

**THE EFFECT OF USING ADVANCE ORGANIZER 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:**

**AISYAH  
NPM. 1302050207**



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

## ABSTRACT

**Aisyah, “The Effect of Using Advance Organizer Strategy on the Students’ Achievement in Reading Comprehension”. Skripsi. English Department, Faculty of Teacher’ Training and Education – University Muhammadiyah Sumatera Utara, Medan 2017.**

The objective of this research was to find out the effect of using Advance Organizer Strategy on the students’ achievement in reading comprehension to VIII grade students of SMP Nurul Hasanah Medan Tembung. This research used the experimental research method. the population of this research was all the VIII grade students of SMP Nurul Hasanah Medan 2016/2017 academic year at Jalan Amal Bakti No. 69 B Tembung Kec. Percut Sei Tuan Medan who consist 44 students. All of the population was taken as sample which consist 44 students. This research applied total sampling method. Because this was an experimental research so the sample then was divided into two groups, 22 students in experimental group taught by using Advance Organizer Strategy and 22 students in control group taught by using lecturing method. the instrument used in this research was multiple choices with 20 questions. The data were analyzed by using t-test formula. The result showed that t-test was  $>$  t-table ( $13,4 > 1,681$ ) or  $H_a$  is accepted and  $H_0$  is rejected. The hypothesis was accepted. It proves that Advance Organizer Strategy significantly effect to the students’ achievement in reading comprehension.

Keywords : Advance Organizer, Reading Comprehension

## ACKNOWLEDGEMENT



In the name of Allah S.W.T, the most gracious and 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 prophet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, SUHARDI and SEHATI who always pray for her, give her suggestion, 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.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dekan 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, who had allowed and guided the researcher to carry out the research.

4. Dr. Abdillah, M.Pd, her supervisor who have given her suggestion, ideas, comment, correction, and guidance in writing the study.
5. Dra. Hj. Yustini amnah, M.Hum, her reviewer who have given her suggestion, comment, correction, 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 University of Muhammadiyah Sumatera Utara.
7. Her beloved brother Dodi Nardo and Fauzi Nardo, her beloved sister Citra Maya Sari and Andrea Sonia and her big family who has given the researcher pray, support, suggestion, inspirations, spirits and motivations. Thanks for everything.
8. Her bestfriend Manis Manja Group, Dwi Anzar Sari, Ema Marisa Harahap and Fadilah Effendi. Thanks for all help and support.
9. Her friends in the kost, Husnatul Nadya, Cut Febry, Dwi Nurul Aisyah, Khairun Nisa, Renta Silvia. Thanks for all moments.
10. Her friends PPL, Tika Damayanti, Beny Ariago, Nur Maya Sari, Abdul Gani, Praniko Ragil, Husni Tamrin, Siti winda, Wulan Tika, Siti Masitoh, Muniroh, Yati, Mala, Devy. Thanks for all motivation.
11. All her classmates of VIII-D Morning, of 2013 may Allah SWT always bless all of them.

The reseacrher relizes that his study is still far from being perfect. So, the researcher hopes suggestions 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

**Aisyah**

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problem .....	3
C. Scope and Limitation .....	3
D. Formulation of the problem .....	3
E. Objectives of the Study .....	4
F. Significance of the Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>6</b>
A. Theoretical Framework .....	6
1. Description of the Effect .....	6
2. Description of Method, Approach, Strategy, and Technique .....	6
2.1 Method .....	6
2.2 Approach .....	7
2.3 Strategy .....	8

2.4 Technique .....	9
3. Description of Advance Organizer Strategy .....	9
3.1 The Benefit use Advance Organizer Strategy .....	11
3.2 The Procedure of Advance Organizer Strategy .....	11
3.3 The Advantage of Advance Organizer Strategy .....	13
3.4 The Disadvantages of Advance Organizer Strategy .....	14
4. Description of Students' Achievement .....	14
5. Description of Reading .....	15
5.1 Types of Reading .....	16
5.1.1 Perceptive Reading.....	16
5.1.2 selective Reading .....	16
5.1.3 Interactive Reading .....	16
5.1.4 Extensive Reading.....	17
6. Description of Reading comprehension .....	17
7. Description of Recount Text .....	17
7.1 Constructing Recount.....	18
7.2 The Example of Recount.....	19
B. Relevant Study .....	19
C. Conceptual Framework .....	20
D. Hypothesis.....	21
<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>22</b>
A. Location and Time .....	22
B. Population and Sample .....	22

1. Population .....	22
2. Sample.....	22
C. Research Design .....	23
1. Pre-test.....	24
2. Treatment .....	24
3. Post-test.....	27
D. Instrument for Collecting the Data .....	28
E. Technique of Collecting the Data .....	28
F. Technique of Data Analysis .....	28
G. Statistical Hypotesis .....	29
<b>CHAPTER VI DATA COLLECTION AND DATA ANALYSIS .....</b>	<b>30</b>
A. Data Collection.....	30
B. Data Analysis .....	32
C. Testing Hypothesis.....	42
D. Finding and Discussion .....	43
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>45</b>
A. Conclusion .....	45
B. Suggestion .....	46
<b>REFERENCES</b>	
<b>APPENDIX</b>	



## LIST OF TABLES

<b>Table 3.1. Population and Sample .....</b>	<b>22</b>
<b>Table 3.2. Research Design .....</b>	<b>22</b>
<b>Table 3.3. Teaching Procedure of the Experimental Group .....</b>	<b>23</b>
<b>Table 3.4. Teaching Procedure of the Control Group .....</b>	<b>26</b>
<b>Table 4.1. The Scores of the Pre-test and Post-test in Experimental Group .....</b>	<b>30</b>
<b>Table 4.2. The Scores of the Pre-test and Post-test in Control Group .....</b>	<b>31</b>
<b>Table 4.3. The Differences Scores of the Pre-test and Post-test in Experimental Group .....</b>	<b>33</b>
<b>Table 4.4. The Differences Scores of the Pre-test and post-test in Control Group .....</b>	<b>37</b>
<b>Table 4.5. The Calculation of Table .....</b>	<b>41</b>

## LIST OF APPENDICES

<b>Appendix 1: Lesson Plan .....</b>	
<b>Appendix 2: Test Item .....</b>	
<b>Appendix 3: Attendance List.....</b>	
<b>Appendix 4: From K 1 .....</b>	
<b>Appendix 5: From K 2 .....</b>	
<b>Appendix 6: From K 3 .....</b>	
<b>Appendix 7: Berita Acara Bimbingan Proposal.....</b>	
<b>Appendix 8: Berita Acara Bimbingan Skripsi.....</b>	
<b>Appendix 9: Surat Keterangan .....</b>	
<b>Appendix 10: Surat Pernyataan – Anti Plagiat.....</b>	
<b>Appendix 11: Surat Pernyataan – Permohonan Riset.....</b>	
<b>Appendix 12: Surat Pernyataan – Balasan Riset .....</b>	
<b>Appendix 13: Curriculum Vitae .....</b>	

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading is one way of communication and getting information. By reading, a reader which find what he wants to know. For students, reading were the learning activity that must do in order to expand their knowledge. The reading activities were an activity of getting information and knowlegde from write text. To a write text, the students must have some general knowledgeto get the point of reading itself. According to Transkersley (2003:2), reading is a process that will not stand alone. It means that reading made up of several skills and processes. Reading will not be taught as independent skills to students. Therefore, a teacher has to make sure that the students will have an understanding skill.

The students who have learned about reading which know how to comprehend reading well. Comprehension were a process of making meaning from words when reading or listening. In reading, students will use their experiences and general knowledge to make sense of the text. Making connection were the key comprehension. Reading comprehension were the ability to understand or comprehend write text. Transkersley (2003:2) said that comprehension is the center of the readingsg. It means that comprehension is important for the reader including students in order to understand what the perpose of reading that they reading.

Reading means different things to different people, for some it is recognizing write words, while for other it is an opportunity to teach pronunciation and practice speaking. Alderson (2002:28) defines that reading is as “an enjoyable, intense private activity”. From which much pleasure which derived, and in which one which come totally absorbed. All the aspects of language are crucial in order to get the well-knowledge in having a language acquisition. But it is found that students seldom reading outside the classroom.

Reading comprehension is a good way develop and understand the overall English text. But, many problem faced by students in reading. Most of them get difficulty in understanding and comprehending the text. The problems were not only from students themselves, but also from the teacher. Some students feel reading is boring and some of them will not be answer the question of the text given because they were lack of vocabulary. Teachers also use conventional strategy. Teachers only reading aloud and translate some words, these were the monotonous procedure done by the teacher, and the result is the students have bad comprehension in reading.

This problem also happened at SMP Nurul Hasanah students, most students has low ability in reading text especially the VIII grade students. Based on the problem stated above, the researcher intended to help them in reading, especially in reading Recount Text and this is also the reason the researcher has a research entitled “ **The Effect of using Advance Organizer Strategy on The Students’ Achievement in Reading Comprehension**”. This strategy hopefully which help students because they will comprehend overally the text. They were also

motivated to show their ideas or opinion through answering the teacher's question. Therefore, in teaching reading comprehension, the teacher and students which more active to express their idea or opinion by using this strategy. In this case, authentic materials strategy will give good solution for teacher and students to achieve the goal of teaching learning English process.

### **B. The Identification of The Problem**

Based on the background of the study, the problem which identified as follows :

1. The students were not able understand what they have reading.
2. They read the material without knowing what they have reading.
3. The students were bored learning English especially in leaning reading comprehension.

### **C. The Scope and Limitation**

The scope of the study was focuseds on reading comprehension and the researcher wass limited in recount text on the students' achievement.

### **D. The Formulation of the Study**

The problems of the research were formulated as the following :

1. How the result of study by using Advance Organizer strategy on the students achievement in reading comprehension ?

2. How the result of study by using lecturing method on the students achievement in reading comprehension ?
3. Is there any significant between the result of study by using advance organizer strategy in reading comprehension and lecturing method ?

#### **E. The Objective of The Study**

The objectives of the study can be described as follows :

1. to find out the result of study by using advance organizer strategy on the students achievement in reading comprehension ?
2. to find out the result of study by using lecturing method on the students achievement in reading comprehension ?
3. to find out the significant between the result of study by using advance organizer strategy in reading comprehension and lecturing method ?

#### **F. The significant of The Study**

The findings of this study was expecting to be useful theoretically and practically:

##### 1. Theoretically

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

##### 2. Practically

- a. The English teacher helping and conducting a better and interesting teaching learning process, especially in teaching reading.

- b. The students improve their understanding in reading comprehension through the application of Advance Organizer Strategy in teaching learning process.
- c. For the researcher, who is interested to conducting the same field of research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Description and the Effect**

Effect in this research means as any ability improvement after learning something. The word “effect” is meant by a result or change of something. The term effect can be generally meant by a change that something causes in something else, a result. Slameto (2010:15) states that “improvement in learning as certain proof of success or ability of student in doing their learning activities which based on their level class”. In improvement in which achieved by the student then are realized in the form of score so that it which acknowledge get the certain position of student in the class because they score they have reflect their improvement in the learning process.

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

###### **2.1 Method**

Method is the way or procedure that use to achieve a certain aim. Method is a way of teaching a language by following systemic principles and procedures. A method includes the actual activities the learner and the teacher are engage in while teaching and learning a language. Davies and Pearse (2000,p.208). A theory of language is put into practice in a method. A method is more abstract than



learning activities. Knowledge of methods is part of the knowledge base of teaching. It helps to widen a teacher's repertoire of techniques.

## **2.2 Approach**

The approach is a way to facilitate the implementation of the learning process, in order to assist achieving a goal that has been set. Approach is one way done in the learning process. This approach is done to establish good communication in learning.

According to Richard and Rodgers (2001) "an approach is a set of correlative assumption dealing with the nature of language and the nature of language learning in teaching." An approach describes how language is used and how language learning is used and its constituent parts interlock in other words it offers a model of language and makes statement about condition which will promote succesful in language learning. In the literature of English language teaching, the term "method and approach"are often used in nature of language learning. Basically, both of those terms do not have the same meaning.

Richard and Rodgers stated are sspecified. An approach aximatic and describes the nature of the subject matter to taught. A language learning approach consist of the following three elements: (1) views about the nature of language , (2) beliefs about language learning and teaching." The following example of approaches: the Oral Approach, the Structural Approach, the Nature Approach, and the Communucative approach." By using an approach is very important element in managing students in the classroom.

### **2.3 Strategy**

Strategy, method, technique, and approach are different aspect. As generally, the word strategy means “an accurate plan about activity to get particular purpose“. In teaching learning language the term of strategy and technique are often used in turn and both them are sinonym. In teaching learning process, the teacher has important role that can not be ignoret. The teacher must have strategy in conveying the material to the students in order to the students can study effectivelly and efficient, suitable with the porpose which is hoped.

The main purpose of strategy of teaching is having and special stress to the students side.

According to James (2001: 2) “ Strategy is defined as procedure use in learning thinking which serve as way of teaching a goal”. The strategy is the specific method of approacing a problem or task mode of operation for achieving a particular and planed design for controling and manipulating certain informain.

Strategy, Brown (2001: 16) say that “ any of a wide variety of exercise, activities, or tasks used in the languge classroom for realizing less on objectives”. Strategy is the mental on communicative procedure learners use in order to learn and use languge. Underlying every learning task is at least one strategy. Teaching stgrategy is a teaching approach that is used either in solving a classroom problem or in improving instruction. Teaching strategy refresent the combination of specific procedures or operation, grouped and ordered in definite scquence that teacher can use in the classroom to implement both cognitive and effective objective.

## **2.4 Technique**

A technique is a method of doing something needs skill. It is implementation that actually text places in classroom. It is a particular trick, strategy, used to accomplish on immediate objective. The teacher must be able to create how to manage the class, when she/he faces with naughty students or the stupid students. Borwn (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. Therefore, technique must be consistant with the method as well as the approach. From the above explanation, we can get information how important technique to support our material.

## **3. Description of Advance Organizer Strategy**

Advance organizer strategy is based upon the learning Theory of meaningful verbal learning formulated by David P Ausubel, an unusual education theorist. The theory of Meaningful Verbal Learning applies to situation where the teacher plays the role of lecturer or explainer. The main purpose is to help students acquire subject matter.

The Advance Organizer strategy operates both substantively and programmatically on the learning material. Advance organizers are the result of a teacher's conscious attemp to preview and structure the new material to be learned and to link it to content already existing in student pre-existing schemata. Effective advance organizer connect new information to existing schemata and provide student with a means to create new schemat. They are at a higher level of

abstraction than the content they organize and they subsume this information (Luiton, Ames, & Ackerson, 1980. ).

The Advance organizer strategy, designed by Ausubel, is a deductive Information Processing Model. This model acts as a cognitive roadmap, guiding the student over the new content to be learned. To ensure that these new ideas are retained and connected to existing cognitive structures, the teacher helps students determine the relationship between the new and the old and among the new ideas themselves. The above said model is based on Ausubel, ideas about subject matter, cognitive structure, active reception learning, and advance organizers. Advance organizer is a bridging strategy that provided a connection between one unit and another. Advance Organizers are rich and powerful transition statements ( Heinich, Lolenda and Russel, 1989, Stollaok, 1989, West and Wolff, 2001 ). As reported in the fourth fifth and sixth surveys of research in Education, there is need to investigate the effectiveness, usefulness and validity of models of different families. Teaching through “Models of Teaching” is a recent approach. Though some of the theories, on which teaching models are based, may not be very recent, but the manner in which Joyce and Weil (1995) have intricately interwoven educational purposes, learning theories and teaching strategies, is novel and very promising as it includes a rationale of its likely effectiveness and provides a strategy to analyze the education process. Gupta Suman (1991) checked the effectiveness of Advance Organizer Model of Ausubel in developing the teaching competence of student teachers and their attitude towards teaching and found this model effective than traditional method.

### **3.1 The Benefit Use Advance Organizer Strategy**

According to Joyce (2009: 280) Benefit advance organizer teaching model strategy are:

1. to help teachers manage and transfer a variety of helpful information and efficiently as possible due to the acquisitions of information is also the purpose of education
2. Teachers are responsible for managing and presenting what which learned and learners master the ideas and information
3. Guiding students discover or rediscover the concepts
4. Students become active constructors of knowledge, direction metalevel goal is to teach them discipline and teaching of metacognition to respond productively
5. To strengthen student's cognitive structure about certain subjects and how to manage, clarify and maintain it with a good knowledge
6. To organize prior knowledge and new knowledge and stored in a memory storage system of short-term and long-term to be called again later, if you want to use

### **3.2 The Procedure of Advance Organizer Strategy**

Ausubel's theory consist of three phases, presentation of an Advance Organizer, presentation of learning task or material, and strengthening the cognitive organization. Here, Clarifying the aims of lesson is one way to obtain students attention and to orient them to their learning goals both of which are

necessary to facilitate meaningful learning. Advance Organizer is an idea in itself and like learning material it should be explored intellectually. Actual advance Organizer is built around the major concepts and propositions of a discipline or were of study. The advance Organizer has to be constructed so that the learner can perceive it for what it is. It is a higher level of abstraction and generality than learning material. The essential features of concept or proposition must be pointed out and carefully explained. Teacher and student should explore the organizer by citing essential features, explaining them and providing examples. It should not be lengthy, but must be clearly understood and continually related to learning material to develop integrative cognitive structure. It is especially important to prompt awareness of learner prior knowledge and experience that might be relevant to this learning task and organizer.

According to Joyce and Weil (1972) has three phases of Advance Organizer strategy as follows :

### **Phases one : Presentation of Advance Organizer**

#### **1. Clarify aims of the lesson**

Clarifying the aims of lesson is one way to obtain students attention and to orient them to their learning goals both of which are necessary to facilitate meaningful learning.

#### **2. Present organizer :**

1. Identify defining attributes.
2. Give examples or illustrations where appropriate.
3. Provide context.

4. Repeat
5. Prompt awareness of learner's relevant knowledge and experiences.

### **Phases Two : presentation of Learning Task or Material**

1. Present material.
2. Make logical order of learning material explicit.
3. Link material to organizer.

### **Phases Three : Strengthening Cognitive Organization**

1. Use principles of integrative reconciliation.
2. Elicit critical approach to subject matter.
3. Clarify ideas.
4. Apply ideas actively. (such as by testing them).

### **3.3 The advantage of Advance Organizer Strategy**

The advanced organizes, within the framework of small and large group discussion, not only provide students with opportunities to connect existing knowledge with new knowledge, but additional advantages include the follows :

1. Advance organizer structure the near and distance learning environment.
2. Students are always prepared for class and never behind.
3. Students comprehend content presented by the instructor more quickly.
4. Advanced organizer are a means to engage all students equally.

5. Advanced organizer level the learning playing field ensuring that all students have similar learning opportunities and experiences.

### **3.4 The Disadvantages of Advance Organizer strategy**

The disadvantages associated with the use of advance organizers include :

- a. Grading large numbers of assignments.
- b. Some students complain about “busy work”.
- c. Instructor must be a good facilitator to ensure that all groups share their discussion.
- d. Some students prefer passive learning.
- e. Some may argue that advanced organizers are an effective strategy for elementary education, but not for adult learners.

## **4. 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 (winkel, 1996,51). Teaching purpose is purpose which describe a knowledge, skill, attitude that must be gained by the students as a result (teaching that colled in behavior which can be observed and measured).



## **5. Description of Reading**

Reading is a process to obtain information or knowledge that use eye sensory from something written. Reading is one of the important skill which have to be learned by the students in order to master English well. Reading is also includes 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 student have to comprehend the text in order to understand the information effectively. Gillet and Tample (in Ngadiso, 1998, 2) say, “Comprehension is the understanding new information in light of what we have already known”. This thing will make students be more succesful in applying and improving everything that had been learned and understood. Reading comprehension is the process of using syntactic, and rhetorical information found in the printed texts to reconstruct in the reader’s mind, using the knowledge of the word her or she possesses (Ngadiso,1998: 1).

### **5.1 Types of Reading**

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

### **5.1.1 Perceptive Reading**

In keeping with the set of categories specified for listening comprehension, similar specifications are *offered* here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation and other graphemic symbols. Bottom-up processing is implied.

### **5.1.2 Selective Reading**

This category is largely an artifact of assessment formats. In order to assess certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true or false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts, and graphs.

### **5.1.3 Interactive Reading**

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a *psycholinguistic* sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from larger texts, questionnaires, memos, announcements, directions, recipes, and the like.

#### **5.1.4 Extensive Reading**

Extensive reading as discussed in this book. Applies to text of more than a page, up to and including professional articles, essays, technical report, short stories, and book (it should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long article and book that are usually read outside a classroom hour).

#### **6. Description of Reading Comprehension**

According to schumn (2006:263) reading comprehension is a complex task that involves processing information at the word, sentences, paragraph, and passage or book levels. It involves an active engagement of the reader before, during, and after reading when the reader takes in author’s message interprets the message, respond to the messages, and retains the message for a variety of different purposes.

#### **7. Description of Recount**

According to Pardiyono (2007: 63) Recount is a text to give the information of informing past activities. The main goal this text is to retell an event happened in the past.

## 7.1 Constructing recount

### a. Orientation

1. To show the readers about topic activity or events in the past.
2. Using adjective word to express personal attitude ex. It was wonderful and we like it very much

### b. Recount of events, to give the detail information the events chronological.

1. To give detail information about activity or events chronologically
2. Using predicate with the verb in past tense, past continuous tense, past perfect tense
3. Using verb of doing on predicate, ex: went , took, saw, that express activity
4. Using adjective word to express personal attitude
  - It was wonderful
  - We enjoyed it very much, etc

### c. Re-Orientation

1. To express the personal attitude about activity or events that say on *record of events*.
2. There are a conclusion and also statement of personal attitude , ex: although we had to spend much of our time and money to visit those places, we were really happy. We mean to go back again for another kind of vacation one day.

## 7.2 The example of Recount

### MY BASKETBALL EXPERIENCE

Orientation	When I was in junior high school. I really loved basketball.
Record of events	Every Sunday afternoon I practice in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person but while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules. I still love basketball and have a team too.
Re-Orientation	But, my parents warn me to play attention more study because basketball just for hobby.

## B. Relevant Study

There are some research had been conducted related this study. The first research no.1 February 2009 is in journal of *using advance organizer to improve students' reading comprehension texts*. The study aims at improving the students' reading comprehension of text using 'advance organizer'. The subject were Class XII students, SMAN 1 Ambon. The data were collected through observations, pre-test, training, collaboratir's notes and final test. The results of the data

analysis demonstrate that the use of advance organizer could improve the students' comprehension of texts in three-cycle Classroom Action Research (CAR).

The second research is in American Educational research journal Summer 2002, vol. 17, no. 2, p.211-218 entitled : *A meta-Analysis of the Effect of Advance Organizers on Learning Retention*. Published and unpublished studies (N=135) of *the facilitative affect of advance organizers on learning and retention were examined*. Possible influencing variables such as grade level, subject are studied, organizer presentation mode, and subject ability level were also examined in relation to advance organizer effect. Advance organizer were shown to have a facilitative effect on both learning and relation. The differences between second previous research is the second research focus on advance organizer.

So, the differences among previous research above with this research is in this research, the researcher just focus on advance organizer strategy in reading comprehension.

### **C. Conceptual Framework.**

The researcher use advance organizer strategy as the research to find out the students achievement in reading comprehension. This strategy which used to in order the student interested, motivated, and increase their capability in this skill. By reading a person will gain new understanding, gain knowledge, ideas, expand

the view so that later they have high intelligence and civilization that is useful to himself and useful others.

#### **D. Hypothesis**

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

Ha : There is a significant effect of using advance organizer strategy on the students' achievement in reading comprehension.

Ho : There is no a significant effect of the using advance organizer strategy on the students' achievement in reading comprehension.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP Nurul Hasanah, Jalan Amal Bakti No. 69 B Tembung Kec. Percut Sei Tuan. It was conducted during the academic year 2016/2017. The reason to choose this school as the location of this research because the researcher find out some problems in this school, most of students are not able to understand what they have read especially in recount text. The students only read the material without knowing what they have read.

#### **B. Population and Sample**

##### **1. Population**

The population of this research was taken from the students of eight grade in this study, the population of this research which consist of 2 classes. There are VIII-1 (22 students) and VIII-2 (22 students) which totally of 44 students.

##### **2. Sample**

According Arikunto (2006: 134) suggested “10-15% and 20-25% or more can be as sample when the population is more than 100. And if the population is under 100, all the population could be taken as the sample”. In this case 100% will be taken out the sample of this research. The research will take all of the students as the sample. It can be seen in the table 3.1.



**Table 3.1**  
**Population and Sample**

<b>Classes</b>	<b>Population</b>	<b>Sample</b>
<b>VIII-1</b>	<b>22</b>	<b>22</b>
<b>VIII-2</b>	<b>22</b>	<b>22</b>
<b>Total</b>	<b>44</b>	<b>44</b>

**C. Research Design**

The experimental quantitative research was conducted by using a Experimental Research which means that there was a certain experiment that applied to the sample. To obtain the data, some activities will be conducted such as divide the samples into two groups (the experimental and control group). The pre-test was administrated to both groups before treatment is given. The post test was given after the treatment. The control group was treated by using lecturing method and the experimental group using advance organizer strategy.

**Table 3.2**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Advance Organizer strategy	√
Control	√	Learning method	√

In this research, there are three procedures were hold to collect the data. They were representively as follows :

**1. Pre-test**

Pre-text was conducted to found out the homogeneity of the sample. It was used to determine whether the two groups are relatively aqual in reading. The homogeneity was seen from the average score of each group. before starting the experiment, a pre-test was administrated to the both groups with the same item. It was expexted the average score between them are not different to far because the two groups were in the same level knowledge.

**2. Treatment**

The treatment was conducted after the administration of the pre-test. The process of experiment was conducted in three meanings. The activities during the treatment were using advance organizer strategy in teaching report text in the experimental group, as describe in the table 3.3

**Table 3.3**

**Teaching procedure of the Experimental Group**

No	Teacher Activities	Students Activities
1.	The teacher gave motivation to students.	The students gave response to the teacher.
2.	The teacher introduced and demonstrated teaching reading comprehension by using advance	The students paid attention to the techer's introduction and demonstaration.

	organizer strategy.	
3.	The teacher gave brief explanation about recount text and its generic structure and language feature	The students paid attention to the teacher's explanation
4.	The teacher asked the students to describe what they know about Experience.	The students try to describe what they know about Experience.
5.	After that, the gave the copies of the text to students and asked them to look through the whole passage.	The students did what the teacher ask.
6.	<b>Clafying</b> The teacher asked students to sees the title first and asked them to reading the text to clafying what is the text talking about.	the students did what the teacher ask.
7.	<b>Identifying Defining Attributes</b> The teacher asked the students to identify familiar words or unfamiliar sentence and comprehends 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 students tried to found out unfamiliar word and foundthe meaning in the dictionary.

	the teacher help the students or ask them to consult the dictionary.	
--	--	--

<b>8.</b>	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.
<b>9.</b>	<p><b>Strengthening of the cognitive organization</b></p> <p>The teacher asked 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 helps students integrate information.</p>	The students began to formulate possible, questions from the text.
<b>10.</b>	After that teacher gave some question that relate to the students question and material and close the class.	The students answer the set of questions.

**Table 3.4**

**Teaching procedure of the Control Group**

<b>No</b>	<b>Teacher</b>	<b>Students</b>
<b>1.</b>	The teacher greeted students and then introduced the lesson that which teach.	The students gave respon the teacher
<b>2.</b>	The teacher guided the students open their text book and teacher reading the text in the text book.	The students listened to the teacher's reading.
<b>3.</b>	the teacher asked one of students read have been read back the teacher.	The students read the text
<b>4.</b>	The teacher gave the students a set of question to answer by students.	The students answer read the text
<b>5.</b>	The teacher with the students answer the question together.	The students and teacher answer of the question.

**3. Post-test**

After having conducted the treatment, both group have been tested by giving a post-test. The researcher gave the students post-text in order to see the result whether the method was effective or not. The post-test was exactly the same as pre-test. It was intended to found out the mean score both groups.

#### **D. The Instrument of the Research**

The instrument for collecting data in this research was multiple choice test. The data of this research were collected by giving test, a pre-test and post-test that is given to experimental and control group. The book taken LKS. The test consist of 20 items which consist of 4 options : each correct answer will be given 1, and the incorrect answer is given 0. The highest score was 100 calculated by using formula :

$$\text{Score} = \frac{\text{Total of True answer}}{\text{Total of Question}} \times 100$$

#### **E. The technique for Collecting the Data**

In collecting data, some steps was applied as following :

1. Giving pre-test to both classes.
2. Giving treatment
  - a. Experimental group : using advance organizer strategy.
  - b. Control group : using lecturing method.
3. Giving post-test to classes. The researcher made the same test again to collect the post-test scores and it was consist of multiple choice.

#### **F. Teachnique of Data Analysis**

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

1. Scoring the students' test

2. Listing the score into tables, first for experimental group and second for control group sources.
3. Calculating the total score of pre-test and post-test in experimental group and control group.
4. Finding the mean of the score of pre test and post test in experimental group and control group by using the formula :

a. Mean  $M (T_2-T_1) = \Sigma \frac{T_1}{N}$

b. Variances  $S^2 = \Sigma (T_1)^2 - \frac{(T_1)^2}{N}$

c. Standard Deviation  $SD = \sqrt{\frac{\Sigma T_1^2}{N}}$

d. Independent sample t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X_1^2 - (\Sigma X_1)^2/n_1 + \Sigma X_2^2 - (\Sigma X_2)^2/n_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

## G. Statistical Hypothesis

Based on the problems of the study, the hypothesis was formulated as the following

Ha = There is a significant effect of advance organizer strategy on the students' achievement in reading comprehension.

Ho = There is not significant effect of advance organizer strategy on the students' achievement in reading comprehension.

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

The data were collected by giving the students multiple choice test that consisted of twenty items. The correct answer got point 1 and the incorrect answer got 0. So the total of the right answer is 100. In this research, the sample was divided into two group, the experimental group and control group. Twenty two students belong to experimental group and twenty two students belong to control group. Each group was given pre-test and post-test.

That was the result of the pre-test and post-test in experimental group in table 4.1, and that was the result of the pre test and post test in,control group in the table 4.2.

**Table 4.1**

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

No.	Initial Name	Score	
		Pre-Test (T <sub>1</sub> )	Post-Test (T <sub>2</sub> )
1	AT	30	80
2	AAL	30	80
3	AF	35	80
4	AM	30	80
5	AP	40	80
6	AR	35	90
7	CR	25	60
8	FS	35	85
9	LL	40	80
10	MH	60	80
11	MY	40	75
12	MR	25	80



13	NN	50	80
14	NA	25	75
15	RS	30	75
16	RR	53	85
17	RG	50	80
18	RZ	35	80
19	SPS	25	80
20	SV	40	90
21	WA	25	80
22	YA	50	85
<b>Total</b>		<b><math>\sum T_1 = 790</math></b>	<b><math>\sum T_2 = 1760</math></b>

The data in table 4.1 showed the result of the pre-test and post-test in experimental group. based on the table above, it could be showed that was the differences between pre test and post test scores in experimental group. the highest score of pre test in experimental group was 60 and the lowest was 25, while the highest score of the post test was 90 after giving treatment, and the lowest was 60.

After calculating the data for the experimental group above the total score for Pre Test is  $\sum T_1 = 790$  and the total score for Post Test was  $\sum T_2 = 1760$  it means the score for Post Test was higher than Pre Test.

**Table 4.2**

**The Scores of the Pre Test and Post Test in Control Group**

No.	Initial Name	Score	
		Pre-Test ( $T_1$ )	Post Test ( $T_2$ )
1	AAR	45	70
2	AS	55	60
3	AY	45	65
4	DU	40	50
5	EOZ	55	60
6	FS	40	55
7	IU	40	50

8	KM	50	70
9	MIA	45	65
10	MIR	65	70
11	NS	50	55
12	QA	45	50
13	RI	40	50
14	RV	45	50
15	RW	55	70
16	SR	40	60
17	SP	40	50
18	SEP	50	55
19	WAT	45	55
20	YA	40	60
21	ZS	45	55
22	WA	50	70
<b>Total</b>		<b><math>\sum T_1 = 1025</math></b>	<b><math>\sum T_2 = 1295</math></b>

The data in table 4.2 showed the result of the pre-test and post test in control group. Based on the table above, it could be showed that was the differences between pre test and post test scores in control group. The highest score of pre test in control group was 65 and the lowest was 40, while the highest score of the post test was 70 and the lowest was 50.

After calculating the data for the control group above the total score for Pre Test was  $\sum T_1 = 1025$  and the total score for Post Test was  $\sum T_2 = 1295$  it means the score for post test is higher than pre test.

## **B. Data Analysis**

Based on table above, the following table 4.3 and 4.4 shown that the different scores between pre-test and post-test were both experimental and control group.

**Table 4.3**

**The Differences Scores of the Pre-Test and Post\_Test in  
Experimental Group**

No.	Students Initial	Score					
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	X=(T <sub>2</sub> -T <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>
1	AT	30	900	80	6400	50	2500
2	AAL	30	900	80	6400	50	2500
3	AF	35	1225	80	6400	45	2025
4	AM	30	900	80	6400	50	2500
5	AP	40	1600	80	6400	40	1600
6	AR	35	1225	90	8100	55	3025
7	CR	25	625	60	3600	35	1225
8	FS	35	1225	85	7225	50	2500
9	LL	40	1600	80	6400	40	1600
10	MH	60	3600	80	6400	20	400
11	MY	40	1600	75	5625	35	1225
12	MR	25	625	80	6400	55	3025
13	NN	50	2500	80	6400	30	900
14	NA	25	635	75	5625	50	2500
15	RS	30	900	75	5625	45	2025
16	RR	35	1225	85	7225	50	2500
17	RG	50	2500	80	6400	30	900
18	RZ	35	1225	80	6400	45	2025
19	SPS	25	625	80	6400	55	3025
20	SV	40	1600	90	8100	50	2500
21	WA	25	625	80	6400	55	3025
22	YA	50	2500	85	7225	35	1225
<b>Total</b>		$\sum T_1 =$ <b>790</b>	$\sum (T_1)^2 =$ <b>30350</b>	$\sum T_2 =$ <b>1760</b>	$\sum (T_2)^2 =$ <b>141550</b>	$\sum (T_1 - T_2) =$ <b>970</b>	$\sum X_1^2 =$ <b>44750</b>
<b>Mean</b>						<b>44,09</b>	

Table 4.3 above shown that the total score pre-test in experimental group was 790 while the total score of post-test wa 1760.

## The Calculation in Experimental Group

a. The calculation for pre-test in experimental group

1. Mean

$$M(T_2 - T_1) = \Sigma \frac{T_1}{N}$$

$$= \frac{790}{22}$$

$$= 35,909$$

2. Variences

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

$$= 30350 - \frac{(790)^2}{22}$$

$$= 30350 - \frac{624100}{22}$$

$$= 30350 - 28365$$

$$= 1982$$

$$S^2 = \sqrt{1982}$$

$$S = 44,51$$

3. Standard Deviation

$$SD = \sqrt{\frac{(\Sigma T_1)^2}{N}}$$

$$= \sqrt{\frac{(30350)}{22}}$$

$$= \sqrt{\frac{1742125}{22}}$$

$$= \sqrt{281402}$$

$$= 16,77$$

b. The calculation for post-test in experimental group

1. Mean

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

$$= \frac{1760}{22}$$

$$= 80$$

2. Variences

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

$$= 141550 - \frac{(1760)^2}{22}$$

$$= 141550 - \frac{3097600}{22}$$

$$= 141550 - 140800$$

$$= 750$$

$$S^2 = \sqrt{750}$$

$$S = 27,38$$

### 3. Standard Deviation

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

$$= \sqrt{\frac{(141550)}{22}}$$

$$= \sqrt{\frac{3762313}{22}}$$

$$= \sqrt{413538}$$

$$= 643,06$$

c. The calculation for total pre-test and post-test in experimental group

#### 1. Mean

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

$$= \frac{970}{22}$$

$$= 44,09$$

#### 2. Standard Deviation

$$SD = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(970)^2}{22}}$$

$$= \sqrt{\frac{940900}{22}}$$

$$= \sqrt{206804}$$

$$= 14,38$$

**Table 4.4**

**The differences Scores of the pre-test and post-test in  
Control Group**

No.	Students Initial	Score					
		Pre-Test (T <sub>1</sub> )	T <sub>1</sub> <sup>2</sup>	Post-Test (T <sub>2</sub> )	T <sub>2</sub> <sup>2</sup>	X= (T <sub>2</sub> - T <sub>1</sub> )	X <sub>2</sub> <sup>2</sup>
1	AAR	45	2025	70	4900	25	625
2	AS	55	3025	60	3600	5	25
3	AY	45	2025	65	4225	20	400
4	DU	40	1600	50	2500	10	100
5	EOZ	55	3025	60	3600	5	25
6	FS	40	1600	55	3025	15	225
7	IU	40	1600	50	2500	10	100
8	KM	50	2500	70	4900	20	400
9	MIA	45	2025	65	4225	20	400
10	MIR	65	4225	70	4900	5	25
11	NS	50	2500	55	3025	5	25
12	QA	45	2025	50	2500	5	25
13	RI	40	1600	50	2500	10	100
14	RV	45	2025	50	2500	5	25
15	RW	55	3025	70	4900	15	225
16	SR	40	1600	60	3600	20	400
17	SP	40	1600	50	2500	10	100
18	SEP	50	2500	55	3025	5	25
19	WAT	45	2025	55	3025	10	100
20	YA	40	1600	60	3600	20	400
21	ZS	45	2025	55	3025	5	25
22	WA	50	2500	70	4900	20	400

<b>Total</b>	$\Sigma T_1$ = 1025	$\Sigma(T_1)^2$ = 48675	$\Sigma T_2$ = 1295	$\Sigma(T_2)^2$ = 77475	$\Sigma(T_2 - T_1)$ = 265	$X_2^2$ = 4175
<b>Mean</b>					<b>12,04</b>	

Table 4.4 above shown that the total score pre-test in control group was 1025 while the total score of post-test was 1295.

### The Calculation in Control Group

a. The calculation for pre-test in control group

1. Mean

$$M(T_2 - T_1) = \Sigma \frac{T_1}{N}$$

$$= \frac{1025}{22}$$

$$= 46,59$$

2. Variences

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

$$= 48675 - \frac{(1025)^2}{22}$$

$$= 48675 - \frac{1050625}{22}$$

$$= 48675 - 47755$$

$$= 920$$

$$S^2 = \sqrt{920}$$



$$S = 30,33$$

### 3. Standard Deviation

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

$$= \sqrt{\frac{(48675)^2}{22}}$$

$$= \sqrt{\frac{2369255625}{22}}$$

$$= 10,37$$

### b. The calculation for post-test in control in control group

#### 1. Mean

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

$$= \frac{1295}{22}$$

$$= 58,86$$

#### 2. Variences

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

$$= 77475 - \frac{(1295)^2}{22}$$

$$= 77475 - 76228$$

$$= 1247$$

$$S^2 = \sqrt{1242}$$

$$S = 35,31$$

### 3. Standard Deviation

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

$$= \sqrt{\frac{(77475)^2}{22}}$$

$$= \sqrt{\frac{6002375625}{22}}$$

$$= \sqrt{272835}$$

$$= 16,51$$

c. The calculation for total pre-test and post test in Control Group

#### 1. Mean

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

$$= \frac{265}{22}$$

$$= 12,04$$

#### 2. Standard Deviation

$$SD = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(265)^2}{22}}$$

$$= \sqrt{\frac{70225}{22}}$$

$$= \sqrt{3192}$$

$$= 56,4$$

### Independent Sample t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - (\sum X_1)^2/n_1 + \sum X_2^2 - (\sum X_2)^2/n_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{44,09 - 12,04}{\sqrt{\frac{44750 - \left(\frac{(970)^2}{22}\right) + 4175 - \left(\frac{(265)^2}{22}\right)}{22 + 22 - 2} \left(\frac{1}{22} + \frac{1}{22}\right)}}$$

$$t = \frac{32,05}{\sqrt{\frac{44750 - \frac{(940900)}{22} + 4175 - \frac{(70225)}{22}}{42} (0,045 + 0,045)}}$$

$$t = \frac{32,05}{\sqrt{\frac{44750 - 42768 + 4175 - 3192}{42} (0,09)}}$$

$$t = \frac{32,05}{\sqrt{\frac{1982 + 682}{42} (0,09)}}$$

$$t = \frac{32,05}{\sqrt{\frac{2665}{42} (0,09)}}$$

$$t = \frac{32,05}{\sqrt{6345 (0,09)}}$$

$$t = \frac{32,05}{\sqrt{5,71}}$$

$$t = \frac{32,05}{2,38}$$

$$t = 13,4$$

the result of t-calculation showed that is t-test is 13,4 and t-table 1,681. The t-test is higher than the t-table ( 13,4 > 1,681). It means that using advance organizer strategy significantly effects on the students' achievement in reading comprehension.

### **C. Testing Hypothesis**

In analyzing the hypothesis, it referred to the t-table at the level significant of  $\alpha$  0,05. The testing criterion used for hypothesis result is; If t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the level significance of  $\alpha$  0.05 with the degree of freedom (df)  $\rightarrow n-1 = 44 - 1 = 43$  is 1,681 this means that Ha is this study is accepted since the students' t-test in the Experimental group is 13,4 and the t-table is 1,681. Because the t-test value is higher than the the t-table (13,4 > 1,681). Therefore, it can be concluded that advance organizer strategy can improve students' skill in reading comprehension.

## **D. Finding and Discussion**

### **Finding**

From the result, it is found that there was significant difference between experimental group and control group. Teaching reading comprehension in experimental group by using advance organizer strategy was more effective than teaching reading comprehension without using advance organizer strategy. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 13,4. It showed the result of t-test was higher than t-table ( $13,4 > 1,681$ ). It means that using of advance organizer strategy significantly effects on the students' achievement in reading comprehension.

### **Discussion**

From the finding, the result of study by using advance organizer strategy on the students' achievement in reading comprehension is the calculation for pre-test in experimental group : Mean = 35,909, Variences = 44,51, Standard Deviation = 16,77. The calculation for post-test in experimental group : Mean = 80, Variences = 27,38, Standard Deviation 643,06. The calculation for total pre-test and post-test in experimental group : Mean = 44,09, Standard Deviation = 14,38.

The Minimum Value : in pre-test is 25, post-test is 60.

The Maximum Value : in pre-test is 60, post-test is 90.

While the result of study by using lecturing method is the calculation for pre-test in control group : Mean = 46,59, Variences = 30,33, Standard Deviation =

10,37. The calculation for post-test in control group : Mean = 58,86, Variences = 35,31, Standard Deviation = 16,51. The calculation for total pre-test and post-test in control group : Mean = 12,04, Standard Deviation = 56,4.

The Minimum Value : in pre-test is 40, post-test is 50.

The Maximum Value : in pre-test is 65, post-test is 70.

It is found that there was significant difference between experimental group and control group. it is could be seen from the difference result of mean score from both of the groups. Based on the analysis above, the result of t-test was 13,4. It showed the result of t-test was higher than t-table ( $13,4 > 1,681$ ). It means that using advance organizer strategy significantly effects on the students' achievement in reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

Based on the data analysis, the conclusion can be drawn as follows :

1. Based on the findings, it was found that there was a result of study by using Advance Organizer Strategy on the students' achievement in reading comprehension is the calculation for pre-test in experimental group :

Mean = 35,909, Variences = 44,51, Standard Deviation = 16,77. The calculation for post-test in experimental group : Mean = 80, Variences = 27,38, Standard Deviation 643,06. The calculation for total pre-test and post-test in experimental group : Mean = 44,09, Standard Deviation = 14,38.

The Minimum Value : in pre-test is 25, post-test is 60.

The Maximum Value : in pre-test is 60, post-test is 90.

2. The result of study by using lecturing method on the students' achievement in reading comprehension is the calculation for pre-test in control group :

Mean = 46,59, Variences = 30,33, Standard Deviation = 10,37. The calculation for post-test in control group : Mean = 58,86, Variences = 35,31, Standard Deviation = 16,51. The calculation for total pre-test and post-test in control group : Mean = 12,04, Standard Deviation = 56,4.

The Minimum Value : in pre-test is 40, post-test is 50.

The Maximum Value : in pre-test is 65, post-test is 70.

3. It is found that there was significant difference between experimental group and control group. it is could be seen from the difference result of mean score from both of the groups. Based on the analysis above, the result of t-test was 13,4. It showed the result of t-test was higher than t-table ( $13,4 > 1,681$ ).

## **B. Suggestions**

Based on the conclusion above, some suggestion were put forward as the following :

1. The English teachers are expected to use Advance Organizer Strategy in teaching reading comprehension to students. The teacher would be better to teach reading comprehension because interesting in teaching learning process,
2. The students are expected to use Advance Organizer Strategy before reading because it can stimulate their cognitive students so that they can be easier to comprehend the text in reading comprehension.



## REFERENCES

- Alderson, J, Charles. (2000). *Assessing Reading. Cambridge; Cambridge University Press*
- Arikunto, Suharismi. (2006). *Prosedur penelitian suatu pendekatan Praktek.*  
Jakarta : Rieneka Cipta.
- Brown, H.Douglas. (2001). *Teaching by Principles: An Intractive Approach to Language Pedagogy 2<sup>nd</sup>Edn.* New York: Addison Wesley Longman
- Davies, P. and Pearse, E. (2000). *Success in English Teaching*, OUP Oxford
- Grounlund (1985) *Menyusun Tes Hasil Belajar.* Semarang: IKIP Semarang Press
- Harmer (2001). *The Practice of English Language Teaching.* London: Longman
- Heinich, R, Molenda, M, Russell, J. D, & Smaldino, S.E (2002). *Instructional Media And Technology for Learning, 7th Edition.* New Jersey. Prentice Hall, Inc
- James (2001). *Strategy and Structure.* Edition, Europe: Prentice Hall
- Joyce, Bruce & Marsha Weil. 2000. *Models of Teaching.* Amerika: a. Pearson Education Company
- Luiten, J, W. Ames, & G. Ackerson. "A meta-Analysisof the effect of Advance Organizers on Learning and Retention." American education Research Journal vol 17 (Summer 1980) p.211-218
- Ngadiso. (1998). *Reading I Hand Out English Department.* Surakarta: UNS (tidak Dipublikasikan)
- Pardiyono. 2007. *Pasti Bisa! Teaching genre based writing. Metode mengajar writing berbasis genre secara efektif.* Yogyakarta : Andi.
- Richards, J,C, & Rodgers, T.S (2001). *Approaches and Methods in Language Teaching.* America: Cambridge University Press
- Schumm. D.E. 1992. *Intisari Biokimia.* Binarupa Aksara. Jakarta
- Siswanto, Bejo. 2005. *Manajemen Tenaga Kerja Indonesia Pendekatan Administratif dan Operasional.* Jakarta: Bumi Aksara

Slameto. (2010). *Belajar dan faktor-faktor yang Mempengaruhinya*. Jak.....  
Rineka Cipta

Sugiyono. (2013). *Metode Penelitian Administrasi*, Bandung, CV. Alfabeta

Tankersley, Karen. (2003). *Literacy Strategies for Grades 4-12 :Reinforcing  
Threads of Reading*. Alexandria: association for Supervison Curriculum  
Development

Winkel (1996). *Psikologi Pendidikan dan Evaluasi Belajar*. Jakarta: PT Gramedia

## **APPENDIX I**

### **LESSON PLAN**

#### **(EXPERIMENTAL GROUP)**

School : SMP Nurul Hasanah

Subject : English

Class/Semester : VIII/2

Time : 2 x 40 Minutes

Learning Topic : Recount Text

Skill : Reading

#### **A. Competence Standard**

Understanding the meaning and functional text in from of report in the social context to access the knowledge.

#### **B. Basic Competence**

1. To understand the message of recount text accurately and completely in social context.
2. To comprehend the meaning of recount text accurately and clearly in everyday life based on linguistic and cultural Knowledge.

**C. Indicator**

1. Identify the meaning of recount text
2. Identify the generic structure of recount text
3. Identify the language features of recount text
4. Explain the meaning of recount text based on linguistic and cultural knowledge

**D. Learning Objectives**

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

1. Students are able to answer what is the meaning of the words, the phrases, and sentences in recount text.
  2. Students are able to understand the meaning of story in recount text
  3. Students enable to answer the question of reading recount text.
- The character of students expected to :
    1. (trustworthiness)
    2. (respect)
    3. (Diligence)
    4. (Responsibility)
    5. (respect)

**E. Learning Material : Recount Text**

**F. Teaching Method**

Advance Organizer Strategy

**G. Learning Activity**

No.	Activity	Students' activity	Teacher's activity	Duration
1.	Opening	The students pay attention to the teacher's introduction and demonstration.	The teacher greet the students give motivation and check the attendance list.  The teacher introduce and demonstrated teaching reading comprehension by using advance organizer strategy.	5 minutes
2.	Main Activity	The students pay attention.  The students try to describe what they know about holiday.  The students do what the teacher ask.	The teacher write "holiday" in the whiteboard to attract the students' attention before share the copies of the text.  The teacher ask the students to describe what they know about holiday.  After that, give the copies of the text to the students and ask them to look through the whole passage	30 minutes

		<p>The students do what the teacher ask.</p> <p>The students try to find out unfamiliar word and find the meaning in dictionary.</p> <p>The students make connection the text and the prior knowledge.</p>	<p>The teacher asks students to see the title first and ask them to read the text to clarify what is the text talking about.</p> <p>The teacher asks the students to identify familiar words or unfamiliar sentence and comprehend it. After that, the teacher ask the students to write down the difficult words in their book. If the students can not find out the meaning of the words, the teacher help the students or ask them to consult the dictionary.</p> <p>The teacher asks the students to make their own question from the text in order to check if</p>	
--	--	--	---	--

			someone has fully understand the content of the text, to improve comprehension and help students intergrate information.	
3.	Closing	The students answer the set of questions.	After that teacher gives some question that relate to the students questionand material and close the class.	5 minutes

#### **H. Learning Sources**

Sources : English text book, Disctionaries

Media : whiteboard and marker

#### **I. Evaluation**

Give objectives test

Kind : individual test

From : Multiple Choice

Technique : Reading

#### **J. Assessment**

No.	Aspect	Score
1.	True answer	1
2.	Wrong answer	0

1. Every correct answer score =1
2. Amount of maximum score 1x20 =20
3. Maximum mark =20
4. Students mark =

$$\text{Score} = \frac{\text{total of the answer}}{\text{total of question}} \times 100\%$$

Medan, March 2017

Known by :

English Teacher

The Researcher

Arman Kelana, S.Pd

Aisyah

NPM. 1302050207

Headmaster of SMP Nurul Hasanah

Drs. SK. Kurniawan Siregar. M.Si



**LESSON PLAN**  
**(CONTROL GROUP)**

School : SMP Nurul Hasanah  
Subject : English  
Class/ semester : VIII/2  
Time : 2 x 40 minutes  
Learning topic : Recount text  
Skill : Reading

**A. Standard Competence**

Reading understanding the recount text by reading correctly

**B. Basic Competence**

Responding reading and knowing that means in the recount text.

**C. Indicator**

1. To read the text
2. To get specially information on from a text related to the topic
3. To identify the meaning of new words in the text

**D. Learning Objectives**

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



	<p><b>The Third Meeting</b></p> <p>Opening :</p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Checking the students attendance list</li> </ul> <p>Main Activity :</p> <ul style="list-style-type: none"> <li>• Giving the post test to the students in order to know the students evaluation</li> </ul>	40 Minutes
--	---	------------

## H. Learning Sources

Source : English text book, dictionaries

Media : whiteboard and marker

## I. Evaluation

Give objectives test

Kind : Individual test

From : Multiple Choice

Technique : Reading

## J. Assessment

No	Aspect	Score
1.	True answer	1
2.	Wrong answer	0

1. Every correct answer score =1
2. Amount of maximum score 1x20 =20
3. Maximum mark =20
4. Students mark =

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

Medan, March 2017

Known by :

English Teacher

The Researcher

Arman Kelana, S.Pd

Aisyah

NPM. 1302050207

Headmaster of SMP Nurul Hasanah

Drs. SK Kurniawan Siregar, M.Si

## APPENDIX II

### TEST ITEMS

#### Pre-test and post test

Read the following text, and then choose the right answer based on the text!

Text 1 (1-10)

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. When did the clock stopped?

A. At 5.12

B. At 11.55

C. At 12.00

D. At 12.02

2. Why did the people gather under the Town Hall clock?

A. To welcome the New Year

B. To see the newly bought clock

C. To strike the laughing people

D. To stop people who shouted

3. Based on the text, where was the writer?

A. At the center of the town

B. At home

C. AT the beach

D. At the market

4. When did the event happen?

A. in the middle of the year

B. the end of the year

C. Christmas celebration

D. at the weekend as usual

5. Which of the following is not true according to the text?

A. the writer was waiting to celebrate the New Year.

B. the writer brought a watch.

C. the writer was very happy.

D. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

A. Everybody directly celebrated the New Year

B. everybody sings and laugh.

C. everybody looked for a watch.

D. everybody shouted too.

7. What does the first sentence tell you?

A. The problem that the writer met

B. The funny thing in the story

C. The opening of the story

D. The past event

8. "It would strike twelve in twenty minutes' time."

The underlined word refers to ...

A. the clock

B. author's watch

C. the town

D. the place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.

What is the closest meaning of the underlined word?

- A. mass
- B. big
- C. many
- D. lots of

10. "The big clock refused to welcome the New Year"

What is the synonym of the word ....

- A. reject
- B. accept
- C. admit
- D. hate

Text 2 (for question 11-16)

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

11. The text above mainly discusses about.....

- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogya Kraton

12. The text is written in the form of a/an.....

- A. recount
- B. narrative
- C. report
- D. anecdote

13. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. report an event to the police

14. What are the big temples in Prambanan?

- A. angkor wat, syiwa, and sudra temples
- B. paria, brahmana, and temples
- C. brahmana, syiwa, and wisnu temples
- D. wisnu, syiwa, and borobudur temples

15. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon



16. Why did they only visit Brahmana and Syiwa temples?

- A. because there was no wisnu temple
- B. because wisnu temple was amazing
- C. because wisnu temple was too small
- D. because wisnu temple was being repaired

Text 3 (for question (17-20))

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

17. What is the purpose of the text?

- A. To explain about something wrong
- B. To inform about the writers activities
- C. To entertain the readers about the funny story
- d. To To retell about the writer's terrible day

18. The generic structure of the last paragraph is called .....

A. reason

C. orientation

B. re-orientation

D. Events

19. What made everything went wrong?

A. He got up late in the morning

B. His came to school on time

C. His bag was left at home

d. He got punishment from his teacher

20. Which of the following statement is NOT TRUE according to the text?

A. The writer didn't sleep a wink at that night

B. He didn't hand in his homework

C. He had breakfast before leaving for school

D. He fell down the stairs

## **APPENDIX III**

### **Answer Key**

#### **Text 1 (1-10)**

1. B
2. A
3. A
4. B
5. D
6. C
7. C
8. A
9. A
10. A

#### **Text 2 (11-16)**

11. A
12. A
13. A
14. C
15. B
16. D

#### **Text 3 (17-20)**

17. D
18. B
19. A
20. C