THE EFFECT OF USING SEMANTIC WEBBING STRATEGIES ON THE STUDENTS' ACHIEVEMENT IN TEACHING READING TEXT

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By:

LILI AGUSTINA
NPM. 1302050010

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 11 Oktober 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Lili Agustina
NPM : 1302050010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Semantic Webbing Strategies on The Students' Achievement in Teaching Reading Text

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( ) Tidak Lulus

PANITIA PELAKSANA

Ketua

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

Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Halimah Tussa'diah, SS, MA 1. _____
2. Pirman Ginting, S.Pd, M.Hum 2. _____
3. Habib Syukri Nst, S.Pd, M.Hum 3. _____

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lili Agustina
N.P.M : 1302050010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Semantic Webbing Strategies on the Students' Achievement in Teaching Reading Text

sudah layak disidangkan.

Medan, Oktober 2017
Disetujui oleh:
Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Diketahui oleh:

Dekan	Ketua Program Studi
Dr. Elfrianto Nasution, S.Pd., M.Pd.	**Mandra Saragih, S.Pd, M.Hum**

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

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Nama Lengkap	:	Lili Agustina
N.P.M	:	1302050010
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Using Semantic Webbing Strategies on the Students' Achievement in Teaching Reading Text

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Medan, Agustus 2017
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Yang membuat pernyataan,

Lili Agustina

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Agustina, Lili. 1302050010. The Effect of Using Semantic Webbing Strategies on The Student Achievement In Teaching Reading Text Medan at Academic Years 2016/2017. Faculty of Techer Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2017

This research was aimed to find out Semantic Webbing strategy of the students' reading comprehension ability. The population of this research was eight grade at Yayasan Pesantren Modern Adnan Medan at Academic Year 2016/2017. It consisted of two class including experimental group was 25 students and control group was 25 students as respondents. The objective was to discover the significant improvement of the students' reading comprehension if the students were taught by Using Semantic Webbing strategy. This research conducted by using Quantitative research . The instrument of this research was test including pre-test and post-test. In the pre-test mean score of experimental group was 50. In the post-test the mean score was 85,6. Meanwhile, in pre-test, students' score of control group was 63,2. And in the post-test, the students' score control group was 82,8. Thus, the t-test in this research was 9.19 and the t-table was 2.01 which used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table (9,19>2,01) so, the result of this research was Ha is accepted. In other words, the result of this research, it can be concluded that Semantic Webbing strategy can effect students' reading comprehension. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching reading.

Keyword**:** *Reading, Level of comprehension, and Semantic Webbing Strategies*

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The Researcher

LILI AGUSTINA

NPM. 1302050010

TABLE OF CONTENTS

TABLE OF CONTENTS i

CHAPTER I

INTRODUCTION 1

A.Background of the Study..... 1

B.Identification of the Problem..... 4

C.The Scope and Limitation 4

D. The Formulation of the Study 5

E.The Objective of the Study..... 5

F. The Significance of the Study..... 5

CHAPTER II

REVIEW OF LITERATURE 7

A. Theoretical of Framework..... 7

1. Reading 7

1.1 Reading Comprehension..... 7

1.2 Strategy Reading Comprehension 7

1.3 Teaching Reading Comprehension..... 10

2. Comprehension 11

2.1 Level of Comprehension 15

3.Students' Achievement in Reading Text 17

4. Genres of Reading 17

4.1 Definition of Narative Text..... 21

5. Semantic Webbing 24

5.1 The Procedure of Semantic Webbing 24

5.2 The Advantages of Semantic Webbing 25

5.3 The Disadvantages of Semantic Webbing 26

6. Concept of Conventional Method 27

B. Conceptual Framework 28

C. Research Hypothesis 29

CHAPTER III

METHOD OF RESEARCH..... 30

A. Location and Time 30

B.Population and Sample..... 30

C.Research Design..... 31

D. Instrument of Collecting Data..... 32

E.Technique of Collecting Data..... 33

F. Technique of Analyzing Data..... 33

G. Scoring of The Text 35

REFERENCES..... 36

CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is the practice of using text in creating meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and skills may deteriorate.

According to Almanza quoted by Talal (2012) states that reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. Reading experts agree that a systematic and research-based instructional model that directly and explicitly teaches students the skills and strategies to comprehend text is necessary if students are to comprehend what they read. The effective reading comprehension models involve both the teachers and the students in an active, on-going pursuit of meaning construction. Unfortunately, conventional and text centered classrooms do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text.

Hudgson (2008) stated that reading is a process that is carried and used by the reader to get the message that the author trying to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known. If this can be met then the implicit and explicit messages can be understood, so that the reading has been done well. A person who is reading means he is doing something in the form of communication with oneself through the written symbol. The meaning of the reading passages does not lie only on written material but also lies in the mind of the reader itself.

Thus the meaning of the reading can vary depending on readers and their different experiences that they had at the time of reading and they use them to interpret the written word. In line with the above opinion, Godman (2012) said that reading is an activity of picking meaning or understanding and it is not just of a row of explicit words (reading the lines), it also involves the meaning behind the rows contained in the row (reading between the lines) , and even the meaning lies behind the row of that line (reading beyond the lines). According to him, reading is an active process and is no longer a passive process, reading is an active process rather than a passive process means that a reader must actively try to grasp what he reads, he should not just accept it. Thus, the actual reading is translating password or symbols presented in the writing form in terms of certain symbols and interpret it (Somadayo:2013).

In curriculum 2013, it is expected that the students must be able to comprehend the text in form of recount, narrative, descriptive, report,etc. In the context of the real life furthermore, the students must be able master in teaching reading to get succes reading in teaching learning process. In addition, the student have to comprehend the meaning of the text in a passage well.

Based on the observation at SMP Yayasan Pesantren Modern Adnan it found the students have difficulties in reading some text which given by the teacher. The students have less self-confidence to read the text because the teacher seldom give motivation to the students in learning process. In addition the students have bored in learning reading because the time show to take a rest. The teacher using the traditional strategies in teaching learning process, it makes the student be confused and be lazy to learn study english.

Many strategies which used by English teacher to improve teaching reading such as tea party strategies, popcorn read, guided reading, ticket champion, semantic webbing, etc. From many strategies above, so the researcher found solutio in teaching reading, namely Semantic Webbing. Semantic Webbing build a side –by-side graphical representation of students' knowledge and perspective about the key themes of a reading selection before and after the reading experience.

Based on the explanation above, the researcher will conductwith the title **" The effect of Using Smantic Webbing Strategies on the Students' Achivement in Teaching Reading Text "**

B. The identification of Problem

In relation to the background of the study, the problems will be identified as follow :

1. The students have less self-confidence to read the text.
2. The teacher seldom give motivation to the students in learning process.
3. The students have bored in learning reading.
4. The teacher using the traditional strategies in teaching learning process.

C. The Scope and Limitation of Study

The scope of this problem focuses on reading and the limitation is only about narrative text.

D. The Formulation of The Problem

In relation to identification of the problem, so the problem will be formulated as follows:

1. Is there any effect of semantic webbing strategies in teaching reading text?

E. The Objective of The Study

Based on the formulation of the problem, the aim of this research as follows: "To find out the effect of Semantic webbing strategies in teaching reading text."

F. The Significance of The Study

In this research, many contribution which given by researcher eather theoritical and practical.

a. Theoritical"

The findings of this research are teoritically expected many give benefits to the theory about reading comprehension especially using in narrative text by semantic webbing.

b. Practical:

The finding of this research are expected to give many contribution for:

1. The student, it can develop the knowledge in reading comprehension by using semantic webbing.

2. The teacher, it can help and can be use as one of strategies which suitable for teaching reading process.
3. The reasearcher, it helps to be guide for the future teacher in English teaching especially in teaching reading.
4. The other researcher, it can be reference in deep researche especially in reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Reading

1.1 Reading Comprehension

Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience. This definition also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text (Danny and Timothy,2008).

1.2 Strategy Reading Comprehension

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom technique supported by Brown (2002).

1. Identify the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting

information. Whenever you are teaching a reading technique, make sure student know their purpose in reading something.

2. **Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level of learners).**

At the beginning levels of learning English, one of difficulties students encounter in learning to reads is making the correspondeces between spoken and written English.

3. **Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)**

If you are teaching begging level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary annd grammatical patterns. Your intermediate to advance level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

a) You don't need to "pronounce" each word to yourself.
b) Try to visually perceive more than one word at a time, preferably phrases. Unless a word is absolutely crucial to global understanding, skip over it try to infers its meaning from its context.

4. **Skim the text for main ideas**

Skimming consist of quickly running one's eys across a whole text (such as an essay , article, or chapter) for it gist. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or suppoting ideas. This gives them a head start as they embark on more focused reading.

5. **Scan the text for specific information**

Scanning exercise may ask students to look for names or dates, to find a defintion of key concept, or to list certain number of supporting details. The purpose of scanning is to

extract specific information without reading through the whole text. For academic English, scanning is absolutely essential.

6. **Use semantic mapping or clustering**

The strategy of semantic mapping, or grouping ideas into meaning cluster, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7. **Analyze vocabulary**

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms iff what they know about it. Seversl techniques are useful here:

a. Look for prefixes (co-, inter, un-, etc.) that may give clues.
b. Look for suffixes)-tion, -tive, -ally, etc.) that may indicate what part of speech it is.
c. Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognized that the root ven comes from latin "to come" would yield the meaning "to come in between")
d. Look for grammatical context thet may signal information.
e. Look at the semantic context (topic) for clues.

8. **Distinguish between literal and implied meaning**

Implied meaning ussualy has to be derived form processing pragmatic information, as in the following examples:

a. Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window.

“Brrr” he exclaimed, simultaneously eyeing Bob and the open the window, “its sure cold in here, Bob”.

b. The policeman held up his hand and stopped the car.

c. Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.

1.3 Teaching Reading Comprehension

What is sometimes termed the transactional teaching approach to strategy instruction has several cahracteristic that deserves attention.

1. It is embeded in a content area so that students are learning strategies while they are engaged in their regular reading for a variety of purpose.
2. Strategies are taught through direct explantation, teacher modelling, and feedback. Student are never in doubt as to what the strategies are, where and when they can be used, how they are used. The teacher models expert behavior by reading and thinking aloud. They student also read and think aloud in the class, their strategy use is supported by teache feedbak.
3. Strategies are constantly recycled over new text and task. The student encou nter individual strategies and groups of strategies time and time again. In this way, student better understand the usefulness of strategies, and there is transfer of training from one type or task to another.
4. Strategy use develops over the long terrm. It is takes several years for L2 students to develop as strategic readers. Certainly, the decontetualized teaching of individual strategies for a short period is not likely to have long-term impact on students or to effectively help them develop as strategic readers.

2. Comprehension

The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction. From among the many factors influencing the macrodevelopment of comprehension, we have selected instruction, particularly classroom instruction, for special attention as we sketch the research agenda needed to improve comprehension outcomes.

a. THE READER

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency— quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension.

b. THE TEXT

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These

representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension.

A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply.

c. THE ACTIVITY

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more

purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR).

The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally

mandated purpose.

Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. For example, reading the historical novel *Andersonville* may increase the reader's knowledge about the U.S. Civil War, even though the reader's initial purpose may have been enjoyment.

The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is finding out how to do something.

2.1 Level of Comprehension

Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension.

a) Literal Comprehension:

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself.

Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

b) Inferential Comprehension:

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.

c) Critical Comprehension:

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read.

Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

3. Students' Achievement in Reading Comprehension

Achievement in reading comprehension concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievement test is treated directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions. The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the

text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

4. Genres of Reading

According to Wayan (2010) states that genre of text is type that has function as frame of reference so that the text is effective in its purpose, choice and structure of text elements, and grammar. Texts are classified into several types. They are narrative, recount, descriptive, report, explanation, hortatory exposition, procedure, review, anecdote, and spoof. This research decided to the text genre focused in narrative text.

a) Narrative

Narrative is a type of spoken or written text that tells a story of one character or more who face certain situation. Kinds of narrative such as mysteries, romance horror and so forth. This type of the text can be found in short books, magazines, novels, movies etc. Narrative is popular because they present a plot which consists of complications and resolutions. They make people feel curious and anxious with the ends of stories.

b) Recount

Recount is a type of spoken or written text that deals with past experiences. The function is to retell some events that happened in the past for certain purposes and to inform and to entertain the listeners or readers. Recounts are principally not the same as narrative although both talk about past events. Narrative deals with problematic events which lead to a crisis or turning point which in turn finds a resolution while recount do not have not to come to serious crisis or complication.

c) Descriptive

Descriptive text is a text which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing and to explain the process involved in

the formation or working of natural or socio-cultular phenomena. In descriptive text, some senses are usually used to described the place, person, thing, and so forth. A report usually deals with things in general. Descriptive texts are usually used in textbook, encyclopedia, scientific magazines, historical texts etc.

d) Report

Report is a text which presents information about something. It is usually enclosed with reference to a range of natural, manmade, and social phenomenon on our environment. A report text is as a result of systematic observation and analysis. Reports are used for many purposes. They are to provide information about natural and non-natural phenomena, to document, to organize and store factual information on a topic, to classify and describe the phenomena about a whole class of things-living and non-living, to describe the way things are. Reports can be used in textbooks, encyclopedia, scientific magazines, historical texts, factual reading books, reference books, classroom lesson, environment program, TV documentaries, magazines, and so forth.

e) Explanation

Explanation is a text which tells process relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say "why" and "how" of the forming of the phenomena. An explanation texts give you a step by step explanation. This explanation is written in paragraphs. Its main purpose is to describe a particular person, place, or thing in detail.

f) Analytical Exposition

Analytical exposition is one of the text types of argumentative genre which has function to persuade readers. The social function of an analytical exposition is to persuade the reader or listener that something should or should not be the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something in the

case. Analytical expositions are popular among science, academic community, and educated people.

g) Hortatory Exposition

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. It texts can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among scince, academic community and educated people.

h) Procedure

Procedure is the set of steps which should be completed in the right sequence to get the goal. In daily life, people often have to perfom some steps to make or get something done. For example, early in the morning, a boy helps his mother prepare cups of tea for all members of their family. In making cups of tea, they have to follow certain procedure in order to get a nice drink. Most of daily activities are related with procedures. That is why, readers should understand what a procedure text is, how to make and use it.

i) Discussion

A discussion text is a kind of text to present at least two points of view about an issue. The function is to explore various perspectives before coming to an informed decision. Besides, it is usually made to present information and opinions about more than one side of an issue (“for” points and “against” points).

j) Review

Review is a text flexible genre which may vary according to the nature of the creative work being worked on, the intended audience, and the aspects of the work considered worth

commenting on. The purpose of review text is to analyze and evaluate some creative works, and to inform people about its strengths and weaknesses.

k) Anecdote

Anecdote is a type of spoken or written text deals with past incidents. The function is to retell an account or story of unusual or amusing incident. The incident happened in the past. The purposes are sharing with others an usual or amusing incident and entertaining others.

l) Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

4.1 Definition of Narrative Text

In this research, the researcher focused in a narrative text. So, According to Wayan (2010) thath narrative text is a story that is created in a constructive format (as a work of speech, writing, song, film, television, video games, in photography or theatre) that describes a sequence of fictional or non-fictional events. The word derives from the Latin verb *narrare.* ”to recount”, and is related to the adjective *gnarus*, “knowing” or “skilled”. Ultimately its origin is found in the Proto-Indo-European root gno-, “to know”.

The basic purpose of narrative text is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are the setting which includes the time and place. The different characters are involved in the text. A problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

Generic Structure of Narrative Text:

1) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different

term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

2) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication.

   The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

3) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution.

In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

Another Example of Narrative Text

Orientation

Once upon a time, a rabbit wanted to cross a river, but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here."

Complication

"Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

Complication	**"All of you are good, nice, gentle and kind, so I want to make a line in order. Later, I will know how kind you are," said the rabbit.**
Resolution	**Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one… two… three… four… until twenty, and finally he thanked all crocodiles because he had crossed the river.**

5. Semantic Webbing

Semantic Webbing builds a side-by-side graphical representation of students' knowledge and perspectives about the key themes of a reading selection before and after the reading experience. Semantic Webs achieve three goals: "Reviving" or "reactivating" students' prior knowledge and experience, helping students organize both their prior knowledge and new information confronted in reading, and allowing students to discover relationships between their prior and new knowledge.

5.1 Procedure of Semantic Webbing

The procedures in English teaching using semantic webbing such as:

1. Write a key word or phrase from reading selection on the chalkboard
2. Have students think of as many word as they know that relate to this key idea. Write these word to the side on the chalkboard

3. Ask students to group these words into logical categories and label each category with a descriptive title.
4. Encourage students to discuss/ debate the choice of the category for each word. Write students' conclusion (the categories and their component words) on the chalkboard.
5. Finally, have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.
6. Identify several themes in reading selection. Write each theme at the top of a coloumn on the chalkboard.
7. Ask students to share their prior knowledge on each of these themes. Write brief summary statement on this information beneath the appropriate category.
8. Encourage students to make prediction about how the text will handle the stated themes. Stress the context of the document (time frame, author's background, subject matter, etc.) as the criteria for making the prediction.
9. Discuss the prediction and have the class decide which are the best. Write these prediction under the appropriate category on the chalkboard.
10. Have students read the selection. Record any new information (beyond prior knowledge) student gained from reading. Encourage the group to evaluate the accuracy pf their prediction.
11. Requires students to revise the information recorded on the chalkboard based on their reading experience.

5.2 Advantages of Semantic Webbing

There are some advantages of Semantic Webbing, those are;

a. Creative Thinking: All the students try to explore their ideas related to the text. When the teacher give the text, so all groups try to give argumentation.
b. All Ideas are Accepted: All ideas stated by Semantic webbing strategy are never wrong. It means that it is only prediction based on their mind related to the text and it is aimed to make them curious to read. They generally read more actively and enthusiastically because they are more interested in finding out what happened.
c. Cooperate the Group: semantic webbing in a group is suitable for students to do activity learning process. It encourages them to participate and cooperate, It can make all students feel like an important member of the group and that their ideas and input are respected and valued.

5.3 Disadvantages of semantic webbing

There are some disadvantages of semantic webbing, namely:

a. Small Group: To obtain a good balance in semantic webbing strategy, a group must be relatively small that consist of 4to 6 students. In order to avoid this strategy tends to not work as effectively with larger groups.
b. Spent Much Times:Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using semantic webbing will not run well and it will take a long time in learning process.

6. Concept of Conventional Method

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher

and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur. According to Vierra (2008) states that conventional, teacher-centred teaching and lecture is the most common teaching behaviour found in schools worldwide. Teacher-centred teaching can be very effective, particulary for:

a. Sharing information that is not easily found elsewhere
b. Presenting information in a quick manner
c. Generating interest in the information
d. Teaching learners who learn best by listening

However, teacher-centred teaching also presents several challenges, including:

a. Not all learners learn best by listening
b. Keeping learners' interest is often difficult
c. The approach tends to require little or no critical thinking
d. The approach assumes that all learners learn in the same impersonal way

From the explanation above, it can be conclude that conventional method is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules.

B. Conceptual Framework

Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption is that meaning resides in the intentional problem-

solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience. This definition also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text.

To make the students feel easier and interest in reading , there is one strategy which appropriate in reading namely SEMANTIC WEBBING strategy. SEMANTIC WEBBING is description this strategy supports collaborative reflection on, interaction with, or review of a reading selection by using a protocol to solicit responses from multiple readers. Purpose use before reading to help students brainstorm key ideas on a topic/reading to activate prior knowledge and build background knowledge. Use after reading to help students to summarize and synthesis key concepts in the reading.

C. Research Hypothesis

Based on the previous problems, the hypothesis are formulated as the following:

Ha:there is significant effect of semantic webbing Strategy on the students' achievement in reading.

Ho: there is no significant effect of semantic webbing Strategy on the students' achievement in reading.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research will be conducted at Sevent grade of Academic Year 2017/2018 of Yayasan Pesantren Modern Adnan Medan . It is located at Jalan. Pesantren Medan Sunggal . The reason of choosing this school , because based on the researcher experience, it is found many problems in English learning especially in reading comprehension.

B. Population and Sample

1. Population

The population of this research are the seventh grade students of Yayasan Pesantren Modern Adnan Medan of the academic year 2016/2017. The population of this research is consist of two classes. They are VII-1 (31 students), VII-2 (35students), and VII-3 (30 students).

2. Sample

The sample will be taken using random sampling technique. So, the sample of this research is VII-1 with 25 students as experimental group meanwhile VII-2 with 25 student. It can be seen in the table below:

Table 3.1

Population of the Research

No.	Classes	Population	Sample
1	VII-1	31	31
2	VII-2	35	35
3	VII-3	30	-

Total	**96**	**66**

C. Research Design

This research will be conducted by applying quantitative experimental research. According to Ary (2010) states that quantitative measurement to gather numeric data are used to answer questions or test predetermind hypotheses. In counducting the experimental research the sample will be divided into two, namely experimental group and control group. Experimental group is the group will be taught by using SEMANTIC WEBBING Strategy, and the control group will be taught by using Lecturing method. The design of this research can be seen as follow:

Table 3.2

Experimental Group and Control Group

Group	**Class**	**Pre-test**	**Treatment**	Post-test
Experimental Group	VII-1	√	SEMANTIC WEBBING Strategy	√
Control Group	VII-2	√	Lectury Method	√

1.1. Pre-Test

Pre-test will be implemented prior to experiment to both the control and experimental group. It aim to measure that the students in both groups have the same performance.

1.2. Treatment

Treatment will be given to the students. The experimental group will be taught by using SEMANTIC WEBBING Strategy, while the control group will be taught by using traditional method.

1.3. Post-test

Post-test will be given after the treatment in both control and experimental group. Then the result of the post-test will compared with the result of pre-test to find to if there are any improvement of SEMANTIC WEBBING strategy and reading.

D. Instrument of Collecting the Data

In this research, the instrument is used to collect the data is test. Test is valuable measuring to an individual in order to elicit responses on the basis of which a numerical score can be assigned. In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather that verbal kind.

E. Technique of Collecting the Data

Before analyzing the dta, the researcher will of complish the technique collecting data as following :

1. Collecting the data from the scoring of experimental group and control group
2. Identifying the score of students in pre-test and post test
3. Analyzing the data by using formula
4. Comparing the score by using t-test
5. Testing the hypothesis
6. Writing the finding and discussion

7. Drawing the conclusion

F. Technique of Analyzing the Data

In analyzing the data, the result of the data will be analyzed by using statistical procedure which of consist of mean, standard deviation (SD), varians, and independent t-test. The mean will be used to find out the average of the sample. To find the mean, Ary (2010: 109) such as:

1. Mean

$$\bar{X} \equiv \frac{\sum X}{N}$$

Where : $\bar{X}$ = mean

$\sum$ = sum of

X = raw score

N = number of cases

To measure the students score, the researcher will use standard deviation formula as follows :

2. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

Where : S_D = standard deviation

D = deferences between with t=-test and post-test

N = number of pairs

T-test (T) is the primary statistic used to determine whether or not both scores (pre-test and post test scores) have significant difference. In other words, t-test is used to

test the hypothesis level of significance. The formula for a T-test is suggested by Indra (2010:187) as follows:

$$T = \Delta\sqrt{N} \; or \; T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = Significant correlated sample

$\Delta = d$= effect size

D = Difference between pre -test and post test scores for each sample

$\overline{D}$ = Mean of difference scores (mean of D)

D^2 = quadrate of D

N = Number of scores

G. Scoring of the Text

The types of the test is multiple choices. There are 20 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-100 by accounting the correct. The correct answer was gives 5 points while the wrong answer was give 0 point. By applying this formula:

$S = \frac{R}{N} \times 100$

Where:

S= Score of the test

R= Number of the correct answer

N= Number of the question

CHAPTER IV
DATA AND DATA ANALYSIS

A. DATA

The result of the students score in reading comprehension especially on narrative text showed that there was improvement on students' achievement in pre-test and post-test. The class divided into 2 groups, namely experimental group and control group. The mean of the student score in experimental group was 50 and in post test 85,6. Meanwhile the mean of the student score in control group was 63,2 and post test 82,8. To make clear the data, it can be seen in appendix VI and VII.

B. DATA ANALYSIS

The result of data were collected by test in mulyiple choice form as mention in instrument of collecting data. The data of this research were taken from pre-test and post-test. And to know differences between score experimental group and control group , it can be seen in table 4.1 bellow.

Table 4.1

Students' score in experimental group

No	Students' initial	Pre-test	Post-test	Different (D)	D^2
1	APS	70	90	20	400
2	AR	50	90	40	1600
3	AS	50	90	40	1600
4	DS	50	90	40	1600
5	DA	20	90	60	3600
6	DAR	70	80	20	400
7	DR	70	90	20	400
8	FA	20	90	60	3600

9	FAD	80	80	0	0
10	FAZ	70	90	20	400
11	HR	50	70	20	400
12	IK	50	90	40	1600
13	KS	60	80	20	400
14	MAR	30	90	60	3600
15	MN	60	90	30	900
16	MA	60	80	20	400
17	MH	30	90	60	3600
18	MI	30	90	60	900
19	NS	70	80	10	100
20	PJA	70	90	20	400
21	RS	60	80	20	400
22	RR	30	90	60	3600
23	RM	20	80	60	3600
24	ST	60	90	30	900
25	SN	20	80	60	3600
	Total	1250	2140	890	40700
	Mean	50	85,6	35,6	1.628

From the table above it can be seen that there was improvement students achievement in reading comrehension it show that the students score in pre-test was 12500 and in post-test 2140. It show that post test was higher than pre test. To detrmined the mean of pre-test and post-test, it was analyzed by using formula.

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

$$X = \frac{1250}{50}$$

$$X = 50$$

From the analyzed aboved it show that the mean of the student score pre-test was 50. And to know the mean of the post-test it can be seen bellow .

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

$$X = \frac{2140}{25}$$

$$X = 85,6$$

From te result of mean in the experimental group show that semantic webbing can effect students achievement in reading comprehensiom especially on narrative text. To make clear the data, the result of student score in experimental group can be seen on chart bellow.

Experimental group

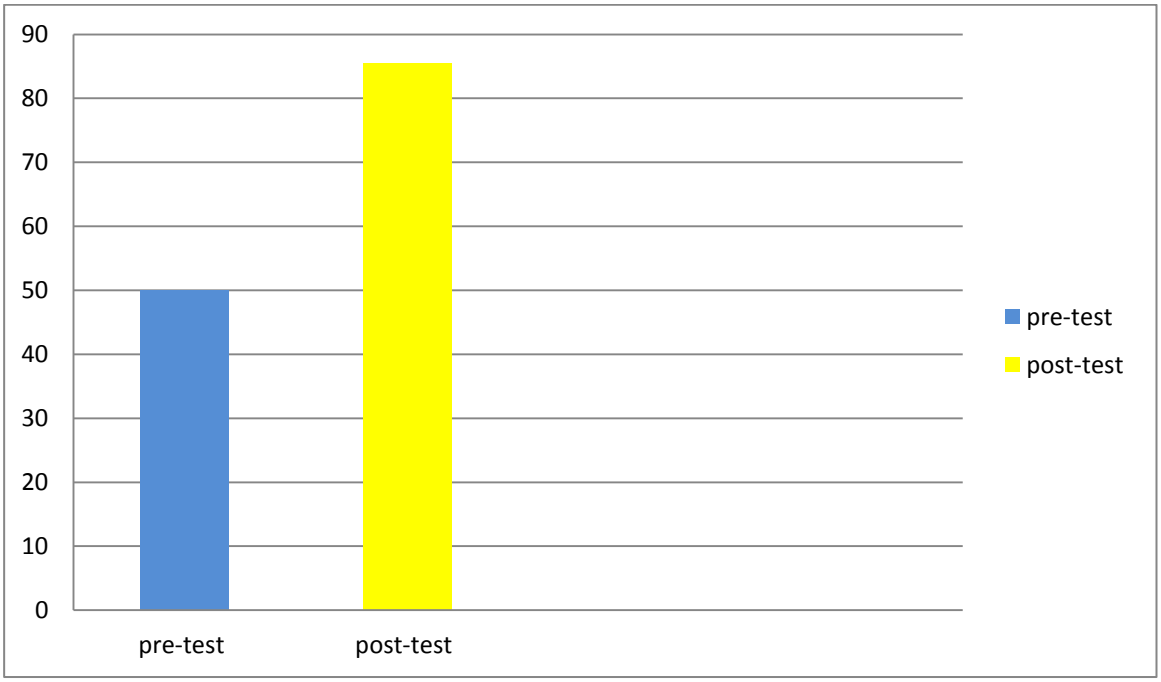


Chart 1. The result of experimental group

Table 4.2

Students' score in control group

No	Students'Initial	Pre-test	Post-test	Different (D)	D^2
1	AT	70	90	20	400
2	AF	60	80	20	400
3	AP	60	80	20	400
4	AA	80	80	0	0
5	CA	60	60	0	0
6	DA	80	80	0	0
7	DR	60	80	20	400
8	FR	80	80	0	0
9	FA	50	70	20	400
10	HT	50	70	20	400
11	HY	70	90	20	400
12	MA	80	80	0	0
13	MAT	50	70	20	400
14	MR	50	70	20	400
15	MN	60	90	30	900
16	MRF	60	90	30	900
17	MU	60	90	30	900
18	NAS	70	90	20	400
19	NIC	70	90	20	400
20	NA	60	90	30	900
21	PP	60	90	30	900
22	SH	60	90	30	900
23	TA	60	90	30	900
24	WS	60	90	30	900
25	WP	60	90	30	900
	Total	1580	2070	490	12500
	Mean	63,2	82,8	19,6	500

From the table above it can be seen that there is improvement students achievement in reading comprehension it show that the students score in pre-test was 1580 and in post-test 2070. It show that post-test was higher than pre-test. To determined the mean of pre-test and post-test. It was analyzed by using formula.

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

$$X = \frac{1580}{25}$$

X= 63,2

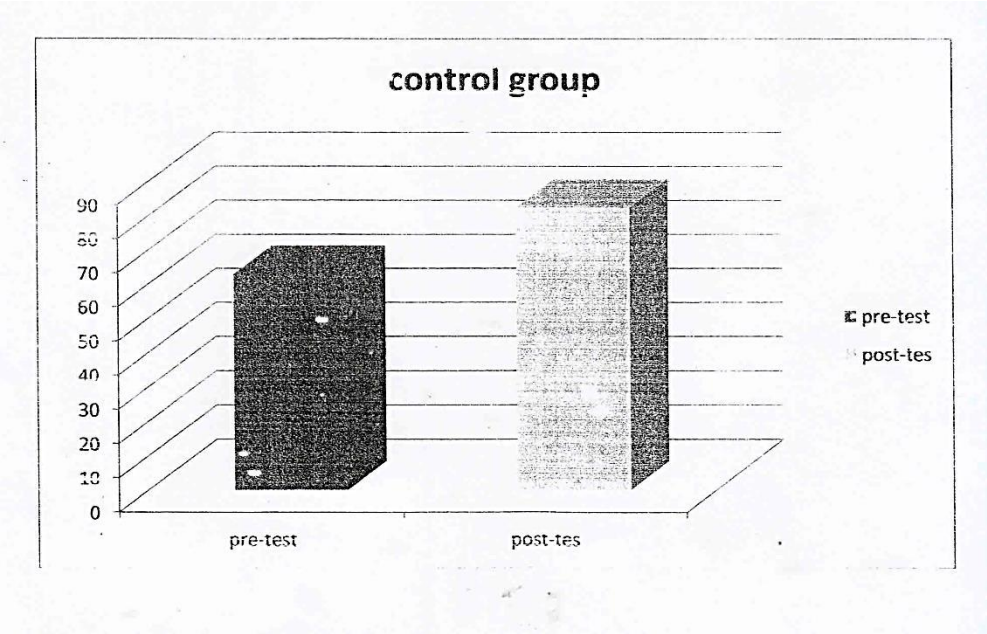
From the analyzed aboved it show that the mean of the students score in pre-test was 63,2. And to know the mean of post-test it can be seen bellow.

$$X = \frac{\sum \square}{\square}$$

$$X = \frac{2070}{25}$$

X= 82,8.

From the result of mean control group show that semantic webbing can effect students achievement in reading comprehension especially on narrative text. To make clear the data the result .



$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$S_D = \sqrt{\frac{12500 - \frac{(490)^2}{25}}{24}}$$

$S_D = \sqrt{\frac{12500-9604}{24}}$

$S_D = \sqrt{\frac{2896}{24}}$

$S_D = \sqrt{120.6}$

$S_D = 10,9$

$T = \Delta \sqrt{N}$ *or* $T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$

$T = \frac{19,6}{\sqrt{\frac{12500-\frac{(490)^2}{25}}{25\,(25-1)}}}$

$T = \frac{19,6}{\sqrt{\frac{12500-9604}{600}}}$

$T = \frac{19,6}{\sqrt{\frac{2896}{600}}}$

$T = \frac{19,6}{\sqrt{4,82}}$

$T = \frac{19,6}{2,19}$

T = 8,94

1. Calculation using Formula

After the result of the students score were known in data analysisi, so to measure differences between student in experimental group with control group can be seen in analyzing below:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$S_D = \sqrt{\frac{10700 - \frac{(890)^2}{25}}{25-1}}$$

$$S_D = \sqrt{\frac{40700 - \frac{792100}{25}}{24}}$$

$$S_D = \sqrt{\frac{40700 - 31684}{24}}$$

$$S_D = \sqrt{\frac{9016}{24}}$$

$$S_D = \sqrt{375.6}$$

$$S_D = 19{,}3$$

From the result of standart deviation in experimental group. It show that semantic webbing can be applied in teaching reading comprehension because in standart deviation of experimental group was 19,3.

Then it continued determine whether experimental group was accepted in teaching reading or experimental group was higher than T table, it can be seen by using formula bellow.

$$T = \Delta\sqrt{N} \; or \; T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$T = \frac{35.6}{\sqrt{\frac{40700 - \frac{(890)^2}{25}}{25\,(25-1)}}}$$

$$T = \frac{35{,}6}{\sqrt{\frac{40700 - \frac{792100}{25}}{25\,(24)}}}$$

$$T = \frac{35{,}6}{\sqrt{\frac{40700 - 31684}{600}}}$$

$$T = \frac{35{,}6}{\sqrt{\frac{9016}{600}}}$$

$$T = \frac{35{,}6}{\sqrt{15{,}02}}$$

$$T = \frac{35{,}6}{3{,}87}$$

$$T = 9.19$$

Based on the analysis above, T test in experimental group was 9,19. In can be conclude that students achievement in experimental group perform a very good improvement on reading comprehension after applying semantic webbing strategies during teaching. Therefore the students score in experimental group

were thought by using semantic webbing more increase significance effect than lectory method. Meanwhile to know standart deviation in esperimental group it can be seen, in formula bellow:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$S_D = \sqrt{\frac{12500 - \frac{(490)^2}{25}}{24}}$$

$$S_D = \sqrt{\frac{12500 - 9604}{24}}$$

$$S_D = \sqrt{\frac{2896}{24}}$$

$$S_D = \sqrt{120,6}$$

$$S_D = 10,9$$

From the result of standart deviation in control group, it show that semantic webbing can be applied in teaching reading comprehension because in stndart deviation of control group was 10,9. Then it continued determine whether control group was accepted in teaching reading or control group was higher than T table, it can be seen by using formula bellow.

$$T = \Delta\sqrt{N} \; or \; T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$T = \frac{19,6}{\sqrt{\frac{12500 - \frac{(190)^2}{25}}{25\,(25-1)}}}$$

$$T = \frac{19,6}{\sqrt{\frac{12500 - \frac{(240100)}{25}}{25\,(24)}}}$$

$$T = \frac{19,6}{\sqrt{\frac{12500-3604}{600}}}$$

$$T = \frac{19,6}{\sqrt{\frac{2896}{600}}}$$

$$T = \frac{19,6}{\sqrt{4,82}}$$

$$T = \frac{19,6}{2,19}$$

$$T = 8,94$$

Based on the analysis above, T test in control group was 8,94. In can be conclude that students achievement in control group perform a very good improvement on reading comprehension after applying semantic webbing strategies during teaching. Therefore the students score in control group were thought by using semantic webbing more increase significance effect than lectory method. Meanwhile to know standart deviation in control group it can be seen, in formula bellow:

C. Testing Hypothesis

In analyzing the hypothesis it refer to T table at the level significance of 0,05. The testing criteriaan used for hypothesis result if T test > T table, it means that semantic webbing signifinance effect student achivements in reading comprehension or semantic webbing accepted (HA). Furthermore. T table eith level significance of 0.05 with the degree of freedom (df) → n – 1 = 50-1=49 was 2,01. From the result analyzed, T test wast 9,19 and T table was 2,01 it means that T test was higher than T table or 9.19 > 2.01. it

can be conclude that semantic webbing can improve student achievement in reading comprehension escially narrative text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conduscting the experiment by applying Semantic Webbing strategy in teaching reading comprehension on narrative text, it was found that the students' achievement improved. The t-test was applied in order to know wheter the difference between the pre test and post test mean was significant or not. The result of computation in the t-test was 9,19, while the critical value of 0,05 significant level was 2.01. the conclusion from the data analysis is the value of t-observe (9,19) was higher than t-table (2.01). It means that the alternative hypothesis (ha) is accepted and teaching by using Semantic Webbing strategy significantly affect on students' achievement in reading comprehension especially on narrative text.

B. Suggestion

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

1. For the student, it can be develop the knowledge in reading comprehension by using semantic webbing
2. For the teacher , it can be used as one of strategies which suitable for teaching reading process
3. For the researcher, it helps to be guide for the future teacher in English teaching especially in teaching reading
4. For the other researcher, it can be reference in deep researcher especially in reading comprehension.

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APPENDIX I

LESSON PLAN

(Experimental Group)

School : YPS Adnan Medan
Subject : English
Class/Semester : VII/1
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functual text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. To know the text of narrative
2. To identify the meaning of the words in the text
3. Answer the question based on narrative text

IV. Objective

1. The students are able to know the text of narrative
2. The students are able to identify the meaning of the words in the text
3. The students can answer the question based on narrative text

V. Teaching Material

A Narrative text, titled "Malin Kundang& The Tale of Lake Toba"

- Defenition of Narrative text: a type written text that tells about a story of one character or more which has a choronological certain time.

- The purpose of the text is to entertain or to amuse the readers or listeners about the story.
- Kind of Narrative text :
  1. Legend : Sangkuriang, Malin Kundang, etc.
  2. Fable : Monkey and crocodile.
  3. Fairy tale : Cinderella, Snow white, Pinocchio, etc.

Test 1

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn`t allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren`t my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you`re wicked son, you`ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

Test 2

The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.One day, while the man was do fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He felt in like with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there

will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

VI. Teaching Strategy

- Semantic Webbing Strategy

VII. Media and Source

- Media : Copies of article from the internet
- Source : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	**Students' Activities**	
I.	**a. Opening** ***Apperception*** 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students ***Motivation*** 4. Teacher gives briefly explain the target of	1. Students respond the teacher's instruction 2. Students start to pray 3. Students listen to their names 4. Students comprehend what the teacher's	10'

	standard competence and the basic competence	explain	
II.	**b. Main Activities** ***Exploration*** 1. Teacher tells the student that the topic of the lesson is Narrative Text and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the material or not ***Elaboration*** 3. Teacher explain some instructions for making a group discussion (a group based on the row in the class) 4. Teacher divides the text and make a chart of insruction on the	1. Students pay attention to the teacher's explanation 2. Students give the questions or comment whether do not understand the material to the teacher 3. Students pay attention to the teacher's instruction to make a group discussion 4. Students start	1'10''

	blackboard that consists of: *Before Reading the Text* 1. What is your prediction about the title? 2. Why do you think so? *After Reading the Text* 1. What actually happened? 2. Teacher invites in group to read the whole text and give a chance to revise their old prediction 3. Teacher asked "What actually happened?" from the last chart of instruction 4. Teacher reviews their prediction and invites them to read parts that true or false their prediction 5. Teacher gives excercises ***Confirmation*** 6. Teacher concludes the result and emphasize about the lesson that has been learned	to discuss with their group and try to write down their predictions on the blackboard 5. Students read the whole text together 6. Students fill out the last chart of instruction 7. Students cooperate with the teacher to know the true or false about their prediction 8. Students answer the exercises 9. Students pay attention to the teacher's explanation	

III.	**c. Closing:** 1. Teacher closes the meeting	1. Students pay attention to the teacher's explanation	10'

IX. Evaluation

The direction of evaluation:

a. Every correct answer : 1

b. Maximum Score : 100

$$S = \frac{R}{N} x100$$

Notes:

S = Scoring

N = Number of Test Items

R = Number of Correct Answer

Teacher Researcher

(Yusriana, S.Pd) (Lili Agustina)

APPENDIX II

LESSON PLAN

(Control Group)

School : YPS Adnan Medan
Subject : English
Class/Semester : VII/1
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

Understanding the meaning of short functual text and essay in a form of narrative, explanation, and discussion in the daily context to access knowledge.

II. Basic Competence

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

III. Indicator

1. To comprehend a narrative text
2. To identify text organization of narrative text
3. To answer the questions based on narrative text

IV. Objective

1. The students are able to comprehend a narrative text
2. The students are able to identify the text organization of narrative text
3. The students are able to answer the questions based on narrative text

V. Teaching Material

A Narrative text, titled “Snow White & Monkey and Crocodile”

- Narrative has a text organization. Text organization of narrative text consist of three elements.
  1. Orientation (who are involved in the story, when and where)
  2. Complication (a problem in the story)
  3. Resolution (solution to the problem or the end of story)

TEST 1

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she want inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.”

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Test 2

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, ”Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again.”

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.“What’s for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey. “I left it under the tree, near some coconuts.”

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.”The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

VI. Teaching Strategy

- Conventional Method

VII. Media and Source

- Media : Copies of article from the internet
- Source : Article from the internet

VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher’s Activities	Students’ Activities	

I.	**a. Opening** ***Apperception*** 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students ***Motivation*** 4. Teacher gives briefly explain the target of standard competence and the basic competence 5. Teacher gives a chance to hear and to solve what the students' problem in reading comprehension text	1. Students respond the teacher's instruction 2. Students pray together 3. Students listen their names 4. Students comprehend what the teacher's explain 5. Students ask the teacher about their problem in reading comprehension	10'
II.	**a. Main Activities** ***Exploration*** 1. Teacher explains the student about the text organization and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the	1. Students pay attention to the teacher's explanation 2. Students give the	

	material or not ***Elaboration*** 3. Teacher explain some instructions for making a group discussion (a group based on the row in the class) 4. Teacher divides the text 5. Teacher gives excercises ***Confirmation*** 6. Teacher concludes the result and emphasize about the lesson that has been learned	questions or comment whether do not understand the material to the teacher 3. Students pay attention to the teacher's instruction to make a group discussion **4.** Students start to discuss with their group 5. Students read the whole text together 6. Students answer the exercises 7. Students pay attention to the teacher's explanation	1'10''
III.	**b. Closing:** 1. Teacher closes the meeting	1. Students close the meeting together	10'

IX. Evaluation

The direction of evaluation:

c. Every correct answer : 1

d. Maximum Score : 100

$$S = \frac{R}{N} x100$$

Notes:

S = Scoring

N = Number of Test Items

R = Number of Correct Answer

Teacher | Researcher

(Yusriana, S.Pd) | (Lili Agustina)

Headmaster

(Fachruddin, S.Pd. I)

APPENDIX III

Pre-test

(Before Applied Semantic Webbing Strategy)

TEST 1

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn`t allow him, but finally she let him go with tears. Malin Kundang

worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren`t my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you`re wicked son, you`ll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

1. What is the text about?
   a. the legend of the old woman
   b. the legend of Malin Kundang
   c. the most of popular legend in west-sumatera
   d. the legend of the sailor
2. Where did the story take place?
   a. at the ocean
   b. at the lake
   c. at the river
   d. at the jungle
3. What is the main idea of the first paragraph above?
   a. an old woman and a son lived in a village
   b. a son was named Malin Kundang
   c. an old woman and a son loved each other
   d. they lived ever after
4. Which of the following statement is wrong according to the text above?
   a. Malin Kundang had been cursed by his mother
   b. An old woman finally met with her son happly
   c. Malin Kundang is a good sailor
   d. Malin Kundang became a rich man
5. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...
   a. Mother and her daughter

b. Mother and her son
c. Father and mother
d. Friendship

6. “You’ll never be safe now. You and your money will turn to stone.”
   The underlined word refers to...
   a. A son
   b. The sailor
   c. Malin Kundang
   d. an old woman
7. What lesson can we learn from the story?
   a. do not ever forget our parents
   b. do not be a greedy
   c. do not be an arrogant people
   d. be your self
8. Which is paragraph show resolution based on the text?
   a. paragraph 6
   b. paragraph 5
   c. paragraph 4
   d. paragraph 3
9. What is the opposite of “near”?
   a. Quite
   b. Calm
   c. Far
   d. slow
10. How is the character of Malin Kundang?
    a. Smart
    b. Stubborn
    c. Foolish
    d. greedy

TEST 2

The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He felt in like with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?
    a. the man who living in the shore in North Sumatera
    b. the tale of lake toba
    c. the man's hobby is fishing
    d. the man was a farmer
12. What is the main idea of the first paragraph above?

a. there was a man who was living in north Sumatra
b. the man was living in the complicated place
c. the man likes hunting in the jungle
d. the man likes fishing

13. Which of the following statement is false according to the text above?
    a. the gold fish have changed to the beautiful princess
    b. the man has one daughter
    c. the man happily ever after
    d. his wife became a huge golden fish back
14. What is the purpose of the text above?
    a. to retell the story between the man and a fish
    b. to know the reader about the man who was living in North Sumatera ago
    c. to describe the lake in North Sumatera
    d. to inform the reader about the tale of lake toba
15. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
    a. father and sister
    b. husband and wife
    c. father and daugther
    d. father and his friend
16. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The underlined word means...

    a. Agreement
    b. Appointment
    c. Application
    d. aproximately
17. What lesson can we learn from the story?
    a. take care of your self
    b. fullfil you have a promise
    c. always believe your friend
    d. obeying your mother’s advice

18. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. What does the word “you” in the sentence refer to?
    a. the daughter
    b. the golden fish
    c. the man
    d. someone else
19. Why did daughter want to come back to home after met his father?
    a. because, her mother asked to her come back to home
    b. because, a big disaster will be happen
    c. because, her father said that she was a fish
    d. because, her father asked to her bring his lunch
20. What did her mother do after know the reason why her daughter cry ?
    a. asked her husband to run up the hills
    b. suggest her daughter to run up the hills
    c. she was crying and screaming
    d. she was angry

APPENDIX IV

Post Test

(After Applied Semantic Webbing strategy)

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she wants inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.”

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the witer?
   a. Narrative
   b. Report
   c. Anecdote
   d. Comparative
2. To tell the plot, the writer uses……..

a. a rhetorical question and an exclamation
b. time sequences
c. contrastive evidences
d. past tense

3. Why Snow White ran away to the woods?
   a. Her parents passed away
   b. Her uncle was angry with her
   c. Her uncle and aunt would go to America
   d. Snow White was happy to run away
4. When did Snow White run away to the woods?
   a. In the afternoon
   b. In the morning
   c. In the evening
   d. In the full moon
5. Where did Snow White live after she ran away to the woods?
   a. She lived in the cave
   b. She lived in the lion nest
   c. She lived everywhere in the woods
   d. She lived in the dwarfs' cottage
6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
   a. because she loved them very much
   b. as a result of forcing attitude from them
   c. because her parents were dead
   d. because she were afraid of the dwarfs
7. The communicative purpose of this text is……..
   a. to inform the readers about important and newsworthy events
   b. to entertain readers with fairy tale
   c. to share an account of an unusual event
   d. to persuade readers to accept his/her opinions
8. The organization of the text above is…….
   a. abstract, orientatin, crisis, incident,coda
   b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

c. orientation, major complication, resolution, complication, resolution, complication, major complication

d. description, background events, sources

9. The dwarf said, " If you wish, you may live here with us." What did the dwarf mean with the words underlined?

a. He asked Snow White for a permission to stay with her

b. He offered Snow White to stay with them

c. He showed his interest in Snow White

d. He agrred to stay with Snow White

10. Snow White ran from house ...

a. At night

b. At midday

c. At midnight

d. In the morning

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

1. What is the text about?
   a. two animals
   b. monkey and crocodile
   c. the situation of the river
   d.a smart monkey

2. Where did the story take place?
   a. at the zoo
   b. at the lake
   c. at the jungle
   d. at the river

3. What is the main idea of the first paragraph above?
   a. the monkey and the crocodile were playing at the river
   b. the monkey wanted to cross a river
   c. the crocodile was happy when the monkey was coming at the river
   d. the crocodile refused about the monkey's request

4. Which of the following statement is wrong according to the text above?
   a. the monkey gave the heart to crocodile
   b. the monkey jumped up on the crocodile's back
   c. the crocodile helped the monkey to cross a river
   d. the monkey climbed up to the top of tree and said that he (the crocodile) was a foolish

5. What is the purpose of the text above?
   a. to retell the story between the monkey and the crocodile
   b. to describe the situation at the river
   c. to describe the animals
   d. to inform the reader about the act of crocodile
6. Based on the next, we can conclude that the relationship between the monkey and the crocodile is...
   a. friend at the river
   b. soulmate at the jungle

c. big enemy at the zoo
d. unfriend absolutely

7. What lesson can we learn from the story?
    a. take care of your self
    b. do not be a greedy
    c. always believe your friend
    d. do not pretend to your friend
8. What is the main idea of the last paragraph?
    a. the monkey suggest the crocodile not to try to fool him anymore
    b. the monkey forgave about the crocodile's fault
    c. the crocodile was still hungry
    d. the crocodile was sad
9. Now, the crocodile was very <u>hungry</u>, so when it was in the middle of the river (in paragraph 2, line 4). What is the same meaning of the underline word?
    a. happy
    b. sad
    c. angry
    d. starving
10. How is the character of the monkey?
    a. friendly
    b. smart
    c. foolish
    d. greedy

APPENDIX V

Key Words Pre-Test

1. b
2. a
3. a
4. b
5. b
6. b
7. c

8. a
9. d
10. b
11. b
12. a
13. c
14. d
15. b
16. b
17. b
18. c
19. c
20. b

Key Words Post-test

1. a
2. d
3. c
4. b
5. d
6. c
7. b
8. c
9. b
10. d
11. b
12. d
13. b
14. a
15. a
16. a
17. a
18. a
19. d
20. b