communicative procedures learns use in order to learn and use language. Underlying every learning task is at least one strategy. However, in most classrooms, learns are unaware of the strategies underlying the learning task in which they are engage. Strategies are mental and communicative procedures learns use in order to learn and use language. Underlying every learning task is at least one strategy. Strategy is a set of learning materials and procedures that are used together to induce learning outcomes on the learner or students.

Effort to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy. Thus, one possible teaching strategy could be

used expository lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore, both of strategies and methods are different. The strategy suggests a plan of corporation achieving something, while the method as a way in achieving something.

2.4 Technique

A technique is a method of doing something needs skill. It is implementation that actually takes places in classroom. It is particular trick, strategy, used to accomplish on immediate objective. The teacher must be able to create strategy how to manage the class, when she/he faces with naughty students or the stupid students. Brown (2001:16) said that a technique is any of wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.

The technique refer to procedure that describe how realized its approach and design in classroom behavior. Therefore technique must be consistent with the method as well as the approach. From the above explanation, we can get information how important technique to support our material.

Ricard and Rogers (2001:67) stated that technique is an explicit procedure or strategy used to accomplish a particular learning a second language, based theoretical approach selected. It involves the design of syllabus for the course, which in turn consist of learning objectives and technique for activating those adjective. Moreover, Brown stated that technique is any exercise, activities and task in the classroom to meet the objectives or goals of learning.

3. Description of Students' Achievement

Learning a process in individual self who doing an interaction with their achievement to get change in their behavior. The achievement is measured to reflection the purpose of the teaching learning Gronlund, (1985:20). Students' achievement is a change which involve the people to be change in their attitude and behavior. Teaching purpose is purpose which describe a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behavior which can be observed and measured).

Affective was the changing of behavior that affect someone liens to do something. There are acceptance, sign with the acceptance by using their senses and respons. Decision, decide a problem with a simple up to complex. Psychomotor was the skill to did something, ready to did it base on physic and emotion, self control and become a habit. Therefore, it was conclude that the achievement was reaching particular goal, statues or standard especially by effort, skill courage, etc.

From the explanation above, the achievement would be got from students' achievement test that related to cognitive domain in the teaching learning process. Teaching purpose is purpose which describe a knowledge, skill, attitude that must be gained by the students as a result (teaching that called in behavior which can be observed and measured).

It will be got in score form. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting and suitable level comprehension of the text of the students. In achievement, the teachers are

demanding to be creative in creating the better technique on strategy. It means that the teacher play a major role in determining the effectiveness of reading program.

4. Description of Reading

Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear Harmer, (2001:199). To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

Comprehension is the understanding new information in light of what we have already known". This thing will make students be more successful in applying and improving everything that had been learned and understood. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesses.

Readers as a language learners need to go through an active process rather than simply decoding the graphic reception. Reading is an active, fluent process which involved the reader and the reading material and building meaning. Meaning does not reside on the printed page synergy occurs in reading, which combines the word on the printed page with the reader's background knowledge and experiences. Reading is important for human's life especially for students

because reading gives them much information, teach them something new, make them think and stir their feeling.

In addition, reading activity is not focus on reading the written words but should comprehend of the text. There are some difinitions of reading which are given by experts. Reading is a fluent process which involved the reader and the reading material and building meaning. It means that the reader should know the information and the ideas of the text to get the meaning and the way readers read the text that have influenced their comprehension.

It indicates that reading is a process that expects the reader to get information or knowledge by reading the text. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesse.

Actually, when students read the text, they will get new information or knowledge. Moreover, information or knowledge will be gotten in many aspects, newspaper and education. Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Reading is certainly an important activity for expanding knowledge of a language. Reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables interact to produce comprehension. The similar perception is stated that reading is a fluent process of readers combining information from a text and their background to build meaning in which the goal of reading is comprehension.

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. As reading is a process, according to Patel and Jain, there are three stages of reading, as follows:

1. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he/she recognizes the spoken words in this written form.
2. The second stage is structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
3. The last stage is interpretation stage. The learner comprehends the significance of word, a phrase, or sentence in the overall context of discourse.

In conclusion, the process of reading is started by the way of the reader knows about the spoken words of the written form of reading material, then the reader understanding about the sentence structure of the text, and finally, the reader interprets the context of the reading material.

4.1 The Purpose of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. The purpose of reading suggest that there were seven main purpose for reading:

1. To obtain information for some purpose or because we were curious about some topic
2. To obtain instruction on how to perform some task for our work or daily life (e.g, known how an appliance works)
3. To act in a play, play game, do a puzzle
4. To keep in touch with friend by correspondence or to understand business letters
5. To know when or where something would take place or what is available
6. To know what was happening or has happening or has happened (as reported in newspapers, magazines, reports)
7. For enjoyment and excitement

Harmer (2001) divided reason for reading into two broad categories:

A. Instrumental

A large amount of reading take place because it would help us to achieve some clear aim. In other words, we read a text because we had some kind of utilitarian or instrumental purpose mind.

B. Pleasureable

Another kind of reading takes place for pleasure. Based on the explanation above, it could be concluding there were many reason of reading something.

People read something for a purpose the purpose of reading something was quietly different. When someone reads a novel or a magazine it would be different when someone reads an instruction on a ticket machine. Reading novel and magazine was done to spend the time, to relax mind. It was done for pleasure but reading instruction on a ticket machine was done to get information how to operate it.

These are many different purpose of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. Grabe and Stoller (2002:13) state that there are some purposes of reading they are :

a. Reading to search for simple information and reading skill

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece information or specific word. Similarly, reading to skim (i.e. Sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right.

b. Reading to learn from text

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension to connect text information with background knowledge.

c. Reading to investigate information, write and critique text

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

d. Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

4.2 Types (Genre) of Reading

According to Brown (2001:186) there are three types (genre) of reading. Each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated. Consider the following abridged list of common genres, which ultimately form part of the specification for assessments of reading ability.

Genre of Reading

1. Academic reading

General interest articles (in magazines, newspapers, etc). Technical reports (e.g lab reports), professional journal articles reference material (dictionaries, etc). textbooks, theses essays, papers test directions editorials and opinion writing.

2. Job-related reading

Message (e.g, phone message) letters/emails memos (e.g, interoffice) report (e.g, job evaluation, project report) schedules, label, signs, announcements form, applications, questionnaires financial documents (bills, invoices, etc). directories (telephone, office, etc). manuals, directions.

3. Personal reading

Newspaper and magazines letters, emails, greeting card, invitations messages, notes, list schedules (train, bus, plane, etc). recipes menus, maps, calendars advertisements (commercials, want, ads) novels, short stories, jokes, drama, poetry financial documents (e.g, checks, tax forms, loan applications) form, questionnaires, medical reports, immigration documents comic strips, cartoons.

When we realize that this list is only the beginning, it is easy to see how overwhelming it is to learn to read in a foreign language. The genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. For example readers know that a text is a recipe, they will expect a certain arrangement of information (ingredients) and will know to search

for a sequential order of direction. Efficient readers also have to know what their purpose is in reading text, the strategy for accomplishing that purpose, and how to retain the information.

The content validity of an assessment procedure is largely established through the genre of a text. For example, if learners in a program of English for tourism have been learning how to deal with customers needing to arrange bus tours, then assessment of their ability should include guidebooks, maps, transportation schedules, calendars, and other relevant texts.

Generally reading is derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, according to Brown (2001) several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading is will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

5. Description of Reading Comprehension

Reading comprehension is a complex task that involves processing information the word, sentences, paragraph, and passage or book levels. It involves an active engagement of the the reader before, during, and after reading when the reader takes in author's message interprets the message, respond to the message, and retains the message for a variety of different purpose. According Siamak Zeynali, Seyyed Fariborz Pishdadi Motlagh (2015;4(2-1):9-22) "The effect of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners that was publish in international journal" Reading comprehension have been a widely studied as controversial issue for years.

Although here been quite a number of investigation concerned with subject, what differentiates one from another is its approach. It is true that the

context in which the study is developed makes it unique in time, place and the participants' individual differences.

Reading comprehension also a very complex process that presents many challenges to learners learning to read. In each reading situation the reader needs to possess two kinds of knowledge, the knowledge of the language calls the formal knowledge and the knowledge of the substances or the content information. The purpose of reading strategies are to have general knowledge, to get a specific detail, to find the main idea or theme, to learn, to remember, to delight, to summarize and to do research.

Reading comprehension is defined 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. Reading theories take place when students use strategies in reading. They are known as bottom-up strategies and top-down-strategies. First, before going into reading comprehension strategies, it is important to define learning strategies.

The fact of having learning strategies involves making decision intentionally and voluntarily about how to behave in order to achieve a specific learning objective. Reading is one of the four skills in learning English. It will be difficult to find out the most dominant skill that have to be mastered among listening, speaking, reading, and writing. But, reading has a big role in learning English especially in understanding overall the text. In teaching reading, there are some strategies that can be used to increase the students' achievement in reading.

Reading comprehension is the understanding new information in light of what we have already known". This thing will make students be more successful in applying and improving everything that had been learned and understood. Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesses.

Reading is a fluent process which involved the reader and the reading material and building meaning. It means that the reader should know the information and the ideas of the text to get the meaning and the way readers read the text that have influenced their comprehension. It indicates that reading is a process that expects the reader to get information or knowledge by reading the text.

Reading strategies let students decide on how to read, taking into account their own objectives plus the characteristics of the text. Over decades, there have been various definition and explanations on reading concept. The importance of reading has been unveiled to many researchers and readers. This is why Strang (1967) stated. Reading is the royal road to knowledge.

Reading is essential to success especially in academic subjects. In this modern era, learning heavily depends on ability of the readers to interpret the printed pages accurately and clearly. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of

main ideas, and efficient coordination of many processes under very limited time constraints.

These principles have a big impact on the field of reading comprehension in a second language because interaction occurs between the writer, who produces, and the reader receiving and constructing meaning. It also should be emphasized that the reading process is linked to everyday situations, and meaning depends on the social context too.

Finally, it is important to bear in mind how suitable the text is in order to exploit it effectively, supplement it if necessary, and perhaps argue the case for its replacement. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

6. Description of Socioaffective Language Learning Strategy

According to Siamak Zeynali, Seyyed Fariborz Pishdadi Motlagh (2015;4(2-1):9-22) "The effect of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners that was published in an international journal" Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes (Oxford, 1990).

Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community. It means learning by interacting with others, such as working with students or asking the teacher's help. The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because L2 researchers do not study these behaviours frequently, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process (Oxford, 1990).

According Rebecca L. Oxford (1990:140) The term affective refers to emotion, attitude, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist lowering anxiety, encouraging yourself, and taking emotional temperature. The affective side of the learner is probably one of the very biggest influences on language learning success or failure.

Language is a form of social behaviour, it is communication and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included asking questions, cooperating with others, and empathizing with others. One of the most basic social interactions is asking question, an action from which learners gain great benefit.

The Socioaffective language learning strategies is the strategies for a better understanding of reading strategies. Sociaffective strategies strongly consider the

students relation to society as a whole ranging from family to the global community. Among these strategies, socioaffective strategies are considered as the most essential ones in developing learners skills. Socioaffective language learning strategy is teaching strategy available to teacher to aid their students in the processing presented materials.

This strategies can be done to realize the indirect strategy, such as reducing anxiety, push yourself control the emotional tension, asking to seek clarification or verification, request correction or justification, in collaboration with others and understand the problem of others (empathy). As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others.

Cooperative and question for clarification are the main social/affective strategies. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency in research.

This strategy is to build positive statements, taking risks wisely, reward their selves (give a positive assessment if they have done something positive anyway). And this strategy can help students regulate control emotions, motivations, and can address nervousness and shame in learning English especially in reading, learn through contact and interaction with others, and learning can be enhanced when students can interaction with each other to clarify

a confusing point or when they participate in a group discussion or cooperative learning group to solve problem.

6.1 The List of Socioaffective Language Learning Strategies

According Fotokian M. 2015 vol. 5 (S2), pp. 842-850/Fotokian “Socioaffective language learning strategies: explicit use in teaching syntactic features that was publish in international journal” affective strategies consist of lowering one’s anxiety, encouraging oneself and taking one’s emotional temperature whereas social strategies deal with asking questions, cooperating with others, and emphasizing with others. It is possible to link these taxonomies as follows in order to create a more complete list of socioaffective strategies :

1. Social strategies :

1. Asking question
2. Cooperating with others
3. Empathizing with others

2. Affective strategies :

1. Lowering anxiety
2. Encouraging your self
3. Taking emotional temperature

6.2 Language Learning Strategies

According Fotokian M. 2015 vol. 5 (S2), pp. 842-850/Fotokian “Socioaffective language learning strategies: explicit use in teaching syntactic features that was publish in international journal” if there is one article which can be see to have announced the birth of language learner strategy research, it was

what the good language learner can teach us by Joan Rubin in (1995) since then, various theorists have contributed to the definition of language learning strategies. Various classification systems have sought to group individual strategies within larger categories.

From them, the most frequently cited and applicable definition of learning strategies to date is that of Rebecca Oxford (1990) who described learning strategies as specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more affective, and more transferable to new situations.

Oxford (1990) in her Strategy Inventory for Language Learning (SILL) prescribes six categories namely: Memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Oxford's classification has been selected for this study because it is comprehensive, detailed, and systematic.

7. Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explain how people perform different processes in a sequence of step. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. There are many kinds of the text that can be read such as narrative text, recount text, descriptive text, report text, analytical exposition, and etc.

One kind of the text that they read is procedure text because in Senior High School Standard Competencies procedure text has been learned by eleven grade students of Senior High School. That procedure text is to inform and to direct someone on how to do something. The purpose of procedure text is type is to explain how something can be done.

Siswanto (2005:98) said procedure text is a text that is designed to describe how someone is achieved through a sequence of action or steps. It explains how people perform different processes in a sequence of steps. An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieved a result. Or to helps us do a task or making something. They can be a set of instruction or directions.

A. Conceptual Framework

Reading is a complex and deliberate activity, in this case the form of the thought process in which the action consists of various work in an integrated way of thinking leads to one goal, namely to understand the overall meaning of text exposure. By reading a person will gain new understandings, gain knowledge, gain new ideas, expand the view so that later they have high intelligence and civilization that is useful to himself and useful to others.

Reading is one of the four skills in learning English. It will be difficult to find out the most dominant skill that have to be mastered among listening, speaking, reading, and writing. But, reading has a big role in learning English

especially in understanding overall the text. In teaching reading, there are some strategies that can be used to increase the students' achievement in reading.

In this research, the researcher will apply one strategy that can be used in teaching reading. It is Socioaffective Language Learning Strategy. Socioaffective language learning strategy is one of the strategy that can be used to increase students' achievement in reading comprehension. This study is intended to find out the effect of teaching by socioaffective language learning strategy on the students' achievement in reading comprehension.

In teaching reading to the students, the teacher must be able to present the lesson in such as a way to make it more interesting and relevant to the learning process. Learning reading refers to the students' capability in understanding the overall meaning of the text. Usually, teacher use conventional method in teaching learning such as lecturing method. They explain the material by making speech in front of the class of learning process.

In understanding the text, the students look the meaning by looking up the dictionary. It will waste much time. The process of teaching learning will also run slowly. By socioaffective language learning strategy, the students can gather, organizer, and synthesize the data they have from variety of source, such as reading. Socioaffective language learning strategy can be used in any content area and can be developed in a variety of a ways.

B. Hypothesis

Based on the previous discussion on the background of this study, the hypothesis was formulated as follows :

Ha : There is a significant effect of socioaffective language learning strategy on the students' achievement in reading comprehension.

Ho : There is no a significant effect of socioaffective language learning strategy on the students' achievement in reading comprehension.

CHAPTER III

METHODE OF RESEARCH

A. Location and Time

This research was conducted at SMP Terbuka Negeri 5 Medan, Jalan Stasiun Desa Besar Medan Labuhan. It was conducted during the academic year 2016/2017.

B. Population and Sample

1. Population

The population of this research was taken from the Eight grade of SMP Terbuka Negeri 5 Medan, that consist of VIII-1= 45 students, VIII-2= 47 students, VIII-3= 41 students. So the entire of the students consist 133 students.

Table 3.1
Population

| No | Class | Population |
|-------|--------|------------|
| 1 | VIII-1 | 45 |
| 2 | VIII-2 | 47 |
| 3 | VIII-3 | 41 |
| TOTAL | | 133 |

2. Sample

This research was applied purposive sampling. Sample is a procedure of taking the data. It had been chosen 33 students as sample in this research that consist of 11 students from VIII-1, 11 students from VIII-2, and 11 students from VIII-3.

Table 3.2
Sample

| Class | Sample |
|--------------|---------------|
| Experimental | 33 |
| Total | 33 |

C. Research Design

This research was conducted by using experimental method namely One group pre-test post test. In this method the sample was given a treatment based on the variable research. The experimental group were teach by socioaffective language learning strategy. The experimental group was given pre-test before doing the treatment.

In the experimental group, the treatment was taught by socioaffective language learning strategy. After the treatment, the experimental group was given post-test. The design was applied in order to investigate the effect of socioaffective language learning strategy on the students' achievement in reading comprehension.

The design of this research can be seen in table 3.3

Table 3.3
Research Design One Group Pre-Test Post-Test

| Group | Pre-Test | Treatment | Post-Test |
|--------------|-----------------|---|------------------|
| Experimental | O ₁ | Socioaffective language learning strategy (X) | O ₂ |

Where :

O_1 : pre-test before giving treatment.

X : treatment by socioaffective language learning strategy.

O_2 : post-test after giving treatment.

The procedures in administering the test could be show below :

1. Pre-Test

Before treatment, a pre-test was administrated to the experimental group. The function of pre-test will use to find out the students' achievement in reading comprehension before having treatment.

2. Treatment

The activities during the treatment are using socioaffective language learning strategy in teaching procedure text in the experimental group, as describe table 3.4

Table 3.4
Teaching procedure of the Experimental Group

| NO | Teacher Activities | Students Activities |
|-----------|--|--|
| 1. | The teacher introduced and demonstrated teaching reading comprehension by socioaffective language learning strategy. | The students paid attention to the teacher's introduction and demonstration. |
| 2. | The teacher gave brief explanation about procedure text and its generic structure and language feature. | The students paid attention to the teacher's explanation. |

| | | |
|----|--|--|
| 3. | The teacher wrote “tea” in the whiteboard to attract the students’ attention before share the copies of the text. | The students pay attention. |
| 4. | The teacher asked the students to describe what they know about tea. | The students try to describe what they know about tea. |
| 5. | After that, the gave the copies of the text to the students and asked them to look through the whole passage. | The students did what the teacher ask. |
| 6. | Clarifying The teacher asked students to see the title first and asked them to read the text to clarify what is the text talking about. | The students did what the teacher ask. |
| 7. | Identifying Defining Attributes The teacher asked the students to identify familiar words or unfamiliar sentences and comprehend it. After that, the teacher asked the students to write down the difficult words in their book. If the students could not find out the meaning of the words, the teacher help the students or ask them to consult the dictionary. | The students tried to found out unfamiliar word and found the meaning in dictionary. |
| 8. | The teacher asked the students to elaborate the information from the text with their experience or prior knowledge. | The students made connection between the text and the prior knowledge. |

| | | |
|-----|--|---|
| 9. | <p>Strengthening of the cognitive organization</p> <p>The teacher asked the students to make their own question from the text in order to check if someone has fully understand the content of the text, it improve comprehension and help students intergrate information.</p> | <p>The students began to formulated possible questions from the text.</p> |
| 10. | <p>After that teacher gave some question that relate to the students question and material and close the class.</p> | <p>The students answer the set of question.</p> |

3. Post-Test

After teaching the students reading comprehension by socioaffective language learning strategy to the experimental groups, the researcher gave the experimental group a post-test in order to see the result whether the strategy is effective or not. The test of post-test and pre-test will the same.

D. The Instrument of the Research

The instrument for collecting data in this research was multiple choice. The data of this research were collected by giving test, a pre-test and post-test that is give to experimental group. The test consists of 20 items which consists of 4 options: each correct answer was given 1, and the incorrect answer was given 0.

The instrument for collecting data use an important part in conducting study. The data of this study was collected by using test, in collecting the data, pre-test, treatment and post-test was used. The test of pre-test and post-test was the same in the experimental group.

The highest score 100 calculated by using formula :

$$\text{Score} = \frac{\text{total of true answers} \times 100\%}{\text{Total of question}}$$

E. Technique of Collecting Data

In collecting data, some steps were applied as following :

1. Giving pre-test to experimental group.
2. Giving treatment to experimental group by Socioaffective language learning strategy.
3. Giving post-test to experimental group.
4. Listing the score of pre-test and post-test into table for the experimental group.

F. Technique of Data Analysis

After collecting the data from the test, the data was analyze by using some steps, the following procedure :

1. Finding the correlation of the teaching method.

$$2. r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

3. Determining T-test by formulation.

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

4. Testing Linear Regression

$$\hat{y} = a + bx$$

With :

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

where : \hat{y} = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

5. Finding the significant effect by formulation :

$$D = r_{xy}^2 \times 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis was describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

H_0 : T – critical < T – table

H_a : T – critical > T – table

Where :

H_0 : There is no significant effect of socioaffective language learning strategy on the students' achievement in reading comprehension. (the hypothesis is rejected)

H_a : There is a significant effect of socioaffective language learning strategy on the students' achievement in reading comprehension. (the hypothesis is accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The following were students' score on the pre-test and post-test of the experimental group.

That was the result of the pre-test and post-test in experimental group in table 4.1

Table 4.1
The Score of Pre-test and Post-test of Experimental Group

| No. | Students' Initial | Pre Test (O_1) | Post Test (O_2) |
|-----|-------------------|--------------------|---------------------|
| 1 | AD | 80 | 95 |
| 2 | AF | 70 | 85 |
| 3 | AA | 60 | 80 |
| 4 | AS | 65 | 80 |
| 5 | BP | 55 | 75 |
| 6 | BP | 55 | 80 |
| 7 | CW | 60 | 85 |
| 8 | DS | 75 | 95 |
| 9 | GB | 70 | 90 |
| 10 | IH | 65 | 85 |
| 11 | IA | 70 | 80 |
| 12 | KS | 55 | 80 |
| 13 | LA | 45 | 75 |
| 14 | LW | 50 | 80 |
| 15 | MP | 70 | 85 |
| 16 | MY | 60 | 80 |
| 17 | MO | 50 | 80 |
| 18 | MR | 65 | 85 |
| 19 | MR | 45 | 75 |
| 20 | NA | 60 | 80 |
| 21 | PR | 70 | 90 |
| 22 | PA | 60 | 85 |

| | | | |
|----|--------------------|--------------|--------------|
| 23 | RM | 75 | 90 |
| 24 | RS | 65 | 85 |
| 25 | RD | 65 | 80 |
| 26 | SF | 60 | 80 |
| 27 | SE | 70 | 85 |
| 28 | SA | 55 | 80 |
| 29 | SI | 65 | 80 |
| 30 | SJ | 50 | 75 |
| 31 | TM | 60 | 85 |
| 32 | TA | 45 | 80 |
| 33 | TI | 45 | 75 |
| | TOTAL SCORE | 2010 | 2720 |
| | MEAN | 60.91 | 82.42 |

Based on the data in table 4.1 showed that mean of pre test was 60,91 and the mean of post test was 82,42.

B. Data Analysis

1. Finding Correlation

Table 4.2
The Calculation Table of Experimental Group

| No. | Students' Initial | Pre-test (X) | Post-test (Y) | X ² | Y ² | XY |
|-----|-------------------|--------------|---------------|----------------|----------------|------|
| 1 | AD | 80 | 95 | 6400 | 9025 | 7600 |
| 2 | AF | 70 | 85 | 4900 | 7225 | 5950 |
| 3 | AA | 60 | 80 | 3600 | 6400 | 4800 |
| 4 | AS | 65 | 80 | 4225 | 6400 | 5200 |
| 5 | BP | 55 | 75 | 3025 | 5625 | 4125 |
| 6 | BP | 55 | 80 | 3025 | 6400 | 4400 |
| 7 | CW | 60 | 85 | 3600 | 7225 | 5100 |
| 8 | DS | 75 | 95 | 5625 | 9025 | 7125 |
| 9 | GB | 70 | 90 | 4900 | 8100 | 6300 |
| 10 | IH | 65 | 85 | 4225 | 7225 | 5525 |

| | | | | | | |
|----|--------------------|-------------|-------------|---------------|---------------|---------------|
| 11 | IA | 70 | 80 | 4900 | 6400 | 5600 |
| 12 | KS | 55 | 80 | 3025 | 6400 | 4400 |
| 13 | LA | 45 | 75 | 2025 | 5625 | 3375 |
| 14 | LW | 50 | 80 | 2500 | 6400 | 4000 |
| 15 | MP | 70 | 85 | 4900 | 7225 | 5950 |
| 16 | MY | 60 | 80 | 3600 | 6400 | 4800 |
| 17 | MO | 50 | 80 | 2500 | 6400 | 4000 |
| 18 | MR | 65 | 85 | 4225 | 7225 | 5525 |
| 19 | MR | 45 | 75 | 2025 | 5625 | 3375 |
| 20 | NA | 60 | 80 | 3600 | 6400 | 4800 |
| 21 | PR | 70 | 90 | 4900 | 8100 | 6300 |
| 22 | PA | 60 | 85 | 3600 | 7225 | 5100 |
| 23 | RM | 75 | 90 | 5625 | 8100 | 6750 |
| 24 | RS | 65 | 85 | 4225 | 7225 | 5525 |
| 25 | RD | 65 | 80 | 4225 | 6400 | 5200 |
| 26 | SF | 60 | 80 | 3600 | 6400 | 4800 |
| 27 | SE | 70 | 85 | 4900 | 7225 | 5950 |
| 28 | SA | 55 | 80 | 3025 | 6400 | 4400 |
| 29 | SI | 65 | 80 | 4225 | 6400 | 5200 |
| 30 | SJ | 50 | 75 | 2500 | 5625 | 3750 |
| 31 | TM | 60 | 85 | 3600 | 7225 | 5100 |
| 32 | TA | 45 | 80 | 2025 | 6400 | 3600 |
| 33 | TI | 45 | 75 | 2025 | 5625 | 3375 |
| | Total Score | 2010 | 2720 | 125300 | 225100 | 167000 |

$$N = 33$$

$$\sum X = 2010$$

$$\sum Y = 2720$$

$$\sum X^2 = 125300$$

$$\sum Y^2 = 225100$$

$$\sum XY = 167000$$

Based on the data in table 4.2 finding the correlation between Pre-test and Post-test by using this formula :

1. Finding the Correlation

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{33(167000) - (2010)(2720)}{\sqrt{33(125300) - (2010)^2(33(225100) - (2720)^2)}}$$

$$r_{xy} = \frac{5511000 - 5467200}{\sqrt{(4134900 - 4040100)(7428300 - 7398400)}}$$

$$r_{xy} = \frac{43800}{\sqrt{(94800)(29900)}}$$

$$r_{xy} = \frac{43800}{\sqrt{2834520000}}$$

$$r_{xy} = \frac{43800}{53240,21}$$

$$r_{xy} = 0,8$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$\begin{aligned} t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,8\sqrt{33-2}}{\sqrt{1-(0,8)^2}} \\ &= \frac{0,8\sqrt{31}}{\sqrt{1-0,64}} \\ &= \frac{0,8(5,56)}{\sqrt{0,36}} \\ &= \frac{4,44}{0,36} \\ &= 7,4 \end{aligned}$$

From the t-test above, $t_{\text{observe}} = 7,4$ with $df = n-2$. So, $33-2=31$ and $t_{\text{table}} = 2,03951$. If $t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis (H_a) is accepted and $7.4 > 2.03951$. So, the hypothesis was accepted.

3. Testing Linear Regression

$$\hat{y} = a + bx$$

In finding \hat{y} find the value of a and b with the following this formula:

$$\begin{aligned} b &= \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2} \\ &= \frac{33(167000) - (2010)(2720)}{33(125300) - (2010)^2} \\ &= \frac{5511000 - 5467200}{4134900 - 4040100} \\ &= \frac{43800}{94800} \\ &= 0,46 \end{aligned}$$

$$\begin{aligned} a &= \frac{\sum y}{n} - b \frac{\sum x}{n} \\ &= \frac{2720}{33} - (0,46) \frac{2010}{33} \\ &= 82,42 - 28,01 \\ &= 54,41 \end{aligned}$$

After finding the value of a and b , input the value and the finding as at the following:

$$\hat{y} = 54,41 + 0,46$$

4. Calculating Determination

$$\begin{aligned}
 D &= r_{xy}^2 \times 100\% \\
 &= (0,8)^2 \times 100\% \\
 &= 0,64 \times 100\% \\
 &= 64\%
 \end{aligned}$$

From the determination above it was known that the effect of socioaffective language learning strategy on the students' achievement in reading comprehension was 64% and 36% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of socioaffective language learning strategy on the students' achievement in reading comprehension. It can be simply seen from the differences of mean score of Pre-test and Post-test in experimental class. They were 60,91 in pre-test and 82,42 in post-test of experimental class, the mean of pre-test increases after socioaffective language learning strategy from 60,91 to 82,42.

Based on the testing of hypothesis, the value of $t_{\text{observe}} > t_{\text{table}}$ it means that there was a significant effect of socioaffective language learning strategy on the students' achievement in reading comprehension. The value of the effect was about 64%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analyzing in Chapter IV, the conclusion can be drawn as the following:

From the determination it was known that effect of socioaffective language learning strategy on the students' achievement in reading comprehension was 64% and 36% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there was students' achievement in reading comprehension, which is proven from the result of the test $t_{\text{observe}} > t_{\text{table}}$ or $7,4 > 2,03951$. The fact hypothesis H_a was accepted and H_0 was rejected.

B. Suggestion

Related to the conclusion some suggestions were put forward as the following :

The teacher are expected to use socioaffective language learning strategy in teaching reading, especially reading comprehension. It is suggested to the next researcher to improve this strategy in doing same research in order to increase students' achievement in reading comprehension.

The teachers have to be more active to given them assignment to make them get to find some new word. It also suggested to school management to

encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by socioaffective language learning strategy but also other strategies which are believed to give easier and better understanding for students in their effort to get information from reading.

REFERENCES

- Arikunto, Suharismi. 2006. *Prosedur penelitian Suatu pendekatan Praktek*. Jakarta : Rieneka Cipta.
- Brown, F. A. (2008). *Collaborative Learning in the EAP classroom: Students' perception*. *ESP world*. 17, 1-18.
- Brown, H. Douglas. 2008 "Styles and Strategies." *Principles of Language Learning and Teaching*. Fourth edition. New York: London
- Brown, H.D. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy (Second Edition)*. San Fransisco State University: Longman.
- Fotokian, M. 2015. "Socioaffective Language Learning Strategies": *Explicit use in teaching syntactic features*. Vol.5 (S2).PP.842-850/Fotokian.
- Grabe, W & F Stoller. 2002. *Teaching and Researching Reading*. Harlow: Pearson Education.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Chambridge: Longman.
- Joyce, B, et.al.2009. *Models of Teaching (Eight Edition)*. Yogyakarta : Pustaka Pelajar
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle Publishers.
- Rebecca.1990:19. *Language Learning Strategies*: Newbury House Publishers.
- Richards and Roogers. 2001:19. *Approaches and Method in Language Teaching*.Cambridge University Press.
- Richards, Jack, C and Rodgers, Theodore S. 2001. *Approach and Teaching Methods in Language Teaching*. Cambridge Univdersity Press: UK. London.
- Siamak , Simin zeynali, Seyyed fariborz Pishdadi Motlagh. 2015. "The effects of soci-affective strategy in the Enhancement of reading comprehension among Irian EFL Learners. 2015; 4(2-1): 9-22.
- Sudijono, Anas. 2011. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pers.
- Sudijono, Anas.2011. *Pengantar Statistik Pendidikan*. Jakarta: PT RajaGrafindo Persada.

Slameto. 2010. *Improvement in Learning*. Jakarta: PT Raja Grafindo Persada.

Sugiyono, 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

<https://www.slideshare.net/mobile/orlantho/types-of-reading-12609803>